



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

2015-16 DC PARCC and MSAA Participation Verification Guide

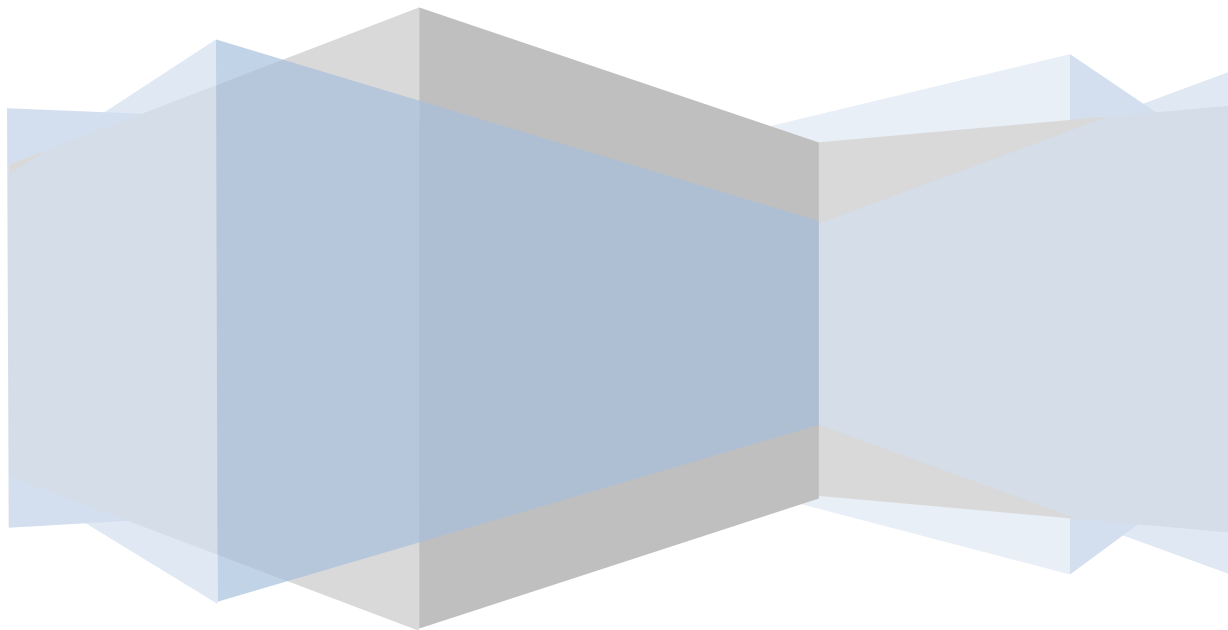


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I. Introduction

State-wide assessment requirements

Per federal law and District of Columbia state regulations, all students in grades 3 through 8 are expected to participate in state-wide English language arts (ELA) and mathematics assessments annually. Students in grades 9 through 12 are expected to participate in state-wide assessments in English language arts and mathematics at least once in high school, as appropriate to the students' curricular or course progression. The Office of the State Superintendent of Education (OSSE) is required to report publicly state-, local education agency- (LEA), and school-level results for these assessments annually overall and by subgroup.

The US Department of Education also requires that all states have a minimum 95 percent participation rate on required state-wide math and ELA assessments. In addition to student achievement results, OSSE also must make public participation rates at the state, LEA, and school levels overall and by subgroup.

Additional support resources and contact information is available in the last section of this guidance document (page 18).

Accountability in the 2016-17 school year

As a reminder, as OSSE transitions to working under the guidance of the Every Student Succeeds Act, accountability classifications will not be updated based on results from the 2015-16 school year assessments. However, as communicated to LEAs in [February 2016](#), OSSE is committed to working with LEAs during the 2016-17 school year to ensure support and oversight to Priority and Focus schools takes into account current performance data and is flexible based on demonstrated progress. Additionally, we are required to take action as a state, and follow up with LEAs that did not meet the 95 percent level for participation overall, or in any grade or subgroup.

How to use this guide

This guide provides LEAs with information on how to verify and appeal information that impacts 2015-16 school year official assessment results and participation rates for the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Multi-State Alternate Assessment (MSAA) in ELA/Literacy and mathematics. There are limited items that may be appealed, including whether a student should/should not have a valid score, full academic year status, continuously enrolled status, registration information, and medical exemptions.

