



Next Generation Assessment Meeting

September 2026 | Office of Assessments

- We look forward to speaking and meeting with you today!
- Please be advised that we have turned off your video and audio capabilities to preserve bandwidth. Please feel free to share any ideas or ask any questions by typing them in the chat.
- We will be recording this meeting. The presentation, audio and a transcript will be posted to [the Next Generation Assessment Meetings](#) webpage.

Welcome!

In partnership with key stakeholders, we create a comprehensive educational assessment program that:

- accurately measures student performance;
- produces actionable data; and
- provides tools, guidance and training to empower local education agencies (LEAs) to meet the needs of all learners and make informed decisions.



Office of the State Superintendent of Education (OSSE) Office of Assessments

Mission Statement



National Assessment of Reading and Math, select schools, grades 4 and 8



English Language Proficiency, grades K-12



*General Statewide Assessments
ELA and Mathematics, grades 3 – high school
Science, grades 5, 8, and high school biology*



Alternate ELA and Mathematics, grades 3-8 and 11



Alternate Science, grades 5, 8, and high school biology



OSSE Office of Assessments

Statewide Assessments

Agenda

- 2025-26 Assessment Results
- Individual Student Reports (ISRs) and DC CAPE Parent Portal
- Test Integrity Investigations
- Looking ahead to 2026-27 school year assessments
 - 2026-27 Testing Windows
 - WIDA ACCESS
 - Alternate Assessment Eligibility
 - DC CAPE Next
- Staying in Touch

Stephanie Snyder, Director of Assessments

Chelsea Charland, Deputy Director of Assessments

Yolanda Barber, Assessment Specialist, Math

Libby Bivings, Assessment Specialist, Special Populations

Rachel Knaizer, Assessment Specialist, ELA and Test Administration

Debbie Menard, Assessment Specialist, Science

Rohini Ramnath, Assessment Specialist, Test Security

Cassidy Schenley, NAEP State Coordinator

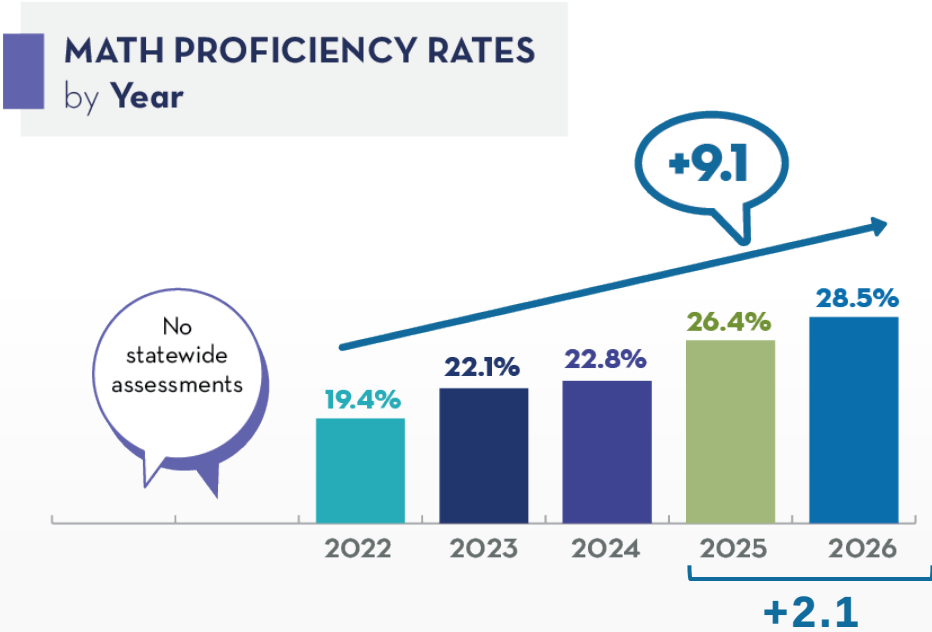
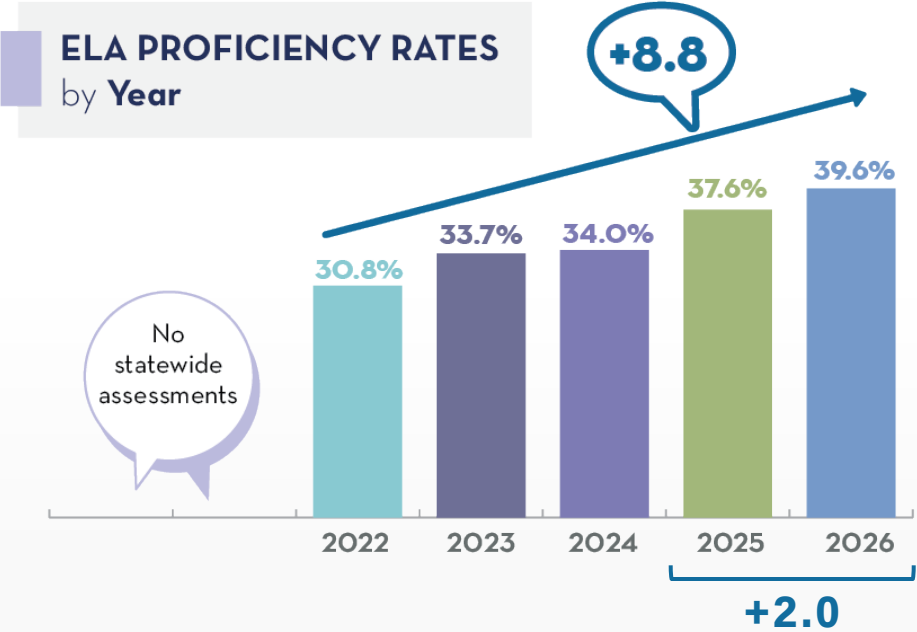
OSSE Office of Assessments

