



OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Statewide Assessments Participation and Performance Policy
for the 2025-26 School Year
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INTRODUCTION

This document details the participation and performance policy and business rules for the District of Columbia's administration of statewide assessments during the 2025-26 school year. All public elementary and secondary students enrolled¹ 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 Office of the State Superintendent of Education (OSSE) Office of Assessments directly at OSSE.Assessment@dc.gov for support.

REQUIRED STATEWIDE ASSESSMENTS IN THE DISTRICT OF COLUMBIA

ESSA-Required Content Areas and Assessments

The Every Student Succeeds Act (ESSA) establishes the following federal requirements for the administration of annual statewide assessments:

- English language arts/literacy (ELA) and mathematics assessments: **yearly in grades 3-8, once in high school**
 - See “*High School Required Assessments*” below for OSSE’s policy on the requirement of two high school assessments in ELA and mathematics.
- Science assessments: **once in each grade band**
- English language proficiency assessments: **yearly in grades K-12** for students identified as ELs
- National Assessment of Educational Progress (NAEP): **grades 4, 8, and 12** assessments in reading and math, in accordance with NAEP calendar

2025-26 District of Columbia Statewide Assessments

In the 2025-26 school year, the District of Columbia’s required statewide assessments are:

- **ELA and Mathematics**
 - DC CAPE
 - DC ELA Assessment, grades 3-8 and high school
 - DC Math Assessment, grades 3-8 and high school
 - Multi-State Alternate Assessment (MSAA), grades 3-8 and 11
- **Science**
 - DC CAPE
 - DC Science Assessment, grades 5, 8 and high school biology
 - Dynamic Learning Maps (DLM) Science Alternate Assessment, grades 5, 8 and high school biology
- **English Language Proficiency (ELP)**
 - WIDA ACCESS (ACCESS), grades K-12
 - WIDA Alternate ACCESS (Alternate ACCESS), grades K-12
- **The Nation’s Report Card**
 - NAEP, grades 4 and 8 (*selected schools only*)

¹ For the purposes of statewide testing, a student’s assessment and reporting grade at the time of testing is used to determine assessment requirements.

High School Required Assessments

The District of Columbia’s required statewide content high school assessments for the 2025-26 school year are:

- **ELA/Literacy:** DC CAPE 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:** DC CAPE Algebra I and Geometry assessments
Students will take the Algebra I and Geometry assessments when most appropriate to the curriculum/course in which the students are enrolled. 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 the Algebra I assessment before grade 9 will take one assessment in high school – Geometry. Students who take Geometry before grade 9 will take one assessment in high school – Algebra II.
- **Science:** DC CAPE Biology assessment
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

2025-26 STATEWIDE ASSESSMENT WINDOWS

In the 2025-26 school year, LEAs may assess students at any time within the published window for each assessment. However, it is best practice to shorten schools’ test windows 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. It is also highly recommended that schools test early enough in the window to allow ample time for makeup testing.

Assessment	2025-26 School Year Statewide Test Window
NAEP (selected schools only)	Jan. 26 – March 20, 2026
WIDA ACCESS & Alternate ACCESS	Feb. 9 – March 20, 2026
MSAA & DLM	March 9 – April 24, 2026
DC CAPE DC ELA, DC Math, DC Science	April 6 – May 22, 2026 <i>(April 6 – May 15, 2026: paper accommodation window)</i>

GENERAL ASSESSMENT POLICY

During the 2025-26 school year statewide assessment season, all students enrolled in courses with required assessments are expected to participate in person, unless there is an OSSE-approved medical exemption for testing. OSSE policies related to specific student circumstances are outlined below.

