



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

**Statewide Assessments Participation and Performance Policy  
for the 2022-23 School Year**  
October 2022

**INTRODUCTION**

This document details the participation and performance policy and business rules for the District of Columbia's administration of statewide assessments during the 2022-23 school year. All public elementary and secondary students enrolled in tested grades and courses, including students with disabilities, English learner (EL) students and EL students with disabilities, are to participate in statewide testing in accordance with the policy outlined below. If there are unique situations at your school or local education agency (LEA) that are not covered in this document, please contact the OSSE Office of Assessments directly at [OSSE.Assessment@dc.gov](mailto:OSSE.Assessment@dc.gov) for support.

**GENERAL ASSESSMENT POLICY**

***Required Content Areas and Assessments***

In the 2022-23 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)
- **Science**
  - DC Science Assessment
  - Dynamic Learning Maps (DLM) Science Alternate Assessment
- **English Language Proficiency (ELP)**
  - ACCESS for English Language Learners (ACCESS for ELLs)
  - Alternate ACCESS for English Language Learners (Alternate ACCESS)
- **The Nation's Report Card**
  - National Assessment of Educational Progress (NAEP)

***Administration***

During the 2022-23 school year statewide assessment season, all students enrolled in courses with required assessments are expected to **participate in person**, unless there is an approved medical exemption for testing.

***Grades Assessed***

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

- **Grades 3-8:** ELA and mathematics assessments yearly
- **Grades 5, 8:** Science assessments in each grade
- **Grades 4, 8, 12:** NAEP assessments in reading and math, in accordance with NAEP calendar
- **High School:** Students are to take at least one ELA and mathematics assessment in high school.

See below for OSSE’s policy on the high school requirement of two assessments in ELA and mathematics.

- **Grades K-12:** Annual measure of ELP for students identified as ELs

### **High School Required Assessments**

The District of Columbia’s required statewide content high school assessments for the 2022-23 school year are:

- **ELA/Literacy:** 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.*

- **Mathematics:** PARCC Algebra I and PARCC Geometry

*Students will take the Algebra I and Geometry assessments when most appropriate to the curriculum/course in which the students are enrolled.<sup>1</sup> 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.*

- **Science:** Biology

*Students will take the DC Science Biology assessment when most appropriate to the curriculum/course in which the students are enrolled and when the biology-aligned life science Next Generation Science Standards are taught. For many students, this will occur in grade 10. However, some students may take it in grade 9, 11, or 12.*

### **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) may take the PARCC assessment aligned with the high school course in which they are enrolled. These students must then take Geometry 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 determined eligible by OSSE for the alternate assessment will take the MSAA in grades 3-8 and grade 11 instead of their required PARCC assessment, and DLM in grades 5, 8 and high school biology instead of their required DC Science assessment. Students in their third year of high school working toward a Certificate of IEP Completion (C3) will take the grade 11 MSAA. 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, DLM, or Alternate ACCESS. Participation criteria and other guidance can be found online here: [osse.dc.gov/service/alternate-assessments](https://osse.dc.gov/service/alternate-assessments).

### **English Learner Requirements and Participation**

EL students, including EL students with disabilities, are required to participate in statewide testing annually. EL students will participate in PARCC assessments for ELA, mathematics and science in the

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<sup>1</sup> 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.

2022-23 school year. 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 is available in grades K-12 and Alternate ACCESS for ELLs is available in grades 1-12. EL students with significant cognitive disabilities may be eligible for participation in the alternate assessments, MSAA, DLM and the Alternate ACCESS for ELLs. Additional information on the ACCESS for ELLs ELP assessment can be found online here: [osse.dc.gov/service/wida-access-ells](https://osse.dc.gov/service/wida-access-ells). Please refer to the section on “*Students Recently Arrived to the United States*” in this document for additional guidance and exceptions.

