



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

**LEA Guide**  
**2021-22 Health and Physical Education**  
**Assessment (HPEA)**

**Division of Health & Wellness**  
**February 2022**

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# Health and Physical Education Assessment

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## Introduction

The District of Columbia's Healthy Schools Act of 2010, DC Official Code § 38-821.01 *et seq.*, requires the Office of the State Superintendent of Education (OSSE) to collect and report student performance on DC Health and Physical Education Standards. To comply with this requirement, **District students are tested annually in grades 5, 8, and high school (high school students take the assessment during the year in which health class is provided) on their health and physical education knowledge.**

This guide outlines basic information about the Health and Physical Education Assessment (HPEA) format and provides next steps for the local education agency (LEA) and schools. If you have any questions regarding this guide or any part of the assessment, please send an email to [OSSE.SchoolHealth@dc.gov](mailto:OSSE.SchoolHealth@dc.gov).

## Assessment Prep Checklist

### Early March

- View the *Administering the 2022 Health and Physical Education Assessment* training to learn about the timeline and process for administering the assessment. The recording is available on the [OSSE HPEA website](#).

### By March 11, 2022

- Share planned **assessment start and end dates** for your LEA using [this form](#).
- Designate an HPEA POC for your LEA** in eSchoolPLUS using the [LEA User Guide](#) for reference.
- Designate all high school students who have been enrolled in a health class at any point during the 2021-22 school year in [Integrated Data Submission](#) (IDS). (*see High School Rosters, p. 6-7*).

### March 24, 2022:

- Upload **student accommodations plan** to Box. (*see Accommodations for Students with Disabilities, p. 10-15*).
- Beginning on this date, download students' assessment IDs from [Box](#). Print and distribute test tickets to schools along with the Proctor Script and any other needed materials for the assessment administration.

**At least 10 days before** your planned HPEA start date:

- ❑ Ensure that your schools test all computers and networks to ensure that Alchemer, the assessment platform, is not blocked on the school networks.

**At least five days before** students take the assessment:

- ❑ Make sure schools send home [sexual health exemption letters](#) offering parents the option to exempt their children from completing questions regarding sexual health (see *Sexual Health Questions*, p. 7).

**April 4-June 24, 2022:**

- ❑ Track HPEA completion regularly using the [Qlik](#) LEA Stream during your LEA assessment window. Follow up with schools to ensure 100 percent completion rate before the assessment end date (see *Monitoring and Managing Assessment Completion*, p. 15).

## Assessment Window

**The assessment window will start April 4 and end June 24, 2022.**

By March 11, 2022, please provide your planned HPEA administration timeline within the April 4 – June 24 window. LEAs are encouraged to select dates earlier in the window to allow for a makeup period if needed. Use [this form](#) to upload start and end dates for the assessment.

## Roles of LEA and School Contacts

The **LEA Health and Physical Education Assessment (HPEA) POC** is responsible for the overall planning and coordination of the assessment for students in grades 5, 8 and high school (high school students who are enrolled in a health class in the 2021-22 school year). The LEA HPEA POC will serve as the liaison between OSSE and schools. This person is responsible for sharing LEA assessment dates, high school health rosters, and planned accommodations with OSSE as well as distributing all assessment materials to their schools in preparation for HPEA administration. Be sure to designate the contact for the **LEA HPEA POC** as the **HPEA POC in eSchoolPLUS**.

During the assessment window, the **HPEA POC** is responsible for monitoring progress of the assessment regularly using [Qlik](#) LEA stream and following up with schools to ensure 100 percent completion by the end of the assessment window. After the assessment window, the **HPEA POC** will determine how to share HPEA scores with individual schools, teachers, and/or parents.

The **School Health Assessment Proctor** is responsible for preparing the assessment environment within a school, receiving and tracking materials provided by the **HPEA POC**, and reading the scripted administration directions to students on the assessment date. The following individuals may serve as School Health Assessment Proctors:

- Individuals employed by the LEA as teachers;

- LEA and school-level administrators; and
- Other certified educational professionals employed by the LEA.