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, and DLM in grades 5, 8 and high school biology instead of their required DC CAPE 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 Alternate ACCESS in grades K-12. LEAs must apply for students to participate in the alternate assessments for students in grades 3-12 for MSAA, DLM, or Alternate ACCESS. Alternate assessment participation criteria and other guidance can be found online here: 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 DC CAPE assessments for ELA, mathematics, and science in the 2025-26 school year. In addition to participation in the content assessments, EL students participate in the WIDA ACCESS assessment for ELP in grades K through 12. EL students with significant cognitive disabilities may be eligible for participation in the alternate assessments, MSAA, DLM and Alternate ACCESS. Additional information on the ACCESS assessment can be found online here: osse.dc.gov/service/wida-access-ells. Please refer to the section, “*Students Recently Arrived to the United States*” in this document for additional guidance and exceptions.

If a student is unable to access all four domains of the ELP assessment due to their disability, their school may apply for an exemption from completing one or more domains of assessment. If the exemption is approved, OSSE will calculate an overall composite score for the student from the remaining domains. Exemption criteria and the process to apply can be found online at osse.dc.gov/service/wida-access-ells.

Students Taking Advanced Middle School Mathematics

Students in grades 3-8 must take the assessment that aligns with their assessment and reporting grade 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 in mathematics.

Students in grades 7 or 8 who are enrolled in a course that covers high school standards (Algebra I or Geometry only) may take the DC CAPE assessment aligned with the high school course in which they are enrolled. Students must take at least one statewide mathematics assessment in high school, per federal requirements. If a student has taken only the Algebra I DC CAPE assessment before grade 9, they are required to take only the Geometry test while in high school. If a student has taken both the Algebra I and Geometry DC CAPE assessments before grade 9, they are required to take the Algebra II assessment while in high school. For more details, refer to “Appendix A: Additional Details on Assessment Participation Requirements” and “Appendix B: Sample DC CAPE Mathematics Participation Pathways in Middle School.”

Note on high school assessment availability for students taking advanced middle school mathematics after the 2025-26 school year:

After the 2025-26 school year, OSSE will no longer offer the Algebra II DC CAPE assessment. The 2025-26 school year will be the final year that students in grade 7 will be allowed to participate in the Algebra I DC CAPE assessment, and that students in grade 8 will be allowed to participate in the Geometry assessment. Beginning in 2026-27, students in grade 7 must take the grade 7 mathematics assessment, and students in grade 8 may take the Algebra I or grade 8 assessment only. All students will be required to take the Geometry assessment in grade 9 or later.

Grade/Course Repeaters

Students who repeat a grade or course with a matching required DC CAPE, MSAA, or DLM assessment will retake the required test in the 2025-26 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 is repeating Algebra I and taking Geometry as a new course in the 2025-26 school year, the student would only be required to take the Geometry assessment in spring 2026. Participation and performance calculations will only be conducted for the advanced required assessment. Because the Algebra II assessment is only required if a student has completed the Geometry assessment before grade 9, a high school student who is repeating Geometry and taking Algebra II as a new course in the 2025-26 school year would be expected to take only the Geometry 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 their new school. Examples include:
 - 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.
 - A student who transfers to a school in the District who has previously taken a high school biology course and is enrolled in AP Biology. This student would not be required to take the DC CAPE Science Assessment for high school biology.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 that receiving school's testing window, they are not to test again. If a student has not taken their required assessment(s) at the sending school, then they are to test at the receiving school if the statewide assessment window is still open. 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.²

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 2025-26.

High School Semester/Reduced Schedule

Students who took high school courses with required assessments on a semester or shorter schedule during the 2025-26 school year (or during summer 2025) will take the associated assessment in spring

² 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.

2025. For example, if a student takes an Algebra I course in fall 2025, the student will take the Algebra I assessment in spring 2025. Students who take two courses with required high school assessments in one year are not required to double test in the spring, and should take the assessment aligned to the more advanced required course. For example, if a student takes Algebra I in fall 2025 and Geometry in spring 2026, the student would only be required to take the Geometry assessment in spring 2026.

Algebra II is not a required assessment for all students. Only students who take the DC CAPE Geometry assessment before grade 9 are required to take the Algebra II assessment in high school. A high school student who takes a Geometry course in fall 2025 and an Algebra II course in spring 2026 will be expected to take only the Geometry assessment in spring 2026.

