



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

**Statewide Assessments Participation and Performance Policy
for the 2020-21 School Year
January 2021**

INTRODUCTION

As a result of the coronavirus (COVID-19) pandemic, students in the District of Columbia are experiencing instruction in a variety of ways, including both distance and in-person learning. We acknowledge that due to these shifts, local education agencies (LEAs) and schools are navigating new operational challenges with respect to assessments. Our first priority is the health and safety of students and educators. LEAs and schools are working incredibly hard to deliver the highest quality instruction and most supportive environment possible. We commit to partnering to both reduce administrative burden where possible, and to support interpretation of the results of our assessments given our new context. Having a statewide measure of academic performance this year will help us better understand where our students are, where supports are needed, and how we can work together to address learning loss experienced during this time.

This document details the participation and performance policy and business rules for the District of Columbia's administration of statewide assessments during the 2020-21 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 to participate in statewide testing in accordance with the policy outlined below. If there are unique situations at your school/LEA that are not covered in this document due to the COVID-19 pandemic, please contact us directly at OSSE.Assessment@dc.gov for support.

GENERAL ASSESSMENT POLICY

Required Content Areas and Assessments

In the 2020-21 school year, the District of Columbia will administer the following statewide 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 2.0
 - Alternate ACCESS for English Language Learners

OSSE has canceled spring 2021 statewide assessments for science¹, which include the DC Science Assessment and Dynamic Learning Maps (DLM) Alternate Assessment.

Administration Options

There will be an in-person test administration option for statewide assessments administered in spring 2021. In addition to in-person testing, PARCC will have a remote administration option.

¹ Given that the DC Science Assessment is brand new, we do not have the item bank available nor the historical data needed to assess and meaningfully interpret results in 2020-21, and attempting to do so could jeopardize the quality and integrity of the new assessment program.

- ***In-Person Testing:*** Students receiving full-time, live, in-person instruction from a teacher of record in their school setting are to be designated as “in person” for the purposes of statewide testing. OSSE acknowledges that schools may have pre-determined groups of staff and students in their buildings; therefore, the requirements that a test administrator not be the teacher of record in the content area, or that there must be a proctor present in the testing environment, do not apply for spring 2021 testing. Test administrators and proctors are authorized personnel that must be designated and trained by the school. The test window has been extended for schools/LEAs to reflect the scheduling limitations for in-person testing as a result of class size restrictions and hybrid models.

- ***MSAA/ACCESS:*** MSAA, ACCESS, and Alternate ACCESS are only to be administered in-person. For MSAA, it is strongly recommended, but not required, that the test administrator be a person with whom the student is familiar. For kindergarten ACCESS, it is strongly recommended, but not required, that the test administrator be a person with whom the student is familiar. If schools are open for full-time, in-person instruction, students are to participate in testing. Students participating in a hybrid model (e.g., are receiving live, in-person instruction in a school setting for any number of days) are not required to participate in testing, but these assessments may be administered if deemed appropriate by the LEA and agreed upon with the parent/guardian. If schools are not open for any live, in-person instruction, due to the COVID-19 pandemic and implications for public health, or if students are participating in full-time distance learning at the parent/guardian request, students in tested grades/courses are not required to participate in testing. We do, however, encourage schools to assess students in person if conditions for health and safety can be met for both students and staff. An LEA or school is to provide the opportunity for students to take these assessments in person with a trained test administrator if requested by the student or family and practicable for the school.

Policies and practices for in-person MSAA and ACCESS testing will be largely consistent with previous years, but will reflect health and safety needs due to the pandemic.

- ***PARCC:*** PARCC has an in-person administration option for all tested grades and courses. Students who participate in full-time instruction in-person are to participate in in-person PARCC testing. Students participating in a hybrid model (e.g., are receiving live, in-person instruction in a school setting for any number of days) are to take the assessment in either an in-person or remote setting. Due to the limited availability of the Integrated Math assessments, these assessments are only available as in-person assessments.

