



Next Generation Assessment Meeting

Office of Assessment

Aug. 12, 2021

- We look forward to speaking with you today!
- Please mute your microphone and turn off video if you are not speaking to preserve bandwidth
- We will be recording this meeting
- Please [sign-in here](#).
- [See here for resources](#) for today's meeting.

Welcome!

In partnership with key stakeholders, we create a comprehensive educational assessment program that: accurately measures student performance; produces actionable data; and provides tools, guidance, and training to empower LEAs to meet the needs of all learners and make informed decisions

Office of Assessment

Office of Assessment Team

- **Danielle Branson**, Director of Assessments
- **Stephanie Snyder**, Deputy Director of Assessments
- **Daniel Alcazar-Roman**, Assessment Specialist, Science
- **Michael Craig**, Assessment Specialist, Special Populations
- **Swea Hart**, NAEP State Coordinator
- **Deanna Santoro**, Assessment Specialist, Test Development, Administration, and Education

Agenda

- **Assessment Policy Updates for the 2021-22 School Year**
- **Test Administration Updates**
- **Assessment Stakeholder Engagement Opportunities**



Assessment Policy Updates for SY 2021-22

Agenda

- **Assessment Policy Updates for SY2021-22**
 - Statewide Assessments Participation and Performance Policy for SY2021-22
 - Alternate Assessment Eligibility Participation
 - Exceeding One Percent Threshold
- Test Administration Updates
- Assessment Stakeholder Engagement Opportunities



Statewide Assessments Participation & Performance Policy for SY2021-22

Commitment

- We know that now, more than ever, it is critical to have a high-quality and comparable measure of where our students are academically.
- Statewide measures of academic performance help us better understand where our student are, where supports are needed, and how we can work together to address academic recovery.
- We are fully committed to administering statewide assessments this spring and will be working with and supporting you throughout this process.

Administration

- During the school year 2021-22 statewide assessment season, it is expected that all students enrolled in courses with required assessments will participate in in-person assessments, unless there is an approved medical exemption for distance learning.
- For only those students who have an instructional medical exemption that permit these students to participate in distance learning instruction:
 - OSSE is exploring whether a remote administration with secure proctoring may be available for PARCC and DC Science
 - ACCESS, MSAA, and DLM are only administered in-person due to unique administration needs

SY2021-22 Required Statewide Assessments

- In spring 2022, DC will administer the following statewide assessments:
 - PARCC ELA: Grades 3-8, ELA I, and ELA II
 - PARCC Mathematics: Grades 3-8, Algebra I, and Geometry
 - Students who took Geometry in middle school will take Algebra II in high school as their required assessment
 - We will NOT administer Integrated Math assessments in Spring 2022
 - DC Science: Grades 5, 8, and Biology
 - MSAA ELA and Mathematics: Grades 3-8 and 11
 - DLM Science: Grades 5, 8, and Biology
 - ACCESS for ELLs 2.0 and Alternate ACCESS: K-12 (1-12 Alt)
 - NAEP: Grades 4 and 8

Exception for Advanced Middle School Math

- Students in grades 7 and 8 only who are taking advanced high school math courses may take the associated Algebra I or Geometry assessments in middle school
- Students must take at least one mathematics assessment in high school, per federal requirements (e.g., Geometry or Algebra II)

Alternate Assessment Eligibility

- Students with significant cognitive disabilities who are deemed eligible by OSSE for participation in alternate assessments may take:
 - MSAA in grades 3-8 and 11 in ELA and math
 - DLM in grades 5, 8, and high school biology
 - Alternate ACCESS in grades 1-12
- LEAs must submit alternate eligibility applications for all students interested in participating in alternate assessments

Recently Arrived English Learner Students

- USED definition of "recently arrived" EL student:
 - Student who has been enrolled in schools in the US fewer than 12 months
- For statewide assessments:
 - EL students first enrolled in US schools within 12 months from the first day of previous year's statewide PARCC window
 - Due to our statewide assessment waiver in spring 2021, the date to use to determine the enrollment window has been set at April 1, 2021

Course Repeaters and Transfer Students

- Course Repeaters
 - Students who repeat a grade or course with an associated required statewide assessment will retake the required test in the 2021-22 school year, and the results will be included for participation and performance reporting.
- Transfer Students
 - High School Advanced Coursework:
 - If students transfer into DC schools and have advanced past required coursework/assessments, they do not participate in testing (e.g., Grade 11 ELA and AP Calculus).
 - Mid-Year Transfer Students:
 - Students are to test once per content area per year.
 - Student should test in the content area that best matches their enrolled course(s) at the school where they are enrolled during the testing window.