## OSSE and LEA Document Transfer

LEAs will transfer assessment materials to and receive materials from OSSE using the secure upload site, [Box](#). LEA HPEA POCs, Health POCs, Data Managers, Assessment POCs all have access to the Health and Physical Education Assessment folder in Box and will be tasked with managing the materials listed below for the school(s) within the LEA. If an additional user is needed, please contact [OSSE.SchoolHealth@dc.gov](mailto:OSSE.SchoolHealth@dc.gov).

**Table 1: Documents and Resources transferred**

HPEA items due to OSSE			
What to submit	Additional Information	Where to submit	Due date
<b>Designate an HPEA Point of Contact (POC) in eSchoolPLUS</b>	A new role has been created in eSchoolPLUS for HPEA POCs. Each LEA should designate an HPEA POC in eSchoolPLUS.	eSchoolPLUS using the <a href="#">Assigning Points of Contact in eSchoolPLUS LEA User Guide</a> for reference	March 11, 2022
<b>Planned Assessment Start and End dates</b>	Provide your planned HPEA administration timeline within the April 4 – June 24 window. LEAs are encouraged to select dates earlier in the window to allow for a makeup period if needed.	Use <a href="#">this form</a> to upload start and end dates.	March 11, 2022
<b>High school LEAs: Identify students enrolled in a health class.</b> <i>Note: Required only for LEAs serving high school grades.</i>	Identify <u>high school</u> students who have been enrolled in a health class at any point during the 2021-22 school year in the Integrated Data Submission tool.	Please provide this information in the <a href="#">Integrated Data Submission (IDS) tool</a> . The IDS User Guide is available <a href="#">here</a> .	March 11, 2022
<b>Planned student accommodations</b>	Provide an Excel file outlining all planned accommodations for students with disabilities with individualized education programs (IEP) or Section 504 Plans.	Use this <a href="#">template</a> and upload the file to <a href="#">Box</a> .  To protect student privacy and confidentiality, please DO NOT email OSSE a list of	March 24, 2022

	<i>Note: all accommodations are the responsibility of the LEA.</i>	students with accommodation needs.	
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<b>From OSSE to LEAs</b>			
<b>Resource</b>	<b>Information</b>	<b>Location</b>	<b>Timeline</b>
<b>HPEA Guidance training for LEAs</b>	This optional training provides the assessment timeline, preparation steps, and administration process.	The training will be available <b>on the OSSE website in early March 2022.</b>	Available on March 3, 2022
<b>HPEA Test ID Tickets</b>	HPEA Test ID tickets should be downloaded from Box. Please print and distribute to schools prior to the assessment date.	Access the Box portal <a href="#">here</a> .	March 24, 2022
<b>Sexual Health Exemption Letters</b>	Share these letters with schools and ensure they are sent home to parents/guardians prior to the assessment administration and tracked for receipt.	Available <a href="#">here</a> in English and five additional languages	Must be sent home to parents/guardians at least five days prior to the assessment.

## High School Student Rosters

Because high school students take the HPEA only during the year in which they are enrolled in a health education course, OSSE must collect all high school students enrolled in a health course for the 2021-22 school year in order to create and distribute the Test ID tickets to LEAs.

The LEA Assessment Coordinator should share all high school students who have been enrolled in a health class at any point during the 2021-22 school year in eSchoolPLUS.

## Outline of Planned Student Accommodations

If a student requires accommodations for the HPEA, it is the responsibility of the LEA to plan for and provide the accommodation.

The LEA Assessment Coordinator may use [this template](#) if needed or an existing template that contains the same information to list its planned accommodations. This is **due March 24, 2022** and must be submitted via [Box](#).

## Assessment Format

The online assessment tool, Alchemer (formerly called SurveyGizmo), will draw and assign three questions randomly from each of the seven categories below, for a total of 21 assessment questions. Note that the questions in the assessment are all weighted equally.

**Assessment Categories:** Alcohol, Tobacco, and Other Drugs; Disease Prevention; Human Body Systems; Mental and Emotional Health; Nutrition; Safety Skills; and Physical Education

## Sexual Health Questions

The HPEA contains questions on sexual health. These questions will appear in the Safety Skills category for grade 5, in the Disease Prevention and Human Body and Personal Health categories for grade 8, and in the Human Body and Personal Health category for high school students. These questions will not present any content or require any knowledge about sexual health material above each grade level's expected level of knowledge.