II. 2015-16 School Year Participation Appeals Timeline

The 2015-16 school year assessment participation verification submission and review process is time sensitive. Below, tasks related to the participation appeals process are highlighted in gray alongside other key dates as we prepare for the PARCC and MSAA results releases in late August 2016 (please note that these dates are our best current estimates; we will note any adjustments in the LEA Look Forward).

OSSE will adhere to the following timelines:

Date	Task Description
May 16 – June 15	LEAs validate students’ demographic and enrollment information.
June 27	LEAs receive official demographic and enrollment file. No additional appeals on this data will be accepted.
July 14	LEAs receive the preliminary student and school-level PARCC score and participation results for PARCC online test takers excluding Integrated Math II via the secure upload site (https://upload.dc.gov/)
July 14	PARCC and MSAA Score and Participation Verification Support Webinar will be held from 10- 11 a.m. This webinar also will be hosted on July 15 and will be recorded and posted for future review.
July 14 – July 25 at 5 p.m.	LEAs review and verify participation for PARCC test takers excluding Integrated Math II. All appeals for PARCC test takers, excluding Integrated Math II, are due on July 25 at 5 p.m. to https://upload.dc.gov with a confirmation email to Katie.Williams@dc.gov .
July 27	LEAs receive the preliminary student and school-level score and participation results for MSAA and PARCC Integrated Math test takers.
July 27 – Aug. 1 at 5 p.m.	LEAs review and verify participation for MSAA and PARCC Integrated Math test takers. All appeals for PARCC Integrated Math and MSAA test takers are due on Aug. 1 at 5 p.m. to https://upload.dc.gov with a confirmation email to Katie.Williams@dc.gov .
Week of Aug. 22	Official school- and LEA-aggregate and student-level PARCC and MSAA data will be available as embargoed information on the OSSE secure upload site for LEA viewing. No additional appeals will be reviewed or accepted at this time. This data is made available to you as a preview to support LEA planning for internal and external communications.
Late August	OSSE will release PARCC results, including participation rates, to the public via the OSSE website. This will include a live press event, PowerPoint and Excel files of PARCC results, SLED loaded with final data, and results.osse.dc.gov site released with aggregate PARCC and MSAA state, LEA and school data.
By early September	Two copies of individual student reports will be mailed to schools <u>for students they tested for PARCC and MSAA in spring 2016</u> (please note that this is different from this past year when schools were asked to distribute the reports for their currently enrolled students). Schools will be responsible for distributing one copy of these reports to families directly and will be able to keep one copy for their files. Additionally, you will receive a parent letter providing context on the score report translated in six languages. Schools also will be able to use SLED to access the individual student reports for current students (i.e., those who enroll in their schools for the 2016-17 school year).

III. Instructions for Participation Verification

1. Download the data file from “Assessment” folder on the OSSE secure upload site (<https://upload.dc.gov/>). Please see the *Additional Support Resources and Contact Information* section for assistance logging in. **Please note: These data are embargoed. Do not share them.**
2. Review and verify the accuracy of the data. Please note that only certain data fields are eligible for appeal (see page 9 appeals guidelines).
3. To appeal any information, take the following steps:

- a. In column A called, "Appealed," input a YES for each row of student-level data believed to be inaccurate.
 - b. In column B called, "Field(s) Being Appealed," list all data elements being appealed for the student, separated by commas. *Note: Please use the exact wording from the data field titles included in the file provided by OSSE.*
 - c. For each specific data element being appealed, change the incorrect information (by student by data element) to the correct information. If multiple data elements are being appealed, please update multiple columns and rows.
 - d. In column C called, "Reason for the Appeal," explain the reason for each appeal.
4. Upload the appealed data file and supporting documentation to the OSSE secure upload site (<https://upload.dc.gov/>) no later than **5 p.m. on July 25, 2016**, for PARCC appeals and **5 p.m. on Aug. 1, 2016**, for only MSAA and any PARCC Integrated Math that were not reviewed during first review window.
 5. Email [Katie Williams](mailto:katie.williams@dc.gov) to confirm your submission. To protect student privacy, please do not send confidential student information via email.