**2022-23 Statewide Test Windows**

Assessment	2022-23 School Year Statewide Test Window
NAEP (selected schools only)	March 20 – April 14, 2023
ACCESS for ELLs/Alternate ACCESS	Feb. 13 – March 24, 2023
MSAA/DLM	March 13 – April 28, 2023
PARCC/DC Science	April 3 – May 26, 2023 <i>(April 3 – May 19, 2023; paper accommodation window)</i>

In the 2022-23 school year, OSSE has removed the school-level 30 consecutive day test window restriction. LEAs will have the flexibility to assess students at any time within the published window for each assessment. However, it is best practice to shorten your school’s test window to be as efficient as possible. A shorter test window reduces the burden on instructional and staff time and limits the potential impact on test security.

**Grade/Course Repeaters**

Students who repeat a grade or course with a matching required PARCC, MSAA, DC Science, or DLM assessment will retake the required test in the 2022-23 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 2022-23 school year, the student would only be required to take the Geometry assessment in spring 2023. Participation and performance calculations will only be conducted for the one advanced required assessment.

**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:** Students are only to test once per content area per year, even if they are enrolled in multiple schools during the test window. If a student takes their required assessment(s) at their first school, but transfers to another school before or in the middle of their testing window, they are not to test again. If a student has not taken their required assessment(s) at their first school, then they are to test at the new school if: (1) the school has not yet started testing; or (2) the school has begun testing but is able to assess the student. 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.<sup>2</sup>

Determinations around the designation of student scores to the appropriate school and LEA for performance reporting calculations will be made in accordance with the full academic year (FAY) rules for 2022-23.

### **High School Semester/Reduced Schedule**

Students who took high school courses with required assessments on a semester or shorter schedule during the 2022-23 school year (or during summer 2022) will take the associated assessment in spring 2023. For example, if a student takes an Algebra I course in the fall of 2022, the student would test in Algebra I in spring 2023. Students who take two courses with required high school assessments in one year are not required to double test in the spring. For example, if a student takes Algebra I in fall 2022 and Geometry in spring 2023, the student would only be required to take the Geometry test.

### **Secondary School and Adult School Assessment Participation**

The following policy for high school students applies to statewide assessment participation in the 2022-23 school year:

- **Statewide Content Assessments (PARCC, MSAA)**  
Students in the 2022-23 school year taking high school courses with a required assessment who are on a path for a regular diploma<sup>3</sup> (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. Based on course pathways, there may be some students who only participate in one required assessment per content area in high school. LEAs are to determine the required assessments by reviewing which standards are covered in the student’s courses and then selecting the associated required assessment(s).
- **Statewide ELP Assessment (ACCESS for ELLs, Alternate ACCESS)**

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<sup>2</sup> 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.

<sup>3</sup> 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).

Students identified as English learners<sup>4</sup> in the 2022-23 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 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 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 4, 2022.

In the 2022-23 school year, recently arrived EL students are required to participate in the ACCESS for ELLs assessment, PARCC mathematics assessment and the DC Science assessment (if enrolled in a grade/course with a required test). These students are exempt for one year from 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, their required assessments for the 2022-23 school year would be Alternate ACCESS for ELLs, MSA Math and DLM Science. The exception for recently arrived EL students may only be provided to a student once.

Consistent with previous policy, recently arrived EL students first enrolled in US schools within 12 months from the first day of the previous year’s test window are included in 2022-23 school year participation reporting for math and science; and not included in 2022-23 school year assessment performance results reporting for ELA, math and science.

### ***Students with a Medical Exemption from Statewide Assessments***

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 for Content Assessments***

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 is considered to have not tested for the purposes of reporting. The student will be included in the denominator of students expected to test for the grade in which they are enrolled but not the

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<sup>4</sup> 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), 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.

numerator for participation. Students who take “off-grade” tests will not receive individual student reports.

Students who are not determined 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 determined eligible but took the general assessment. Students who take these “off-policy” assessments will receive individual student reports.

### ***Off-Grade and Off-Policy Testing for English Language Proficiency Assessments***

Students who earned composite scores but who took "off-grade" tests will have the opportunity to have their composite scores corrected to reflect expectations for their enrolled grade level. Their enrolled grade level is the official assessment and reporting grade for the student at the school where they tested. Students who receive corrected composite scores are included in the numerator and denominator for participation rates and are included in performance reporting. Students who do not receive corrected scores are included in the denominator for participation rates, but not the numerator and are excluded from performance reporting (e.g., students enrolled in grade 4 but who took the grade 3 ACCESS for ELLs assessment would be excluded from reporting if they do not receive a corrected composite score). Students are only considered "off-grade" if they were never enrolled in the assessed grade at any point during the current school year.