Policies and practices for in-person PARCC testing will be largely consistent with previous years, but will reflect health and safety needs due to the pandemic.

- ***Remote Testing (PARCC):*** Remote testing is the administration of PARCC assessments to students who are not receiving full-time in-person instruction by a teacher in a school building or may be receiving partial in-person instruction during the assessment window. Students who are remote testing may be at home, in a distance learning hub, or another setting where they are receiving distance learning instruction. Students participating in a hybrid model (e.g., are receiving live, in-person instruction in a school setting for any number of days) are to take the assessment in

either an in-person or remote setting. If schools are not open for any live, in-person instruction, due to the COVID-19 pandemic and implications for public health, or if students are participating in full-time distance learning at the parent/guardian request, students in tested grades/courses are to take the PARCC assessments remotely. For remote testing, an authorized test administrator at the school will remotely facilitate and monitor the administration of the PARCC assessment to students in remote sessions. Parents and/or other individuals in the remote setting are not authorized personnel and therefore do not have a role in remote test administration.

Detailed test administration and security guidance for remote PARCC testing will be shared in the [PARCC Test Administrator and Test Coordinator Manuals](#) and the [PARCC In-Person and Remote Test Security Guidelines](#) for spring 2021. Details on administration of accommodations for PARCC in a remote setting are outlined in the [District of Columbia Testing Accommodations Guides](#).

- ***In-Building Distance Instruction:*** Students who are receiving distance learning instruction in a school setting, under the supervisions of an adult who is not a school teacher, are to be designated as “remote” for the purposes of statewide testing (e.g., CARE classrooms, non-instructional distance learning hubs). All policies and procedures for remote testing will apply to these classrooms. A school is permitted, but not required, to transition an in-building distance instruction classroom to an in-person classroom for the purposes of statewide testing if staffing permits. An in-person testing classroom is required to have a trained school test administrator.
- ***Other Considerations:***
 - ***Assessing Contents in Different Settings:*** We acknowledge that there may be instances where a student participates in in-person instruction for one content area and distance learning instruction for another. For PARCC testing, it is permissible to have one content test administered in person and one administered remotely (e.g., PARCC math in-person and PARCC ELA remote). However, all units for any given assessment must be administered in a single administration setting.
 - ***In-Person Testing During Distance Learning:*** If a school is in a full-time distance learning posture but would like to test in person for any statewide assessment, they are permitted, but not required, to create in-person classrooms and sessions for testing.

Grades Assessed

The District of Columbia’s required statewide 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 are to take at least 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 statewide content high school assessments for the 2020-21 school year are:

- **ELA/Literacy²:** PARCC ELA I and ELA II assessments

Students will take the ELA I assessment when taking a course aligned to the Grade 9 Common Core State Standards (CCSS). This will most often occur during grade 9. Students will take the ELA II assessment when taking a course aligned to the Grade 10 CCSS. This will most often occur during grade 10. These assessments are not permitted in grades 3-8.

- **Mathematics³:** PARCC Algebra I and PARCC Geometry (or Integrated Math I and II)

Students will take the Algebra I (or Integrated Math I) and Geometry (or Integrated Math II) assessments when most appropriate to the curriculum/course in which the students are enrolled⁴. For many students, Algebra I will occur in grade 9 and Geometry will occur in grade 10. However, students may take these assessments in any grade in high school or in seventh and eighth grade if enrolled in advanced coursework. Students who take Algebra I in eighth grade will take one assessment in high school – Geometry. Students who take Geometry in eighth grade will take one assessment in high school – Algebra II. The same pathways are consistent for integrated assessments.

