Next Generation Assessment Stakeholder Meeting

August 23, 2018| OSSE Assessment Team

Agenda

- Assessment Policy
  - 2018-19 Statewide Testing Windows
  - 2017-18 PARCC Results
- Test Administration
  - Alternate Assessment Eligibility
  - NAEP 2019 Administration
  - DC Science 2019
- Education and Engagement
  - WIDA Training Opportunities
  - PARCC Assessment Literacy Workshops for Educators

Assessment Policy
2018-19 Statewide Testing Windows

2018-19 Statewide Testing Windows

NAEP	January 28 – March 8, 2019	
ACCESS	February 25 – April 5, 2019	
MSAA	March 18 – May 3, 2019	
	Online Testing	**Paper Testing** *(accommodations only)*
PARCC	April 1 – May 24, 2019*	April 1 – May 17,2019
DC Science	April 8 – May 31, 2019*	April 8 – May 24, 2019

*includes a week for spring break

HPEA	April 1 – June 14, 2019

Assessment Policy

2017-18 PARCC Results

PARCC Background

- PARCC measures real-world skills, such as problem solving and critical thinking.
- Results indicate if students are on track to be ready for college and careers.
- Results provide information on where students need additional support or more challenging work.
- OSSE, LEAs, and schools use this information to make programmatic improvements.

PARCC Asks Students to Think Critically

7th Grade PARCC ELA Question

You have read a passage from *The Count of Monte Cristo* and a scene from *Blessings.* Think about the similarities and differences in how the two authors develop the themes in each text.

Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from **both** selections.

PARCC Measures College and Career Readiness

On track for:
- the next grade level
- to leave high school college- and career-ready

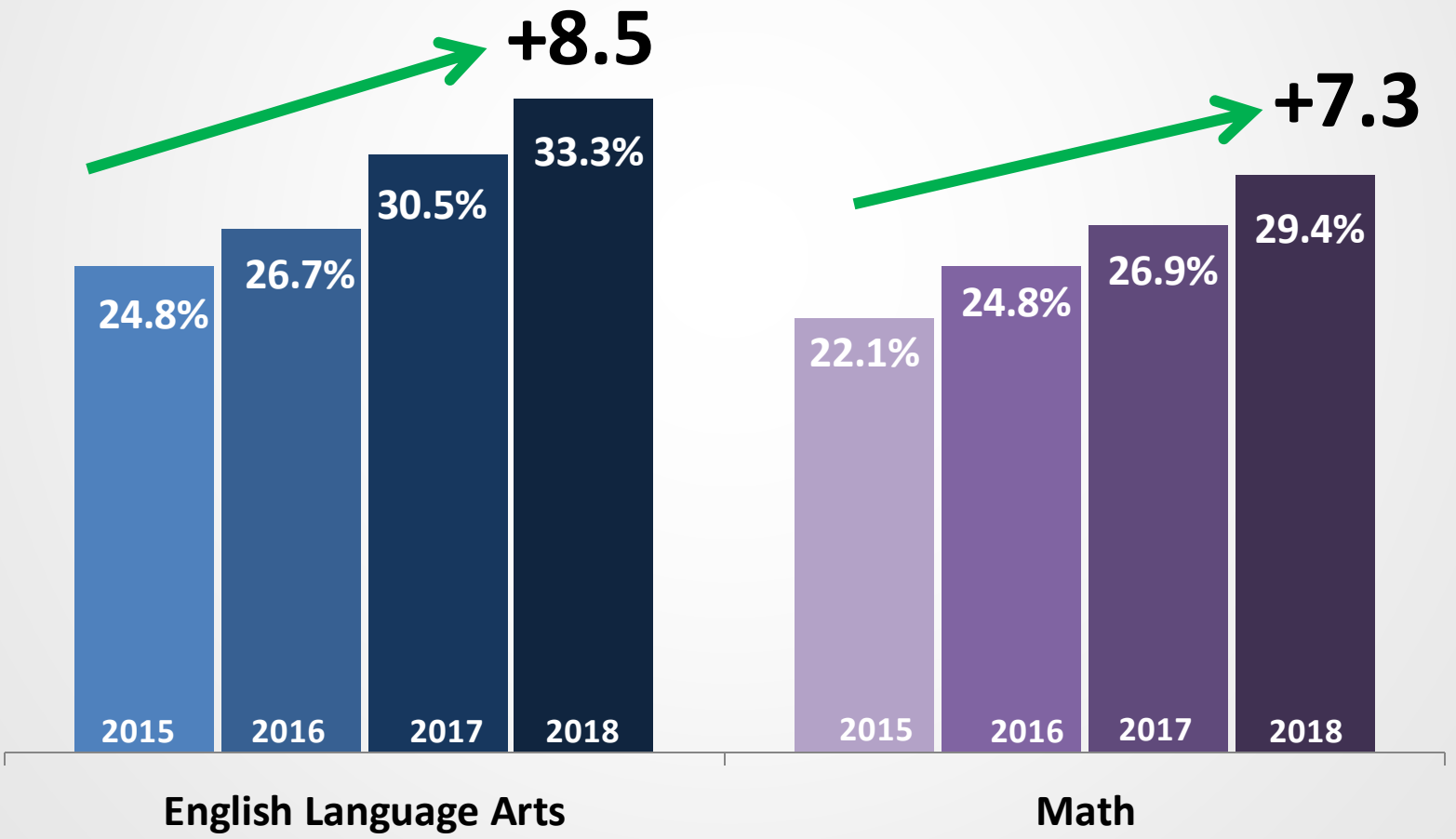
PARCC Performance Levels	
Level 5	Exceeded Expectations
Level 4	Met Expectations
Level 3	Approached Expectations
Level 2	Partially Met Expectations
Level 1	Did Not Yet Meet Expectations

Scores Are Up for the Third Year in a Row

- Scores are up across almost all grades and subjects.
- There is especially strong improvement in middle grades in both ELA and mathematics.
- All major groups of students improved.
- We are proud of our educators and students for the improvements we've made since 2015, however, results remain lower than we need, and we continue to see persistent gaps between groups of students.

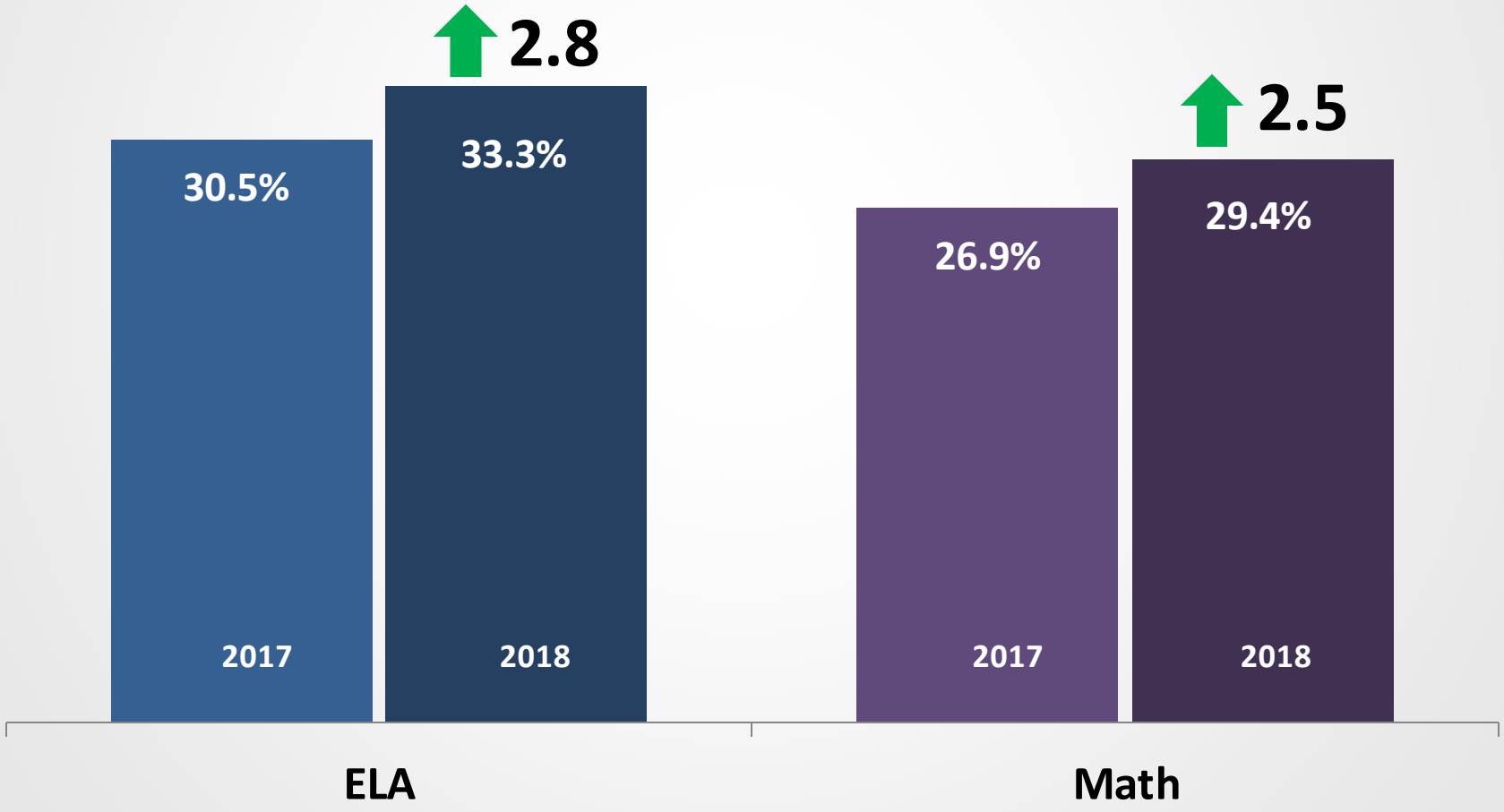
PARCC Scores Are Up For the Third Year

The District of Columbia has seen continued, steady improvement on the PARCC assessments for the third year in a row – **up 8.5 percentage points in ELA** and **7.3 in math** in the percentage of students on track for college and careers since 2015.