**Every year, students' guardians are given the opportunity to exempt students from answering sexual health questions.** To assist schools in this process, OSSE has created a letter to distribute to guardians. This letter has been translated into Amharic, French, Korean, Spanish, Traditional Chinese, and Vietnamese and can be found on the OSSE website [here](#). LEAs should modify the administration dates listed in the letter as needed to reflect the LEA's or school's own administrative timeline, as long as the dates are within OSSE's administration window of April 4-June 24, 2022.

How to track and monitor sexual health question exemptions:

1. **At least five days before the assessment, teachers** distribute letters to their students' guardians.
2. **Before the assessment, teachers** create a log of students whose guardians have indicated they do not wish the student to answer the sexual health questions.
3. **During the assessment, proctors** ensure the system is set up appropriately for students whose parents have signed exemption letters. (See more on p. 15 of this guide.)

## Assessment Administration

**Prior to the start of the HPEA, LEA HPEA POCs are responsible for printing and distributing the test ID tickets to all schools administering the assessment.** Students will login to the

assessment platform using the 20-digit code printed on their ID ticket as demonstrated on p. 15 of this guide.

Due to the short nature of this assessment, OSSE anticipates students will need no longer than 30 minutes to answer all questions. However, additional time may be granted to students as needed. As with any assessment, OSSE expects all LEAs to administer this assessment with fidelity to student confidentiality and assessment integrity.

## Coronavirus (COVID-19) and Virtual/Remote Administration of HPEA

The 2022 HPEA must **not** be administered remotely for students learning virtually, due to concerns around test security and impacts on data reliability.

**For full classes or grades in a virtual posture due to COVID-19 exposure**, the HPEA assessment should be postponed until a majority of students have returned to the school building. For this reason, OSSE recommends that LEAs select test dates that are earlier in the window to allow for time to reschedule classes if needed. If individual students are out due to illness or COVID-19 exposure, LEAs should reschedule students to take the assessment on an individual basis.

**Students with an approved COVID-19 Medical Consent & Certification for Distance Learning** will not be required to participate in the 2021-22 HPEA. For HPEA, students will not be asked to submit a secondary exemption letter from a physician and parent/guardian to exempt them from testing.

OSSE encourages (but does not require) LEAs to invite students with an approved *Medical Consent & Certification for Distance Learning* to the school building to take HPEA in person. If students with an Approved *COVID-19 Medical Consent & Certification for Distance Learning* test in-person, LEAs and schools are expected to provide reasonable accommodations for testing these students safely (e.g., offering them to take the assessment in separate room or participate during alternate hours).



## Test Administration Day Timeline

**Table 2: Administration Time**

Administration time may be planned as follows. School-level HPEA coordinators and proctors ensure the following steps are taken:

Task	Time
<b>1. Site Preparation:</b> To avoid problems accessing the assessment on the day of administration, teachers and/or Assessment Proctor(s) should ensure that Alchemer is not blocked on the school's network. The URL that should be tested is: <a href="https://hpea.dc.gov">https://hpea.dc.gov</a> . More information is included in the Health Assessment Proctor Guide.	As much time as needed
<b>2. Student Preparation:</b> Read instructions to students and answer questions.	5 – 10 minutes
<b>3. Distribute student test materials:</b> <ul style="list-style-type: none"><li>a. Test URL (write on visible surface at front of the room or print and distribute)</li><li>b. Assessment ID tickets</li><li>c. Any accommodations materials needed</li></ul>	10 minutes
<b>4. Administer assessment:</b> Read the proctor script aloud.	30 minutes recommended (more time as needed)
<b>5. Close out the assessment by</b> <ul style="list-style-type: none"><li>a. Collecting the assessment ID tickets</li><li>b. Visually scanning all students' screens to ensure assessment submission</li></ul>	5 minutes

## Assessment Materials

Calculators are not necessary. Please do *not* allow the use of cellular phones, non-assessment-related personal electronic equipment, instructional aids, reference books, or resources that provide unauthorized assistance during the assessment.

