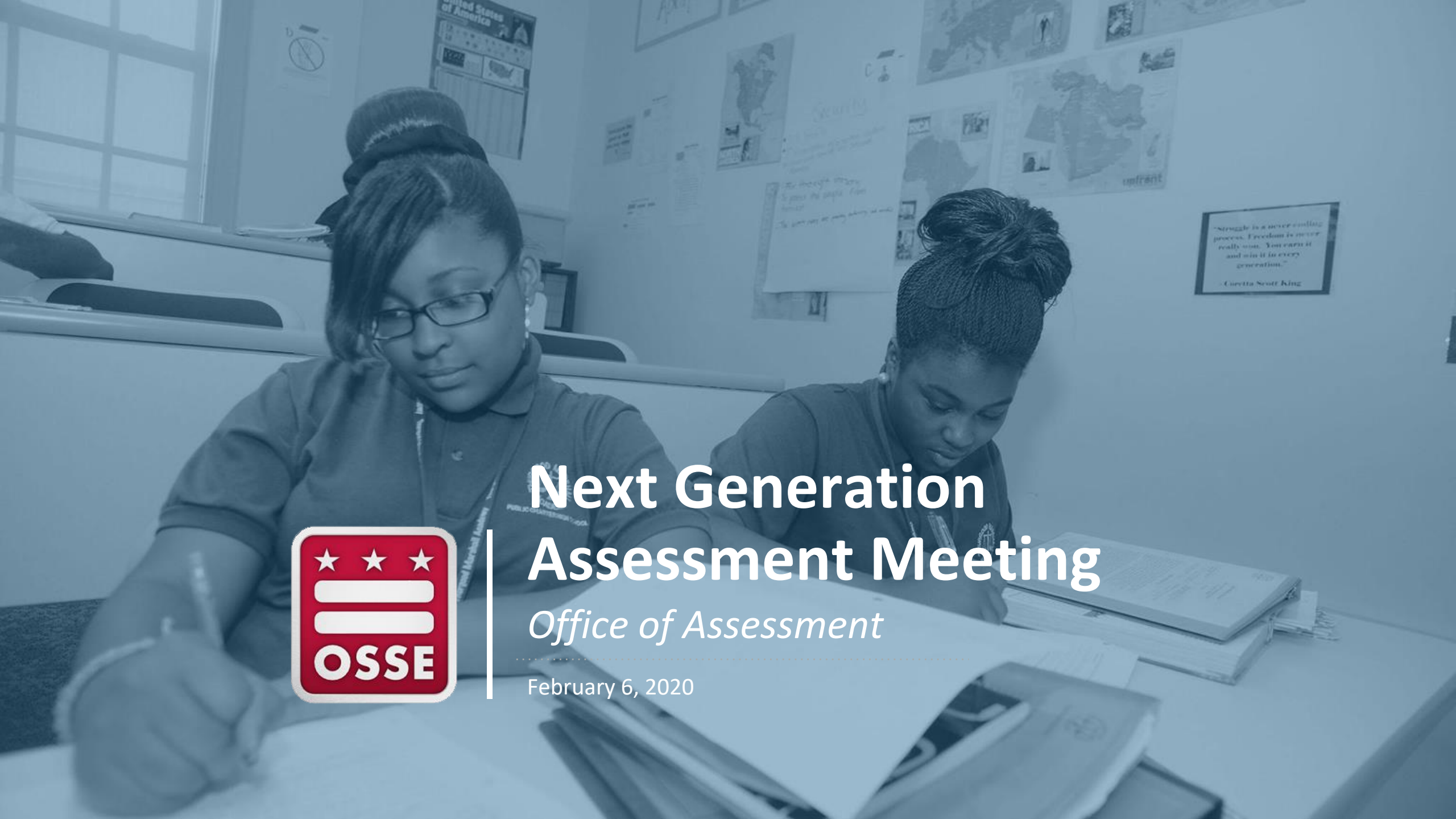


Next Generation Assessment Meeting

Office of Assessment

February 6, 2020

Agenda

- Assessment Policy
  - Test Security Reminders
  - OSSE Assessment Monitoring
  - Post Administration Investigations
- Test Administration
  - 2020 Health and Physical Education Assessment (HPEA)
  - ACCESS and Alternate ACCESS Administration
  - MSAA Administration
  - DLM Administration
  - TestNav Updates
  - PARCC and DC Science Registration and PNP
  - Preparing Staff and Students for PARCC and DC Science

Slides and resources for today's meeting are available at http://bit.ly/OSSE-NGA

Test Security Reminders

Assessment Policy

2019-20 Statewide Testing Windows		
NAEP *(Selected schools only)*	Jan. 6 – May 22, 2020	
ACCESS for ELLs 2.0	Feb. 17 – March 27, 2020	
MSAA & DLM	March 16 – May 1, 2020*	
	Online Testing	**Paper Testing** *(accommodations only)*
PARCC & DC Science	April 6 – May 22, 2020*	April 6 – May 15, 2020*

* includes a week for spring break

ACCESS for ELLs 2.0 School Test Security Plan Deadline

Please be advised that the deadline for ACCESS for ELLs 2.0 school test security plans is quickly approaching. Testing begins on **Feb. 17**.

Please ensure that plans for all assessments are submitted **15 business days** prior to the first day of testing via the OSSE School Test Security Plan QuickBase Application.

School Test Security Plan Common Issues

Section 3: Assessment Start and End Dates

- Make sure the dates are accurate and reflect your school plans.