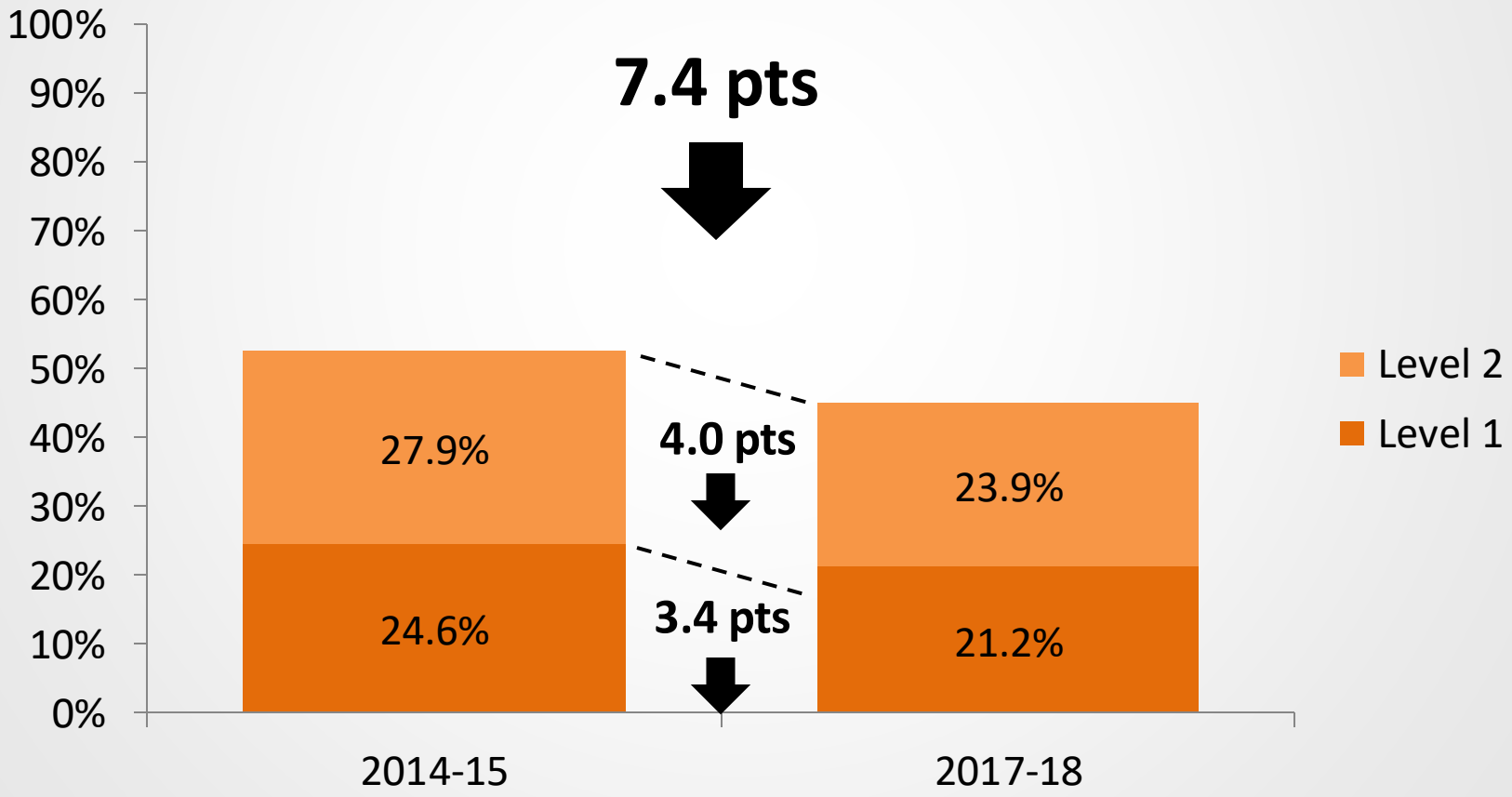
More Students On Track for College and Careers

The District of Columbia improved in the percentage of students scoring at performance levels 4 and 5 by **2.8 percentage points in ELA**, and **2.5 percentage points in math** from 2017 to 2018.



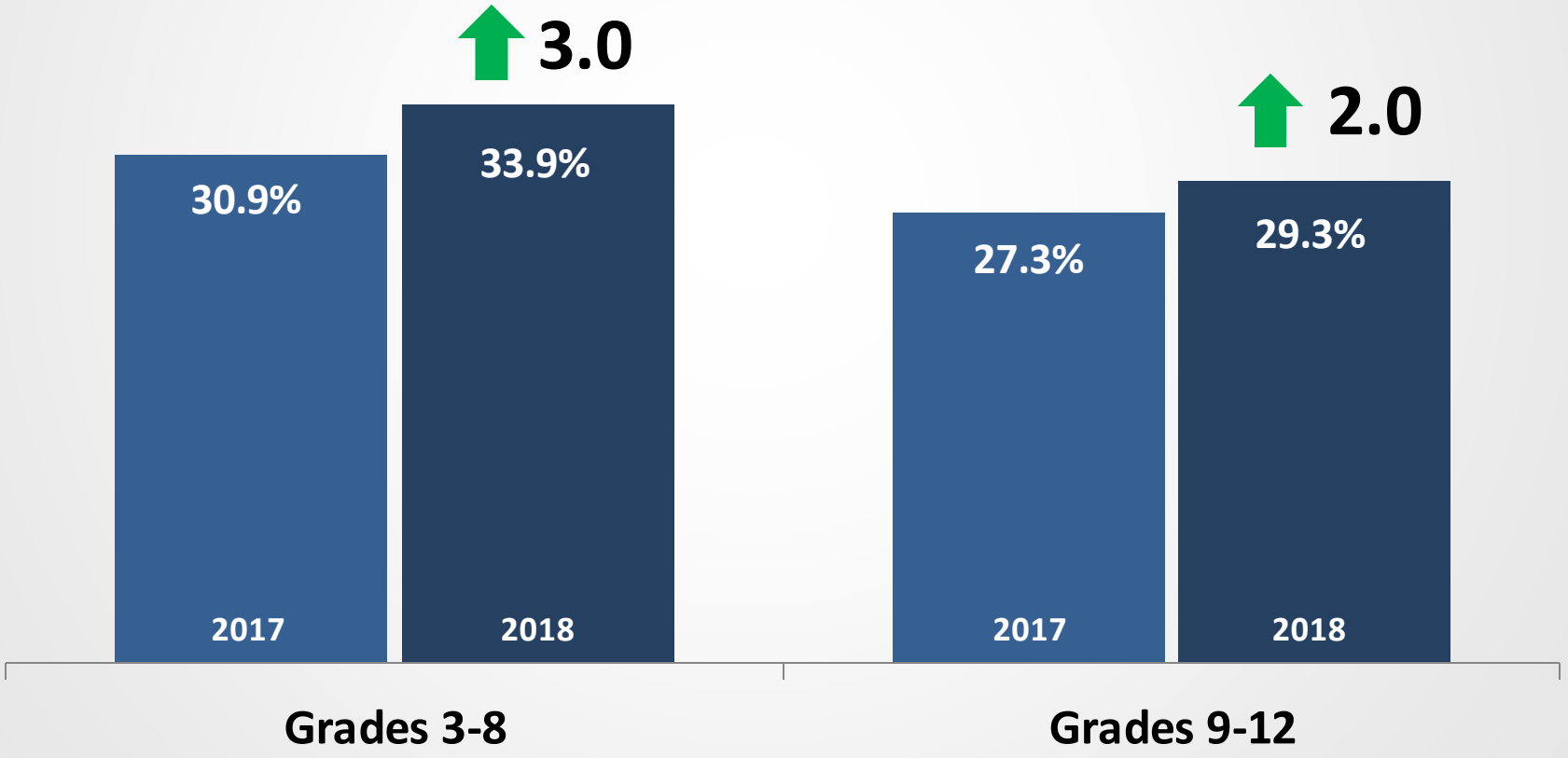
Over Three Years, Fewer Students in Levels 1 and 2

From 2015 to 2018, as we increased the number of students who are on track for college and careers (levels 4+), we reduced the number of students in the lowest two levels across both subjects.