Stand-alone headphones may be used by students as noise buffers to minimize distractions or filter external noise. Health Assessment Proctors must ensure the headphones are not plugged into any device.

## Make-up Testing

Students who cannot take the assessment on the regular administration date should be offered a make-up date. It may be scheduled any day after the original assessment date, as long as it falls within the assessment window (April 4-June 24, 2022).

If a student starts the assessment and has to leave unexpectedly without completing the assessment, or if there are any technical difficulties that log the student out of the assessment, they may be allowed to complete the assessment on a different day. If this occurs, the student should log in with their originally assigned assessment ID. Alchemer will automatically route the student to the last question they answered. Please note: If a student has pressed “submit” on the final page of the assessment, they will not be able to log back into the assessment.

## Breaks

If breaks are provided, there should not be conversations among students, and students are not permitted to use electronic devices, play games, or engage in other activities that may violate the validity of the assessment. Individual restroom breaks may be provided at the discretion of the Assessment Proctor.

## Accommodations for Students with Disabilities

OSSE supports the use of appropriate accommodations for all District of Columbia’s students with disabilities and English learners (ELs). As described on the OSSE website, four distinct groups of students must receive accommodations on assessments:

- Students with disabilities who have an individualized education program (IEP);
- Students with disabilities who have a Section 504 Plan;
- Students who are ELs; and
- Students who are ELs and with disabilities who have an IEP or 504 Plan. These students are eligible for both accommodations for students with disabilities and ELs.

If a student requires accommodations for the HPEA, it is the responsibility of the LEA to plan for and provide the accommodation. By March 24, 2022, the LEA Health and Physical Education POC must inform OSSE of its planned accommodations by completing the [accommodations template](#) and submitting it to OSSE via Box. For guidance, please refer to the table of available accommodations below, laid out in a similar format to those listed on the Special Education Data System (SEDS) crosswalk.

If the student requires a unique/non-standard accommodation that is not listed below and does not change the construct being measured by the test, the LEA may contact OSSE’s Division of Health and Wellness to seek approval.

**Table 3: Accommodations for Students with Disabilities**  
 All accommodations are the responsibility of the LEA.

SEDS Statewide Testing Accommodations	Description of HPEA Accommodation
<b>Setting Accommodations</b>	
Specialized equipment, furniture, or lighting	Student is provided specialized equipment, furniture, or lighting needed for a successful testing environment (e.g., low lighting, adaptive seat)
Noise buffer or headphones	Student uses headphones or noise buffers to minimize distraction or filter external noise during testing. If headphones are used only as noise buffers, they should not be plugged into the student’s device.
Preferential seating	Student is tested in a specialized area or setting (e.g., front of classroom, seat near the door, etc.)
Location with Minimal Distractions	Student is tested in a location other than their originally scheduled testing classroom
Individual testing or Small group testing	Student is tested in a separate location individually or with a small group of students with matching accommodations/testing needs as appropriate
<b>Timing and Scheduling Accommodations</b>	
Extended time	Student has until the end of the school day to complete the test administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day. The HPEA may not be administered over several days.
Flexibility in scheduling	Student is tested during a specific time of day based on their individual needs.
Frequent breaks	Students may take breaks as needed. Frequent breaks refer to multiple, planned, short breaks during testing based on a student’s specific needs (e.g., fatigues easily, overly anxious, medical breaks, bathroom breaks).
<b>Presentation Accommodations</b>	
Audio amplification	Not applicable