Section 5: Secure Materials Management

- Remember to include the location and check-out times for secure materials distribution.

Section 7: Reporting Irregularities and Section 9: Logistics

- Make sure you are not copying the exemplar word-for-word. We are reviewing all responses and reading to ensure responses are tailored to your school circumstances and structure.

School Test Security Plan Common Issues

Section 11: Authorized Personnel/ Test Schedule

- Make sure you include ALL authorized personnel (including Special Populations and Technology Coordinator).
- Make sure your test schedule includes the testing location.

Section 12: Submit Test Plan for OSSE Review

- Remember to change the status when you are ready for OSSE to review your plans.
- When submitting reviews, check the “revisions completed” boxes for each revision AND change status to “Revisions Submitted.”

Test Security: ACCESS for ELLs 2.0 Tested Content

In an effort to provide clarification on what “tested content” for language acquisition assessments such as the ACCESS for ELLs 2.0/ Alternate ACCESS for ELLs 2.0, OSSE has compiled a list of tested content for these assessments for the 2020 test administration season. Please note that in addition to the content listed below, testing locations should also be free of anything that is considered “test taking strategies.”

Tested Content for ACCESS for ELLs/ Alternate ACCESS for ELLs Assessment:

- Conjugations in any language
- Vocabulary words in any language
- Definitions in any language
- Grammar rules in any language

OSSE Assessment Monitoring

Assessment Policy

Test Security Responsibilities

OSSE, LEAs, and schools each have unique roles and responsibilities to ensure there is consistent and secure statewide test administration.

OSSE Responsibilities

- Establish policy, regulations, and guidelines
- Train/support LEAs & schools
- Review and approve School Test Plans
- Monitor statewide testing
- Conduct test integrity review

LEA Responsibilities

- File School Test Plans with OSSE
- Ensure authorized personnel are trained
- Distribute test integrity notification statement
- Monitor statewide testing
- Report/investigate breaches
- Collect/submit affidavits to OSSE

School Responsibilities

- Create School Test Plans
- Protect security of secure materials
- Administer statewide assessments
- Maintain a test security file
- Ensure integrity of testing environment
- Report breaches of test security
- Sign/submit test security affidavits

OSSE Assessment Monitoring

- OSSE's goal is for students across the district to have standard and equitable testing environments
- Trained OSSE auditors will be monitoring schools across the district for all statewide assessments and will use the 2020 Statewide Assessment Auditor General Observation Checklists
- Some monitoring visits will be scheduled, most will be unannounced
- LEAs and schools have an obligation to develop and implement a monitoring plan
- Changes to School Test Security Plans (STSP) and testing schedules must be communicated through the OSSE Support Tool to ensure monitoring visits occur on testing dates

Technical Assistance Monitoring Update

Who: LEAs/schools that experienced intense challenges during the 2019 test administration season.

What: The LEAs/schools identified will receive a mandatory technical assistance monitoring visit from OSSE staff.

Where: The monitoring visits will be on-site at the schools with the LEA and/or School Test Coordinators.

When: The monitoring visits will occur in early spring 2020.

Why: To review test security requirements, prohibited actions, challenges from the 2019 test administration season, and review preparations for 2020 administration.

Post Administration Investigations

Assessment Policy

Test Integrity Investigations Summary

- Test integrity investigations took place in November 2019.
- Review of investigative materials and report writing took place from December 2019 to January 2020.
- Test integrity reports and letters will be sent to LEAs in February 2020.

Test Integrity Investigative Steps

Step 1: Analyze Standard Administration Practices

- OSSE analyzes incident reports and administration for potential test integrity violations

Step 2: Review Data Forensics

- OSSE partners with Caveon to conduct data forensics indexing

Step 3: Identify Schools for Post Administration Review

- OSSE, in collaboration with Caveon, a leading national expert in test integrity, reviews standard practices and data forensics to identify schools for review and inquiry

Step 4: Notify LEAs and Train LEA Factfinders

- OSSE notifies LEAs that have been flagged for an investigation and if deemed appropriate by OSSE, LEAs determine if they would like to conduct the initial inquiry
- LEA Factfinders are trained to conduct an inquiry and how to use Caveon Core Protocols

Test Integrity Investigative Steps

Step 5: LEAs conduct initial inquiry and submit materials to OSSE

- LEAs review their test administration practices and data forensics
- LEAs complete initial inquiry and all interviews, complete all inquiry protocols, and submit all inquiry materials and recordings to OSSE within two weeks

Step 6: Review inquiry materials and Draft OSSE Report and Findings Summary

- OSSE reviews LEA inquiry protocols, transcripts, audio recordings and any other supplemental materials for each identified school
- OSSE delivers a summary report of the LEA inquiry and a letter of determinations to LEAs

Step 7: Due Process

- LEAs may follow the due process procedures as outlined in OSSEs Investigation Protocols document

Step 8: Communications

- A summary of the process is released publicly

Test Integrity Investigation Next Steps

- Final stages of the investigative process are still in progress.
- OSSE will be ready to share themes, and key findings at the April Next Generation Assessment meeting.