High School Semester/Reduced Schedule

- Students who take high school courses with required assessments on a semester (or shorter) schedule will take their associated assessment in spring 2022. Examples:
 - Summer 2021 Algebra I --> Spring 2022 Algebra I PARCC
 - Fall 2021 Geometry --> Spring 2022 Geometry PARCC
- Students who take two courses with required high school assessments in one year are not required to double test in the spring. Example:
 - Fall 2021 Algebra & Spring 2022 Geometry --> Spring 2022 Geometry PARCC

Secondary School & Adult School Participation

- Content Assessments (PARCC, DC Science, MSAA, DLM):
 - Students in the 2021-22 school year taking high school courses with a required assessment who are on a path for a regular diploma 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.

Secondary School & Adult School Participation

- ELP (ACCESS and Alternate ACCESS)
 - Students identified as English learners⁸ in the 2021-22 school year on a path for a regular diploma (or Certification of IEP Completion in accordance with a student's IEP) in grades 9-12 are required to participate in the statewide annual assessment of English Language Proficiency (ELP).
 - Students who are enrolled in adult-serving schools who are not on a path for a regular diploma (or Certificate of IEP Completion in accordance with a student's IEP) do not participate in English language proficiency (ELP) statewide testing.

Assessment Medical Exemptions

- Students with OSSE-approved assessment medical exemptions will not be included in performance reporting or in the pool of testers for determining the participation rate.
- Medical exemption forms must be signed by a student's treating physician and must be submitted to OSSE for approval no later than 10 days after the testing window closes.

Off-Grade and Off-Policy Testing

- Off-Grade Testing:
 - Students in grades 3-8 must take the assessment for the grade in which they are enrolled at the time of testing, unless they are taking an advanced mathematics course in grades 7 and 8 with an associated high school assessment.
 - If a student tests "off-grade," then the student is considered to have not tested for the purposes of reporting.
- Off-Policy Testing:
 - Students who are not deemed eligible for alternate assessments and who take alternate assessments are considered to have not tested for the purposes of reporting.

Participation Calculation

Eligibility criteria

- Students must be enrolled in a grade/course with a required assessment
- Students are continuously enrolled during the school's test window OR students are not continuously enrolled, but received a valid score
- Exceptions:
 - OSSE-approved medical exemptions
 - Recently arrived EL exemptions

Participation Calculation

Participation calculation for Grades 3-8: ELA

of students with a valid summative score in ELA on a required grade-level test

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)

Participation calculation for Grades 3-8: Math or Science

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)

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

Participation calculation for HS: ELA

of students with a valid summative score in ELA on a required test

*# 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)*

Participation calculation for HS: Math or Science

of students with a valid summative score in math or science on a required test

*# 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: English Language Proficiency

of students with a valid summative score on a required grade-level test

*# 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)*

Performance Calculation

- Students must receive a valid score on a required assessment.
 - Students who take “off-grade” or “off-policy” assessments will not be included in performance reporting.
 - Students in grades 7 and 8 who take high school course-based mathematics assessments are counted for performance reporting.
 - 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.

Other Business Rules

- Scores of students are only reported at the level(s) at which FAY requirements are met for public reporting calculations.
- Recently arrived EL students first enrolled in US schools within 12 months from the first day of the previous year's test window (identified as April 1, 2021) are not included in statewide 2021-22 school year assessment performance results reporting.
- For the EL subgroups, students who exited EL status within the past two years are included in performance reporting for that subgroup
- Finally, the minimum number of students in a school and/or subgroup for aggregating performance is 10.

Questions/Feedback

- Are there any policy topics you believe need to be added to this document?
- Are there any areas that may benefit from additional scenarios?
- Do you have any other feedback for OSSE?