OSSE will then review all appeals and make approval determinations. LEAs will receive a copy of the final PARCC and MSAA results file the week of Aug. 22, which will include any updates made as a result of appeals. At that point, the file will be considered official and authoritative.

If an LEA submits an appeal that is approved, the change will be approved and reflected in this dataset. If an LEA submits an appeal that is rejected, OSSE will communicate to the LEA the reason why the change could not be approved in the final dataset as part of the data notes in the final file.

IV. The Results File

The results file includes student-, school-, and LEA-level score and participation data. The following subsections describe in more detail the expected student population as well as the data sources and rules applied to generate the file.

Tested Population

The results file includes all students who were expected to take a state-wide assessment in math and ELA, respectively in the 2015-16 school year.

The required tested population for grades 3-8 and high school includes all public school students who attend nonpublic, alternative, residential correctional, and/or juvenile detention facilities in addition to those students enrolled and attending DC public and public charter schools. Foreign exchange students are not included in the tested population.

Grades 3-8

- All students in grades 3-8 are expected to take a state-wide test in math and ELA.
- A student enrolled in grades 7 or 8 may take a high school mathematics assessment (e.g., Geometry, Algebra I) in place of the grade-level mathematics assessment, if aligned with the student's course progression.

High school

- All students must take a required state-wide assessment in ELA and mathematics once in high school.
- DC's required high school assessments are Geometry or Integrated Math II for math and English II for ELA.

- At the high school level, all students taking a required course for the first time are expected to take the required course-based assessment (i.e., if a student took the Geometry course and PARCC assessment in the 2014-15 school year and repeated the course again in the 2015-16 school year, the student would not be in the expected tested population).
- Students who took the Geometry course in a middle school grade must take Algebra II as the required state-wide high school assessment.
- Students still in high school who previously took the grade 10 DC CAS in math and ELA are not in the expected tested population.

Note: Optional high school assessments include Algebra I, Integrated Math I, Integrated Math III, ELA I, and ELA III. These assessments will not be included in public aggregate results. Algebra II results will only be reported in instances where a student is taking it as a required assessment after completing Geometry prior to high school.

The Data Sources

Data	Source
Preliminary student-level assessment results	2015-16 school year PARCC and MSAA results provided by the testing vendors Pearson and Measured Progress
Preliminary student-level participation data	Derived from the 2015-16 school year PARCC and MSAA results provided by the testing vendors Pearson and Measured Progress and the demographic and school enrollment data
Demographic and enrollment data	Demographic and enrollment verification that took place in May and June (reflected in final files posted to secure site on June 27, 2016)
ACCESS for ELLs 2.0 participation determinations	ACCESS for ELLs 2.0 roster verification that took place in February of 2016
Medical exemption list	Approvals that took place in the OSSE Support Tool during the 2016 test administration window

The Generation of the Results File

In general, students should be associated with their school of enrollment at the time of testing and the student's score should reflect the score that the student earned on the assessment at that school. There are a few exceptional situations that arise each year, however, and this section explains how OSSE addresses these issues.

Duplicate Tests

In cases where a student takes more than one assessment in the same subject, OSSE must resolve this discrepancy. The chart below describes the treatment of results records in these cases.

Assessment A	Assessment B	Treatment for Reporting
No valid summative score	Valid summative score (MSAA or PARCC)	The results from the assessment that yielded a valid score will be used.
PARCC (required) valid summative score	MSAA (required) valid summative score	Assuming the student was approved to take the MSAA assessment, the MSAA results will be used. Otherwise the PARCC results will be used.
PARCC (required) valid summative score	PARCC (required) valid summative score	The results from the assessment that yielded the higher summative score will be used.

MSAA (required) valid summative score	MSAA (required) valid summative score	The results from the assessment that yielded the higher summative score will be used.
PARCC (optional) valid summative score	PARCC (required) valid summative score	The results from the required assessment will be used.

School and LEA Associations

If the student transfers schools and/or LEAs between the Oct. 5, 2015, and March 28, 2016, the student will be associated with his/her school and LEA of enrollment on March 28, 2016. The chart below details the school and LEA associations and full academic year (FAY) determinations based on the different scenarios that arise when students transfer schools mid-year.