2020 Health and Physical Education Assessment (HPEA)

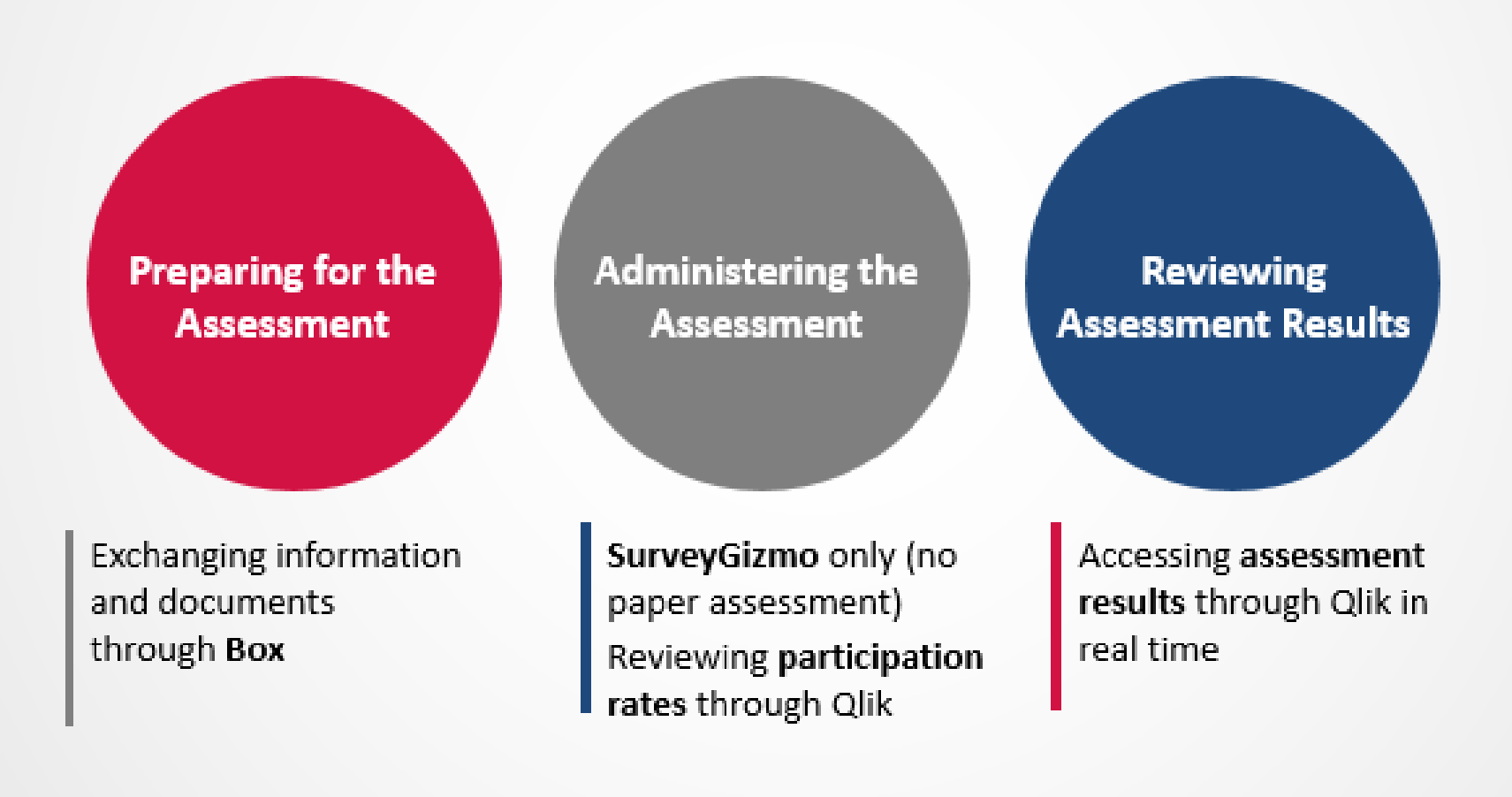
Division of Health and Wellness

Test Administration

HPEA Introduction

- Required by the District of Columbia's *Healthy Schools Act of 2010*
- Annual assessment of health and physical education knowledge in fifth grade, eighth grade, and high school (during the year in which health class is provided)
- Data uses:
  - HSA reporting
  - Track progress on performance to health and physical education standards
  - Drive targeted investments through grants
  - Identify needs for TA supports and CBO partnerships

Features of the 2020 HPEA



2020 HPEA Window

April 1

through

June 12, 2020

Due by COB Friday, March 6

What	How to Submit
High school health roster If your LEA serves high school grades, upload completed roster of students enrolled in health class during the 19-20 school year.	Submit to the HPEA folder in Box. Use the roster template found on the OSSE website.

Due by COB Fri. March 13

What	How to Submit
Planned assessment start and end dates Include your LEA's name followed by the words "Health Assessment Timeline" in the subject line. The dates must fall within the April 1 – June 14 window.	Email to OSSE.SchoolHealth@dc.gov.
Student accommodations Spreadsheet of planned student accommodations.	Upload to Box. Use the template found on the OSSE website.