Alternate Eligibility Process Exceeding One Percent

Alternate Assessment Eligibility Process

Alternate assessments are administered annually in the District of Columbia to students with significant cognitive disabilities who are deemed eligible by OSSE.

- Multi-State Alternate Assessment (MSAA) in English language arts and math
 - Grades 3-8 and 11
- Dynamic Learning Maps (DLM) science alternate assessment
 - Grades 5, 8, and high school biology
- Alternate ACCESS for ELLs
 - Grades 1-12

**IEP teams will make determinations for students in grades K-2.*



Alternate Assessment Eligibility Process

For OSSE to review a student for alternate assessment eligibility for the 2021-22 school year, the following documentation must be in the Special Education Data System (SEDS):

- A current IEP
 - Current IEP indicates "Alternate Assessment" selected by the IEP team
- A "DC Alternate Assessment Participation Decision Documentation Form"
- All documentation to support the alternate assessment decision form
 - Current psychological assessments (no more than three years old)
 - Computer based intervention data
 - Service provider observations/evaluations
 - Achievement test data

Alternate Assessment Eligibility Process

To be deemed eligible for alternate assessment participation, students must meet the following **minimum** requirements:

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

Meeting these requirements does not guarantee automatic alternate assessment participation. OSSE will conduct a review of the student's file in SEDS to make a final determination.

Alternate Assessment Eligibility Timeline

Activity	Date	System
Deadline for LEAs to update Alternate Eligibility documentation in SEDS (LEAs should begin this process as soon as school opens)	Oct. 15	SEDS
OSSE reviews documentation in SEDS	Oct. 18 – Nov. 19	SEDS
OSSE sends eligibility determinations to LEAs	Nov. 22	SEDS Qlik
LEA appeals window	Nov. 22- Dec. 17	Quickbase
LEAs receive final eligibility determinations from OSSE	Jan. 10, 2022	SEDS Quickbase

The 2021-22 Alternate Assessment Eligibility Process Memo will be released to LEAs via the Aug. 24 NGA bulletin.

Exceeding One Percent Threshold

Due to COVID-19, and the subsequent cancellation of statewide testing for the 2019-20 and 2020-21 school years, LEA specific data from the 2018-19 school year was used to determine which LEAs exceeded the 1 percent cap threshold, and therefore are required to participate in activities outlined in the District's waiver designed to lead to the District no longer exceeding the 1 percent cap.

- Eight LEAs will receive the Alternate Assessment based on Alternate Achievement Academic Standards Exceeding One Percent Notification via email on **Aug. 18**
- LEAs will be required to participate in activities throughout the year
- Activities focus on:
 - Quality training on AA-AAAS participation eligibility
 - LEA oversight in the identification of students for AA-AAS participation
 - Addressing disproportionality in subgroups participation in AA-AAAS
- All activities will be submitted via the Alternate Assessment Eligibility Quickbase application. LEA Assessment Managers will gain access to the application on **Sept. 8.**



Test Administration Updates

Agenda

- Assessment Policy Updates for SY2021-22
- **Test Administration Updates**
 - SY2021-22 Test Administration Windows
 - Testing Roles & Responsibilities
 - NAEP Program Update
 - WIDA Screening
 - WIDA MODEL Update
 - Dynamic Learning Maps (DLM) Update
- Assessment Stakeholder Engagement Opportunities



SY2021-22 Test Administration Windows

SY2021-22 Statewide Testing Windows

Assessment	2021-22 Statewide Test Window
NAEP (Selected schools only)	Jan. 24 – March 4, 2022
ACCESS for ELLs	Feb. 14 – March 25, 2022
MSAA & DLM	March 14 – April 29, 2022
PARCC & DC Science	April 4 – May 27, 2022* (April 4 – May 20, 2022; paper accommodation window)

District of Columbia Assessment Coordination Timeline



[Click here for Assessment Coordination Timeline](#)



