



Districtwide¹ Assessments Participation and Performance Policy for the 2017-18 School Year

INTRODUCTION

The document below details the participation and performance policy and final business rules for the District of Columbia's administration of districtwide assessments during the 2017-18 school year. All public elementary and secondary students, including students with disabilities, English learner (EL) students, and EL students with disabilities, enrolled in tested grades and courses are required to participate in districtwide testing in accordance with the policy outlined below.

GENERAL ASSESSMENT POLICY

Required Content Areas and Assessments²

In the 2017-18 school year, the District of Columbia will administer 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)
- **English Language Proficiency (ELP)**
 - ACCESS for English Language Learners (ELLs) 2.0

Grades Assessed²

The District of Columbia's required districtwide assessments for English language arts/literacy (ELA), mathematics, and English language proficiency, per the federal requirements in the Every Student Succeeds Act (ESSA) are:

- **Grades 3-8:** ELA and mathematics assessments yearly
- **High School:** Students must take one ELA and mathematics assessment in high school
- **Grades K-12:** Annual measure of ELP for students identified as English learners

High School Required Assessments

The District of Columbia's required districtwide content high school assessments for the 2017-18 school year are:

- **ELA/Literacy:** PARCC ELA II assessment
Students will take the PARCC 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:** PARCC 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.³ For many students, this will occur in grade 10. However, some students may take it in

¹ The terms "statewide" and "districtwide" are used interchangeably when referring to DC's federally required assessments.

² For the 2017-18 school year, the District of Columbia will not be administering the DC Science Assessment. A new DC Science Assessment aligned to the Next Generation Science Standards will be administered in the 2018-19 school year.

³ 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](#).

grade 9, 11, or 12. Note: Students who took PARCC Geometry or Integrated Math II in middle school will take PARCC Algebra II or Integrated Math III in high school.

Exception for Students Taking Advanced Middle School Mathematics⁴

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. Students in grades 7 or 8 who are enrolled in a course that covers high school standards (e.g., Algebra I, Geometry, Integrated Math I/II) may take the PARCC assessment aligned with the high school course in which they are enrolled. These students would then take either Geometry or Algebra II (or Integrated Math II/III) as their required high school assessment. For more details, refer to “Appendix A: Additional Details on Assessment Participation Requirements” and “Appendix B: Sample PARCC Mathematics Participation Pathways in Middle School.”

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. English learners with significant cognitive disabilities will participate in the Alternate ACCESS for ELLs in grades 1-12. LEAs must submit an application for students to participate in the alternate assessments. Participation criteria and other guidance can be found online here: <http://osse.dc.gov/service/alternate-assessments>.

English Learner Requirements and Participation

EL students are required to participate in districtwide testing annually. EL students will participate in PARCC assessments for ELA and mathematics in school year 2017-18. In addition to participation in the content assessments, EL students participate in assessments for ELP in grades K through 12. WIDA’s ACCESS for ELLs 2.0 is available in grades 1-12 and Kindergarten ACCESS is available for students in kindergarten. EL students with significant cognitive disabilities may be eligible for participation in the alternate assessments, MSAA and the Alternate ACCESS for ELLs. Additional information on the ACCESS for ELLs 2.0 ELP assessment can be found online here: <https://osse.dc.gov/service/wida-access-ells-20> Please refer to the section on “Students Recently Arrived to the United States” in this document for additional guidance and exceptions.

2017-18 Districtwide Test Windows

Assessment	2017-18 Districtwide Test Window
ACCESS for ELLs 2.0/ ACCESS for ELLs Alternate	February 26 – April 13, 2018
MSAA	March 19 – May 4, 2018
PARCC	April 9 – May 25, 2018 <i>(April 9 – May 18, 2018; paper accommodation window)</i>

Optional ELA and Mathematics High School Assessments

The following PARCC 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

⁴ OSSE will be submitting a waiver to the U.S. Department of Education, to permit students who took advanced high school mathematics coursework in 7th and 8th grade 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.

Results of the optional high school assessments are not included in districtwide public performance reporting and aggregations. Please note: There are scenarios under which the PARCC Algebra II and Integrated Math III tests may be required. See “Appendix B: Sample PARCC Mathematics Participation Pathways in Middle School” for more detail.

Grade/Course Repeaters

Students who repeat a grade or course with a matching required PARCC or MSAA assessment will retake the required test in the 2017-18 school year. These results will be included for both participation and performance reporting.