Additional Important Dates

- **March 2:** Attend LEA-level POC webinar for overview of process and timeline
- **March 13:** Submit materials outlined on previous slide
- **March 27:** download students' assessment IDs from Box 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, test all computers and networks to ensure SurveyGizmo is not blocked on your schools' networks
- **At least 5 days before** students take the assessment, make sure schools send home letters offering parents the option to exempt their children from completing questions about sexual health
- From **April 1 through June 12:** track HPEA completion regularly using Qlik and follow up with schools to ensure 100 percent completion rate before the assessment end date

Contact Information and Resources

POC

Aimee McLaughlin

Manager of Data & Strategic Initiatives

(202) 741-6481

OSSE.SchoolHealth@dc.gov

HPEA LEA Guide and Proctor Script

https://osse.dc.gov/service/health-and-physical-education-assessment

Questions

ACCESS and Alternate ACCESS Administration

Test Administration

ACCESS and Alternate ACCESS for ELLs Test Window

- The ACCESS and Alternate ACCESS for ELLs 2.0 Test Window opens on **Feb. 17** and closes **March 27**
  - Test Coordinators should complete the following steps prior to the window opening:
    - verify demographic information is correct
    - verify accommodations are correct
    - assign accommodations if they were not indicated in the Pre-ID file
    - print test tickets
    - place students in test sessions in the WIDA AMS system (refer to the WIDA AMS User Guide)
- Testing materials will be delivered to schools on **Feb. 10**
  - Extra materials were included in the initial order and should be used prior to order additional materials
  - Additional materials can be ordered from **Feb. 10** through **March 20**

ACCESS and Alternate ACCESS for ELLs Training

Prior to administering the ACCESS or Alternate ACCESS for ELLs Assessments, Test Administrators must complete required online trainings in the WIDA Secure Portal.

ACCESS Test Coordinator		
Training Course	**Recertification Frequency**	**Required/Recommended**
Online Grades 1-12	First Year Only	Recommended
Paper-Based Grades 1-12	Annually	Recommended
Kindergarten	Annually	Recommended
Alternate ACCESS	Annually	Recommended

ACCESS and Alternate ACCESS for ELLs Training

Test Coordinators who serve as Test Administrators must complete all required trainings

ACCESS Test Administrator		
Training Course	**Recertification Frequency**	**Required/Recommended**
Online Grades 1-12	First Year Only	Required
Online Grades 1-12 (Speaking Domain)	Annually	Recommended
Paper-Based Grades 1-12	Annually	Required
Kindergarten	Annually	Required
Alternate ACCESS	Annually	Required

Preparing for the ACCESS Speaking Test

Test Coordinators and Test Administrators should prepare students for the ACCESS speaking test in the days or weeks prior to testing.

- **Advise students to start recording when they are confident they have a response**
  - Students are allowed thinking time before they press record
- **Advise students to give substantial responses**
  - Students should demonstrate their vocabulary and ability to connect ideas
- **Advise students not to press the stop button until they are completely finished speaking**
  - Pauses are allowed while speaking into the microphone
  - Additional content cannot be added once they press stop
- **Advise students to speak loudly and clearly into the microphone**
  - Follow Nina's example provided in the platform
- **Provide opportunities for students to practice the speaking test and use the online tools**
  - Practice tests are available online

Quick Start Guide for Preparing Students for ACCESS

Tools for Test Coordinators, TAs, and students:

- Grade cluster guidance
- Test demo
- Interactive sample items
- Online sample items user guide (with scripting for educators)
- Practice tests

Please ensure that your student testing schedule allocates enough time for all students to finish. Leave time at the end of the window for makeup testing or tests that take longer than initially anticipated.

MSAA Administration

Test Administration

MSAA Test Administration Window

The Multi-State Alternate Assessment (MSAA) Test Window opens on **March 16** and closes **May 1**

- Test Coordinators and Test Administrators must complete the following steps prior to the window opening:
  - complete the training modules within the MSAA System
  - pass with an 80% or higher
  - print the Test Administration Manual, Test Coordinator Manual, Test Administrator Manual, and the Directions for Test Administration (DTA)
- LEA Test Coordinators will gain access to the MSAA System on **March 2**
  - emails with login credentials will be sent directly from the MSAA System
  - LEA Test Coordinators are responsible for creating Test Administrator accounts

DLM Administration

Test Administration

Dynamic Learning Maps (DLM) Test Administration Window

The DLM Test Window opens on **March 16** and closes **May 1**

- Test Coordinator training is available online
- Test Administrators must have a DLM's Kite Educator Portal teacher account
- Test Administrators must complete the DLM Required Test Administrator Training for new or returning test administrators online or face-to-face
- Grade 5 and 8 student have been registered by OSSE. Any eligible students currently enrolled in a Biology course must be registered by the ELA coordinator (video instructions are available online)

Dynamic Learning Maps (DLM) Test Administration Window

- Each student must be rostered to the person who will administer the assessment to the student (video instructions are available online)

- The Test Administrator must complete a First Contact Survey and Personal Needs and Preferences survey for each student (video instructions are available online)

- The Dynamic Learning Maps Kite Student Portal has been Upgraded: For the 2019-20 school year, the Kite® Student Portal client has been upgraded to Version 7.0 and must be reinstalled in Windows based system. More information about Kite Student Portal Client Version 7.0 can be found on the Kite Suite Requirements page.