School/LEA of enrollment according to the Audit	School/LEA of enrollment according on March 28, 2016	LEA/School for accountability determinations and reporting	FAY determination
LEA A, School A	LEA A, School A	LEA A, School A	School
LEA A, School A	LEA A, School B	LEA A, School B	LEA
LEA A, School A	LEA B, School A	LEA B, School A	State
LEA A, School A	LEA B, School B	LEA B, School B	State
Not enrolled	LEA A, School A	LEA A, School A	None
LEA A, School A	Not enrolled	LEA A, School A	None
LEA A, nonpublic A	LEA A, nonpublic A	LEA A, nonpublic A	LEA
LEA A, nonpublic A	LEA B, nonpublic A	LEA A, nonpublic B	State

Accountability Reporting Rules

Achievement reporting for accountability in math and ELA includes all students who earned a valid score¹ on the regular assessment, the PARCC, or the alternate assessment, the MSAA. The rules outlined below have applied in the past to accountability designations. While DC accountability classifications will not be updated based on results from the 2015-16 school year, OSSE will maintain these data rules for consistency. Additionally OSSE will take current performance data into account for Focus and Priority schools to be flexible about supports and interventions based on demonstrated progress.

The following business rules have been applied:

- 1.) Students must be enrolled for the FAY for their scores to be counted for performance calculations².

Students will be deemed enrolled for the FAY at their school if they are enrolled: (1) on the date of the enrollment audit, (2) on March 28, 2016, and (3) 85 percent of the time in between those dates.

¹ A valid score is obtained by meeting the attemptedness criteria for the given assessment. The attemptedness rule for PARCC in 2016 is that students must answer at least one question in every unit of a test minus one. For instance, in an ELA test that is four units long, a student would need to answer one question in three of four units to be considered a test attempt. For MSAA in 2016, a test is considered attempted if it was closed due to the early stopping rule (i.e., stopped because there was no observable communication) or if any one item in any part of the test was completed.

² All student performance, regardless of whether they meet the FAY definition, is included in report card data that are publicly reported.

March 28 is the first day of PARCC testing in the District of Columbia, and is within a few days of the 2013-14 and 2014-15 FAY dates, to maintain comparability with prior years' cohorts of FAY students.

- Students who meet the FAY criteria for the school will be included in performance calculations for the school, LEA, and the state.
 - Students who do not meet the FAY criteria for the school but do meet FAY for the LEA will be included in performance calculations for the LEA and the state.
 - Students who do not meet the FAY criteria for the school or LEA but do meet it for the state will be included in performance calculations for the state.
 - Students who do not meet the FAY criteria for the school, LEA, or the state will not be included in performance calculations.
- 2.) Recently arrived Limited English Proficient/English Language Learner (LEP/ELL) students first enrolled in U.S. schools within 12 months from the first day of the previous year's test window are not counted for reporting.
 - 3.) Only students who earned a valid score on a required assessment are included in performance calculations. Students who take optional high school assessments are not counted for reporting. Students in grades 3 through 8 who take a high school course-based assessment are counted for reporting, as the high school course-based assessment takes the place of the required assessment.
 - 4.) For the LEP/ELL and special education subgroups, students who exited LEP/ELL or special education status within the past two years are included in performance reporting for that subgroup.
 - 5.) Finally, the minimum number of students in a school and/or subgroup for aggregating performance for accountability is 25.

Participation Reporting Rules

Students are eligible for participation consideration if they meet all the following conditions:

- Students must be continuously enrolled throughout the testing window that ran from March 28, 2016, through May 20, 2016;
- High school students must be registered for the required high school assessment. Course rosters submitted to OSSE by Feb. 5, 2016, are used as the basis for this registration. Students who previously took the grade 10 DC CAS are not eligible for designation as test participants.
- Students with an OSSE-approved medical exemption will not be included in the numerator or denominator of the participation calculation).
- For ELA, recently arrived LEP/ELL students first enrolled in U.S. schools within 12 months from the first day of the previous year's test window are required to take the ACCESS for ELLs assessment rather than the PARCC or MSAA ELA assessment. If an LEP/ELL student who is new to the U.S. has not participated in the ACCESS for ELLs 2.0 assessment, the student will be considered a nonparticipant if the student did not take the PARCC ELA/Literacy test.