Team Members

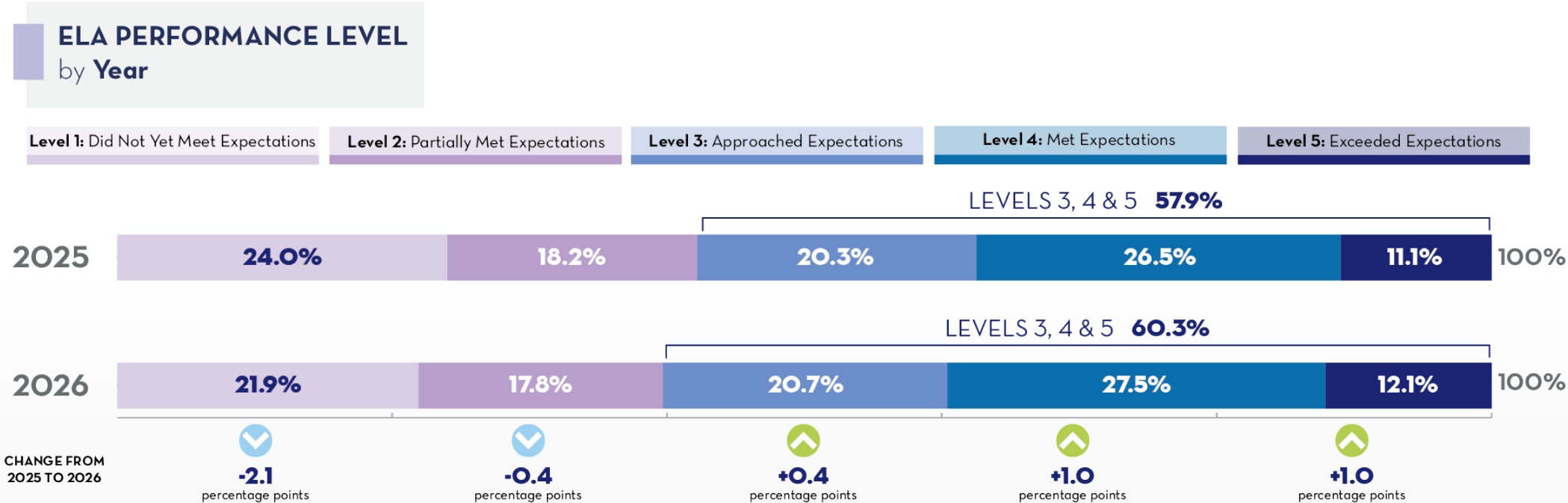


2025-26 Assessment Results

Historical Performance Statewide: Four Years of Gains



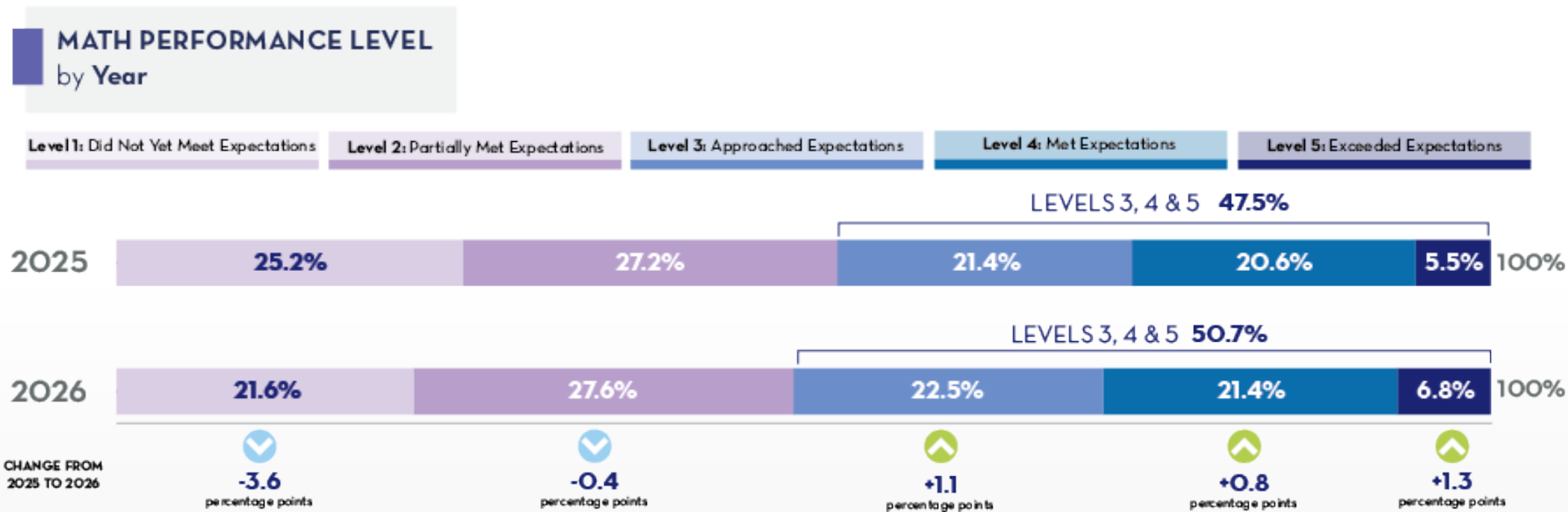
ELA | More students moving toward proficiency