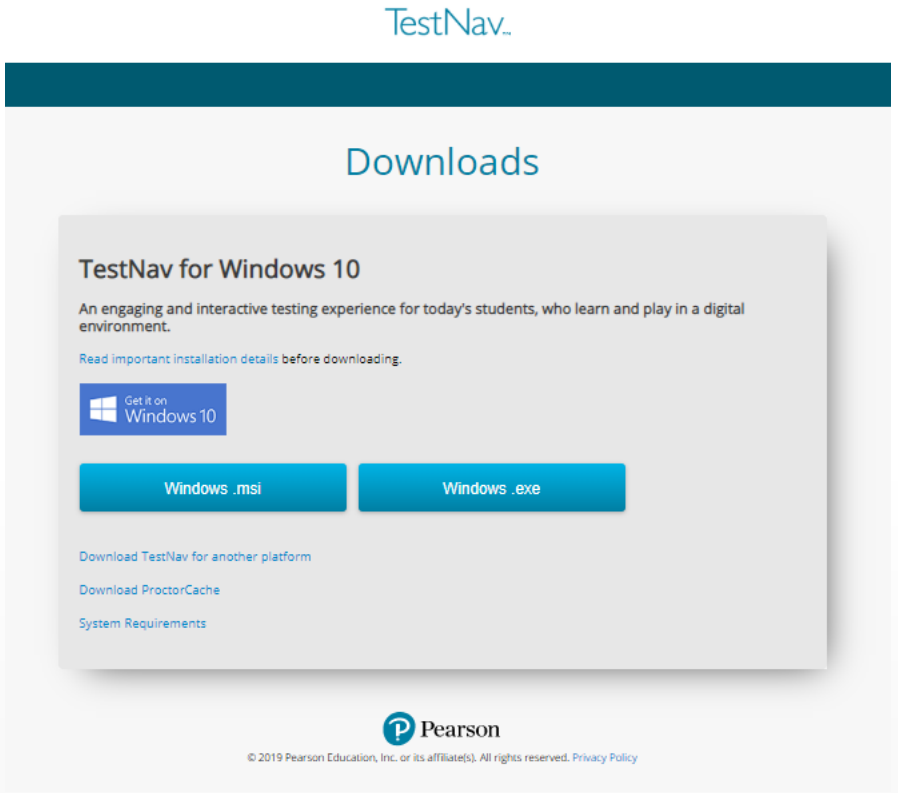
TestNav Updates

Test Administration

TestNav Download

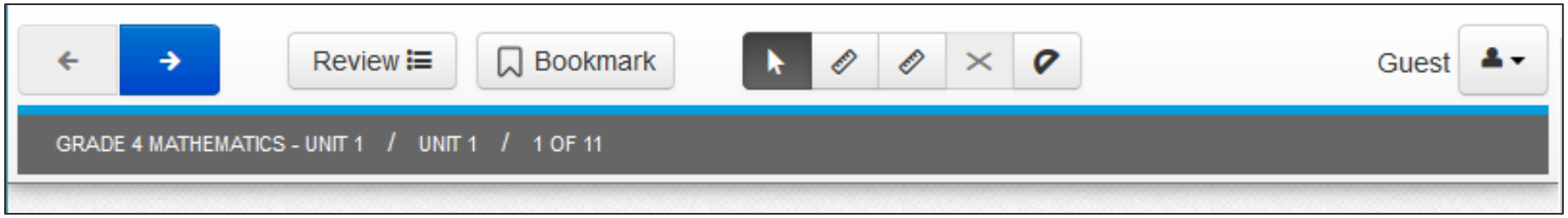
The PARCC and DC Science assessments are computer-based tests. Student tests are taken in the TestNav application.

- TestNav must be accessible on all student testing devices and can be downloaded as an app. Updating the TestNav app annually is required.
- For details about compatibility between TestNav and the devices used at your school, read the TestNav System Requirements. To better understand how to use TestNav, visit the TestNav 8 Online User Guide.



Zoom Feature

Pearson has updated a feature of the zoom function in TestNav8. When a student zooms in beyond the view of the tools available to them at the top of the screen, they will see an icon with three lines appear. Clicking this icon will allow users to view the hidden tools while the screen is zoomed in.



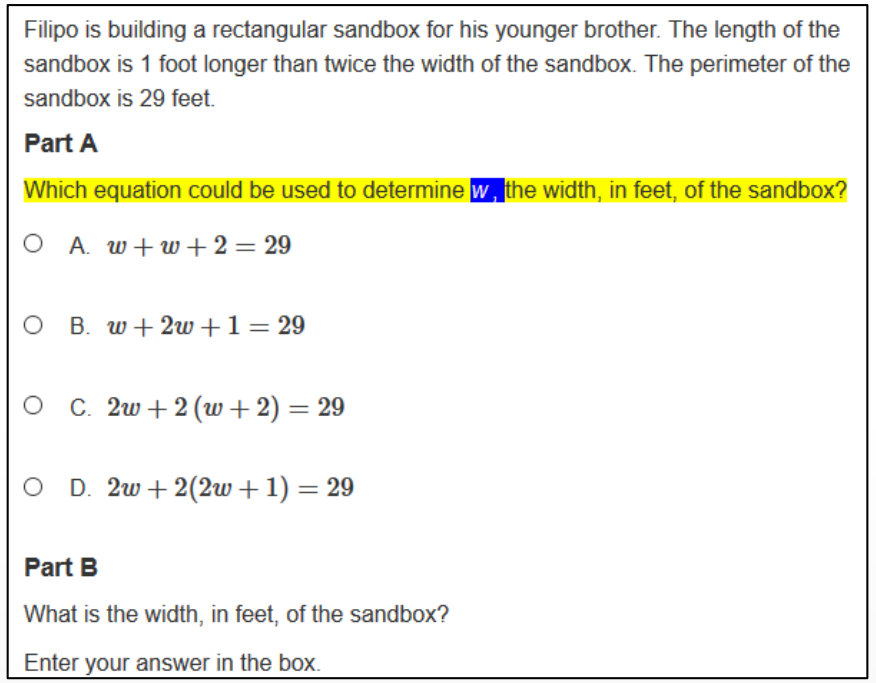
Zoomed in format

Text-to-Speech Tool

Pearson has included an additional feature in the text-to-speech (TTS) tool for 2020 administration. This tool provides the option to read a specific paragraph of text. When the tool is used, it reads only the paragraph of text where the cursor or highlighted text are located and then stops at the end.