Students who earn valid summative scores and meet all participation eligibility criteria will be considered participants for participation reporting. Students who meet all participation eligibility criteria who do not earn valid summative scores will be considered nonparticipants for participation reporting.

The calculation for PARCC participation in grades 3-8

of students with valid summative scores (both mathematics and ELA)

of students continuously enrolled, except approved medical exemptions

The calculation for PARCC participation in high school is:

of students with valid summative scores in a required high school test

of students continuously enrolled and registered for a required test by the registration deadline, except approved medical exemptions

V. Appeals Guidelines

LEAs are permitted to submit appeals only in situations where the LEA identifies an error in either OSSE’s calculations according to the rules defined in this document or the determination in one of the data fields eligible for appeal as described in the chart below.

Data Field	Reasons for Appeal	Sample documentation ³	Other data fields impacted
2015-16 School Year ACCESS for ELLs Tested	1.) Student not identified as a 2015-16 school year ACCESS for ELLs test taker.	Completed home language survey; local registration records for the student.	<ul style="list-style-type: none"> • ELA participation eligibility • ELA participation status
Full Academic Year Status	1.) The student was not enrolled for 85 percent of the instructional days between the audit and March 28.	1.) No documentation needed; this appeal must be validated by enrollment and exit data in SLED and must not conflict with the data validated during the demographic and enrollment verification.	
Continuously Enrolled During Testing Window	1.) The student was not continuously enrolled from March 28, 2016, through May 20, 2016.	1.) No documentation needed; this appeal must be validated by enrollment and exit data in SLED and must not conflict with the data validated during the demographic and enrollment verification.	<ul style="list-style-type: none"> • ELA and math participation eligibility • ELA and math participation status
Registered for Required Math/ELA Assessment	1.) High school student was not registered for a required course in the 2015-16 school year.	1.) A schedule showing that the student is not enrolled in the course or an official student transcript from the 2015-16 school year.	<ul style="list-style-type: none"> • ELA/math participation eligibility • ELA/math participation status
Previously took required high school ELA/math assessment	1.) High school student already completed the requirement to assess once in high school.	1.) Copy of the student's score report from the high school administration of the assessment in a prior year.	<ul style="list-style-type: none"> • ELA/math participation eligibility • ELA/math participation status
Medical Exemption	1.) Student was medically exempt. 2.) Student is inappropriately medically exempted.	1.) A copy of the OSSE approved a Medical Exemptions Form. 2.) No documentation needed.	<ul style="list-style-type: none"> • ELA and math participation eligibility • ELA and math participation status

³ Other strong documentation may be considered by OSSE on a case-by-case basis.

Additionally, the following guidelines govern the verification process:

- Audited enrollment determinations as well as demographic and enrollment data verified through the verification process are considered final and are not eligible for appeal. Any appeals submitted requesting changes to data previously verified will be denied.
- OSSE does not have an individual student re-scoring process. All test vendors have several levels of quality controls to ensure that scores are valid and reliable; as a result, scores are not eligible for appeal.
- The burden of proof rests with the LEA/school to demonstrate that the information contained within the preliminary DC assessment data set is incorrect.
- Appeals must be limited to the statistical or substantive reasons permitted under NCLB (20 USC 6316 §1116(b)(2)(B)). The appeal process cannot be used to challenge federal or state law (or municipal regulations) or to challenge legal requirements for reporting assessment results.
- Late appeals will not be considered.
- OSSE is not obligated to contact LEAs/schools for additional information if the documentation provided is insufficient.

VI. Data Dictionary

The chart below details the data elements, definitions, permitted values, and data source for each of the data included in the results file.