Exception for Students Taking Advanced Middle School Mathematics

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 must then take Geometry, Integrated Math II, or Algebra II 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 deemed eligible by OSSE for the alternate assessment will take the MSAA in grades 3-8 and grade 11 instead of the required PARCC assessment. 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 for students in grades 3-12 for MSAA or Alternate ACCESS. Participation criteria and other guidance can be found online here: hosse.dc.gov/service/alternate-assessments. Due to the one-on-one role of the test administrator in MSAA and the format of Alternate ACCESS, administration for these assessments will occur in person only.

English Learner Requirements and Participation

EL students are required to participate in statewide testing annually. EL students will participate in PARCC assessments for ELA and mathematics in school year 2020-21. 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. ELP assessments will be administered in person only in spring 2021. 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: 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.

² The ELA I assessment was a new statewide requirement in school year 2019-20.

³ The Algebra I (or Integrated Math I) assessment was a new statewide requirement in the 2019-20 school year.

⁴ 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.

2020-21 Statewide Test Windows and Formats

Assessment	2020-21 Statewide Test Window	Testing Format
ACCESS for ELLs 2.0/Alternate	Feb. 15 – April 9, 2021	In-Person**
MSAA	March 15 – April 30, 2021*	In-Person**
PARCC	April 5 – May 28, 2021* (April 5 – May 21, 2021; paper accommodation window)	In-Person** and Remote

*includes a week for spring break

**in alignment with public health and safety guidance

Grade/Course Repeaters

Given that spring 2020 testing was canceled, we do not expect to have a large number of course repeaters that would have already tested in that grade/course. However, students who repeat a grade or course with a matching required PARCC or MSAA assessment will retake the required test in the 2020-21 school year. These results will be included for both participation and performance reporting.

If a student in high school is repeating a course with a required assessment and taking a more advanced course with a required assessment in the same school year, the student would only be required to take the assessment attached to the advanced course. Double testing is not required. For example, if a student in grade 10 is repeating Algebra I and taking Geometry as a new course in the 2020-21 school year, the student would only be required to take the Geometry assessment in spring 2021. Participation and performance calculations will only be conducted for the one advanced required assessment.⁵

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. High school transfer students will still take college entrance exams (e.g., SAT) and Advanced Placement assessments, as applicable.
- **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.⁶ 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 2020-21.

⁵ This policy was created for the 2019-20 school year based on the addition of Algebra I (or Integrated Math I) and ELA I as required assessments in high school.

⁶ 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.

High School Semester/Reduced Schedule

Students who took high school courses with required assessments on a semester or shorter schedule during the 2020-21 school year (or during summer 2020) will take the associated assessment in spring 2021. For example, if a student takes an Algebra I course in the fall of 2020, the student would test in Algebra I in spring 2021.

Secondary School and Adult School Assessment Participation

The following policy for high school students applies to statewide assessment participation in the 2020-21 school year:

- **Statewide Content Assessments (PARCC, MSAA)**
Students in the 2020-21 school year taking high school courses with a required assessment who are on a path for a regular diploma⁷ (or Certification of Individualized Education Program (IEP) Completion in accordance with a student's IEP) are required to participate in content statewide testing, regardless of age. Students who are enrolled in adult-serving schools who are not on a path for a regular diploma (or Certificate of IEP Completion in accordance with a student's IEP) do not participate in content statewide testing.
- **Statewide English Language Proficiency Assessment (ACCESS for ELLs 2.0, Alternate ACCESS)**
Students identified as English learners⁸ in the 2020-21 school year on a path for a regular diploma (or Certification of IEP Completion in accordance with a student's IEP) in grades 9-12 are required to participate in the statewide annual assessment of English Language Proficiency (ELP). Students who are enrolled in adult-serving schools who are not on a path for a regular diploma (or Certificate of IEP Completion in accordance with a student's IEP) do not participate in English language proficiency (ELP) statewide testing.

Students Recently Arrived to the United States

The US Department of Education defines a "recently arrived" English learner (EL) as a student who has been enrolled in schools in the United States for fewer than 12 months. For statewide assessments, recently arrived EL students are defined as EL students first enrolled in US schools within 12 months from the first day of the previous year's statewide PARCC test window (**April 6, 2020**).