If students attempt to use TTS as they have in prior years, it will continue to function as expected. This additional option will only activate if a student selects to use it.

To practice using the TTS tool, view the PARCC and DC Science practice tests online at https://dc.mypearsonsupport.com/practice-tests/.



Filipo is building a rectangular sandbox for his younger brother. The length of the sandbox is 1 foot longer than twice the width of the sandbox. The perimeter of the sandbox is 29 feet.

Part A

Which equation could be used to determine w, the width, in feet, of the sandbox?

- A. $w + w + 2 = 29$
- B. $w + 2w + 1 = 29$
- C. $2w + 2(w + 2) = 29$
- D. $2w + 2(2w + 1) = 29$

Part B

What is the width, in feet, of the sandbox?

Enter your answer in the box.

PARCC and DC Science Registration and PNP

Test Administration

PARCC and DC Science Registration Timeline

- The PARCC and DC Science registration process began in January
- Each LEA is responsible for verifying registration for students in grades 3-8 and registering high school students for these assessments
- Registration for PARCC and DC Science is combined into one Student Registration and Personal Needs Profile (SRPNP)
- To complete registration, LEA Test Coordinators should review the instructions in the SRPNP Field Definitions Guide

Action	Date
OSSE registers students in grades 3-8 for PARCC and DC Science Assessments	Prior to Jan. 21
PearsonAccessNext Opens to LEAs	Jan. 21
LEAs Confirm Registration for Grades 3-8	Jan. 21-Feb. 26
LEAs Register High School Students for Assessments by Course	Jan. 21-Feb. 26
LEAs Complete Student Accommodations in the Personal Needs Profile	Jan. 21-Feb. 26
LEAs Complete Student Accessibility Features in the Personal Needs Profile	Prior to Submitting School Test Security Plan
LEAs Create Student Testing Sessions for Student Testing Groups	Prior to Submitting School Test Security Plan

PARCC and DC Science Accommodations Monitoring

OSSE will review PARCC and DC Science accommodations upon submission of the SRPNP file. The review will focus on alignment between student documentation and the assignments made in PearsonAccessNext.

Please ensure that student accommodations from IEP, 504, or EL plans are accurately documented in the SRPNP file. Students who do not have an IEP, 504, or EL plan should not receive accommodations. These students may only receive accessibility features.

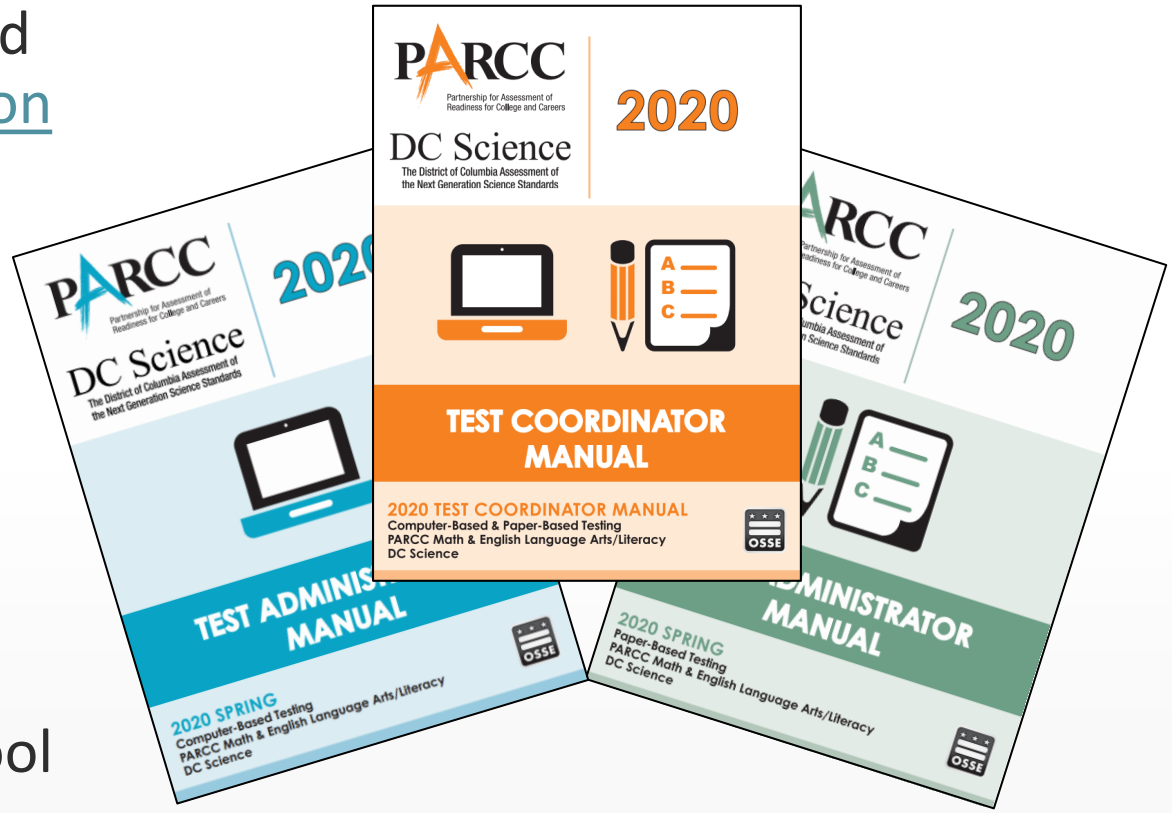
Schools and LEAs with misalignment will be contacted by OSSE in March to resolve the discrepencies prior to testing.