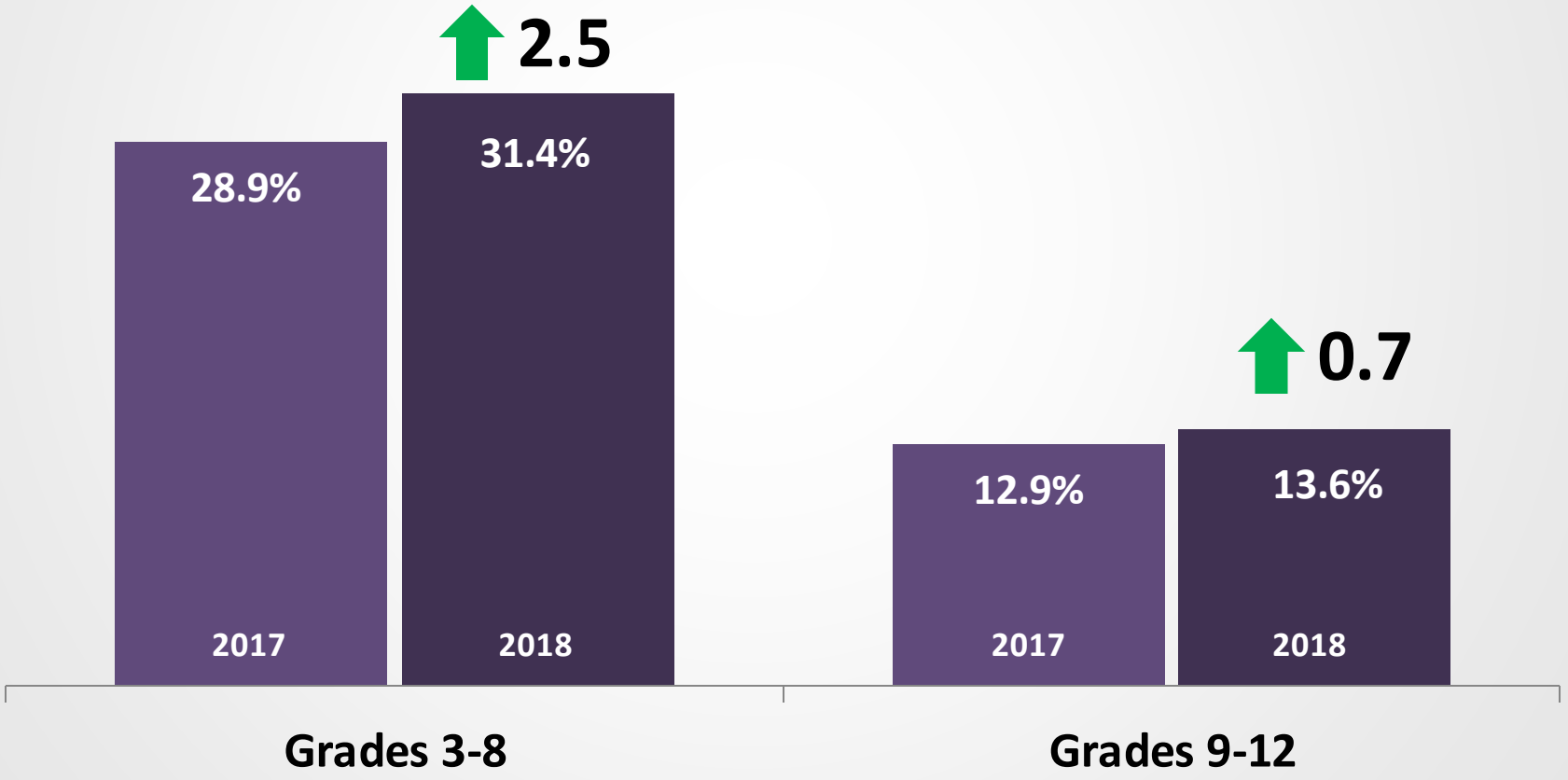
Across Grades, ELA Results Improved

The percentage of students scoring 4+ statewide in ELA increased between the 2016-17 school year and 2017-18 school year by **3 percentage points** in **grades 3-8** and **2 percentage points** in **grades 9-12.**



Across Grades, Math Results Improved

The percentage of students scoring 4+ statewide in math increased between the 2016-17 school year and 2017-18 school year by **2.5 percentage points** in **grades 3-8** and **0.7 percentage points** in **grades 9-12.**



Results for Major Student Groups Improved

We see improvements from 2017 to 2018 for students at-risk, students with disabilities, and English learners. Gaps persist when looking at the performance of these groups of students as compared to all students.

Student Group	State ELA % 4+			State Math % 4+		
	2017	2018	% Point Change	2017	2018	% Point Change
All Groups	**30.5%**	**33.3%**	+2.8%	**26.9%**	**29.4%**	+2.5%
At-Risk	15.8%	18.4%	+2.6%	14.2%	15.7%	+1.5%
English Learners	16.5%	18.8%	+2.3%	21.2%	20.9%	-0.3%
Students with Disabilities	4.8%	5.7%	+0.9%	5.3%	6.4%	+1.1%

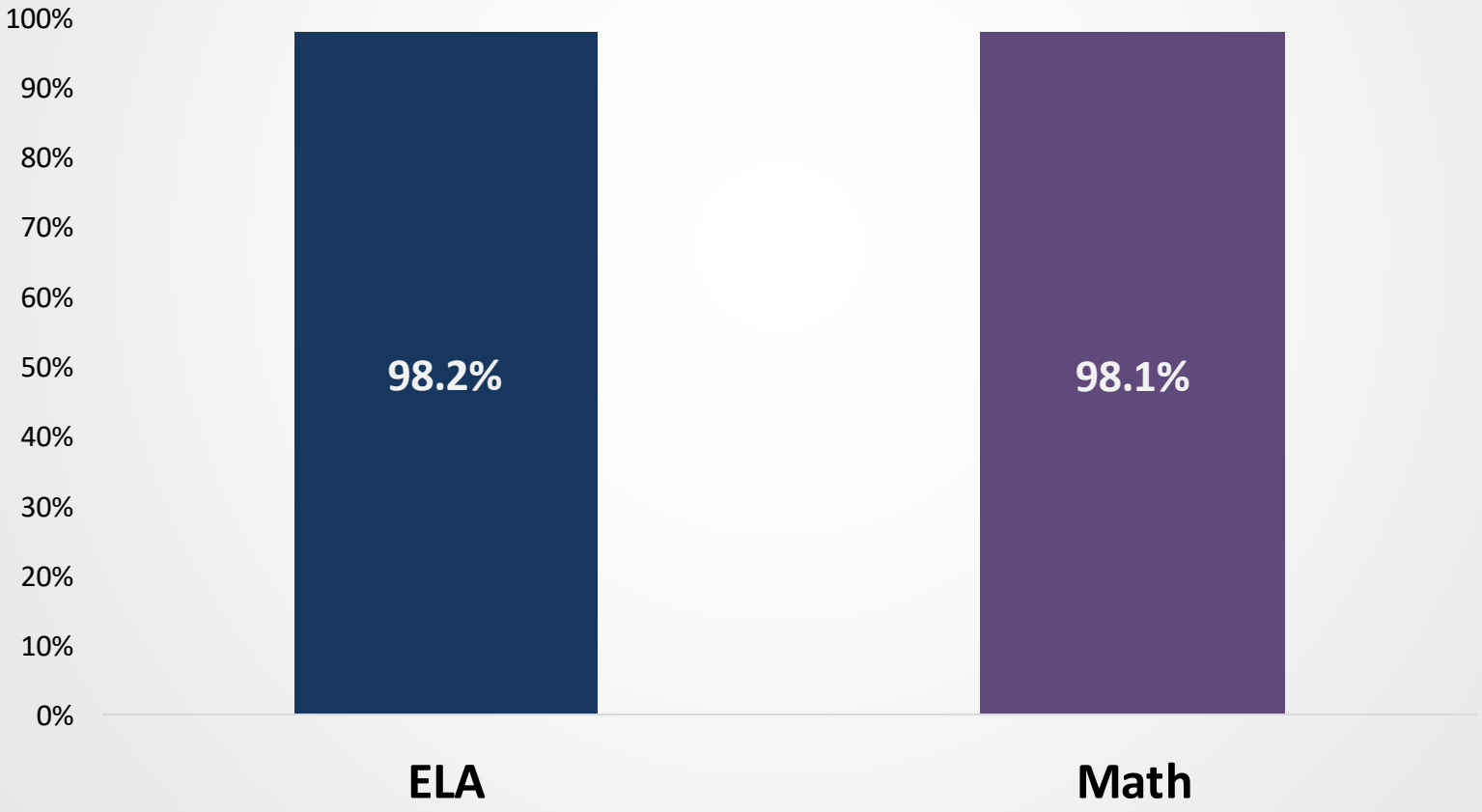
Results for Race/Ethnicity Groups Improved

Students in nearly all race/ethnicity groups saw improvement in both ELA and math from 2017 to 2018. Gaps in performance across these groups persist.

Race/Ethnicity	State ELA % 4+			State Math % 4+		
	2017	2018	% Point Change	2017	2018	% Point Change
All Groups	**30.5%**	**33.3%**	2.8%	**26.9%**	**29.4%**	2.5%
Asian	66.2%	71.6%	5.4%	64.5%	69.8%	5.3%
Black/ African American	22.0%	24.7%	2.7%	18.6%	20.7%	2.1%
Hispanic/ Latino of any race	28.9%	32.0%	3.1%	26.0%	28.2%	2.2%
Two or More Races	66.7%	65.7%	-1.0%	62.8%	63.9%	1.1%
White/ Caucasian	82.0%	82.1%	0.1%	75.5%	78.8%	3.3%

Statewide Participation Rates Are High

Statewide participation rates are **above the 95% participation requirement** for both ELA and math in the 2017-18 school year.