Data Group	Data Field	Definition	Permitted Value	Eligible for Appeal?	Data source
Appeals Info	Appealed?	LEA appealing student data	Yes if appealing; blank otherwise	N/A	N/A
	Field(s) Being Appealed	The list of all data fields being appealed	All data fields being appealed	N/A	N/A
	Reason for Appeal	The reason(s) for the appeals		N/A	N/A
Student Info	USI	The official state identifier assigned to all students attending District of Columbia LEAs by OSSE.	10-digit number assigned by OSSE	No	Demo & enrollment data
	First Name	The legal first name of the student.		No	Demo & enrollment data
	Last Name	The legal last name of the student.		No	Demo & enrollment data
	Date of Birth	The day, month, and year on which the student was born.	MM/DD/YYYY	No	Demo & enrollment data
	Grade Level	The grade level or primary instructional level at which the student receives services in a school.	03, 04, 05, 06, 07, 08, 09, 10, 11, 12, UN	No	Demo & enrollment data
	Gender	Gender of student.	<ul style="list-style-type: none"> • Female • Male 	No	Demo & enrollment data

Data Group	Data Field	Definition	Permitted Value	Eligible for Appeal?	Data source
	Race/ Ethnicity	The reported race/ethnicity of the student.	<ul style="list-style-type: none"> American Indian/Alaskan Native Asian Black/African American Hispanic/Latino Multiracial Pacific Islander/Native Hawaiian White/Caucasian 	No	Demo & enrollment data
	ELL 2015-16 School Year	An indication that a student was identified as an English Language Learner (ELL) student during the 2015-16 school year.	<ul style="list-style-type: none"> Yes No 	No	Demo & enrollment data
	Monitored ELL During the 2015-16 School Year	In indication that a student exited ELL status in the past two years and is being monitored for academic progress.	<ul style="list-style-type: none"> Yes No 	No	Demo & enrollment data
	SPED Level as of March 28, 2016	An indication that the student was receiving special education (SPED) services under the Individuals with Disabilities Education Act (IDEA) as of the first day of the testing window (March 28, 2016)	<ul style="list-style-type: none"> Yes No 	No	Demo & enrollment data
	SPED Monitored as of March 28, 2016	An indication that the student exited SPED status within the past two years and is being monitored for academic progress.	<ul style="list-style-type: none"> Level 1 Level 2 Level 3 Level 4 	No	Demo & enrollment data
	Economically Disadvantaged	An indication that the student is Temporary Assistance for Needy Families (TANF)/ Supplemental Nutrition Assistance Program (SNAP) eligible, homeless, under the care of the District's foster care system, receives Free or Reduced-Price Meals, or is enrolled in a CEP school.	<ul style="list-style-type: none"> Yes No 	No	Demo & enrollment data
	Homeless Indicator	An indication that the student was identified as homeless at any point	<ul style="list-style-type: none"> Yes No 	No	Demo & enrollment data

Data Group	Data Field	Definition	Permitted Value	Eligible for Appeal?	Data source
		during the 2015-16 school year.			
	At-risk	An indication that the student is homeless, under the care of the District's foster care system, qualifies for TANF or SNAP, or that the high school student is overage.	<ul style="list-style-type: none"> • Yes • No 	No	Demo & enrollment data
	New to US	An indication that the student enrolled in a U.S. school within the past 12 months.	<ul style="list-style-type: none"> • Yes • No 	No	Demo & enrollment data
	2015-16 School Year ACCESS for ELLs Tested	An indication that the student participated in the 2015-16 school year ACCESS for ELLs 2.0 assessment	<ul style="list-style-type: none"> • Yes • No 	Yes	Demo & enrollment data
School Enrollment Info	LEA Code	The unique identifier assigned to each LEA by OSSE.		No	Derived based on the business rules described in Section IV.
	LEA Name	The official name of the LEA according to the School and LEA Information Management System (SLIMS).		No	
	School Code	A unique identifier assigned to each school by OSSE.		No	
	School Name	The official name of the school according to SLIMS.		No	
	2015-16 School Year Enrollment Audit population	An indication that the student was enrolled at a DC LEA and school as of the 2015-16 school year enrollment audit	<ul style="list-style-type: none"> • Yes • No 	No	Official Audited results
	Enrolled March 28, 2016	An indication that the student was enrolled at a DC LEA and school on the first day of the testing window (March 28, 2016)	<ul style="list-style-type: none"> • Yes • No 	No	Demo & enrollment data
	Full Academic Year Status	The student's status as being enrolled on: <ul style="list-style-type: none"> • The enrollment audit date (Oct. 5, 2016), • The designated FAY date (March 28, 2016), and 	<ul style="list-style-type: none"> • School – Student was enrolled at the school at the time of the audit and on March 28, 2016 (this excludes non-publicly placed students) 	Yes	Derived based on definition

