



Districtwide Assessments Participation Policy for 2016-17

DISTRICTWIDE ASSESSMENTS OVERVIEW

The District of Columbia administers the following districtwide assessments:

- **English Language Arts/Literacy (ELA) and Mathematics:**
 - Partnership for Assessment of Readiness for College and Careers (PARCC)
 - Multi-State Alternate Assessment (MSAA)
- **Science:**
 - DC Science
 - DC Science-Alternate

General Required Assessments

The District of Columbia's required districtwide assessments for 2016-17, per the federal requirements in the Elementary and Secondary Education Act (ESEA)¹ are:

- **Grades 3-8:** ELA *and* mathematics assessments yearly
- **Grades 5, 8:** Science assessments in each grade
- **High School:** Students must take one ELA, mathematics, and science assessment in high school

High School Required Assessments

The District of Columbia's required districtwide high school assessments for 2016-17 are:

- **ELA/Literacy:** ELA II assessment
Students will take the ELA II assessment when taking a course aligned to the Grade 10 Common Core State Standards. This will most often occur during grade 10.
- **Mathematics:** Geometry *or* Integrated Math II
Students will take PARCC Geometry or Integrated Math II when most appropriate to the curriculum/course in which the students are enrolled.² For many students, this will occur in grade 10. However, some students may take it in grade 9, 11, or 12. Note: Students who took PARCC Geometry or Integrated Math II in middle school will take Algebra II or Integrated Math III in high school.
- **Science:** Biology
Students will take the Biology test when most appropriate to the curriculum/course in which the students are enrolled. For many students, this will occur in grade 10. However, some students may take it in grade 9, 11, or 12.

Optional High School Assessments

The following assessments are also available optionally to LEAs/schools that would like to administer them:

- **Mathematics:** Algebra I, Integrated Math I, Algebra II, Integrated Math III
- **ELA:** ELA I, ELA III

¹ For the 2017-18 school year, OSSE will release assessment business rules in line with the provisions in the Every Student Succeeds Act (ESSA).

² To determine which courses in your school's curriculum best align to the standards on the PARCC high school mathematics end-of-course assessments, consult the [PARCC Model Content Frameworks](#).

Results of the optional high school assessments will not be included in districtwide public reporting, aggregations, or accountability results. Please note: There are scenarios under which the Algebra II and Integrated Math III tests may be required. See “Sample PARCC Participation Scenarios” below.

Alternate Assessment Requirements and Participation

Students with significant cognitive disabilities who are eligible for the alternate assessment will take the MSAA in grades 3-8 and grade 11 and the DC Science – Alternate Portfolio Assessment in grades 5, 8, and once in high school when they take Biology. Participation criteria and other guidance can be found online here: <http://osse.dc.gov/service/alternate-assessments>.

ADDITIONAL DETAIL: PARCC ASSESSMENT PARTICIPATION GUIDANCE

For **ELA**, assessment participation is as follows:

- Students in **grades 3-8** must take the ELA assessment for the grade in which they are enrolled at the time of testing. For example, all 5th grade students take the PARCC Grade 5 ELA assessment.
- Students in **grades 9-12** must take one ELA assessment in high school. The required assessment, ELA II, will be taken when a student is taking a course aligned to the Grade 10 Common Core State Standards.

For **mathematics**, assessment participation is as follows:

- Students in **grades 3-6** must take the mathematics assessment for the *grade* in which they are enrolled at the time of testing. For example, all 4th grade students take the PARCC Grade 4 Mathematics assessment.
- Students in **grades 7 and 8** must take a mathematics assessment in each of these grades. All students in grades 7 and 8 must take either PARCC Grade 7 or PARCC Grade 8 Mathematics respectively unless³ they are enrolled in a course that covers Algebra I/Integrated Math I or Geometry/Integrated Math II standards. These students can take the PARCC mathematics assessment aligned with high school course in which they are enrolled.⁴ These students would then take either Geometry/Integrated Math II or Algebra II/Integrated Math III as their required high school assessment.
- Students in **grades 9-12** must take one mathematics test in high school, but their participation will largely depend on course enrollment and/or curriculum progression. For most students in high school, the required assessment will be the Geometry *or* Integrated Math II assessment in grade 10 (or grades 9, 11, 12). However, students who took Geometry in middle school would take the PARCC Algebra II or Integrated Math III test for their high school requirement.

³ Per the federal requirements in ESSA, in 2017-18, 7th grade students will be assessed on the PARCC Grade 7 mathematics assessment.

⁴ According to a waiver from the U.S. Department of Education, DC may permit students who took advanced high school mathematics coursework in middle school to be assessed with the corresponding advanced high school assessments in place of the mathematics assessment for the grade in which the student is enrolled.

SAMPLE PARTICIPATION SCENARIOS

The guidance below is provided to assist LEAs with understanding how to interpret the assessment participation guidance and making informed decisions on enrolling students in their required assessments. For more information, please email Danielle Branson, Director of Assessments, at danielle.branson@dc.gov.

Sample Mathematics Assessment Participation Scenarios

The most typical participation scenarios are highlighted in **blue**.