Note: Percentages may not total 100 due to rounding.



Math | More students moving toward proficiency



Note: Percentages may not total 100 due to rounding.



2026 ELA & Math Assessment Results Resources

- [2025-26 ELA & Math Results Webpage](#)
 - Results overview presentation & detailed appendix
 - Assessment data files – state-, LEA- and school-level
 - Overall results
 - Advanced middle school math results
 - Resources for educators and caregivers, translated into six languages
 - Sample individual student reports (ISRs) for DC CAPE and MSAA
 - Parent Guides to Understanding Score Reports

Metric Calculation Confirmation (MCC)

2026 MCC Schedule

Phase	Release Date	OST Deadline	Certification Deadline
Phase I	July 28	Aug. 7	Aug. 14
Phase II	Aug. 25	Sept. 11	Sept. 18
Phase III	Sept. 29	Oct. 16	Oct. 23

- ELA and Math Assessment Participation and Achievement were included in **Phase I**
- ACCESS Growth and Adjusted Achievement are included in **Phase II**
- Science Assessment Participation and Achievement and ELA and Math Assessment Growth will be included in **Phase III**

Individual Student Reports (ISRs) and DC CAPE Family Portal

ISRs and Interpretive Guides to ISRs

- Student ISRs will be posted for download in the Statewide Longitudinal Education Data (SLED) system by mid-October.
- Both general and alternate assessment, and Interpretive Guides for Student Reports will be delivered to schools between September 10-11.
- Sample ISRs and interpretive guides are posted on [OSSE's Assessment Results](#) website, along with translated copies of each.

Individual Student Reports (ISRs)



ANONYMOUS ANONYMOUS

ID: 1111111111 Grade 06
Anonymous District
Anonymous School District



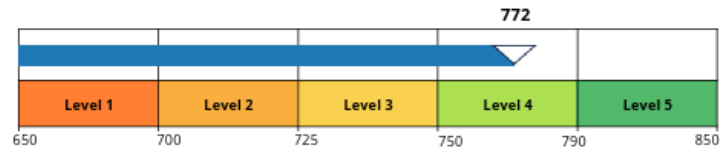
English Language Arts Assessment Report

? This report shows how ANONYMOUS performed on the DC CAPE English language arts/literacy assessment, what their strengths and areas of improvement are, and how their score compared to the scores of other students. To view a personalized video about ANONYMOUS's results and to learn more about the assessment, use the QR code.



How Did ANONYMOUS Perform Overall?

Performance Level:	What Does This Mean?
Level 4	ANONYMOUS met expectations for Grade 06 English Language Arts & Literacy learning standards



Level 1: Did Not Yet Meet Expectations
Level 2: Partially Met Expectations
Level 3: Approached Expectations
Level 4: Met Expectations
Level 5: Exceeded Expectations

Where To Find More Information



Questions For ANONYMOUS's Teacher

- What is ANONYMOUS learning in ELA this year?
- How is ANONYMOUS doing?
- How can I use this information to work with ANONYMOUS this year?
- What resources should I use to support ANONYMOUS?



Resources For You and Your Student

- How ANONYMOUS's school and other schools scored: schoolreportcard.dc.gov
- How the test is designed and what it measures: OSSE.dc.gov/dccape
- Practice tests and assessment resources: dc.mypersonsupport.com



ANONYMOUS ANONYMOUS

ID: 1111111111 Grade 06
Anonymous District
Anonymous School District



English Language Arts Assessment Report

How Did ANONYMOUS Perform on Key Areas of the Assessment?



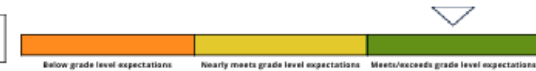
What are Subclaims?

Subclaims are groupings of related skills that help show how well ANONYMOUS understands specific concepts. Work with ANONYMOUS's teacher to identify where they excel and where they might need some extra support.

Subclaim

Literary Text
Read/analyze fiction, drama, and poetry

ANONYMOUS's Performance



Informational Text
Read/analyze non-fiction/history, science, and arts



Vocabulary
Use context to determine the meaning of words and phrases



Writing Expression
Compose well-developed writing using details from texts



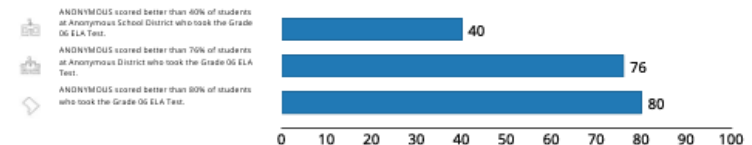
Knowledge and Use of Language Conventions
Compose writing using rules of standard English



How Did ANONYMOUS's Performance Compare?