PARCC and DC Science Manuals

Pearson released the 2020 PARCC and DC Science manuals on the DC Pearson Support website.

These manuals include a Test Coordinator Manual, a Computer-Based Testing Test Administrator Manual, and a Paper-Based Test Administrator Manual.

Copies of PARCC and DC Science manuals will be shipped to each school in mid-March.



PARCC and DC Science Materials

Students at your schools may require secure and accommodated materials, shipped from the vendor to the school.

When receiving a shipment, check to ensure all ordered materials have been provided. Keep secure testing materials **locked away** in a secure location prior to testing.

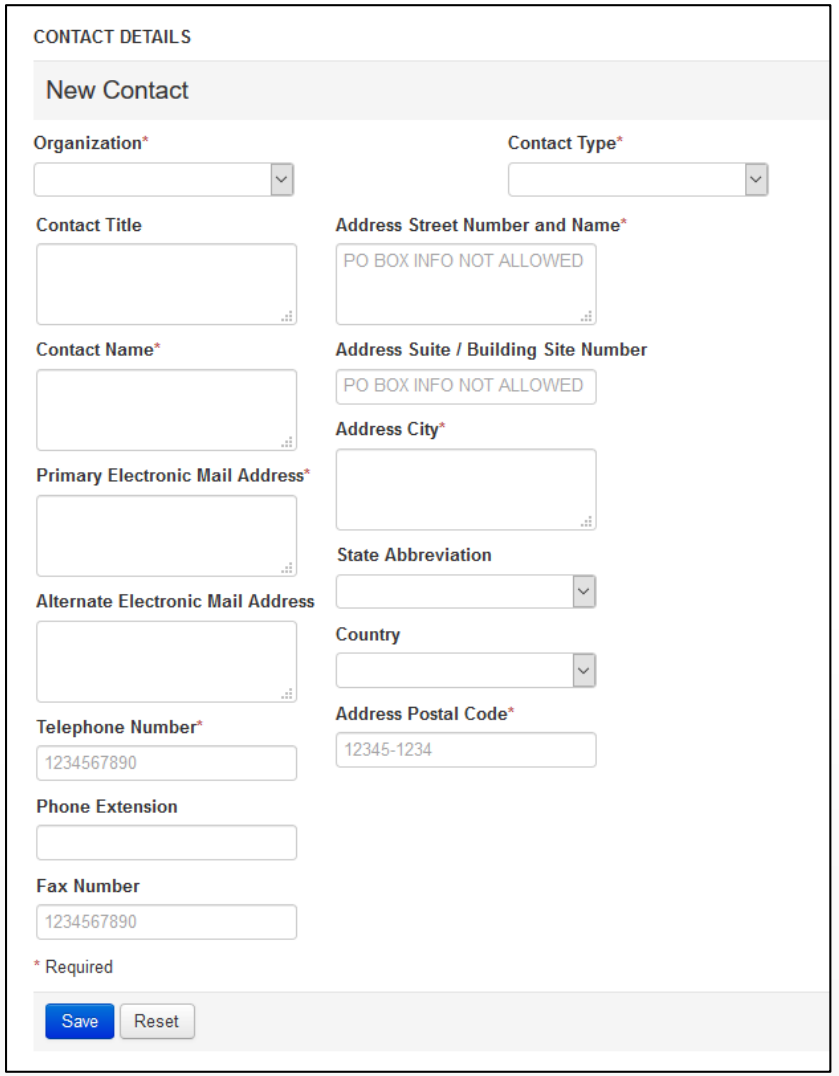
Materials and manuals will arrive to schools in mid-March 2020.

Updating Addresses and POCs

Materials and manuals will be shipped to the school contact and address listed in each organization account in PearonAccesNext. Organization contact information defaults to the address OSSE has on file for each school and the LEA Test Coordinator's name.

Please review this information to ensure it is accurate and materials are shipped to the correct location and received by the correct person.

- Login to PearsonAccessNext
- Select SETUP and ORGANIZATIONS
- Select the box next to the organization you wish to review
- Select MANAGE CONTACTS from the SELECT TASKS drop down menu
- Verify address, name, and email fields and click SAVE



PARCC and DC Science Training Opportunities

SR/PNP Workshop	Feb. 13	2-3:30 p.m.
Test Session Workshop	March 10	2-3:30 p.m.