Resources

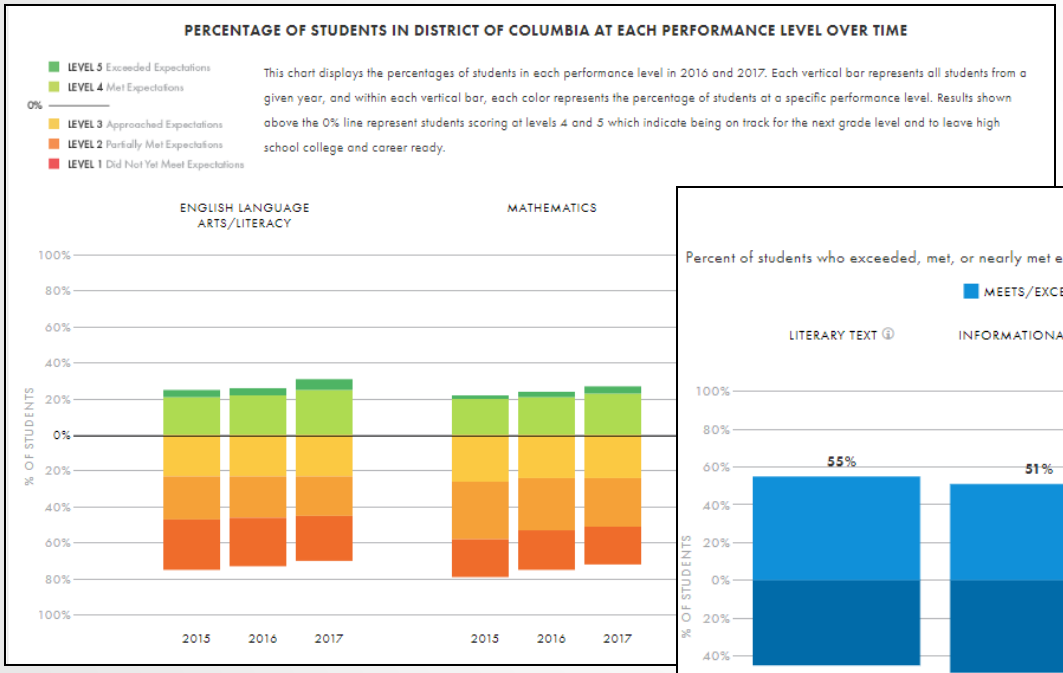
PARCC Resources

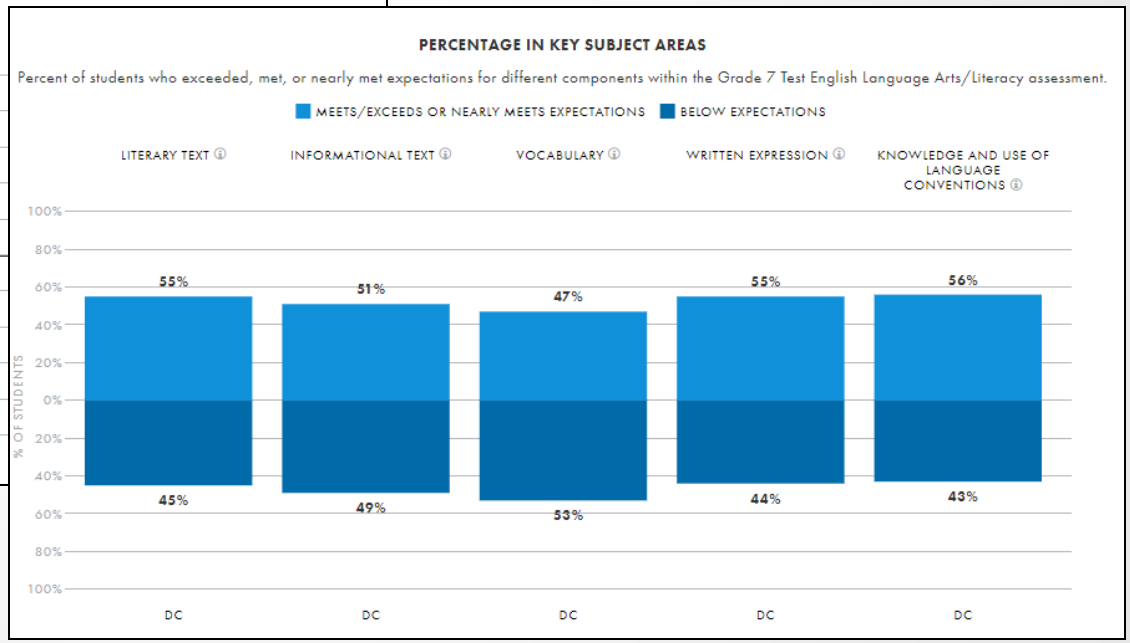
- **Available Last Week**
  - Public Results Briefing PowerPoint Presentation
  - School and LEA results posted to osse.dc.gov/parcc
  - Sample Individual Student Reports and Parent Guide
  - Student results available to LEAs and schools
  - Results.OSSE.dc.gov interactive results website
  - All schools received Individual Student Reports

- **This Week**
  - Schools begin delivering Individual Student Reports to parents and families

Resources Available Online

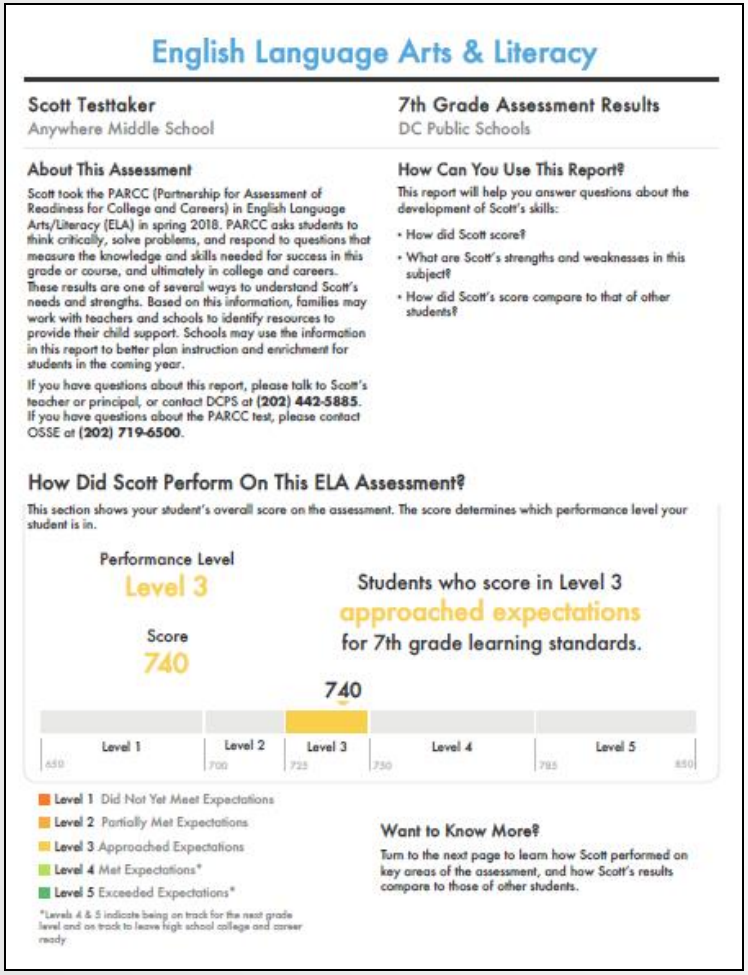
Results will be available at the state, LEA, and school level overall and by specific groups of students at results.osse.dc.gov.





Supports for Families

Families will also receive score reports in August. If you don't receive your child's score report, reach out to the school they attended in the 2017-18 school year.



English Language Arts & Literacy

Scott Testtaker
Anywhere Middle School

7th Grade Assessment Results
DC Public Schools

About This Assessment

Scott took the PARCC (Partnership for Assessment of Readiness for College and Careers) in English Language Arts/Literacy (ELA) in spring 2018. PARCC asks students to think critically, solve problems, and respond to questions that measure the knowledge and skills needed for success in this grade or course, and ultimately in college and careers. These results are one of several ways to understand Scott's needs and strengths. Based on this information, families may work with teachers and schools to identify resources to provide their child support. Schools may use the information in this report to better plan instruction and enrichment for students in the coming year.

If you have questions about this report, please talk to Scott's teacher or principal, or contact DCPS at **(202) 442-5885**. If you have questions about the PARCC test, please contact OSSE at **(202) 719-6500**.

How Can You Use This Report?

This report will help you answer questions about the development of Scott's skills:

- How did Scott score?
- What are Scott's strengths and weaknesses in this subject?
- How did Scott's score compare to that of other students?

How Did Scott Perform On This ELA Assessment?

This section shows your student's overall score on the assessment. The score determines which performance level your student is in.

Performance Level
Level 3

Score
740

Students who score in Level 3
approached expectations
for 7th grade learning standards.

740

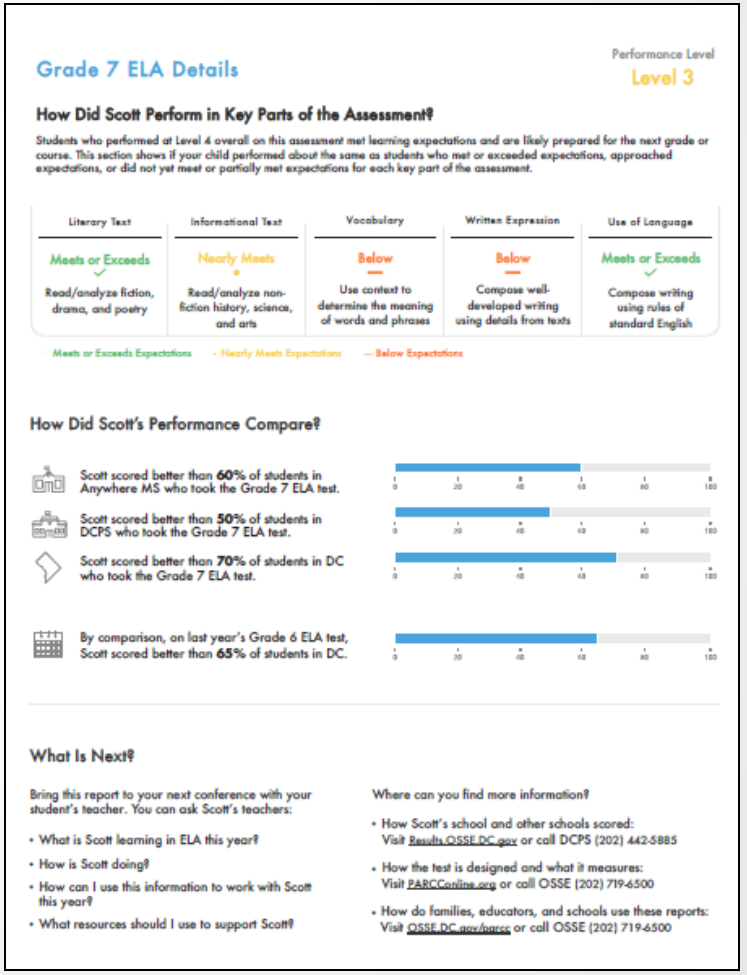
Level 1 | Level 2 | Level 3 | Level 4 | Level 5
650 | 700 | 725 | 750 | 785 | 850

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

*Levels 4 & 5 indicate being on track for the next grade level and on track to leave high school college and career ready

Want to Know More?

Turn to the next page to learn how Scott performed on key areas of the assessment, and how Scott's results compare to those of other students.



Grade 7 ELA Details

Performance Level
Level 3

How Did Scott Perform in Key Parts of the Assessment?

Students who performed at Level 4 overall on this assessment met learning expectations and are likely prepared for the next grade or course. This section shows if your child performed about the same as students who met or exceeded expectations, approached expectations, or did not yet meet or partially met expectations for each key part of the assessment.

Literary Text	Informational Text	Vocabulary	Written Expression	Use of Language
Meets or Exceeds	Nearly Meets	Below	Below	Meets or Exceeds
Read/analyze fiction, drama, and poetry	Read/analyze non-fiction history, science, and arts	Use context to determine the meaning of words and phrases	Compose well-developed writing using details from texts	Compose writing using rules of standard English

Meets or Exceeds Expectations · Nearly Meets Expectations — Below Expectations

How Did Scott's Performance Compare?

Scott scored better than **60%** of students in Anywhere MS who took the Grade 7 ELA test.

Scott scored better than **50%** of students in DCPS who took the Grade 7 ELA test.

Scott scored better than **70%** of students in DC who took the Grade 7 ELA test.

By comparison, on last year's Grade 6 ELA test, Scott scored better than **65%** of students in DC.

What Is Next?

Bring this report to your next conference with your student's teacher. You can ask Scott's teachers:

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

Where can you find more information?