Assessment Roles & Responsibilities

LEA Assessment Manager Role & Responsibilities

- OSSE requires LEAs to designate an LEA Assessment Manager for each academic year. This Manager is responsible for representing the LEA, ensuring statewide assessments are administered in compliance with OSSE's policies, and liaising with OSSE and LEA staff. The LEA Assessment Manager is also responsible for liaising with Nonpublic School Test Coordinators or other LEA designees in charge of direct communication with nonpublic schools.
- OSSE requires LEA Assessment Coordinators for each of the following statewide assessment programs:
 - **PARCC/DC Science Assessments**
 - **MSAA/DLM Alternate Assessments**
 - **ACCESS for ELs 2.0 and ACCESS Alt Assessments**
- LEA Assessment Managers may designate the same person as LEA Assessment Coordinator for all three programs or may designate different parties (e.g., PARCC/DC Science Coordinator; MSAA/DLM Coordinator; and ACCESS Coordinator).

LEA Assessment Manager & Nonpublic School Test Coordinator Contact Information

- Each LEA Assessment Manager as well as all Nonpublic School Test School Test Coordinators are required to submit the name and contact information of their LEA Assessment Coordinators to OSSE's Office of Assessment by **Oct. 18, 2021**.
- Contact information can be submitted to OSSE by completing this form: forms.office.com/g/FnFkX9YuKX.
- If staffing changes occur, the LEA Assessment Manager designation can be updated.
- More details regarding the Responsibilities of the LEA Assessment Managers can be found in [this document](#).




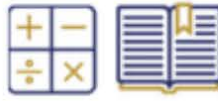


NAEP Program Update

NAEP Highlights

- Assessment Window for the NAEP 2022 Administration will be **Jan. 24 – March 4, 2022.**
- School sample has been released to the states. DC has 40 LEAs and 170 schools in the sample with grades 4 and 8 students.
- NAEP will assess students that attend in-person or hybrid, but no remote testing options exist.
- NAEP plans to release results six-months after the end of administration window at the national, state, and TUDA level.

NAEP 2022 Program

	State/TUDA  Math or Reading	Puerto Rico  Math	National  Civics or U.S. History	Long-term trend  Math or Reading
# of sessions	2	1	2	1 or 2
# of students per session	25	25	25	50 or 25
Session duration	~2 hours	~2 hours	~2 hours	~90 minutes
# of subjects per student	1	1	1	1
Sampled grade(s)	4,8	4,8	8	Age 9
Multi-team possible?	✓	✓	Few schools may overlap with M/R	Few schools may overlap with Gr 4 M/R
Assessment window	January 24 to March 4, 2022			Jan 10 to Mar 18
Questionnaires	School, teacher, student questionnaires & additional COVID-19 questions			No teacher questionnaire

COVID-19 Data Collection and Adjustments

In addition to protocols for assessing students in the schools, NAEP will be capturing data throughout the process that may be impacted by COVID -19:

- Student attendance modes at various stages in process
- Student questionnaires will contain additional COVID-19 questions
- Logistics challenges – limitations on testing size, small groups and special populations, school schedule
- Visitor Policy
- Assessment observations may be put on hold

District and School Notifications



District & School Notification

- Selection of schools within an LEA
- Communicate assessment window
- Explains COVID-19 protocols
- **Requests identification of School coordinator**
- ***District completion of Provide school information****



School Coordinator Notification

- Outlines role of School coordinator
- Includes information for selecting an assessment date
- **Requests SC registration in MyNAEP,**
- **Request completion of Provide school information PSI question**

What's Next for NAEP

- Fall Mailing
 - District notifications letters will be sent week of Aug. 23
 - School notifications letters will be sent Sept. 1 and 2
- Provide School Information
 - School contact information, school characteristics, student attendance, field staff protocols – ***Complete by Sept. 30, 2021***
 - Principal and School Coordinator registration – ***Complete by Oct. 15, 2021***
- Preparing for Pre-assessment activities
 - Orientation for New LEAs/Schools - tba
 - School Coordinator Training - tba
- MyNAEP Data Management System
 - Access granted to school coordinator and principal on Dec. 6, 2021



WIDA Screening

WIDA Screening

On **Aug. 2**, LEA ACCESS Test Coordinators (TC) and Test Administrators (TA) gained access to the WIDA Screener for Kindergarten training and the WIDA Screener Online grades 1-12 training in the [WIDA Secure Portal](#)