Mathematics Assessment Examples: Grade-Level Middle School Pathway

Sample Scenario	Student's Enrolled Grade		
	Grade 7	Grade 8	High School (HS) Grades 9 – 12
Scenario 1	Course: Grade 7 Assessment: Student takes Grade 7 assessment	Course: Grade 8 Assessment: Student takes Grade 8 assessment	Course: Geometry or Int. Math II Assessment: Student takes Geometry or Int. Math II when appropriate in HS (more common in grade 10) (less common, grade 9, 11, 12)

Mathematics Assessment Examples: Advanced Coursework Middle School Pathways⁵⁶

Sample Scenario	Student's Enrolled Grade		
	Grade 7	Grade 8	High School (HS) Grades 9 – 12
Scenario 2	Course: Grade 7 Assessment: Student takes Grade 7 assessment	Course: Algebra I Assessment: Student can take the Algebra I assessment	Course: Geometry or Int. Math II Assessment: Student takes Geometry or Integrated Math II when appropriate in HS (more common in grade 9) (less common, grade 10, 11, 12)
Scenario 3	Course: Algebra I Assessment: Student can take the Algebra I assessment	Course: Geometry Assessment: Student can take the Geometry assessment	Course: Algebra II or Int. Math III Assessment: Student takes Algebra II or Int. Math III when appropriate in HS (more common in grade 9) (less common, grade 10, 11, 12)

⁵ Under ESSA, there is an "Exception for Advanced Mathematics in Middle School" in grade 8. However, this exception does not apply to 7th graders. In 2017-18, 7th grade students will be assessed on grade 7 standards on the Grade 7 math assessment.

⁶ In the rare case that a student takes the Algebra II assessment in 8th grade, and the student has already completed both Algebra I and Geometry, this student will take Integrated Math III when appropriate in high school.

Transfer Students

Schools should refer to the general assessment participation guidance to determine the appropriate assessment for a student who transfers from another school in DC or in another state.

- ***High School Transfer Students in Advanced Coursework:*** If an incoming high school transfer student has advanced past the coursework aligned to the required assessments, the student does not have to test at his/her new school. An example would be a student who transfers to a school in the District in grade 11 and is taking Grade 11 ELA, AP Calculus, and AP Chemistry. This student would not be required to test.
- ***Mid-Year Transfer Students:*** If a student transfers to a new school in the same course in the middle of the year, the receiving school will test the student with the assessment matching the course the student was enrolled in at both schools. If the course differs at the new school, the receiving school should test the student with the assessment that best matches the course the student has been enrolled in for the majority of instructional time.⁷ Determinations around the designation of this student's scores to appropriate school and LEA for accountability calculations will be made in accordance with the full academic year (FAY) rules for 2017.

High School Semester/Reduced Schedule

Students who took Geometry/Integrated Math II or ELA II (or another high school assessment serving as the required assessment) on a semester or shorter schedule within the 2016-17 school year (or during summer 2016) will take the associated PARCC assessment in spring 2017.

Grade/Course Repeaters

Students who repeat a grade or course with a matching required PARCC assessment will retake the required test in the 2016-17 school year. These results will be included for both participation and achievement reporting.

Impact of Off-Grade Testing in Grades 3-8

Students in grades 3-8 must take the assessment for the grade in which they are enrolled at the time of testing, unless the student is taking an advanced mathematics course in grades 7 or 8. If a student takes an "off-grade" test, the test results will not be valid (e.g., if a grade 4 student takes a Grade 3 Mathematics test, that test will not count.) In addition, students who take an off-grade assessment will be counted in the denominator of students expected to test but not in the numerator and will therefore negatively impact participation rates.

ADVANCED MATHEMATICS IMPLICATIONS FOR REPORTING AND ACCOUNTABILITY

For the 2016-17 school year:

- High school end-of-course math tests taken in middle school will be reported and incorporated into the middle school's accountability results.
- Algebra II or Integrated Math III tests taken in high school by students who took a Geometry or Integrated Math II test in middle school will be reported and incorporated into the high school's accountability results.

⁷ The exception to this guidance is that the receiving school may test the student with a different assessment if the student will take the course which the student took at the previous school at the new school in a later year in accordance with the new school's established course progression sequence.

STUDENTS RECENTLY ARRIVED TO THE UNITED STATES

The U.S. Department of Education defines a “recently arrived” English learner (EL) as a student who has been enrolled in schools in the United States for less than 12 months. For ELA, recently arrived EL 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 and are exempt from taking the PARCC ELA or MSAA ELA assessment. In addition to the ACCESS for ELLs 2.0 English language proficiency assessment, recently arrived EL students are also required to take the following assessments in their first year in the United States:

- PARCC Mathematics
- DC Science

If a recently arrived student is an EL with the most significant cognitive disabilities, his or her required assessments would be MSAA Mathematics, DC Science Alternate, and ACCESS for ELLs – Alternate.

Recently arrived ELs who meet OSSE’s general participation criteria will be counted as participants for mathematics and science. The performance results of newly arrived ELs will be excluded for ELA, mathematics, and science (if applicable) in the results and accountability system for only one administration year.

This guidance is intended to provide additional clarity for districtwide assessment participation. While this document covers the vast majority of participation scenarios, we acknowledge that there may be a unique pathway a student may take that is not covered in this document.

If you have a unique situation that is not outlined in these scenarios, please contact Danielle Branson, Director of Assessments, at danielle.branson@dc.gov or 202-374-1328 for support.