The graph below shows how well ANONYMOUS performed compared to other students who took the same assessment in their school, LEA and in DC. The numbers in the graph are percentages.



Accessing ISRs in SLED

- Login to SLED using your credentials.
- Click Programs > Next Generation Assessment Results.
- Each content table includes the results of students who tested at the school for the given year, as well as students who are currently enrolled at the school but tested at another school. To view or download individual score reports for a student, click the *View* link under the Individual Student Report column; or click the USI link (for currently enrolled students only) and select the *Assessments* tab.
- To view the entire results file, click to export the DC CAPE Results to a .csv file for further analysis.

SLED Statewide Longitudinal Education Data

District of Columbia Office of the State Superintendent of Education

Home Library Reports Search Programs Data Management Related Sites Help My Profile

Search Student LEA Admin User Logoff

Programs / LEA / Current Enrollment (uncertified)

Current Enrollment LEA Summary (uncertified)

Local Education Agency (LEA) Enrollment Summary

Displays total number of students currently enrolled at an LEA

Sector : DCPS

Elementary & Secondary Education

Current Enrollment Summary (uncertified)

Current Roster (uncertified)

Direct Certification

Nonpublic Attendance LEA

DC One Card Roster

Federal and Local Student Aid Reporting

Summary

High School Feedback Reports

Consolidated Certification

Demographic Certification

LEA CFSA Roster

CFSA Current Enrollments

Next Generation Assessments

Next Generation Assessments Results

Residency Validation

Dashboard

Extended School Year

Summer School

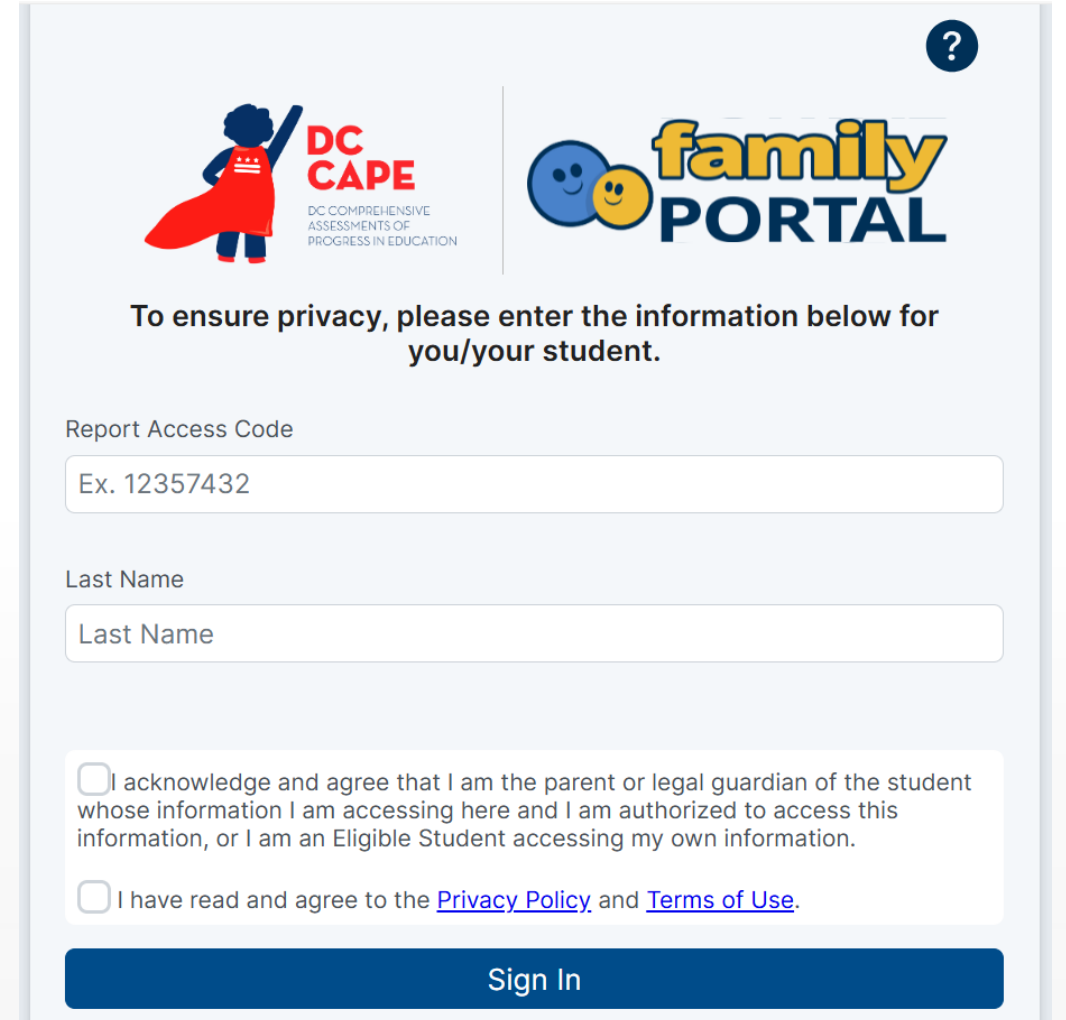
➤ Next Generation Assessments - DC CAPE ELA Results