In the 2020-21 school year, 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 who is eligible for alternate assessments, his or her required assessments for the 2020-21 school year would be MSAA

⁷ For the purpose of this policy, "a regular high school diploma" means a diploma granted by an LEA in accordance with DC's credit-based graduation requirements and does not include diplomas granted based on the successful completion of the National External Diploma Program or the tests of General Educational Development (GED).

⁸ In the District of Columbia, English learners in elementary and secondary programs are defined according to the federal government definition. As described in the Elementary and Secondary Education Act (ESEA)¹, the term "English learner," when used with respect to an individual, means an individual: (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual – (i) the ability to meet the challenging state academic standards; (ii) the ability to achieve successfully in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

Mathematics and Alternate ACCESS for ELLs. The exception for recently arrived EL students may only be provided to a student once. Consistent with the policy for 2019-20, recently arrived EL students first enrolled in US schools within 12 months from the first day of the previous year's test window are not included in 2020-21 assessment performance results reporting for ELA and 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 and must indicate which assessment(s) are impacted. 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. Students in grade 6 must take their grade-specific assessment. 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 take "off-grade" tests will not receive individual student reports.

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. Students who take these "off policy" assessments will receive individual student reports.

REPORTING AND ACCOUNTABILITY

OSSE is submitting an ESSA Accountability Addendum and ESSA Waiver to US Department of Education (USED) to request flexibility in ESSA Accountability requirements for the 2020-21 school year. As part of that flexibility, OSSE will not be calculating School Transparency and Reporting (STAR) Framework scores and ratings for the 2020-21 school year and will not be designating new schools for comprehensive or targeted support (CS 1, TS 1, or TS 2) using data from this school year. However, we believe it is critically important to have a comparable, valid, and reliable measure of how our students are doing academically this year. OSSE will be working diligently this spring to analyze the results of this year's administration of our ELA and math assessments to determine how we can best share this information back with schools and LEAs. In addition to our traditional post-testing analyses, we will be conducting new analyses on the impact of PARCC remote testing on our results. OSSE will be working with our psychometric partners on our Technical Advisory Committee (TAC), our assessment development vendor collaborators, and our LEA Assessment Managers to share clear interpretation guidance and to determine the level of reporting we will be able to share this spring/summer. OSSE commits that only results that are appropriate for aggregation and public sharing will be released following testing this spring. In addition, OSSE will be providing support directly to schools and LEAs on how to best interpret their results and how to use released items and student data to inform their planning.

STATEWIDE ASSESSMENT PARTICIPATION RATE CALCULATION

LEAs and schools are to make their best efforts to support student participation in statewide testing this spring. The standard policy for calculating participation rates for statewide assessments is detailed below.

Eligibility criteria used to determine assessment participation:

1. Students must be enrolled in a grade or course with a required assessment, per the statewide assessment policy. Information on required participation for remote and in-person settings per assessment is included on pages 1-3 of this document.

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/clarifying notes:

- 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 US schools within 12 months from the first day of the previous year's statewide PARCC test window are exempt from taking the PARCC ELA or MSAA ELA assessment. Recently arrived EL students are students who first enrolled in US schools **after April 6, 2020**. These students will be excluded from the numerator *and* denominator of the ELA participation calculation.
- 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.
- Schools that are not open for full-time, in-person instruction will provide to OSSE the participation list of students who are expected to take MSAA, ACCESS, or Alternate ACCESS. This information will be used to create a participation rate, but reflects the fact that MSAA, ACCESS, and Alternate ACCESS are not required for students participating in distance learning.