- How Scott's school and other schools scored: Visit Results.OSSE.DC.gov or call DCPS (202) 442-5885
- How the test is designed and what it measures: Visit PARCConline.org or call OSSE (202) 719-6500
- How do families, educators, and schools use these reports: Visit OSSE.DC.gov/parcc or call OSSE (202) 719-6500

Test Administration

Alternate Assessment Eligibility

Alternate Assessment Eligibility Process

The Multi-State Alternate Assessment (MSAA), the DC alternate assessment for English and language arts (ELA) and math, is administered annually to eligible students in grades 3-8 and 11. The DC Science Alternate Assessment is administered annually to eligible students in grades 5, 8, and those who are enrolled in high school biology.

Eligible students meet the following criteria:

- The student has a **significant cognitive disability**
- The student is **learning content linked** to the CCSS and NGSS
- The student requires **extensive direct individualized instruction and substantial supports** in the grade appropriate curriculum

Alternate Assessment Eligibility Process

Activity	Dates
LEAs complete Alternate Assessment Eligibility new applications and renewals	Sept. 10 – Oct. 19
OSSE reviews eligibility applicant(s) and applicant documentation in SEDS	Oct. 22 – Nov. 16
OSSE send preliminary eligibility determinations to LEAs	Nov. 19
LEAs may appeal eligibility determinations by submitting additional evidence to OSSE	Nov. 19, 2018 – Jan. 11, 2019
LEAs receive final eligibility determinations from OSSE	Jan. 16, 2019
MSAA Testing Window	March 18 – May 3, 2019

Test Administration

NAEP 2019 Administration

NAEP 2019 Administration

NAEP Upcoming Events:

- Fall mailing - school coordinator brochure
- September: MyNAEP website opens
  - Primary resource and action center to prepare for assessment
  - Virtual checklist of all activities that school coordinators need to complete throughout the school year
  - Districts can check school progress
- October: School Coordinator Training
  - New and experienced coordinators
  - Invite open to special population staff
  - Separate sessions by sector

NAEP 2019 Administration

NAEP Deadlines:

- Testing date change request – Sep. 24, 2018
- NAEP school coordinator identification – Oct. 15, 2018
- School coordinator training – Oct. 23 & 24, 2018
- MyNAEP registration – Oct. 31, 2018

Test Administration
DC Science 2019

Purpose

Provide an update on the development of the DC Science Assessment:

1. **Design and Vision**
   - assessment priorities
   - pathway to an operational assessment
   - item cluster/performance expectation bundling design
   - item design to address reporting claims of multi-dimensionality
2. **Reporting**
   - vision for reporting
3. **Synergies with PARCC: Platform and Procedures**
   - taking advantage of technology and common platforms
4. **Implementation and Timeline**
   - field-testing of accommodated forms

Design and Vision

DC Science 2019

2019+ DC Science Assessment Priorities

- Assesses the **depth, breadth, and innovations** of the NGSS
- Reflects the **three-dimensional** nature of the standards
- Is built on a foundation of strong and compelling **"phenomena"**
- Is designed using bundled performance expectations/**clustered items**
- Meets the federal requirements of ESSA and Peer Review for **valid, reliable, and fair** assessment
- Leverages **technology** and increases **accessibility** through a combination of layered supports and accommodations
- Includes a **variety of item types** to ensure students have multiple ways to demonstrate knowledge and skills
- Supports **robust reporting**, including performance levels, scale scores, sub-claim information, group reporting, and year-to-year comparability

Pathway to 2019 Operational Testing

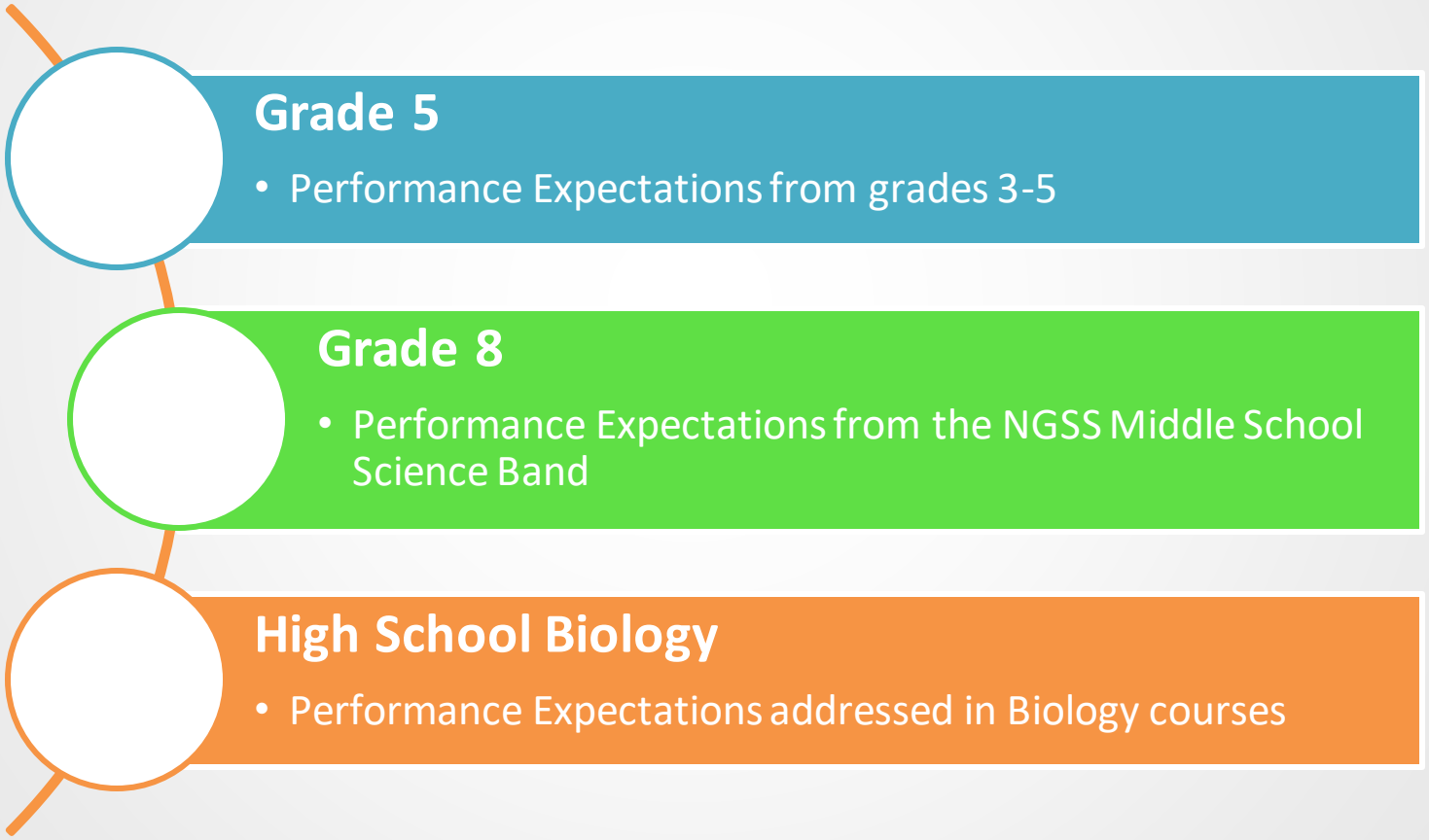
- **Assessment Design (Spring 2018)**
  - Develop assessment framework, specifications, and design
  - Secure a contract with an assessment vendor
- **Assessment Development (Summer & Fall 2018)**
  - Develop grade 5, 8, and high school biology item clusters for field testing in 2019
  - Conduct forms construction for grades 5, 8, and high school biology
- **Operational Field Administration (Spring 2019)**
  - Administer operational field tests in grades 5, 8, and high school biology
  - Embed field test items across all three tests to increase new items for usage

Science Assessment Contract

- OSSE is partnering with Pearson for the development of the DC Science Assessment including:
  - item development
  - test construction
  - test administration
  - scoring
  - psychometric services
  - management of the Technical Advisory Committee (TAC)

Assessed Grades and High School Subject

Students will take one science assessment per grade band.



Grade 5 Assessment

- The grade 5 test will be designed to assess student mastery of a breadth of performance expectations (PEs) of the NGSS in grades three through five.
- Nearly all grade 3-5 PEs will be covered across a number of years of assessment forms.
- Grade 5 assessment reporting domains:
  - Physical Sciences (PS);
  - Life Sciences (LS); and
  - Earth and Space Sciences (ESS).
- The Engineering, Technology, and Applications of Science (ETS) PEs will be tested but not reported at the domain level.

Grade 3-5 NGSS Performance Expectations

Earth & Space Science	Life Science	Physical Science		Engineering, Technology, & Applications of Science
3-ESS2-1	3-LS1-1	3-PS2-1	5-PS1-3	3-5-ETS1-1
3-ESS2-2	3-LS2-1	3-PS2-2	5-PS1-4	3-5-ETS1-2
3-ESS3-1	3-LS3-1	3-PS2-3	5-PS2-1	3-5-ETS1-3
4-ESS1-1	3-LS3-2	3-PS2-4	5-PS3-1	
4-ESS2-1	3-LS4-1	4-PS3-1		
4-ESS2-2	3-LS4-2	4-PS3-2		
4-ESS3-1	3-LS4-3	4-PS3-3		
4-ESS3-2	3-LS4-4	4-PS3-4		
5-ESS1-1	4-LS1-1	4-PS4-1		
5-ESS1-2	4-LS1-2	4-PS4-2		
5-ESS2-1	5-LS1-1	4-PS4-3		
5-ESS2-2	5-LS2-1	5-PS1-1		
5-ESS3-1		5-PS1-2		

Grade 8 Assessment

- The grade 8 test will be designed to assess student mastery of a breadth of performance expectations (PEs) of the NGSS middle school band.
- Nearly all middle school PEs will be covered across a number of years of assessment forms.
- Grade 8 assessment reporting domains:
  - Physical Sciences (PS);
  - Life Sciences (LS); and
  - Earth and Space Sciences (ESS).
- The Engineering, Technology, and Applications of Science (ETS) PEs will be tested but not reported at domain level.

