

Essential Skills

Local Assessment Capacity Building Contract

Basic Information

Purpose of contracts	Develop local assessment capacity
Number of contracts available	Four district contracts
Contract amount	\$100,000 per district
Duration	Majority of the work occurs between June, 2014 through June, 2015; expectations for disseminating content through trainings extends into June, 2017.
Specific work to be accomplished	See page 2, 3, and 4 in this document.
District application process	See page 5, 6 and 7 in this document.

Overview of the Opportunity

As a part of [Oregon's Strategic Initiatives](#), specifically, [House Bill 3233](#), the Oregon Department of Education (ODE) is seeking four district partners to focus on developing local assessment capacity and to become regional ambassadors for how to develop local assessment capacity.

Local assessment capacity for these purposes means teachers in the district can develop, administer and score high-quality assessments. As an extension, these skills should also enable teachers to evaluate and adapt assessments found in open educational resources, understand how their local assessments complement and integrate with other assessment systems or programs, and be informed users of commercial assessment products.

Each of the four district will develop at least two Common Core standards-aligned assessments, with graded student work, for grades three through twelve. Districts will be selected to develop either English Language Arts and Literacy assessments or Mathematics assessments. Each of the four districts will receive \$100,000, which means the district will be able to provide approximately \$9,000 of release time per grade for teachers and \$10,000 for coordination and dissemination.

Although only four districts will be selected to receive funding through a contract with ODE for this work, the purpose of the project is to begin building local assessment capacity statewide. Thus, all content developed in the project will be posted and available to all districts (including recordings of the trainings as well as the bank of assessments and scored student work that the districts develop) and each district who receives funding will be expected to actively contribute to supporting the growth of local assessment capacity statewide.

For additional information about this opportunity, please see the estimated tasks and application information below.

Specific Work to Be Accomplished by Participating Teachers

Number	Task for two pairs of teachers at each grade 3-12	Estimated timeline, exact dates TBD
1	Participate in assessment training provided by Berkeley Evaluation and Research Center and ODE	late September or late October, 2014
2	Develop a shared summative assessment	between October and November, 2014
3	Provide feedback on assessments developed by other teacher pairs	
4	Revise assessments based on feedback	
5	Upload assessments to Portal	mid-November, 2014
6	Administer assessments to at least one class of students	between December, 2014, and early March, 2015
7	Participate in scoring training provided by Berkeley Evaluation and Research Center and ODE	between late November and mid-December, 2014
8	Score student work and calibrate scoring expectations	between January and early March, 2015
9	Participate in scoring expectation calibrations conversation provided by Berkeley Evaluation and Research Center and ODE	early April, 2015
10	Revisit calibrated student work	April, 2015
11	Upload examples of scored student work to Portal	May, 2015

Specific Work to Be Accomplished by Participating District and Building Staff

Number	Tasks for district and building representatives	Estimated timeline, exact dates TBD
<i>Coordination Tasks</i>		
1	Participate in assessment training provided by Berkeley Evaluation and Research Center and ODE and ensure training is incorporated in professional practice	late September or late October, 2014
2	Coordinate development of shared summative assessments	between October and November, 2014
3	Coordinate feedback on assessments developed by teacher pairs	
4	Coordinate revision of assessments based on feedback	
5	Ensure that assessments are uploaded into Portal	mid-November, 2014
6	Ensure that all assessments are administered to at least one class of students	between December, 2014, and early March, 2015
7	Participate in scoring training provided by Berkeley Evaluation and Research Center and ODE and ensure training is incorporated in professional practice	between late November and mid-December, 2014
8	Coordinate collective scoring of student work and calibration of scoring expectations	between January and early March, 2015
9	Participate in scoring expectation calibrations conversation provided by Berkeley Evaluation and Research Center and ODE and ensure training is incorporated in professional practice	early April, 2015
10	Coordinate revisiting calibrated student work	April, 2015
11	Ensure that examples of scored student work are uploaded to Portal	May, 2015
<i>Overarching Project Planning and Dissemination</i>		
12	Participate in planning phone call with ODE and other districts	As needed
13	Share relevant district-developed assessment and implementation resources so that they can be included in the Portal	Periodically
14	Participate in check in phone calls with other districts	At least two times over the project: winter and spring

Specific Work to Be Accomplished by Participating District and Building Staff, *continued*

Number	Tasks for district and building representatives	Estimated timeline, exact dates TBD
15	Coordinate teachers and district and building staff to participate in phone calls with ODE to monitor the project and process the impact of the project.	At least three times over the project: fall, winter, and spring
16	Complete interim progress reports based on template provided by ODE	At least two times: winter and spring
17	Coordinate with ODE to plan how district can serve as an ambassador of assessment development.	At least once in the spring
18	Present about the project at future training events (at least four conference presentations) and be a resource to nearby districts as they have questions.	Across 2014-2015 school year and for at least two years following

District Application

Directions for Completing Application

Districts interested in this opportunity, are encouraged to reply to statements below with concrete information and direct, succinct language; the use of bulleted lists is encouraged.

Districts are not required to reply using this format, but if another format is used, all content must be easily tied back to the following expectations and the response may not exceed 1.5 pages.

Directions for Replying

Replies should be sent to Cristen McLean at cristen.mclean@state.or.us by May 22nd. After a final selection is made, ODE will issue an “Intent to Award” announcement on the Business Manager’s listserv and the selected districts will be invited to negotiate a contract with ODE. Every Proposer shall be notified in writing of its selection status.

Additional Factors That Will Be Considered in Selection

Preference will be given to districts based on the following factors:

- CTE program
- Fewer strategic initiative awards already received
- Geographically distributed
- Demographic factors, including higher percentage of students who are economically disadvantaged, underserved race/ethnicity, ever English Learners

Preference may be given to SWIFT districts in order to identify one SWIFT district partner.

*ODE maintains information about all of the above factors so **districts do not need to provide information about these factors.***

For consortiums of districts (item 5 in the application), preference will be given to districts who have collaborated previously.

District name	
1. Describe any trainings related to the following topics that your district has provided to support local assessment practices; <i>specify content area.</i>	
a. assessment development	
b. assessment scoring	
c. assessment literacy	
d. assessment data analysis	
e. other topics	
2. Describe how your district currently uses PLCs; <i>if not the whole school, specify content area.</i>	
a. What processes do you have in place to ensure PLCs are effective	
b. What time is available for PLCs	
c. How have PLCs been used for assessment purposes	

3. Describe **any other district policies or practices** related to assessment that would be helpful to illustrate how your district encourages the use of locally developed assessments.

4. Describe one or two recent district-wide initiatives that illustrates the **leadership capacity** in your district.

5. If your district does not include four teachers per grade, please identify the other district(s) your district could partner with to meet this criteria. All *district applications should be submitted in one email.*

6. Do you have a preference for which subject area your district would want to focus on—ELA or math? *If yes, please state which.*