Participation Calculation for PARCC (in-person and remote) and MSAA/ACCESS (in-person):

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)</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</i>

Participation calculation for HS: Math
<i># of students with a valid summative score in math 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>

Participation Calculation for MSAA/ACCESS – Hybrid or Distance Learning

Participation calculation for MSAA/ACCESS - Hybrid or Distance Learning
<i># of students with a valid summative score on a required grade-level test</i> ----- <i># of students in hybrid or distance learning settings that the school has identified for participation or students who were not continuously enrolled but tested and received a valid score (note: in-person testing while participating in full-time distance learning or hybrid instruction is not required for these tests)</i>

To be counted as “participant” in the participation calculation numerator, a student must receive a valid score on a required assessment. Students are eligible to receive a valid score on a required assessment if they meet the assessment’s attemptedness rules. 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.

STATEWIDE ASSESSMENT PERFORMANCE RESULTS CALCULATION

All participants are assigned to a performance level based on their performance on each assessment. Aggregate 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 intended to be reported for PARCC, MSAA, and ACCESS for the 2020-21 school year. All students in the performance universe with reportable scores will receive individual student reports. Due to the anticipated variation in testing this spring due to COVID-19, OSSE commits that only results that are

appropriate for aggregation and public sharing will be released following testing this spring.

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 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. The participant universe includes students who participated in both in-person and remote testing.⁹
- 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 percent of instructional days between the official Enrollment Audit count day, **Oct. 9, 2020**, and the first day of the state assessment window for 2020-21 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 percent of instructional days between the official Enrollment Audit count day, **Oct. 9, 2020**, and the first day of the state assessment window for 2020-21 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 percent of instructional days between the official Enrollment Audit count day, **Oct. 9, 2020**, and the first day of the state assessment window for 2020-21 for each of the required assessments.
 - FAY applies to PARCC and MSAA for the 2020-21 school year. The assessment windows are as follows:
 - **MSAA:** March 15 – April 30, 2021
 - **PARCC:** April 5 – May 28, 2021

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

- Scores of students are only reported at the level(s) at which FAY requirements are met for public reporting calculations.

⁹ Pending post-test analyses of the results and the impact of remote testing on the data.

- 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.
 - Students who do not meet the FAY criteria for the school, LEA, or state will **not** be included in performance calculations.
- Recently arrived EL students first enrolled in US schools within 12 months from the first day of the previous year's test window (**enrolled after April 6, 2020**) are not included in statewide 2020-21 assessment performance results reporting.
 - For the EL subgroups, students who exited EL status 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 statewide 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 fifth-grade students take the PARCC Grade 5 ELA assessment. ELA I-III are not permitted as required assessments in grades 3-8.
- Students in **grades 9-12** must take the ELA I and ELA II assessments in high school. These assessments are to be taken when a student is taking a course aligned to the Grade 9 and Grade 10 Common Core State Standards, respectively.

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 fourth-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.⁹ 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 the Algebra I and Geometry (or Integrated I and Integrated II) assessments in high school, but their participation will largely depend on course enrollment and/or curriculum progression. For most students in high school, the required assessments will be taken in grades 9 and 10 respectively. However, students may take these assessments during any grade in high school as long as it matches the course in which they are enrolled. Students who take Algebra I (or Integrated Math I) in middle school will be required to take only Geometry (or Integrated Math II) in high school. Students who take Geometry (or Integrated Math II) in middle school will be required to take only Algebra II in high school.

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.

⁹ OSSE received a waiver to the U.S. Department of Education, to permit students who took advanced high school mathematics coursework in seventh and eighth grade to be assessed with the corresponding advanced high school assessment.

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 make 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	Courses: Algebra I and Geometry (or Integrated pathway) Assessment: Student takes Algebra I and Geometry assessments when appropriate in HS (or Int. Math I and II) (more common in grades 9 and 10) (less common, grade 10 and 11 or 11 and 12)

Mathematics Assessment Examples: Advanced Coursework Middle School Pathways

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 assessment when appropriate in HS (or Int. Math II) (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 Assessment: Student takes Algebra II when appropriate in HS (more common in grade 9) (less common, grade 10, 11, 12)