Secondary School and Adult School Assessment Participation

The following policy for high school students applies to statewide assessment participation in the 2025-26 school year:

- **Statewide Content Assessments** (*DC CAPE, MSAA, DLM*)
Students in the 2025-26 school year taking high school courses with a required assessment who are on a path for a regular diploma³ (or Certificate of 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 mathematics assessment 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, Alternate ACCESS*)
Students identified as English learners⁴ in the 2025-26 school year on a path for a regular diploma (or Certificate 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

³ 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).

⁴ 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.

The US Department of Education defines a “recently arrived” EL as a student who has been enrolled in schools in the United States for fewer than 12 cumulative months. For statewide assessments, recently arrived EL students are defined as EL students in the current school year, per OSSE records, who have been enrolled in a school in one of the 50 states in the United States or the District of Columbia for fewer than 12 cumulative months (not necessarily consecutive).

In the 2025-26 school year, recently arrived EL students are required to participate in the ACCESS assessment, DC Math 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 DC ELA assessment. If a recently arrived student is an EL with a significant cognitive disability who is eligible for alternate assessments, their required assessments for the 2025-26 school year would be Alternate ACCESS, MSAA Mathematics and DLM Science. The exemption for recently arrived EL students may only be provided to a student once.

Consistent with previous policy, recently arrived EL students are included in 2025-26 school year participation reporting for math and science; and are not included in 2025-26 school year assessment performance results reporting for ELA, math, or 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 AND OFF-POLICY TESTING

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 that aligns with their assessment and reporting grade 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 in ELA and mathematics. Students in grade 8 must take their grade-specific assessment in ELA and science. If a student takes an “off-grade” test, 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 their assessment and reporting grade, but not in the 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 of the assessments they were expected to take, 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" English language proficiency tests will have the opportunity to have their composite scores corrected to reflect expectations for their enrolled grade level. Students are only considered "off-grade" if they were never enrolled in the assessed grade at any point during the current school year. Score correction is available only for students who took an assessment within the grade band of their enrolled grade level. Grade bands are Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12. 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 assessment would be excluded from reporting if they do not receive a corrected composite score).

Students in grades 3-12 who completed the Alternate ACCESS assessment but were not approved for alternate assessments by OSSE are considered non-participants. Students in grade K-2 who complete Alternate ACCESS will be considered participants.

STATEWIDE ASSESSMENT PARTICIPATION RATE CALCULATION

The following eligibility criteria are 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 are exempt from taking the DC ELA or MSAA ELA assessment. These students will be excluded from the numerator and denominator of the ELA participation calculation.
 - Students who test off grade (e.g., a student whose assessment and reporting grade is grade 4 who takes the grade 5 content 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 for the assessment they were expected to take in accordance with the published participation policy.
 - 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.
 - Students who were not continuously enrolled in any school and who did not participate in a required test are not included in the participation denominator.

Participation Calculation (DC CAPE, MSAA, DLM, ACCESS, Alternate ACCESS)

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 attemptedness⁵ 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.

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

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

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

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

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

STATEWIDE ASSESSMENT PERFORMANCE RESULTS CALCULATION

⁵ For DC CAPE, attemptedness is defined as completing at least one operational item in all sections (except for the field test section in ELA). 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 DLM, students must demonstrate that they have attempted to respond to at least one testlet in order for the test to be identified as attempted. 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, there must be at least one scored item that has a bubbled response of “correct,” “incorrect,” or “no response.”

