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| **Classroom Embedded Assessment (CEA)**  Purpose:  Ongoing process to provide opportunities for seeking and interpreting evidence of 3-dimensional science learning for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there  [\*it is not necessarily a ‘thing’ (i.e., a test) but rather a process used by both teachers AND students of gathering information, analyzing the information, and using it to move teaching and learning forward]  Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of | Users:  Teachers  Students  Parents |
| **Through Course Tasks (TCT)**  Purpose:   |  | | --- | | Provide a snapshot of student learning/thinking/application of the 3 dimensions of the standards that can be calibrated against expected competency levels of same age/grade students  Enable collection of student work in order to illustrate by example various levels of student performance based on identified success criteria  Provide examples of grade level appropriate  3 dimensional tasks and success criteria that facilitate effective teaching and learning for each grade level  Identify quality areas of implementation and areas needing further support | | Users:  Teachers  Students  Parents  Schools  Teachers  State |
| **Statewide Summative Assessment (SSA)**  Purpose:   |  | | --- | | Provide a sampling of a school’s science program level of achievement (based on Kentucky’s Academic Standards-KAS-for Science) and identify percentage of students meeting expected levels of attainment particularly as they explain phenomena, use models, and solve problems using practices, core ideas, and crosscutting concepts.    Identify level of science achievement, K-8  Sample expected student science competencies (based on KAS for Science) to identify | | Users:   |  | | --- | | Schools  Districts  Community members    State  Parents  Students  Schools  Districts | |