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 and AP Calculus. 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.⁵ Determinations around the designation of this student’s scores to appropriate school and LEA for performance reporting calculations will be made in accordance with the full academic year (FAY) rules for 2018.

High School Semester/Reduced Schedule

Students who took PARCC 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 2017-18 school year (or during summer 2017) will take the associated PARCC assessment in spring 2018.

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 districtwide assessments, recently arrived EL students are defined as EL students first enrolled in U.S. schools within 12 months from the first day of the previous year’s districtwide PARCC test window (**April 9, 2017**).

In school year 2017-18, recently arrived EL students are required to participate in the ACCESS for ELLs 2.0 assessment and the PARCC mathematics assessment (if enrolled in a grade/course with a required test). These students are exempt for one year of taking the PARCC ELA assessment. If a recently arrived student is an EL with the most significant cognitive disabilities, his or her required assessments for the 2017-18 school year would be MSAA Mathematics and ACCESS for ELLs – Alternate.

⁵ 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.

Consistent with the policy for 2016-17, recently arrived Limited English Proficient/EL students first enrolled in U.S. schools within 12 months from the first day of the previous year's test window are not included in 2017-18 assessment performance results reporting for mathematics.

Students with Medical Exemptions

If a student has an OSSE-approved medical exemption from testing, this student will not be included in performance reporting or in the pool of testers for determining the participation rate. Medical exemption forms are only valid for the year in which they are requested. To be considered a valid document for exemption, the form must include a signed statement from the student's treating physician. Students will be identified as "medically exempt" only if approved by OSSE via confirmation in the OSSE Support Tool.

Off-Grade Testing in Grades 3-8 and Off-Policy Testing

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, then the student will be included in the denominator of students expected to test for the grade in which they are enrolled but not the numerator for participation.

Students who are not deemed eligible for participation in the alternate assessments by OSSE and who take the alternate assessments will be included in the denominator but not the numerator for participation. In addition, the student's performance results will not be included in aggregations. The same is true for students who applied for alternate assessment eligibility with OSSE and were deemed eligible but took the general assessment.

DISTRICTWIDE ASSESSMENT PARTICIPATION RATE CALCULATION

Eligibility criteria used to determine assessment participation:

1. Students must be enrolled in a grade or course with a required assessment, per the districtwide assessment policy.
2. Students are continuously enrolled during the school's testing window.

--or--

Students are not continuously enrolled during the school's testing window but tested at that school and received a valid score.

- Exceptions:
 - Students with an OSSE-approved medical exemption will not be included in the numerator or denominator of the participation calculation.
 - Recently arrived EL students who first enrolled in U.S. schools within 12 months from the first day of the previous year's districtwide PARCC test window are exempt from taking the PARCC ELA or MSAA ELA assessment. Recently arrived EL students are students who first enrolled in U.S. schools **after April 9, 2017**.
 - These students are required to take PARCC mathematics or MSAA mathematics and ACCESS for ELLs 2.0 or ACCESS for ELLs Alternate.
 - These students will be excluded from the numerator *and* denominator of the ELA participation calculation only if ACCESS for ELLs 2.0 or ACCESS for ELLs Alternate is administered.

- Students who were continuously enrolled in multiple schools and who did participate in a required test and received a valid score are included in the participation numerator and denominator of the school where the student took the assessment.
- Students who were continuously enrolled in multiple schools and who did not participate in a required test are included in the participation denominator of the school where the student was enrolled longest during the school year.
- Students who were not continuously enrolled in any school and who did participate in a required test and received a valid score are included in the participation numerator and denominator of the school where the student took the assessment.⁶

To be counted as “participant” in the participation calculation numerator, a student must receive a valid score on a required assessment. Students will receive a valid score on a required assessment if they meet the assessment’s attemptedness rules.⁷ 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 and do not earn valid summative scores will not be considered participants for participation reporting.