Grade 8 NGSS Performance Expectations

Earth & Space Science	Life Science	Physical Science	Engineering, Technology, & Applications of Science
MS-ESS1-1	MS-LS1-1	MS-PS1-1	MS-ETS1-1
MS-ESS1-2	MS-LS1-3	MS-PS1-2	MS-ETS1-2
MS-ESS1-3	MS-LS1-4	MS-PS1-4	MS-ETS1-3
MS-ESS1-4	MS-LS1-5	MS-PS1-5	MS-ETS1-4
MS-ESS2-2	MS-LS1-6	MS-PS1-6	
MS-ESS2-3	MS-LS1-7	MS-PS2-1	
MS-ESS2-4	MS-LS2-1	MS-PS2-3	
MS-ESS2-5	MS-LS2-2	MS-PS2-4	
MS-ESS2-6	MS-LS2-3	MS-PS2-5	
MS-ESS3-1	MS-LS3-2	MS-PS3-1	
MS-ESS3-2	MS-LS4-1	MS-PS3-2	
MS-ESS3-3	MS-LS4-2	MS-PS3-3	
MS-ESS3-4	MS-LS4-3	MS-PS3-4	
MS-ESS3-5	MS-LS4-4	MS-PS3-5	
	MS-LS4-5	MS-PS4-1	
	MS-LS4-6		

Biology Assessment

- The high school biology test will be designed to assess a student's mastery of a breadth of the NGSS PEs that are aligned to a biology course map.
- The assessment targets NGSS PEs used in the implementation of the Modified Science Domains Model (NGSS Appendix K) in which PEs connected to the Earth and Space Science domain of the framework are divided among traditional high school courses.
- *Appendix K of the Next Generation Science Standards: For States* was developed by Achieve, Inc., on behalf of the lead states and partners, to provide guidance to states and districts on how to arrange the performance expectations into model pathways for middle and high school adoption of the NGSS.

Biology Test Rationale

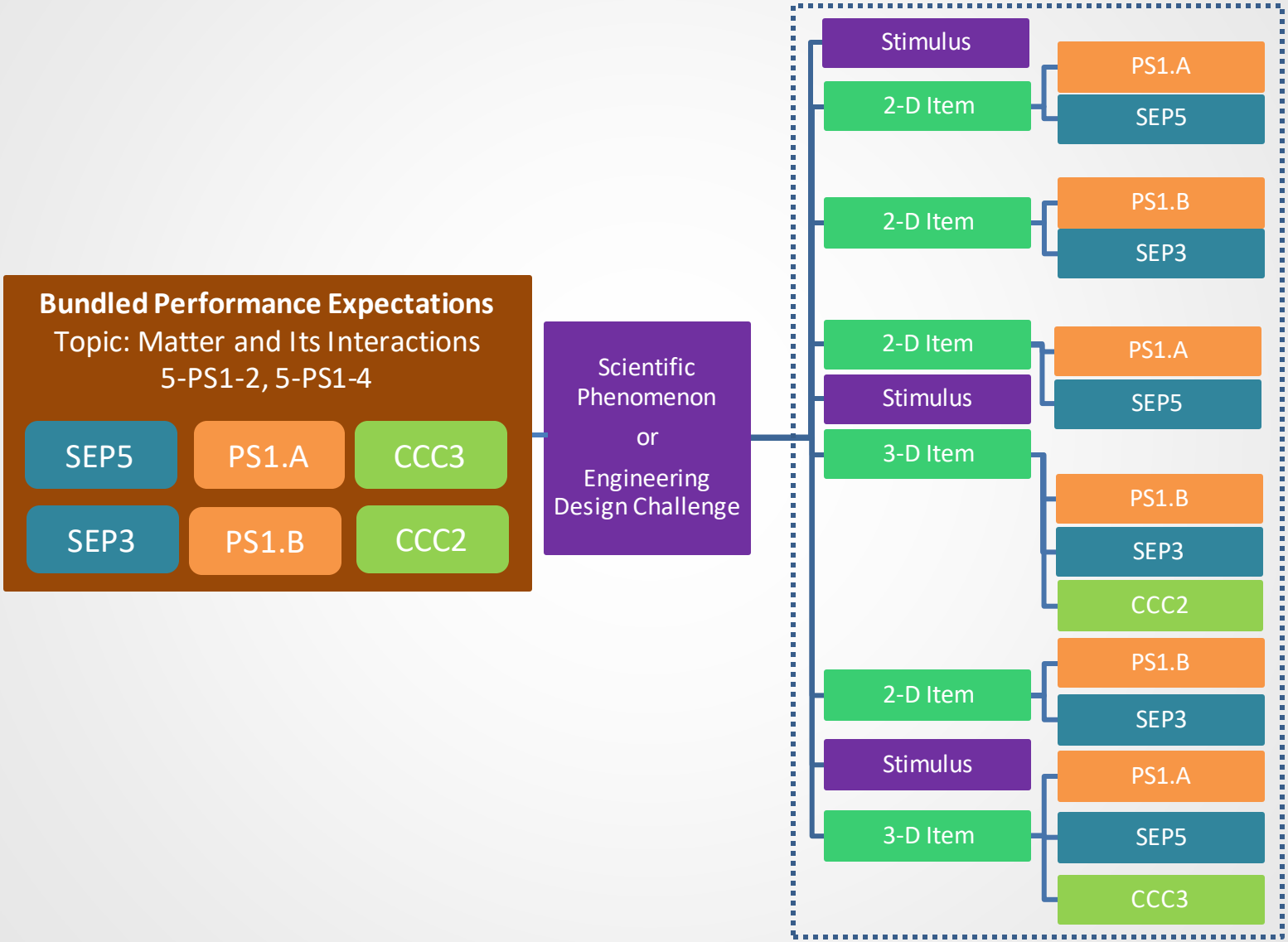
- As a result of engaging with stakeholders in the field, OSSE decided to pursue a biology assessment as opposed to an integrated approach.
- Most DC high schools are implementing a traditional high school course sequence of biology, chemistry, and physics.
- High school biology is mandated for all high school students in the District.
- At this time, the integrated approach does not match curricular focus followed in the District.

Biology NGSS Performance Expectations*

Life Science		Engineering, Technology, & Applications of Science
HS-LS1-1	HS-LS2-6	HS-ETS1-1
HS-LS1-2	HS-LS2-7	HS-ETS1-3
HS-LS1-3	HS-LS2-8	HS-ETS1-4
HS-LS1-4	HS-LS3-1	HS-ETS1-2
HS-LS1-5	HS-LS3-2	
HS-LS1-6	HS-LS3-3	
HS-LS1-7	HS-LS4-1	
HS-LS2-1	HS-LS4-2	
HS-LS2-2	HS-LS4-3	
HS-LS2-3	HS-LS4-4	
HS-LS2-4	HS-LS4-5	
HS-LS2-5	HS-LS4-6	

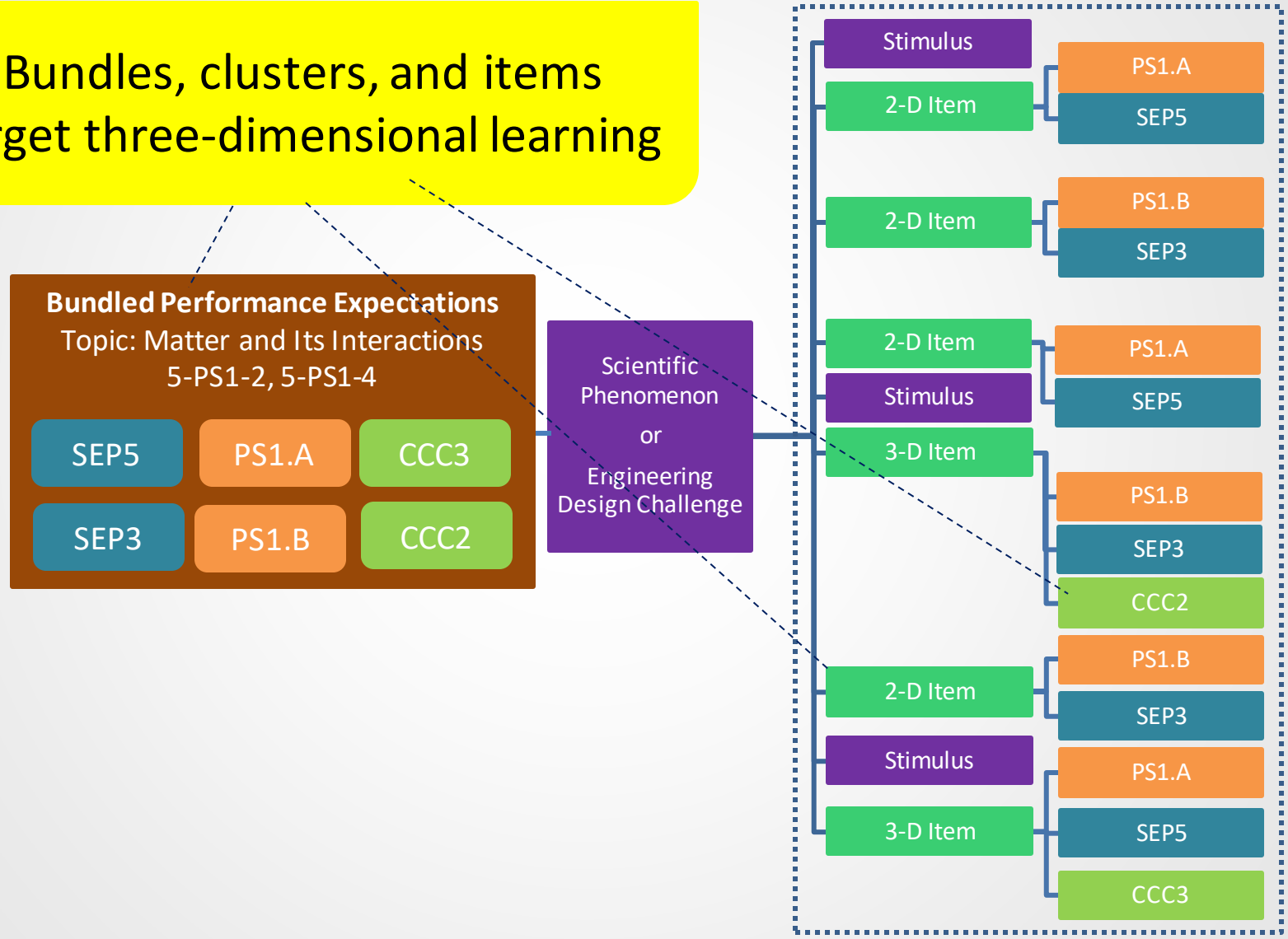
*based on the implementation of the Modified Science Domains Model