Magnification	Student uses external magnification or enlargement devices to increase the font or graphic size (e.g., projector, CCTV, eye- glass mounted or hand-held magnifiers, electronic magnification systems, etc.). Students may also magnify the text as desired by holding “Ctrl” while pressing “+”.
Large print materials	Large print materials will not be provided. LEAs may permit magnification accommodation or human reader to address student need.
Paper-based materials	Print materials will not be provided.
Clarification/repetition of directions	Test administrator reads aloud, repeats, and/or clarifies the general administration directions only. No test items may be clarified. A student may raise his or her hand and request the directions be repeated.
Directions available in American Sign Language (ASL)	Human signer signs the test directions to a student. The student may also either be tested in a small group or a separate setting based on the student’s experiences during classroom assessments.
Student reads assessment aloud to themselves	Student reads aloud the assessment to themselves. Students may use an external device such as a whisper phone. The student must be tested in a separate setting.
Masking tools	Student can utilize masking tools to cover or uncover portions of the test, including passages or answer options, by using a ruler, blank card, removable markers (e.g., small strips of paper to indicate they are eliminating an answer), or similar items.
Markup tools	Student uses various markup tools to assist in reading, recalling, and/or emphasizing text, and to flag items for later review. Markup tools can include templates, place markers, masking devices, colored overlays, reading guide rulers, blank straight edges or onscreen tools to follow along with each line of text.
Read aloud for non-ELA/literacy assessments	Student uses a human reader or external device to hear the test questions and responses read aloud. Students may also use a human signer as necessary.
ASL presentation of Non-ELA/literacy Assessments	Test administrators may sign the content to students using American Sign Language (ASL), Signing Exact English, or personalized signs.
Closed captioning of multimedia	Not applicable
Braille edition	Not available. Student may use a human reader or external device to hear the test questions and responses read aloud.
Screen reader technology	Student may use a human reader or external device to hear the test questions and responses read aloud.

Tactile graphics	Not applicable.
Redirect student to test.	The test administrator redirects the student’s attention to the test without coaching or assisting the student in any way. There is no limit to the number of times a test administrator can redirect a student back to the test. Examples: providing reminders to stay on task and focused during the assessments; providing a visual cue to the student to remain on task.
Color contrast	Student uses an alternate onscreen background and/or font color based on need. If color contrast is unavailable, a student may use a human reader or external device to hear the test questions and responses read aloud.

### Response Accommodations

Braille writer or note-taker device	A student who is blind or has a visual impairment may use a human scribe to take notes.
Non-standard calculation device on calculator sections	Not applicable
Calculation device on non-calculator sections	Not applicable
Human scribe, speech-to-text, human signer, or external assistive technology for selected responses on non-ELA/Literacy assessments	A scribe may record student responses for all or part of the test.
Word prediction external device	Not applicable (assessment is multiple choice)
Answers recorded in assessment book (paper-based materials)	Not applicable

### English Learner Accommodations

Extended Time	Student has until the end of the school day to complete the test administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by
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	the end of the school day. The HPEA may not be administered over several days.
General Administration Directions Clarified in the Student's Native Language (by Test Administrator)	Test administrator clarifies general administration instructions only. No part of the test may be clarified or translated. Test administrators providing this accommodation should be literate and fluent in English, as well as in the student's native language. If this is unable, then the test administrator may be assisted by a translator who speaks the language of the student. Students should be given ample time to process directions and ask clarifying questions about the directions. Students must be tested in a separate setting with other students needing the same accommodation to minimize distractions.
General Administration Directions Read Aloud and Repeated as Needed in Student's Native Language (by Test Administrator)	Test administrator reads aloud and/or repeats the general administration directions only. No passages or test items may be clarified. Test administrators providing this accommodation should be literate and fluent in English, as well as the student's native language. Students should be given ample time to process directions and ask clarifying questions. Students must be tested in a separate setting with other students needing the same accommodation to minimize distractions.
Scribe or Speech-to-Text: Responses Dictated in English	Not applicable
Word-to-Word Dictionary	Student uses a published bilingual, word-to-word dictionary that does not include definitions, phrases, sentences or pictures. The student should be familiar with the dictionary they will use on the test. Students should be given ample time to complete the test using this accommodation. If no printed word-to-word dictionary can be found for a specific language, an electronic translator may be used. The device may not connect to the internet or store information; therefore, web-based translators are not allowed.
Paper-Based Edition in Spanish *for Students with Disabilities Only	Not available
Large Print Edition in Spanish *for Students with Disabilities Only	Not available
Human Reader or Text-to-Speech in Spanish	Test administrators may do the following: (1) Translate the text; (2) simplify test instructions; (3) translate words on demand; (4) provide synonyms or definitions (Students may use their version of a dictionary if needed, such as word lists and communication symbols. The dictionary is to be familiar to the student and have been used during instruction); and (5) accept responses in either English or the student's native language