Students in grades 3-12 who completed the Alternate ACCESS for ELLs assessment but were not approved for alternate assessments by OSSE are considered non-participants. Because students in grades K-2 are not eligible to be approved for alternate assessments, students in those grades who complete an alternate assessment will be considered participants.

### **STATEWIDE 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 statewide 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/clarifying notes:
  - Students with an OSSE-approved medical exemption for testing 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 4, 2022**. These students will be excluded from the numerator *and* denominator of the ELA participation calculation.
  - Students who test off grade (e.g., a student enrolled in grade 4 who takes the grade 5 assessment) will not be included in the numerator but will be included in the

denominator of the participation calculation.

- Students who test “off policy” (e.g., a student who was not determined eligible by OSSE to participate in MSAA but took MSAA) will not be included in the numerator but will be included in the denominator of the 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.

**Participation Calculation (PARCC, DC Science, MSAA, DLM, ACCESS, Alt ACCESS)**

<b>Participation calculation for Grades 3-8: ELA</b>
$\frac{\text{\# of students with a valid summative score in ELA on a required grade-level test}}{\text{\# of students continuously enrolled in grades 3-8 during the school's testing window or students who were not continuously enrolled but tested and received a valid score (except for approved medical exemptions, and first year enrolled ELs)}}$

<b>Participation calculation for Grades 3-8: Math or Science</b>
$\frac{\text{\# of students with a valid summative score in math or science on a required test (grade level or HS EOC for grades 7 and 8 in math)}}{\text{\# of students continuously enrolled in grades 3-8 (math) or grades 5 and 8 (science) during the school's testing window or students who were not continuously enrolled but tested and received a valid score (except for approved medical exemptions)}}$

<b>Participation calculation for HS: ELA</b>
$\frac{\text{\# of students with a valid summative score in ELA on a required test}}{\text{\# of students continuously enrolled during the school's testing window in a course with a required test or students who were not continuously enrolled but tested and received a valid score (except for approved medical exemptions, and first year enrolled ELs)}}$

<b>Participation calculation for HS: Math or Science</b>
$\frac{\text{\# of students with a valid summative score in math or science on a required test}}{\text{\# of students continuously enrolled during the school's testing window in a course with a required test or students who were not continuously enrolled but tested and received a valid score (except for approved medical exemptions)}}$

<b>Participation calculation for ACCESS/Alt ACCESS: ELP</b>
$\frac{\text{\# of students with a valid summative score on a required grade-level test}}{\text{\# of students continuously enrolled in grades K-12 during the school's testing window or students who were not continuously enrolled but tested and received a valid score (except for approved medical exemptions)}}$

To be counted as a “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<sup>5</sup> 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 reported for PARCC, MSAA, DC Science, DLM and ACCESS for the 2022-23 school year. All students in the performance universe with reportable scores will receive individual student reports.

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. Refer to above sections for details for content assessment and ELP assessment policies.
  - 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.
- Students must be enrolled for the full academic year (FAY) for their scores to be counted for performance calculations. FAY applies to PARCC, MSAA, DC Science and DLM for the 2022-23 school year.
  - 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. 5, 2022**, and the first day of the state assessment window for 2022-23 for each of the required assessments.

<sup>5</sup> For PARCC and DC Science, one item per unit/section must be answered (except for the field test unit in ELA) to be considered attempted for a particular test. For MSAA, students must be able to demonstrate communicative competence through an observable response mode. An observable response mode is a predictable and consistent behavior or movement that is able to be understood by a communication partner as intentional communication. All submitted tests receive a participation status, regardless of the number of item responses.

For ACCESS for ELLs, students must demonstrate that they have responded or attempted to respond to at least one item per domain test in order for the test to be identified as attempted. For Alternate ACCESS for ELLs, there must be at least one scored item that has a bubbled response of “correct,” “incorrect,” or “no response.”