NGSS Item Cluster Design



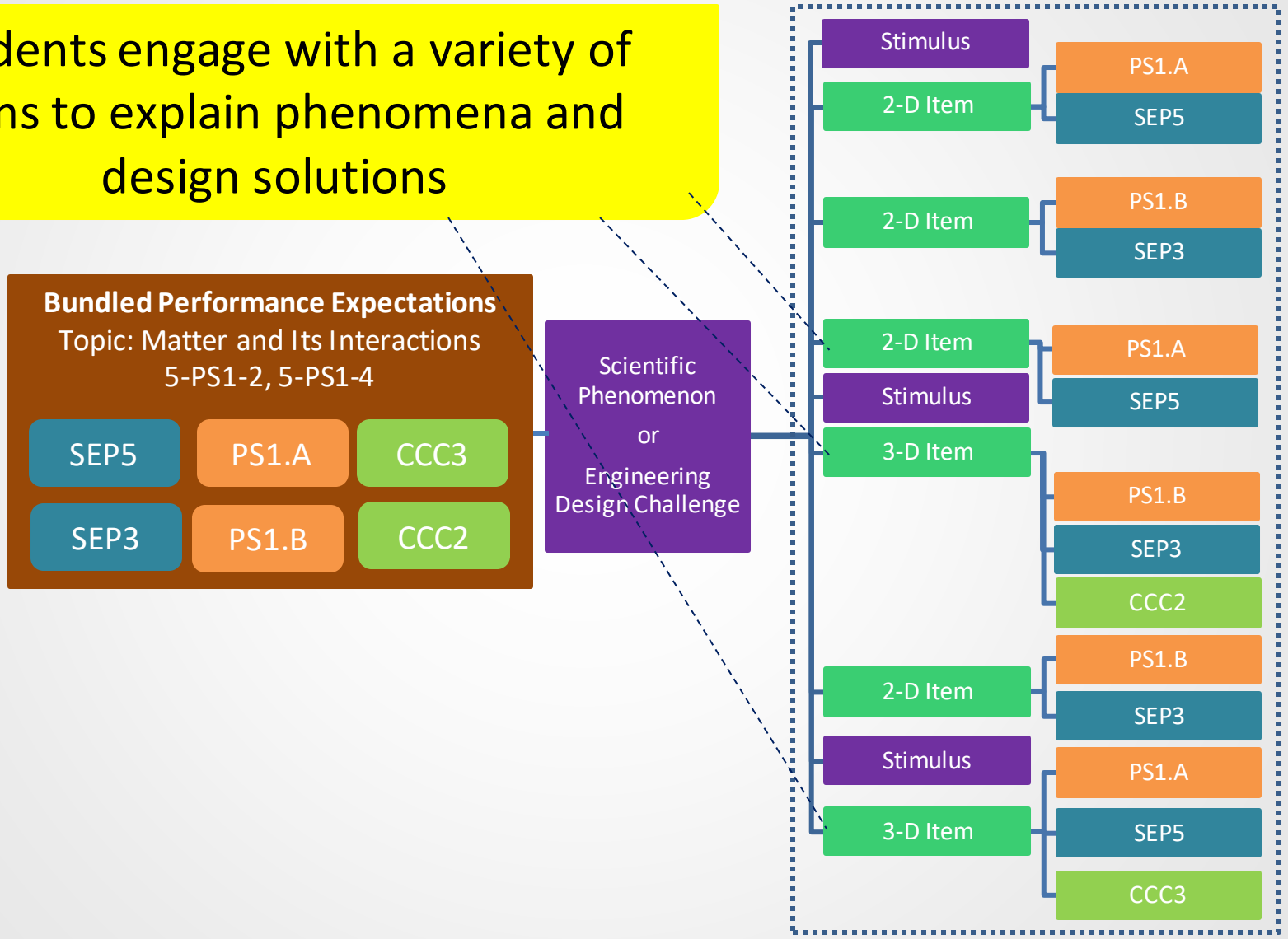
NGSS Item Cluster Design

Bundles, clusters, and items target three-dimensional learning



NGSS Item Cluster Design

Students engage with a variety of items to explain phenomena and design solutions

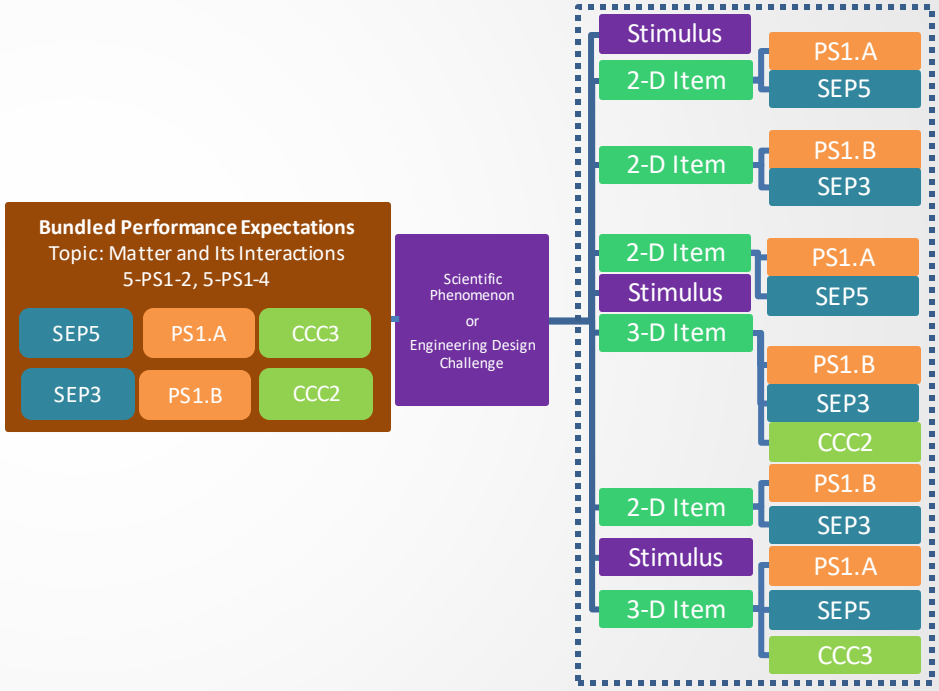


3 Units Contribute to Individual Scores

Each item cluster will include:

- Six independent items designed to address a PE bundle
- A scenario based on a phenomenon or engineering design challenge
- Items that address at least two dimensions, including a Disciplinary Core Idea (DCI)
- Five machine-scorable items
- One constructed response (CR) item
- 15-minute time allotment

Each unit will have an item cluster that targets a PE bundle of 2 PEs or 3 PEs if targeting engineering (ETS).