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 DC CAPE, MSAA, DLM, ACCESS and Alternate ACCESS for the 2025-26 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.⁶ FAY applies to DC CAPE, MSAA, and DLM for the 2025-26 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. 6, 2025**, and the first day of the state assessment window for 2025-26 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. 6, 2025**, and the first day of the state assessment window for the 2025-26 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. 6, 2025**, and the first day of the state assessment window for the 2025-26 school year for each of the required assessments.
 - The assessment windows are as follows:
 - **ACCESS /Alternate ACCESS:** Feb. 9 – March 20, 2026
 - **MSAA/DLM:** March 9 – April 24, 2026
 - **DC CAPE:** April 6 – May 22, 2026

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

⁶ The exception to requiring FAY for reporting is for federal EdFacts reporting (FS175, FS178, FS179), IDEA Part B reporting under Annual Performance Report Indicator 3, and IDEA Special Education Performance Reports for LEAs. For all of these reports, all students who received a valid score are included.

- 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 enrolled **school** at the time of testing 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 are not included in statewide 2025-26 school year assessment performance results reporting, except for the English language proficiency assessment.
- Students who are in years one or two of EL monitored status 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 the OSSE Office of Assessments at OSSE.Assessment@dc.gov for support.

APPENDIX A – ADDITIONAL DETAILS ON ASSESSMENT PARTICIPATION REQUIREMENTS

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

- Students in **grades 3-8** must take the ELA assessment for the grade aligned to their assessment and reporting grade at the time of testing. For example, all fifth-grade students take the Grade 5 DC ELA assessment. ELA I and ELA II are not permitted as required assessments in grades 3-8.
- Students in **grades 9-12** must take the DC CAPE 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 **DC Math**, assessment participation is as follows:

- Students in **grades 3-6** must take the mathematics assessment for the grade aligned to their assessment and reporting grade at the time of testing. For example, all fourth-grade students take the Grade 4 DC Math 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 Grade 7 or Grade 8 DC Math respectively unless they are enrolled in a course that covers Algebra I or Geometry. These students can take the DC CAPE Algebra I or Geometry assessment aligned with high school course in which they are enrolled.⁷ These students would then take Geometry as their required high school assessment. Students must take at least one statewide mathematics assessment in high school, per federal requirements.
- Students in **grades 9-12** must take the Algebra I and Geometry assessments in high school, but their participation will 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. If a student has taken only the Algebra I DC CAPE assessment before grade 9, they are required to take only the Geometry test while in high school.

For **DC Science**, assessment participation is as follows:

- Students in **grades 5 and 8** must take the science assessment for the grade aligned to their assessment and reporting grade at the time of testing. For example, all fifth-grade students take the Grade 5 DC Science assessment. Biology is not permitted as an assessment in grades 5 and 8.
- Students in **grades 9-12** must take the DC Science Biology assessment in high school. This assessment is to be taken when a student is taking a course aligned to the High School Biology Next Generation Science Standards.

⁷ OSSE received a waiver from the U.S. Department of Education, to permit students who take advanced high school mathematics coursework in seventh and eighth grade to be assessed with the corresponding advanced high school assessment.

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 aligned to their assessment and reporting grade 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.

For **DLM science**, assessment participation is as follows:

- Students in **grades 5 and 8** with the most significant cognitive disabilities must take the science assessment for the grade aligned to their assessment and reporting grade at the time of testing. Biology is not permitted as an assessment in grades 5 and 8.
- Students in **grades 9-12** must take the science biology assessment in high school. This assessment is to be taken when a student is taking a course aligned to the High School Biology Next Generation Science Standards.

APPENDIX B – SAMPLE DC CAPE 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.

Sample Scenario	Student's Assessment & Reporting Grade		
	Grade 7	Grade 8	High School (HS) Grades 9 – 12
Scenario 1	Student takes Grade 7 assessment	Student takes Grade 8 assessment	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)
Scenario 2	Student takes Grade 7 assessment	Student takes the Algebra I assessment	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)
Scenario 3	Student takes Grade 7 assessment	Student takes Grade 8 assessment	Courses: Algebra I (summer or fall) & Geometry (spring) in one year Assessment: Student takes Geometry (one HS assessment required in this scenario; one assessment required per year)
Scenario 4	Student takes Algebra I assessment	Student takes Geometry assessment	Student takes Algebra II assessment when appropriate in HS