- 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. 5, 2022**, and the first day of the state assessment window for the 2022-23 school year 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. 5, 2022**, and the first day of the state assessment window for the 2022-23 school year for each of the required assessments.
- The assessment windows are as follows:
  - **ACCESS/Alt ACCESS:** Feb. 13 – March 24, 2022
  - **MSAA/DLM:** March 13 – April 28, 2022
  - **PARCC/DC Science:** April 3 – May 26, 2023

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.
  - 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.
  - For ACCESS reporting, students are reported at the school where they completed the ACCESS assessment, or where they were continuously enrolled if they did not complete the assessment but were ELs in grades K-12. FAY criteria do not apply to ELP participation and performance calculations.
- Recently arrived EL students first enrolled in US schools within 12 months from the first day of the previous year's PARCC test window (April 4, 2022) are not included in statewide 2022-23 school year assessment performance results reporting, except for the English language proficiency assessment.
- Students who exited EL status within the past two years are included in performance reporting for the EL specific group of students.

- Finally, the minimum number of students in a school and/or specific group of students 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 Director of Assessments Stephanie Snyder at [Stephanie.Snyder@dc.gov](mailto:Stephanie.Snyder@dc.gov) or (202) 765-7158 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-II 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 or Geometry. These students can take the PARCC mathematics assessment aligned with high school course in which they are enrolled.<sup>6</sup> These students would then take either Geometry or Algebra II as their required high school assessment.
- Students in **grades 9-12** must take the Algebra I and Geometry 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 in middle school will be required to take only Geometry in high school. Students who take Geometry in middle school will be required to take only Algebra II in high school.

For **MSAA ELA and mathematics**, 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. Students in their third year of high school working toward a Certificate of IEP Completion (**C3**) must take the grade 11 ELA and mathematics assessments.

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<sup>6</sup> OSSE received a waiver from 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 registering students for 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
<b>Scenario 1</b>	<b>Course:</b> Grade 7  <b>Assessment:</b> Student takes Grade 7 assessment	<b>Course:</b> Grade 8  <b>Assessment:</b> Student takes Grade 8 assessment	<b>Courses:</b> Algebra I and Geometry (taken in different years)  <b>Assessment:</b> Student takes Algebra I and Geometry assessments when appropriate in HS (one required assessment per year; more common in grades 9 and 10; less common in grades 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
<b>Scenario 2</b>	<b>Course:</b> Grade 7  <b>Assessment:</b> Student takes Grade 7 assessment	<b>Course:</b> Algebra I  <b>Assessment:</b> Student can take the Algebra I assessment	<b>Course:</b> Geometry  <b>Assessment:</b> Student takes Geometry assessment when appropriate in HS (only one HS assessment required in this scenario; most common in grade 9; less common in grade 10, 11, or 12)
<b>Scenario 3</b>	<b>Course:</b> Algebra I  <b>Assessment:</b> Student can take the Algebra I assessment	<b>Course:</b> Geometry  <b>Assessment:</b> Student can take the Geometry assessment	<b>Course:</b> Algebra II  <b>Assessment:</b> Student takes Algebra II when appropriate in HS (only one HS assessment required in this scenario; more common in grade 9; less common in grade 10, 11, or 12)
<b>Scenario 4</b>	<b>Course:</b> Grade 7  <b>Assessment:</b> Student takes Grade 7 assessment	<b>Course:</b> Grade 8  <b>Assessment:</b> Student takes Grade 8 assessment	<b>Courses:</b> Algebra I (fall or summer) & Geometry (spring) in one year  <b>Assessment:</b> Student takes Geometry (one HS assessment required in this scenario; one assessment required per year)

Sample Scenario	Student's Enrolled Grade		
	Grade 7	Grade 8	High School (HS) Grades 9 – 12
<b>Scenario 5</b>	<p><b>Course:</b> Grade 7</p> <p><b>Assessment:</b> Student takes Grade 7 assessment</p>	<p><b>Course:</b> Algebra I</p> <p><b>Assessment:</b> Student can take the Algebra I assessment</p>	<p><b>Courses:</b> Geometry (fall or summer) &amp; Algebra II (spring) in one year</p> <p><b>Assessment:</b> Student takes Geometry (one HS assessment required in this scenario; one assessment required per year; Algebra II is only a required assessment if the student has already taken Algebra I and Geometry)</p>