Data Group	Data Field	Definition	Permitted Value	Eligible for Appeal?	Data source
		<ul style="list-style-type: none"> 85 percent of instructional days between those dates. 	<ul style="list-style-type: none"> LEA – Student was not enrolled at the school for the FAY but was enrolled at the same LEA at the time of the audit and on March 28, 2016 State – Student was not enrolled at the school or LEA for the FAY but was enrolled in a DC public school at the time of the audit and on March 28, 2016 None – Student does not meet the FAY criteria at any level 		
	Continuously Enrolled During Testing Window	An indication that the student is continuously enrolled during the testing window (March 28 through May 20, 2016).	<ul style="list-style-type: none"> Yes No 	Yes	Demo & enrollment data
Assessment Info	Math Assessment	An indication of the assessment that the student took or registered to take the PARCC or MSAA assessment for the given subject.	<ul style="list-style-type: none"> PARCC MSAA 	No	PARCC & MSAA results data
	Registered for Required Math Assessment	An indication of the assessment that the high school student registered to take the required math assessment. Students must take either the Geometry or the Integrated Math II assessment in high school unless they took Geometry in middle school, in which case they must take Algebra II in high school. Optional tests are only applicable at the high school level. If a middle school student took an optional high school math assessment in place of	<ul style="list-style-type: none"> Yes Blank otherwise 	Yes	Derived based on 2014-15 school year and 2015-16 school year PARCC & MSAA results

Data Group	Data Field	Definition	Permitted Value	Eligible for Appeal?	Data source
		a grade-level math test (based on taking a required course on an advanced schedule), it is considered required.			
	Previously Took Required High School Math Assessment	An indication that the high school student took either the 10th grade DC CAS math assessment in any prior year or took a required high school PARCC or MSAA math assessment in the 2014-15 school year.	<ul style="list-style-type: none"> • Yes • Blank otherwise 	Yes	2014-15 school year and 2015-16 school year PARCC & MSAA results data and 2013-14 school year and earlier DC CAS data
	Math Assessment Grade/Subject	The grade level or course assessment which the student took.	<u>Grade Level tests:</u> 3-8, 11 <u>Course-based tests:</u> Algebra I Algebra II Geometry Integrated Math I Integrated Math II	No	PARCC & MSAA results data
	Math UUID	The unique record ID associated with the student's assessment.	Assigned by testing vendor	No	PARCC & MSAA results data
	Math Summative Score Status	An indication that the student met the attemptedness criteria for the assessment. For PARCC in the 2015-16 school year that means that the student answered at least one question in every unit of a test minus one. For MSAA, a test is considered attempted if it was closed due to the early stopping rule (i.e., stopped because there was no observable communication) or if any one item in any part of the test was completed.	Valid Summative Score, Invalid Score, Test not Taken	No	Derived based on definition

Data Group	Data Field	Definition	Permitted Value	Eligible for Appeal?	Data source
	Math Overall Scale Score	Standardized score enabling students to be grouped into performance levels.	PARCC: Valid scores range from 650 to 850 MSAA: 1200 to 1290	No	PARCC & MSAA results data
	Math Performance Level	The student's summative performance level on the given assessment on the given subject.	PARCC: 1 – 5 MSAA: 1 – 4	No	PARCC & MSAA results data
	Math Eligible Participant	An indication that student is eligible to be considered a test participant.	<ul style="list-style-type: none"> • Yes • No 	No; the LEA must appeal the components of participation status	Derived based on rules described in Section IV
	Math Participant	An indication that the student is identified as a participant in a given subject.	<ul style="list-style-type: none"> • Yes • No • NA (for students not eligible to participation consideration) 	No; the LEA must appeal the components of participation status	Derived based on rules described in section IV
	ELA assessment	An indication of the assessment that the student took or registered to take the PARCC or MSAA assessment for the given subject	<ul style="list-style-type: none"> • PARCC • MSAA 	No	PARCC & MSAA results data
	Registered for Required ELA Assessment	<p>An indication of the assessment that the student registered to take the required math assessment. The required high school ELA assessment is ELA II. The optional high school PARCC ELA assessments are: ELA I and ELA III.</p> <p>Optional tests are only applicable at the high school level. If a middle school student took an optional high school ELA assessment in place of a grade-level ELA test (based on taking required course on an advanced schedule), it is</p>	<ul style="list-style-type: none"> • Yes • Blank otherwise 	Yes	Derived based on 2014-15 school year and 2015-16 school year PARCC & MSAA results

