**What?**

**Take time to read over the
Draft New Science Assessment System.**

As you read, annotate the draft document. Take time to read over each of the components paying particular attention to your role in the system.

Things to think about:

* How are the three components (CEA, TCT, & SSA) interrelated?
* Intentional building of the system from the classroom up to the state summative.
* The continuous cycle of monitoring student learning

**So What?**

**What do we already have in place in preparation for this balanced assessment system?**

After reading the draft document, reflect back over the last three years of the Science Network and your own professional learning. How has this work and other initiatives implemented in your school/district changed classroom practice to support the new Science Assessment System? See the list below for reminders of a few of our network efforts.

* Professional Learning Standards
* PLCs
* Shifts in Instruction
* Task Development
* Inquiry
* Teacher Leadership
* Practice Templates
* 3-Dimensional Learning

* Assessment Literacy
	+ CASL (Classroom Assessment for Student Learning)
	+ Dylan Wiliam’s research
	+ Hattie’s research
* Standard Knowledge
	+ Intent Protocol
	+ Framework
	+ Science Appendices

**Now What?**

**Next Steps**

What steps will we take as teacher leaders to ensure ALL teachers responsible for teaching science use the new science assessment system to monitor student learning through Classroom Embedded Assessments and Through Course Tasks?