- WIDA Screener for Kindergarten
 - TCs and TAs must complete both kindergarten trainings and pass with an 80% or higher
 - All newly enrolled kindergarten students must be screened within the first 30 days of enrollment into an LEA
- WIDA Screener Online grades 1-12
 - TCs and TAs can view the WIDA Screener Online [webinar](#)
 - All **NEW** TCs and TAs must complete the training and pass with an 80% or higher
 - All newly enrolled students must be screened within the first 30 days of enrollment into an LEA

New LEA TCs can contact Michael.Craig@dc.gov to have a WIDA Secure account created. New LEA TAs can contact their LEA TC to have an account created.



WIDA MODEL

WIDA MODEL Online

OSSE is pleased to announce we are in the final stages with our assessment vendor of procuring WIDA MODEL Online for LEAs to administer at the beginning of the 2021-22 school year

- Recommended for LEAs to administer WIDA MODEL at the beginning of the 2021-22 school year to students who were unable to take ACCESS in spring 2021
- WIDA MODEL scores may not be used to exit students from English learner services
- Kindergarten MODEL kits are paper-based and only available for purchase by LEAs directly from the WIDA site

WIDA MODEL Online Training

- LEAs that provided POC information will receive an LEA Test Coordinator (TC) account. TCs will be responsible for creating Test Administrator (TA) accounts
- TCs and TAs will be able to view and complete the prerecorded MODEL Test Administration Overview training in the online platform which takes approximately one hour
 - Additional training materials can be found on the WIDA MODEL [webpage](#)



Dynamic Learning Maps (DLM) Update

DLM District Coordinator Training

The DLM consortium has released a video and supplemental resources to help assessment coordinators, district test coordinators, and data managers implement the DLM alternate assessment for the 2021–2022 school year.

These training resources address:

- The basics of the DLM alternate assessment design and its terminology
- Roles and responsibilities of assessment coordinators, data managers, and technology personnel
- The types of extracts and reports available to help monitor and manage the assessment
- An optional online Q & A chat session is available after watching the video and completing a registration form
- Resources can be accessed through this

link: kusurvey.ca1.qualtrics.com/jfe/form/SV_1HYGbKz61hOekg6

DLM Science Instructionally Embedded Assessments

The Dynamic Learning Maps Science instructionally embedded assessments are optional computer-delivered alternate assessments that are intended to integrate classroom instruction and assessment in a cycle throughout the year.

Test administrators have the flexibility in the selection of Essential Elements and linkage levels and the delivery of testlets so that instruction and assessment can be a customized experience for each student.

Reports provide assessment results to inform future instructional decisions.

- Optional DLM Science Instructionally Embedded Window: Sept. 13, 2021 - Feb. 23, 2022
- Online training is available through the DLM support website:
kusurvey.ca1.qualtrics.com/jfe/form/SV_20p0uN1f2mNgKCV
- Additional training will be offered to test coordinators in October

DLM Required Test Administrator Training

- The Dynamic Learning Maps Science required Test Administrator Training opens on **Sept. 13, 2021**
- The self-directed training is available through the DLM Moodle Training Site: training.dynamiclearningmaps.org/login/index.php
- Once new test administrators have an active account in Educator Portal, they will be automatically registered in the training course within three hours
- Additional information can be found in the Required Training Guide: [dynamiclearningmaps.org/sites/default/files/documents/Manuals Blueprints/Guide to Required Training YE.pdf](https://dynamiclearningmaps.org/sites/default/files/documents/Manuals%20Blueprints/Guide%20to%20Required%20Training%20YE.pdf)



Assessment Stakeholder Engagement Opportunities

Agenda

- Assessment Policy Updates for SY2021-22
- Test Administration Updates
- **Assessment Stakeholder Engagement Opportunities**
 - PARCC and DC Science Test Development Opportunities
 - Summary of Findings from Summer Assessment Focus Groups
 - ***Focus group today: Communicating with Families about Statewide Assessments in 2022***
 - Upcoming focus group: The Future of Statewide Assessments in DC



PARCC & DC Science Test Development Opportunities



PARCC & DC Science Test Development Events

Educators and academic leaders from the District of Columbia attend annual PARCC and DC Science Assessment development events to help construct assessment items, make scoring decisions, and develop test forms.