➤ Next Generation Assessments - DC CAPE MATH Results

➤ Next Generation Assessments - DC CAPE Science (SCI) Results

DC CAPE Family Portal

- The portal is a user-friendly platform that gives caregivers access to their student's DC CAPE results. Parent resources, high-level student performance information, and a downloadable PDF of the Individual Student Report (ISR) are also available.
- Families may access the [Family Portal](#) using a QR code printed on each student's score report and logging in with an access code.
- The portal remains accessible all year (using the code provided during the applicable school year) and houses students' DC CAPE reports from multiple years.



The screenshot shows the DC CAPE Family Portal login interface. At the top right is a help icon (question mark). The header features the DC CAPE logo (a superhero figure) and the Family Portal logo (two smiling faces). Below the logos, a privacy notice states: "To ensure privacy, please enter the information below for you/your student." The login form includes a "Report Access Code" field with the example "Ex. 12357432", a "Last Name" field, and two checkboxes for user authorization. The first checkbox is for parents/legal guardians, and the second is for eligible students. Both checkboxes are currently unchecked. At the bottom is a blue "Sign In" button.

DC CAPE
DC COMPREHENSIVE
ASSESSMENTS OF
PROGRESS IN EDUCATION

family
PORTAL

To ensure privacy, please enter the information below for you/your student.

Report Access Code

Ex. 12357432

Last Name

Last Name

☐ I acknowledge and agree that I am the parent or legal guardian of the student whose information I am accessing here and I am authorized to access this information, or I am an Eligible Student accessing my own information.

☐ I have read and agree to the [Privacy Policy](#) and [Terms of Use](#).

Sign In

DC CAPE Family Portal Access Codes

- Information regarding Family Portal, including sign in instructions and supported browsers, can be found on the [DC CAPE Family Portal Support Page](#).
- LEAs are responsible for distributing portal codes to students and their families for access.
- Spring 2026 score reports will be accessible on September 9th using the Spring 2026 or previous year access codes for applicable students.
- LEAs were asked to download the Spring 2026 access codes before the closing of ADAM after Spring 2026 administration.
 - LEAs/Nonpublic schools may submit an OST ticket with “Assessments- DC CAPE” as the issue type to request access codes if they were not properly downloaded before the given deadline.

Test Integrity Investigations

Test Integrity Investigations Overview

- OSSE's goal is for schools and LEAs to deliver a uniform and equitable statewide assessment program.
- For assessments to yield fair and accurate results, the assessments must be administered in consistent and standardized conditions, and the best way to ensure that occurs is to ensure all teachers and administrators understand and recognize acceptable and unacceptable assessment practices and protocols.
- The District's Test Security Guidelines for the 2025-26 school year set forth the minimum requirements to ensure that LEAs and school personnel are aware of the state requirements for maintaining strict test security procedures.
- OSSE carefully reviews and analyzes state assessment results every year to ensure the results are valid and trustworthy in accordance with its obligations under the DC Testing Integrity Act of 2013, as amended in 2015.

Test Integrity Investigations Overview

- Test integrity investigations in the District are OSSE-initiated and LEA-led.
- In instances where OSSE has determined that anomalies in a particular school warrant further investigation, OSSE will require LEAs to conduct an investigation at the school to gain an understanding of the cause or causes of the anomalies.
- The purpose of an LEA-led investigation is to gain an understanding of the cause or causes of the anomalies, and to help OSSE determine whether the assessment results that include such anomalies are valid and trustworthy.

Selection of Schools for Investigation

- OSSE reviews the following to determine if an investigation is warranted:
 - Incident reports submitted during administration
 - Administration practices (school test security plan submissions, materials issues, auditor observation reports)
 - Anonymous tips during or after administration
 - Data forensics analyses from the testing vendor
- If OSSE requests an LEA investigation, a detailed description of the factors that led to the request and supporting documentation will be provided.
- LEAs that are asked to conduct a test security investigation will receive OSSE training on the investigation process.

2026 Test Integrity Investigations Timeline

Administrative Investigations

- **Early September:** LEAs will be notified by OSSE if an investigation is needed and OSSE will provide O-TIP training
- **September:** LEAs conduct test integrity investigations
- **October:** OSSE analyzes LEA investigative notes, makes final determinations and delivers final reports to LEAs with findings and sanctions

Data Forensic Investigations

- **Early October:** LEAs will be notified by OSSE if an investigation is needed and OSSE will provide O-TIP training
- **October:** LEAs conduct test integrity investigations
- **November:** OSSE analyzes LEA investigative notes, makes final determinations and delivers final reports to LEAs with findings and sanctions
- OSSE may contact LEAs to provide information about 2026 test integrity issues at certain schools that do not require a formal investigation, but concerns may be discussed with school personnel to ensure improvements for 2027 administration.