Data Group	Data Field	Definition	Permitted Value	Eligible for Appeal?	Data source
		considered required.			
	Previously Took Required High School ELA Assessment	An indication that the high school student took either the 10th grade DC CAS ELA assessment in any prior year or the required high school PARCC or MSAA ELA assessment in the 2014-15 school year.	<ul style="list-style-type: none"> • Yes • blank otherwise 	Yes	2014-15 school year and 2015-16 school year PARCC & MSAA results data and 2013-14 school year and earlier DC CAS data
	ELA Assessment Grade/Subject	The grade level or course assessment that the student took.	<u>Grade Level tests:</u> 3-8, 11 <u>Course-based tests:</u> ELA I ELA II ELA III	No	PARCC & MSAA results data
	ELA UUID	The unique record ID associated with the student's assessment.	Assigned by testing vendor	No	PARCC & MSAA results data
	ELA Summative Score Status	An indication that the student met the attemptedness criteria for the assessment. For PARCC in the 2015-16 school year that means the student answered at least one question in every unit of a test minus one. For MSAA, a test is considered attempted if it was closed due to the early stopping rule (i.e., stopped because there was no observable communication) or if any one item in any part of the test was completed.	Valid Summative Score, Invalid Score, Test not Taken	No	Derived based on definition
	ELA Overall Scale Score	Standardized score that enables students to be grouped into performance levels.	PARCC: Valid scores range from 650 to 850	No	PARCC & MSAA results data

Data Group	Data Field	Definition	Permitted Value	Eligible for Appeal?	Data source
			MCAA: 1200 to 1290		
	ELA Performance Level	The student's summative performance level on the given assessment on the given subject.	PARCC: 1 – 5 MCAA: 1 – 4	No	PARCC & MCAA results data
	ELA Eligible Participant	An indication that student is eligible to be considered a test participant.	<ul style="list-style-type: none"> • Yes • No 	No; the LEA must appeal the components of participation status	Derived based on rules described in section IV
	ELA Participant	An indication that the student is identified as a participant in a given subject.	<ul style="list-style-type: none"> • Yes • No • NA (for students not eligible to participation consideration) 	No; the LEA must appeal the components of participation status	Derived based on rules described in section IV
	Medical Exemption	An indication that the student was approved by OSSE as medically exempt from testing. Medical emergencies are limited to students with life-threatening or severe illnesses or injuries. It does not provide a categorical exclusion for all home- or hospital-bound students.	<ul style="list-style-type: none"> • Yes • No 	Yes	Medical Exemption list in the OSSE Support Tool

VII. Additional Support Resources and Contact Information

All resources will be published on the OSSE website at www.osse.dc.gov/assessment. Additionally, the following support resources will be available.

Webinar: OSSE will host a webinar from 10-11 a.m. on Thursday, July 14 and Friday, July 15 to review the verification guidelines with LEAs. The webinar will be recorded and posted on the OSSE website; however, LEAs are highly encouraged to have a representative present. To register for either webinar, click on the following link and following the instructions:

July 14, 2016 (10-11 a.m.): <https://attendee.gotowebinar.com/register/3181428474281645314>

July 15, 2016 (10-11 a.m.): <https://attendee.gotowebinar.com/register/7974363487240615938>

OSSE Secure Upload Site Support: Each LEA head of school has been granted access and determines who else within the LEA is granted access to the OSSE secure upload site. To confirm who has access or request changes, contact Tonia Lovelace (Tonia.Lovelace@dc.gov).

OSSE Support Tool: To request support regarding a specific data issue identified in SLED, submit a ticket to the OSSE Support Tool (<https://octo.quickbase.com/db/bh9ehz85s>).

All other inquiries can be directed to Katie Williams (Katie.Williams@dc.gov).