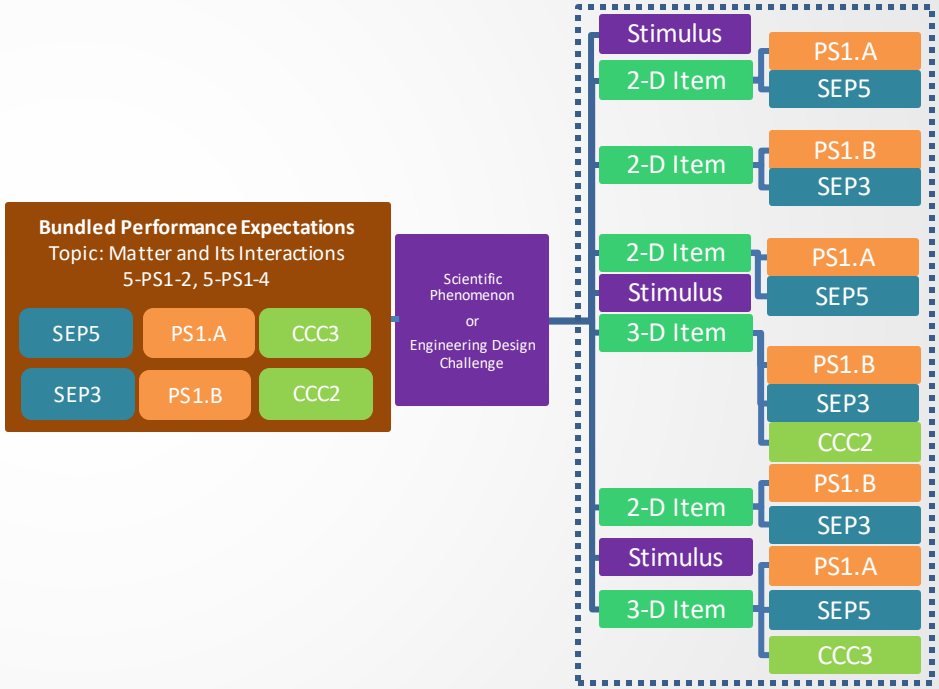


1 Unit of Field Items

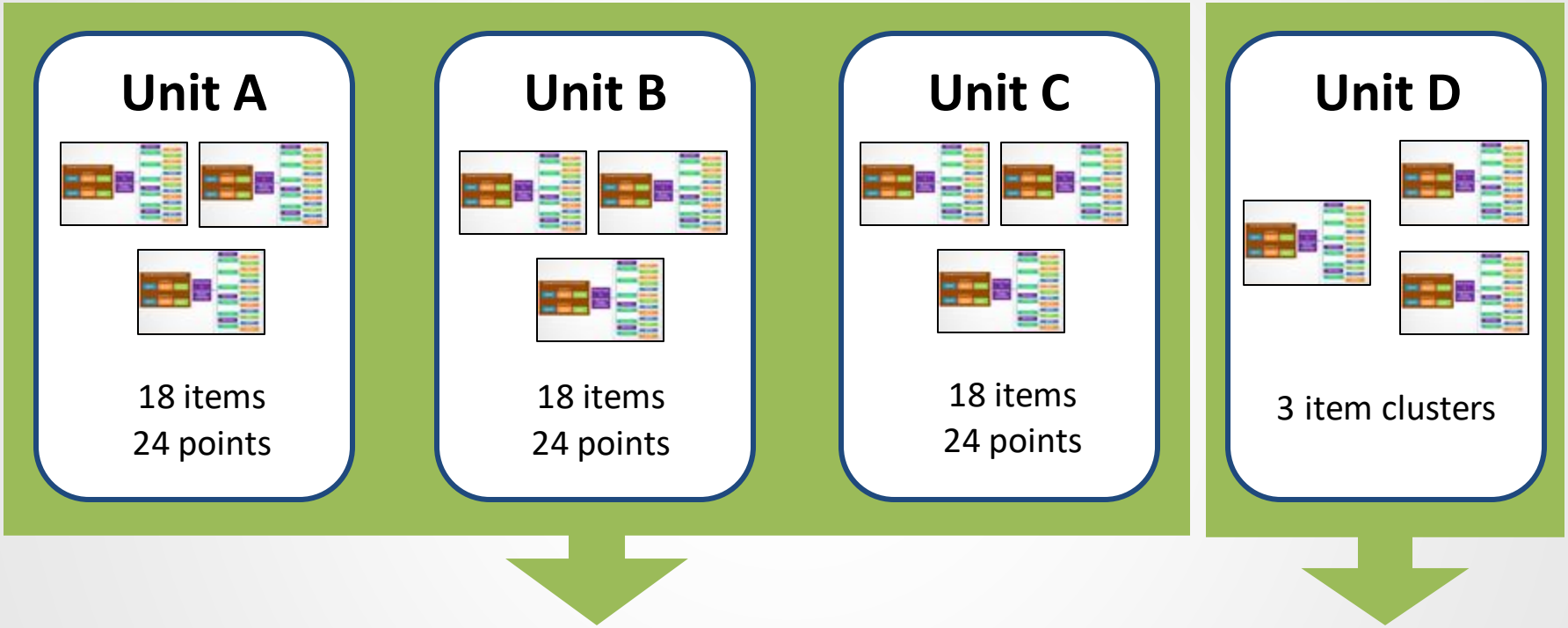
Each item cluster will include:

- Independent items design to address a PE bundle
- A scenario based on a phenomenon or engineering design challenge
- Items would always address at least two dimensions including a Disciplinary Core Idea (DCI)

In the future, this unit will allow OSSE to release an item cluster with more specific information, including sample student responses.



Proposed DC Science Assessment Design



Operational

72 points contributing to an individual student report

Field Test*

* Field test units will be randomly placed within test forms.

Assessment Design Map

Unit	Item Clusters	Purpose	Items	Raw Score Points
A	3	Individual student report	18	24
B	3		18	24
C	3		18	24
D	3	Field testing*	18	-

* Field test units will be randomly placed within test forms.

Strategic Partnerships

- OSSE is working closely with DC stakeholders in the development of the Science Assessment.
  - DC Science Assessment Development Task Force
  - DC State Science Leadership Team
  - DC Science Master Teacher Cadre

- OSSE is also partnering with science education organizations to provide support and expertise.
  - Achieve
  - The Smithsonian Institution

Other Opportunities for LEAs

- **2018-19 OSSE Science Master Teacher Cadre**
  - Pre-K – 12 science educator cohorts that provide critical guidance and feedback on the implementation of the Next Generation Science Standards (NGSS) with a focus on learning about student assessment and providing feedback on the development of the DC Science Assessment

- **DC Science Assessment Development Task Force Monthly Updates**
  - Registration: https://www.eventbrite.com/o/9466330689

Reporting

DC Science 2019

Reporting Goals

- Develop Overall Claims
  - The DC Science Assessment will be based on three-dimensional domain level-claims on sense-making and problem-solving for Physical, Life, and Earth Science
- Provide Individual Student Reports which include:
  - Scale score
  - Performance levels
  - Domain percentiles
- Provide group reports that may include more granular information on specific PE bundles
- Develop a release plan that would include detailed information on group performance and sample student responses

Reporting Goals

- Build reports that present four levels of performance that would match the language used in PARCC for describing performance
- Offer one consistent cut score between levels 2 and 3, across grade 5, 8, and Biology

Synergies with PARCC

DC Science 2019

Maximizing the use of Pearson Technology

- The project will fully utilize PearsonAccessNext and TestNav.
- Test manuals and administrative processes for PARCC and DC Science will be integrated.
- PARCC and DC Science will be integrated on the Pearson website and streamlined in the PearsonAccessNext system.
- Pearson will provide one call center for PARCC and DC Science.

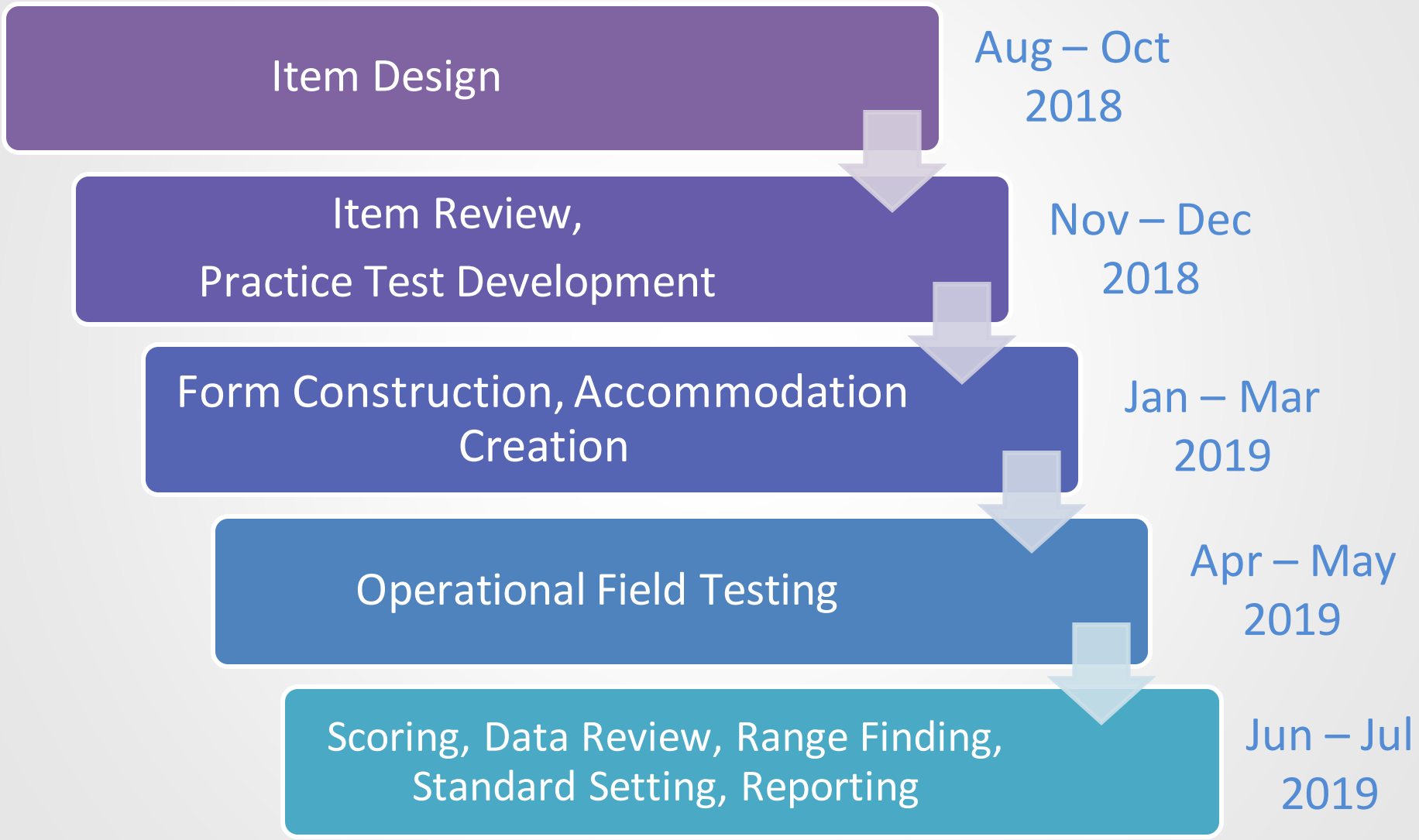
PEARSON TestNav

PearsonAccess next

Implementation Timeline

DC Science 2019

2018-2019 Design and Development Timeline



Operational Field Testing

- The District will conduct an operational field test at grade 5, 8 and high school biology in April and May 2019.
- OSSE will use a design and test specification that have been tested and approved by external psychometricians from the Technical Advisory Committee (TAC).
- Students will see twelve item clusters for the first time.
- The psychometric analysis will determine the proposed level of detail for operational reporting.
- It is expected that nine of the item clusters will provide the operational data for reporting.
- An operational field test allows for stronger field data of items because student motivation is not a concern.

Education & Engagement

WIDA Training Opportunities

WIDA Screener Online Training

During this training, participants will work collaboratively to strengthen their understanding of the administration of WIDA Screener Online

- Designed for TAs and DTCs
- Full day session, Sept. 12
- 25 participants maximum
- Bill Nye Training Room (OSSE 4th floor)

Please register via Eventbrite located in the Aug. 28 NGA Bulletin

WIDA AMS Screener Training

This training focuses solely on how to navigate the WIDA AMS for administering and scoring the WIDA Screener Online

- Designed for **NEW** TAs and DTCs
- Half day AM session, Sept. 13
- 25 participants maximum
- Bill Nye Training Room (OSSE 4th Floor)

Please register via Eventbrite located in the Aug. 28 NGA Bulletin

Interpreting ACCESS for ELLs 2.0 Score Reports

Participants will explore how the WIDA Standards and Assessment System is connected to the ACCESS for ELLs 2.0 score reports

- Designed for TAs, ELL Coordinators, ELL and K-12 Educators
- Half day PM session, Sept. 13
- 25 participants maximum
- Nannie Helen Burroughs room (OSSE 5th floor)

Please register via Eventbrite located in the Aug. 28 NGA Bulletin

Education & Engagement

PARCC Assessment Literacy Workshops for Educators

Understanding PARCC

Support teachers and instructional leaders in understanding 2018 PARCC results with an **Understanding PARCC** workshop.

Workshops focus on the following content:

- PARCC design
- Alignment to DC's learning standards
- Interpretation of individual student reports (ISRs)
- PARCC educator resources

Workshops are available upon request and are presented by OSSE staff onsite at your school or LEA. To request a workshop, contact Cassie Lynott at Cassie.Lynott@dc.gov or (202) 535-2651.

Questions?

Thank you!