Looking Ahead to 2026-27 Administration

2026-27 Statewide Testing Windows

Assessment	Statewide Test Window
NAEP (Selected schools only)	Jan. 25 – March 19, 2027
WIDA ACCESS	Feb. 8 – March 19, 2027
MSAA and DLM	March 8 – April 23, 2027
DC CAPE Next DC ELA, DC Math, DC Science	April 5 – May 21, 2027 (Paper accommodation window: April 5 – May 14, 2027)

WIDA ACCESS

WIDA Screeners

- Students whose OSSE Home Language Survey indicates that a language other than English is spoken in the home or by the student must be screened for possible identification as an English learner (EL).
- Screening must take place **within 30 school days** of the student's first official school day (also known as stage 5 enrollment).
- **WIDA Screener for Kindergarten** and **WIDA Screener Online (1-12)** are OSSE-approved screeners for students in grades K-12.
 - WIDA Screener for Kindergarten is a paper-based assessment. Materials are available for download via the [WIDA Secure Portal](#).
 - WIDA Screener Online (1-12) is an online assessment and is managed through the [WIDA AMS](#) platform.
- Detailed information on EL identification is available [on OSSE's website](#) and in the [Delivering Education Services to English Language Learners](#) guidebook.
- Any individual administering a WIDA Screener must complete the trainings available on the [WIDA Secure Portal](#) before their first administration.

WIDA Alternate Screener

WIDA developed an alternate screener for potential EL students with significant cognitive disabilities. Training on use of the screener is available on the [WIDA Secure Portal](#).

Individualized education program (IEP) teams determine eligibility for the WIDA Alternate Screener. Teams are to carefully review the criteria and needs of individual students for whom it may be most appropriate to participate in the alternate screener.

The WIDA Alternate Screener can only be administered to students who meet all the following:

1. Student has been identified as a potential EL through OSSE's Home Language Survey.
2. Student meets or is likely to meet the criteria for a significant cognitive disability as defined by the [OSSE Significant Cognitive Disability Guidance](#).
3. Student is in grades K-12.
 - a. This includes students who may have been proficient on a two-domain screener in pre-K or kindergarten and qualify for the alternate screener for the four-domain screener in spring of kindergarten or fall of grade 1.

WIDA Alternate Screener

Reporting

LEAs will report the WIDA Alternate Screener status, score, and date in the same way in the student information system (SIS) that they would the general WIDA screener.

Proficiency

The WIDA Alternate Screener uses the same scale as the WIDA Alternate ACCESS. Consequently, a score of PL4 or higher on the WIDA Alternate Screener is considered proficient, indicating that the student does not qualify for EL services. LEAs will still have discretion to make individual determinations about the appropriate level of EL services for the students they serve.

Policy

The WIDA Alternate Screener Guidelines are posted on the [OSSE English Learner Policy and Programs](#) webpage.

WIDA ACCESS Standard Setting 2026

Standard setting is when a group of select, trained educators determine proficiency level scores based on the new scale scores and set performance level cut scores for an assessment. For example, what student performance results in a PL of 2 versus 3?

- Standard setting must be conducted after the first annual administration of a revised assessment.
- Since 2025-26 was the first administration of revised WIDA ACCESS for Kindergarten and WIDA ACCESS, a standard setting was convened in July.

You'll see the results of standard setting beginning with the 2026-27 score reports.

How Standard Setting Affects Scores

When	What	Meaning	LEA Action
Spring 2026	Current Scores	The 2025-26 WIDA ACCESS composite proficiency levels will be used to make decisions about the 2026-27 school year, such as determining if a student should exit EL services, or for classroom placement. This is the same procedure as it was previously.	Use scores as usual. No change is needed.
Fall 2026	ACCESS Growth – Report Cards and Accountability	The “old” version of 2025-26 WIDA scores will be used to calculate ACCESS Growth for Report Card and Accountability. The growth targets will be the same as prior years.	No change is needed.
Fall 2026	Dual Reporting	After standard setting, the old scores and new scores will be available. OSSE will use the updated scores to adjust any metrics and determine further steps.	No action required. Both scores are available for reference.
Spring 2027	New Scale for All Students	All students will be assessed on the new WIDA scale. DC-specific metrics will be updated as needed and will update LEAs when changes occur.	Wait for further guidance.

2026-27 Alternate Assessment Eligibility

2026-27 Alternate Assessments

Alternate statewide assessments are available for students with the most significant cognitive disabilities as an alternative to participating in the general statewide assessments. Under the Every Student Succeeds Act (ESSA) up to 1% of assessed students may take alternate assessments.

Annually, students with the most significant cognitive disabilities who are determined eligible by OSSE for alternate assessment participation will take:

- Multi-State Alternate Assessment (MSAA) in grades 3-8 and grade 11
- Dynamic Learning Maps (DLM) science alternate assessment in grades 5, 8 and high school biology
- WIDA Alternate ACCESS in grades K-12

All information related to Alternate Assessments is available on the OSSE website:

[Alternate Assessments](#)

Alternate Assessment Eligibility Minimum Requirements

To be determined eligible for alternate assessment participation, students must first meet all the following minimum requirements:

1. The student has a [significant cognitive disability](#)
2. The student is learning content linked to **grade-level** Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and WIDA English Language Development standards (ELD)
3. The student requires extensive direct individualized instruction and substantial support in the grade appropriate curriculum

Please note: Meeting the above requirements does not guarantee automatic alternate assessment participation.