## Monitoring and Managing Assessment Completion

During the assessment window, the **LEA HPEA POC** is tasked with monitoring completion rates for the school(s) within the LEA to ensure 100 percent assessment completion. Participation rates are updated daily and can be monitored in [Qlik](#) LEA Stream. See instructions below:

Completion and Participation Summary

LEA Name:  School Name:  Grade:

**Summary of Completion by Grade**

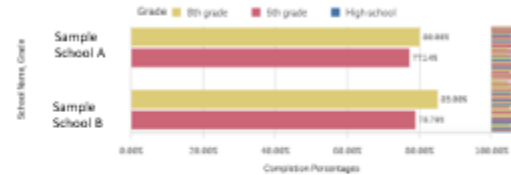
Grade	Complete Exams (9/17/18)	Partial Exams (9/17/18)	Not Started Exams (9/17/18)	Overall Completion Rate (9/17/18)	Overall Completion Rate (9/18/17)
5th grade	731	7	216	73.30%	89.83%
8th grade	631	4	266	70.02%	77.24%
High-school	374	0	123	75.26%	78.60%

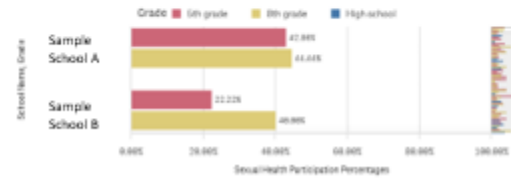
**Summary of Participation in Sexual Health Questions by Grade**

Grade	Not Exempt (9/17/18)	Exempt (9/17/18)	Exempt % (9/17/18)	Exempt % (9/18/17)
5th grade	258	100	29.70%	28.54%
8th grade	208	82	23.56%	8.80%
High-school	123	52	29.71%	7.60%

9/17/18 Completion Percentage by School



9/17/18 Sexual Health Participation by School



### To monitor completion rates, follow these steps:

1. Login to [Qlik](#) LEA Stream and open the Health and Physical Education Assessment Tool.
2. Open the *Completion and Participation Summary* sheet.
3. Filter by school or by grade to review completion at a more granular level. Remove any filters from the filters menu if you want to see participation rates for the entire LEA. Through the assessment window, work with schools to bring “complete” exams as close to 100% as possible.
  - a. **Complete Exams:** The percentage of eligible students who have completed the assessment. This denotes that a student has logged into Alchemer, answered all questions, and clicked “Submit” to complete the assessment.
  - b. **Partial Exams:** The percentage of eligible students who have partially finished the assessment. This denotes that a student has logged into Alchemer, answered at least one set of questions, but has not clicked the Submit button to close the assessment.
  - c. **Not Started Exams:** The percentage of students who have not logged into Alchemer and have therefore not started the exam.
4. To view a student-level completion report, navigate to the *Student-Level Participation* sheet and apply filters as needed to determine which students have not taken the assessment.

## Test Platform

1. Enter the student's assessment ID to login **(A)**. Select the checkbox at the bottom of the page **(B)** to denote whether or not the student's parent has exempted the student from sexual health questions. Once this is verified by the Assessment Administrator, the student can click the "Next" button **(C)**. A student will not be able to change the status of their exemption after the "Next" button is clicked.

OSSE

### 2022 DC Health & Physical Education Assessment

Login

Assessment ID  **A**

**This page must be completed by the Assessment Proctor**

Has the student been opted out of sexual health items by their parent or guardian? \*

**B**  Yes, this student has been opted out of sexual health  
 No, this student has not been opted out of sexual health

Please **DO NOT** click the 'Next' button until you are told to do so by your proctor.

**C**

2. Review and confirm all student information before clicking "Next."

OSSE

### 2022 DC Health & Physical Education Assessment

Please verify that this is the correct student and then press NEXT

If this is not the correct student, please click BACK to return to the beginning; verify your ID and try again.