Applications to represent OSSE and the District of Columbia at these events will be open from Aug. 12, 2021 through Oct. 18, 2021. [Click here](#) to access the application.



Summary of Findings from Summer Assessment Engagement Focus Groups

Themes from Stakeholder Engagement Survey

*This survey was administered to all assessment points of contact in April 2021.

Transparency

- Frequent and timely communication from OSSE
- Early communication of assessment policy & procedures
- Staggered trainings to ensure sufficient time for LEAs to share information with schools

Assessment Training & Support

- Continue to plan assessment stakeholder engagement opportunities and share information regularly through NGA Meetings and Bulletins
- Support for Continuous Education Plan Assessment Data Collection
- Guidance on interpreting results from SY2021-22 statewide summative assessments
- Trainings related to assessment literacy and effective item design

Themes from Nonpublic Assessment Administration Interviews

*Interviews took place in June and July 2021 with select LEAs and Nonpublic Schools. All assessment points of contact were invited to interview through the NGA Bulletin as well.

Strengthening Communication

- Assessment Policy Timing
- Additional Role Clarity
- Support Identifying LEA/Nonpublic Assessment Contacts

Test Registration

- Student Registration Timeline
- ACCESS and Alternate ACCESS
- Student Accommodations Guidance

Themes from Remote Assessment Administration: Lessons Learned in 2020-21

*This focus group took place on July 9, 2021 and was advertised to all assessment points of contact through the NGA Bulletin.

Challenges with Remote Administration

- Test Security
- Student Access
- Technical Issues
- Student Login Distribution
- Equity of Student Testing Experiences and Settings
- Communication with Families
- More Timely Information/Resources for Preparation

Helpful Resources from Remote Administration Preparation

- Asynchronous test security training modules
- Guidance from OSSE (e.g. remote testing supplement)
- Flexibility around test security and testing windows

Stakeholder Engagement Opportunities

Focus Group: Assessment Administration in 2021-22

- Took place Aug. 4 and 5, 2021
- Findings will be used to inform resources provided in the 2021-22 school year
- Results will be shared through the NGA Bulletin when available
- Feedback can still be shared by emailing OSSE.Assessment@dc.gov

Focus Group: Communicating with Families about Statewide Assessments in 2022

- Today's NGA Meeting will conclude with an opportunity to provide feedback by participating in this focus group.
- If you are unable to attend, you can share feedback by emailing our team at OSSE.Assessment@dc.gov.

Upcoming Stakeholder Engagement Opportunities

Focus Group: The Future of Statewide Assessments in DC

- Scheduled for 11 a.m. - 12 p.m. Friday, Sept. 24, 2021
- Topics to be explored include long-term assessment strategy and taking steps toward a statewide balanced assessment system

Assessment Support Convenings

- Details will be shared in upcoming NGA Bulletin communications
- Topics *may* include LEA and Nonpublic School coordination for statewide assessment, registration and accommodation best practices, and how to develop effective test security plans
- If you are interested in hosting one of these events or want to share a topic suggestion, please email OSSE.Assessment@dc.gov



Closing



Communicating with Families about Statewide Assessments in 2022

Communicating with Families about 2022 Statewide Assessments

- LEAs expressed interest in receiving common messaging from OSSE about resuming assessments in spring 2022
- Today, we are asking for your feedback on the types of resources that would be most helpful, and your input on some draft messages
- Based on your feedback, we will revise and refine these messages into resources you can tailor to your LEA's needs

Feedback Activity: Review of Draft Messages

- Please review the draft messages about statewide assessments, and rate the degree to which each statement may resonate with your stakeholders
- Your responses are anonymous, and we will display summary results during this meeting to frame additional discussion
- The focus of these messages is what LEAs may want to communicate to families about statewide assessments
- Use [this form](#) to access the draft messages



Discussion of Results

Additional Discussion Questions

- What types of engagement around assessment have you found to be helpful with your stakeholders in the past?
- What challenges and/or opportunities do you anticipate with resuming statewide testing in spring 2022?
- Are there other messages you feel are important to share that we haven't raised today?