Alternate Assessment Application Process

For OSSE to review a student for alternate assessment eligibility for the 2026-27 school year, LEAs must ensure the following documentation is present in the Special Programs database:

1. An active individualized education program (IEP) that indicates “Alternate Assessment” selected by the IEP team;
2. A current “DC Alternate Assessment Application Form” completed and submitted through Special Programs; and
3. All sources of supporting evidence for the alternate assessment application form.

Students who were determined eligible for the 2025-26 school year will be determined eligible for the 2026-27 school year with the above-mentioned documentation in place.

Please note: The DC Alternate Assessment Application Form and *all sources of supporting evidence* must be dated within the last three calendar years (Jan. 1, 2023, or later) to be considered current.

Alternate Assessment Eligibility Timeline

Who?	Task	Timeline	System
LEA	Add or update documentation for alternate assessment application <i>Nonpublics must work with their students' LEAs to ensure documentation is completed</i>	Start of School Year – Oct. 15	Special Programs
LEA	View the roster of students with alternate assessment applications on file <i>Only LEAs are able to view applicants in Quickbase; nonpublics must work with LEAs to verify rosters and determinations</i>	Sept. 30 – Oct. 15	Alternate Assessment Quickbase Application
LEA	Deadline to update Alternate Assessment Applications and supporting documentation	Oct. 15	Special Programs
OSSE	Reviews applications and documentation for eligibility determinations	Oct. 16 – Nov. 19	Special Programs
OSSE	Initial eligibility determinations made available to LEAs	Nov. 20	Alternate Assessment Quickbase Application
LEA	Final deadline for late applications	Nov. 20	Special Programs
LEA	Appeals window for denied applicants	Nov. 23 - Dec. 4	Special Programs; Alternate Assessment Quickbase Application
OSSE	reviews appeal documentation and eligibility applications for transfer students or students who have new disability determinations	Dec. 8 – Jan. 6	Special Programs; Alternate Assessment Quickbase Application
OSSE	Final Eligibility Determinations available to LEAs	Jan. 7	Quickbase

Additional Information

- Roles who will be granted access to the Alternate Assessment Quickbase Application
 - LEA Assessment Managers
 - LEA-level Special Education POCs
- Training Date – **September 22, 2026, from 1 – 2 PM**
 - Suggested audience – LEA Assessment Managers, LEA-level special education POCs , Nonpublic POCs
 - Registration information will be sent in the NGA Bulletin closer to training date
- Alternate Assessment Quickbase Application opens late September
- [Alternate Assessment Eligibility Process Memo](#)

MSAA

MSAA Update for Spring 2027

- MSAA is a group of states that work together to administer the same alternate assessment across states
 - Arizona is currently renegotiating the administration contract on behalf of the MSAA states for the spring 2027 administration
- The content and format of the test is not changing for spring 2027
- LEAs should still work to complete the alternate assessment eligibility process according to timelines established by OSSE
- OSSE will share more details about preparation for the spring 2027 MSAA administration as they are finalized

DC CAPE Next - Summative Assessments

DC CAPE Next

- The first administration of DC CAPE Next will be in spring 2027. The 2027 DC CAPE Next assessments will still be aligned to the District's educational standards, which have not changed.
- The District of Columbia has joined the [Smarter Balanced Assessment Consortium](#) to launch the next generation of DC CAPE in ELA and math.
- OSSE will also implement changes to the DC CAPE science assessment design, reducing the number of constructed response items and assessment sections.
- All DC CAPE Next assessments are now untimed.
- DC ELA and DC Math now have a computer adaptive component.
- OSSE will hold a training in October with a more detailed look at the DC CAPE Next blueprints and test design updates. Publicly available information, including blueprints, can be found [here](#).

DC CAPE Next – Launchpad/ADAM Access

- Beginning SY2026-27, all LEA users will need to utilize Launchpad, the single-sign-on landing portal, to gain access to ADAM to manage and administer DC CAPE summative assessments. LaunchPad accounts are automatically created for users with specific roles within OSSE’s All Staff Collection.
- LEAs and schools must assign one of the listed All Staff roles below to any staff member they wish to have access to ADAM to support DC CAPE administration.
- LaunchPad accounts cannot be created manually for any roles.** This includes Special Populations Coordinators and Technology Coordinators.

All Staff Collection Role	LaunchPad Role
LEA Assessment Manager (Point of Contact [POC] role)	LEA Test Coordinator
DC CAPE Assessments Coordinator (POC role)	
LEA Administrator	
School Administrator - Principal/School Leader	School Test Coordinator
School Administrator – Other	
Instructional Coordinator and Supervisor	

DC CAPE Next – Accessibility Manual

- The DC CAPE Next Accessibility Manual is set for release before the end of September.
 - This accelerated timeline ensures that the manual will be available for those LEAs opting to administer the DC CAPE Next Interim Assessments.
- The DC CAPE Next Accessibility Manual will be the authoritative resource for all available supports on the DC CAPE Next assessments.
- OSSE will hold a more detailed DC CAPE Next accommodations training for summative assessments in October.
- The Test Coordinator and Test Administrator Manuals will be released in early 2027.
- Summative administration resources can be found on the [DC Pearson Support Portal](#) when available.