AssessmentID  
◦ 1111-2222-3333-4444-BBBJ

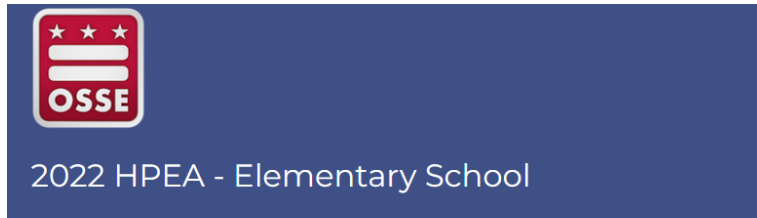
Student Name  
◦ F. BBBJ

Grade  
◦ 05

Has the student been opted out of sexual health items by their parent or guardian?  
◦ No, this student has not been opted out of sexual health



3. Click “Next” to begin the exam.



You are ready to start the exam

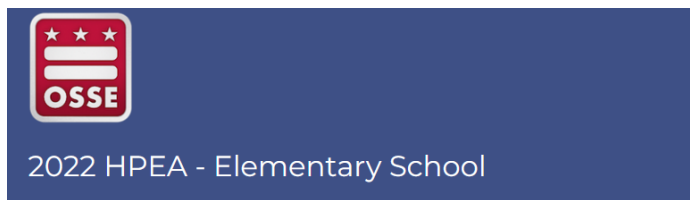
Press the "Next" button to begin.



4. The student begins the multiple-choice assessment. The “Back” and “Next” button can be used to move ahead and backward. *Note that all questions must be completed in order for the student to be able to submit the assessment.*



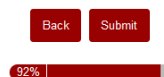
5. After completing all questions and reviewing their answers as needed using the “Next” and “Back” buttons, the student will see a page indicating the conclusion of the assessment. The completion bar will mark 100 percent completion. The student must click “Submit” on this page to enter their answers



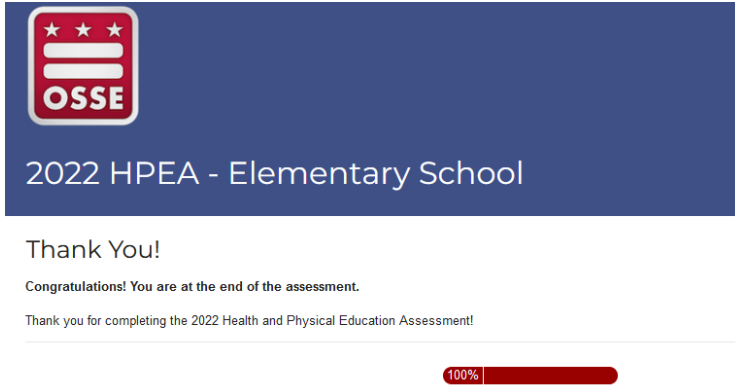
Confirmation Page

Review your answers and submit the assessment.

Click **Back** to review your answers.  
Click **submit** to save and complete the assessment.



- After clicking “Submit,” the assessment will be completed, and the completion bar will mark 100 percent completion. The student will not be allowed to log back in to review or change answers.



## Technical Assistance

<b>Systems Support</b> <a href="mailto:OSSE.CallCenter@dc.gov">OSSE.CallCenter@dc.gov</a> or (202) 719-6500	<b>Programmatic Support</b> <a href="mailto:OSSE.SchoolHealth@dc.gov">OSSE.SchoolHealth@dc.gov</a>
Q: “I’m not able to access the Alchemer assessment on my school’s computers.”	Q: “I have questions about accommodations for the assessment.”
Q: “I need assistance uploading documents through Box.”	Q: “I need guidance regarding the timeline of the assessment.”
Q: “I need help navigating my LEA’s data in Qlik.”	

Technical assistance will be provided through the OSSE Call Center via email at [OSSE.CallCenter@dc.gov](mailto:OSSE.CallCenter@dc.gov) or telephone at (202) 719-6500. Programmatic support should be directed to [OSSE.SchoolHealth@dc.gov](mailto:OSSE.SchoolHealth@dc.gov).