Participation calculation for Grades 3-8: ELA
<i># of students with a valid summative score in ELA on a required grade-level test</i> ----- <i># of students continuously enrolled in grades 3-8 during the school’s testing window or students who were not continuously enrolled but tested and received a valid score (except for approved medical exemptions, and first year enrolled ELs when ACCESS is administered)</i>

Participation calculation for Grades 3-8: Math
<i># of students with a valid summative score in math on a required test (grade level or HS EOC for grades 7 and 8 in math)</i> ----- <i># of students continuously enrolled in grades 3-8 (math) during the school’s testing window or students who were not continuously enrolled but tested and received a valid score (except for approved medical exemptions)</i>

Participation calculation for HS: ELA
<i># of students with a valid summative score in ELA on a required test</i> ----- <i># of students continuously enrolled during the school’s testing window in a course with a required test or students who were not continuously enrolled but tested and received a valid score (except for approved medical exemptions, and first year enrolled ELs when ACCESS is administered)</i>

Participation calculation for HS: Math
<i># of students with a valid summative score on a required test</i> ----- <i># of students continuously enrolled during the school’s testing window in a course with a required test or students who were not continuously enrolled but tested and received a valid score (except for approved medical exemptions)</i>

⁶ This has been added to the 2017-18 policy document for clarity.

⁷ PARCC attemptedness rule for 2017 is that students must answer at least one question in every unit of a test minus one. For MSAA in 2017, a test is considered attempted if any one item in any part of the test was completed or if it was closed due to the early stopping rule (e.g., stopped because there was no observable communication). Attemptedness rules for ACCESS for ELLs 2.0 can be found on WIDA’s website: <https://www.wida.us/>.

DISTRICTWIDE ASSESSMENT PERFORMANCE RESULTS CALCULATION

All participants are assigned to a performance level based on their performance on each assessment. Performance results will be calculated by identifying the percentage of participants who scored at a given performance level out of the total number of participants on a given assessment. Performance results are reported for PARCC and MSAA for the 2017-18 school year.

Eligibility criteria used to determine the student universe for assessment performance results calculations:

- Students must receive a valid score on a required assessment.
 - Students who take “off-grade” or “off policy” assessments will not have their scores counted for performance reporting.
 - Students who take optional high school assessments are not counted for performance reporting.
 - Students in grades 7 and 8 who take high school course-based mathematics assessments are counted for performance reporting, as the high school course-based assessment takes the place of the required grade-level assessment.
- Students must be identified as a participant for purposes of calculating the statewide assessment participation rate.
- Students must be enrolled for the full academic year (FAY) for their scores to be counted for performance calculations.
 - Students will be deemed enrolled for the FAY at their **school** if they are enrolled in the same school for 85% of instructional days between the official Enrollment Audit count day, **October 5, 2017**, and the first day of the State assessment window for 2017-18 for each of the required assessments.
 - Students will be deemed enrolled for the FAY at their **LEA** if they are enrolled in the same LEA for 85% of instructional days between the official Enrollment Audit count day, **October 5, 2017**, and the first day of the State assessment window for 2017-18 for each of the required assessments.
 - Students will be deemed enrolled for the FAY at the **State** level if they are enrolled in the State for 85% of instructional days between the official Enrollment Audit count day, **October 5, 2017**, and the first day of the State assessment window for 2017-18 for each of the required assessments.
 - FAY applies to PARCC and MSAA for the 2017-18 school year. The assessment windows are as follows:
 - **MSAA:** March 19 – May 4, 2018
 - **PARCC:** April 9 – May 25, 2018

The following additional business rules apply to assessment performance results reporting:

- Scores of students are only reported at the level at which FAY requirements are met for public reporting calculations.
 - Students who meet the FAY criteria for their **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 criteria 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.
- Recently arrived EL students first enrolled in U.S. schools within 12 months from the first day of the previous year's test window (**enrolled after April 9, 2017**) are not included in local 2017-18 assessment performance results reporting.
- For the EL subgroups, students who exited LEP/EL within the past two years are included in performance reporting for that subgroup.
- Finally, the minimum number of students in a school and/or subgroup for aggregating performance is 10.

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.

APPENDIX A – ADDITIONAL DETAILS ON ASSESSMENT PARTICIPATION REQUIREMENTS

For **PARCC 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 **PARCC 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 unless 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.⁸ 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.

For **MSAA mathematics and ELA**, assessment participation is as follows:

- Students in **grades 3–8** and **grade 11** with the most significant cognitive disabilities must take the ELA and mathematics assessment for the grade in which they are enrolled at the time of testing.

⁸ OSSE will be submitting a waiver to the U.S. Department of Education, to permit students who took advanced high school mathematics coursework in 7th and 8th grade 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.

APPENDIX B – SAMPLE PARCC MATHEMATICS PARTICIPATION PATHWAYS IN MIDDLE SCHOOL

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.

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 Pathways⁹

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)

⁹ 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.