DC CAPE Next – Interim Assessments and Tools for Teachers

Interim Assessments & Tools for Teachers Resources

Resource Timeline

- **Week of July 13** – Administrators and teachers were granted access to LaunchPad
 - Information for LaunchPad and interim assessments can be found on the [Pearson Support Portal](#).
- **Week of October 12** – Administrators and teachers will have access to interim assessments in ADAM (the educator-facing assessment management platform).

Interim Trainings

- [Training Webinar 1](#): September 18th, 10 am
 - This Pearson led training webinar will cover the following interim assessment topics: LaunchPad introduction, login, class enrollment, course setup.
- [Training Webinar 2](#): October 6th, 1 pm
 - This Pearson led training webinar will cover the following interim assessment topics: proctor groups, dashboard, administrative tasks.

DC CAPE Next Resources Currently Available for LEAs

- [DC CAPE Next website](#)
- [Smarter Balanced Background Resources](#): This document lists a number of publicly available resources that provide detailed information about the Smarter Balanced assessment system to help educators understand some of the key features of the system, including summative and interim assessment blueprints, assessment claims, achievement level descriptors, and sample items at each grade level.
- [DC CAPE Next System Overview](#): This overview document provides information and recommendations for LEAs to support the transition to the DC CAPE Next assessments.
- [Introduction to Formative Resources](#): This document includes links to resources that provide an overview of Tools for Teachers and other non-summative resources.
- Assessment Claims Crosswalks: Compare assessment content coverage for the DC CAPE assessments and the DC CAPE Next assessments.
 - [ELA Claims Crosswalk](#)
 - [Math Claims Crosswalk](#)

Staying Connected to the OSSE Office of Assessments

Keep All Staff Collection/IDS Current

- As staffing changes occur, please continue to update All Staff/IDS for the following LEA-level POC roles:
 - LEA Assessment Manager,
 - ACCESS for ELLs Assessment Coordinator,
 - DC CAPE Next Assessments Coordinator,
 - MSAA/DLM Assessments Coordinator, and
 - Assessments Support Staff
- The LEA POC roles listed will receive the NGA Bulletin and be granted access to appropriate assessment management platforms.
- Reach out to your LEA Data Manager for assistance in updating All Staff/IDS

LEA-Level Roles and Responsibilities

LEA Assessment Manager (LAM)	Serves as the primary point of contact for all statewide assessment functions including: • implementing assessment policies; • developing and implementing LEA assessment policies; • training; • managing administration of all assessments; • liaising with LEA and OSSE Data Managers; • managing LEA-level reporting; • disseminating communications.
Assessment Coordinator (DC CAPE, ACCESS, DLM/MSAA)	This individual may be accountable for: • assessment rostering; • training testing administrators and/or school level test coordinators; • managing administration of affiliated assessment; • liaising with LEA Assessment Manager; • liaising with LEA Data Manager; • communications.
Assessment Support Staff	Does not have primary responsibility for administration but is an additional contact and receives communications.

Tentative 2026-27 OSSE Assessment Training Plan

Month	Planned Training	Month	Planned Training
Sept.	• DC CAPE Next Interim Training #1 • Alternate Assessment Eligibility Training • New LAM Orientation (<i>repeating series</i>) • DC CAPE Next Summative Test Design and Blueprint Overview	Feb.	• DC CAPE Next Training #3 • New LAM Orientation (<i>repeating series</i>) • New Nonpublic Coordinator Training (<i>repeating series</i>)
Oct.	• DC CAPE Next Interim Training #2 • DC CAPE Next Accommodations Training • New LAM Orientation (<i>repeating series</i>) • New Nonpublic Coordinator Training (<i>repeating series</i>)	March	• DC CAPE Next Training #4
Nov.	• DC CAPE Next Interim Learning Lab • DC CAPE Next Summative Administration Best Practices • WIDA ACCESS LEA Coordinator Training	April	
Dec.	• New LAM Orientation (<i>repeating series</i>)	May	• DC CAPE Next Training #5
Jan.	• DC CAPE Next Training #1 • DC CAPE Next Training #2 • DLM LAM/STC Training • WIDA ACCESS LEA Test Administrator Training	June	

**MSAA trainings are also planned but are awaiting confirmation*



Tentative 2026-27 NGA Meeting Dates

- Next Generation Assessment (NGA) meetings are monthly informational sessions hosted by the Office of the State Superintendent of Education (OSSE) Office of Assessments.
- These meetings provide timely updates, tasks/deadlines, and policy guidance on statewide assessments for LEAs, test coordinators, and other assessment stakeholders.
- NGA Meetings are tentatively scheduled for **the first Wednesday of the month** from 11 AM – 12 PM:
 - September 2nd
 - October 7th
 - November 4th
 - December 2nd
 - January 6th
 - February 3rd
 - March 3rd
 - June 2nd



Thank You!