Thank You!



Resources

Register for the NGA Bulletin

To become part of our email list, you can register in eSchoolPLUS as an **LEA Assessment Manager, MSAA Coordinator, ACCESS for ELLs Coordinator**, and/or **Assessment POC**.

- Users registered to these roles receive the NGA bulletin each week.
- If you have not used or do not have access to the eSchoolPLUS system, the data manager at your school should be familiar with the system and able to support with registration.
- Occasionally, additional assessment related information and updates are sent to LEA staff assigned to these roles.

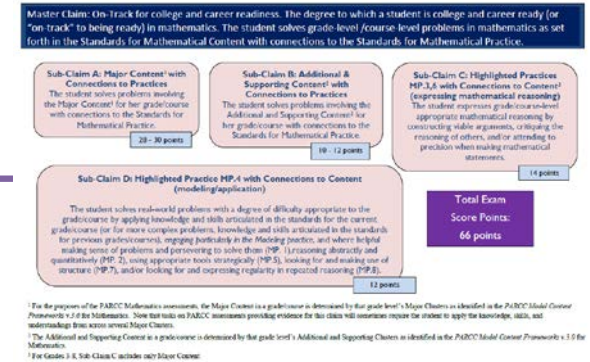
Office of Assessment - Contact & Resources

- OSSE Office of Assessment Website: OSSE.dc.gov/assessments
- OSSE Office of Assessment Email: OSSE.Assessment@dc.gov
- WIDA ACCESS: wida.wisc.edu/assess/access
- NAEP: nces.ed.gov/nationsreportcard
- MSAA: msaaassessment.org
- DLM: dynamiclearningmaps.org
- PARCC & DC Science: dc.mypearsonsupport.com

PARCC Assessment Resources

- Standards: [Common Core State Standards](#)
- PARCC Design: Evidence Tables, Claim Structures, & Blueprints:
 - [PARCC ELA](#)
 - [PARCC Mathematics](#)
- Released PARCC Items: [PARCC ELA and Mathematics](#)
- PARCC Practice Tests:
 - [PARCC ELA Practice Tests](#)
 - [PARCC Math Practice Tests](#)

Claims Structure*: Grade 3



Grade 3 ELA/L Blueprint

Unit	Task/Item Set	# of Passages	Claims/Sub-Claims	Max # of Points from EBSR/TECR Items	Max # of Points from PCRs
Unit 1	Literary Analysis Task	2	Reading: Literary Text	8	3
			Reading: Vocabulary	4	0
			Writing: Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
Unit 2	Research Simulation Task	2	Reading: Informational Text	8	3
			Reading: Vocabulary	4	0
			Writing: Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
Unit 3	Narrative Writing Task	1	Reading: Literary text	8	0
			Reading: Vocabulary	0	0
			Writing: Written Expression	0	9
			Writing: Knowledge of Language and Conventions	0	3
	Short Passage Set	1	Reading: Informational Text	6	N/A
			Reading: Vocabulary	2	
Totals		6		40 Reading	6 Reading 36 Writing

*An additional field test unit will sometimes be embedded in the assessment. PARCC states will determine the implementation of the embedded field test unit.

Grade 8 English Language Arts/Literacy Literary Analysis Task

2019 Released Items

Students who demonstrate understanding can:

S-PS1-3. Make observations and measurements to identify materials based on their properties. [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]

The performance expectation above was developed using the following elements from the NRC document & Framework for K-12 Science Education:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3-5 builds on K-2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. • Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.	PS1.A: Structure and Properties of Matter • Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.)	Scale, Proportion, and Quantity • Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.

Connections to other DCIs in fifth grade: N/A
 Articulation of DCIs across grade-levels:
2.PS1.A: MS.PS1.A
 Common Core State Standards Connections:
ELA/Literacy
 W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (S-PS1-3)
 W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (S-PS1-3)
 W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (S-PS1-3)
Mathematics
 MP.2 Reason abstractly and quantitatively. (S-PS1-3)
 MP.4 Model with mathematics. (S-PS1-3)
 MP.5 Use appropriate tools strategically. (S-PS1-3)

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.