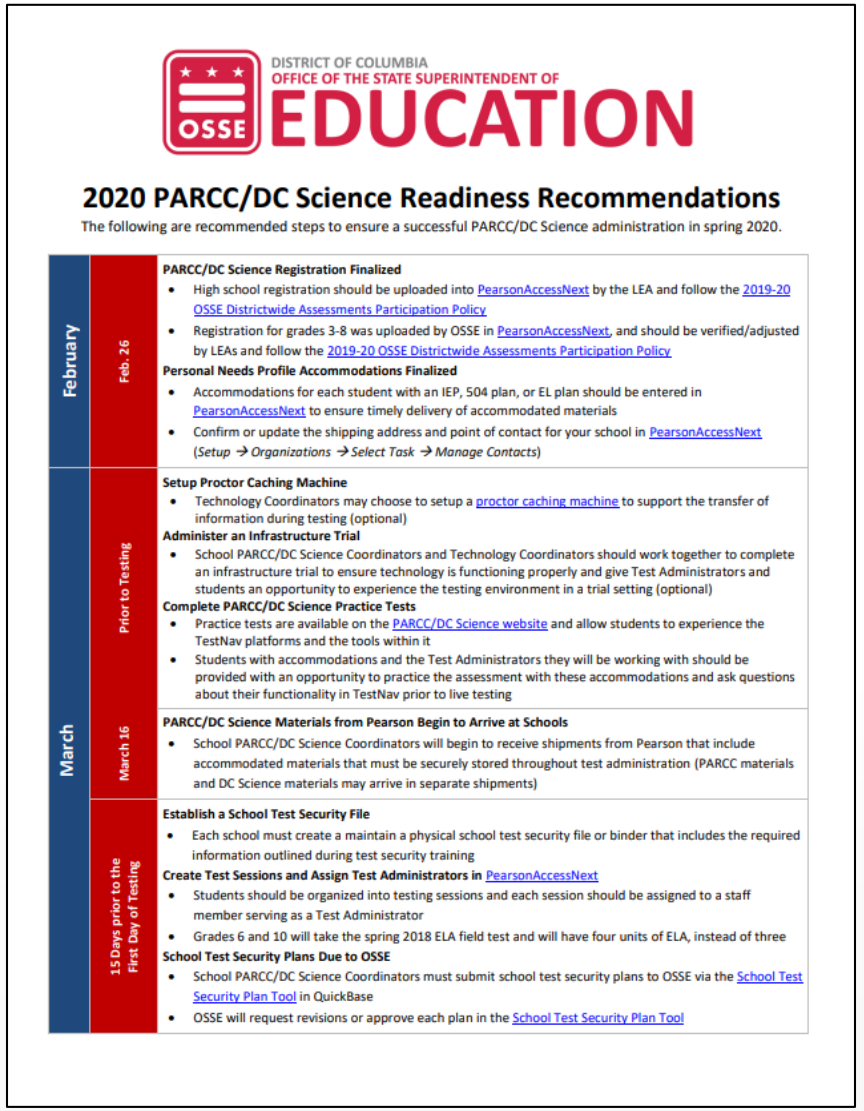
PARCC/DC Science Technology Coordinator Training - Webinar	Feb. 20	2-3:30 p.m.
Technical Assistance During PARCC/DC Science Testing - Webinar	March 16	2-3:30 p.m.
PARCC/DC Science Closeout Procedures - Webinar	May 14	2-3:30 p.m.

Recordings of the New PARCC and DC Science Test Coordinator Training and the PearsonAccessNext 101 training are available on OSSE's website.

PARCC and DC Science Readiness

OSSE has released the 2020 PARCC and DC Science Readiness Guide.

This document provides an outline of the tasks LEAs should complete before, during, and after testing. Deadlines and hyperlinks to key documents and resources are included. Please review the guide and share it with staff who will be supporting with PARCC and DC Science administration.



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

2020 PARCC/DC Science Readiness Recommendations

The following are recommended steps to ensure a successful PARCC/DC Science administration in spring 2020.

February	Feb. 26	**PARCC/DC Science Registration Finalized** • High school registration should be uploaded into PearsonAccessNext by the LEA and follow the 2019-20 OSSE Districtwide Assessments Participation Policy • Registration for grades 3-8 was uploaded by OSSE in PearsonAccessNext, and should be verified/adjusted by LEAs and follow the 2019-20 OSSE Districtwide Assessments Participation Policy **Personal Needs Profile Accommodations Finalized** • Accommodations for each student with an IEP, 504 plan, or EL plan should be entered in PearsonAccessNext to ensure timely delivery of accommodated materials • Confirm or update the shipping address and point of contact for your school in PearsonAccessNext (*Setup → Organizations → Select Task → Manage Contacts*)
March	Prior to Testing	**Setup Proctor Caching Machine** • Technology Coordinators may choose to setup a proctor caching machine to support the transfer of information during testing (optional) **Administer an Infrastructure Trial** • School PARCC/DC Science Coordinators and Technology Coordinators should work together to complete an infrastructure trial to ensure technology is functioning properly and give Test Administrators and students an opportunity to experience the testing environment in a trial setting (optional) **Complete PARCC/DC Science Practice Tests** • Practice tests are available on the PARCC/DC Science website and allow students to experience the TestNav platforms and the tools within it • Students with accommodations and the Test Administrators they will be working with should be provided with an opportunity to practice the assessment with these accommodations and ask questions about their functionality in TestNav prior to live testing
	March 16	**PARCC/DC Science Materials from Pearson Begin to Arrive at Schools** • School PARCC/DC Science Coordinators will begin to receive shipments from Pearson that include accommodated materials that must be securely stored throughout test administration (PARCC materials and DC Science materials may arrive in separate shipments)
	15 Days prior to the First Day of Testing	**Establish a School Test Security File** • Each school must create a maintain a physical school test security file or binder that includes the required information outlined during test security training **Create Test Sessions and Assign Test Administrators in PearsonAccessNext** • Students should be organized into testing sessions and each session should be assigned to a staff member serving as a Test Administrator • Grades 6 and 10 will take the spring 2018 ELA field test and will have four units of ELA, instead of three **School Test Security Plans Due to OSSE** • School PARCC/DC Science Coordinators must submit school test security plans to OSSE via the School Test Security Plan Tool in QuickBase • OSSE will request revisions or approve each plan in the School Test Security Plan Tool

Preparing Staff and Students for PARCC and DC Science

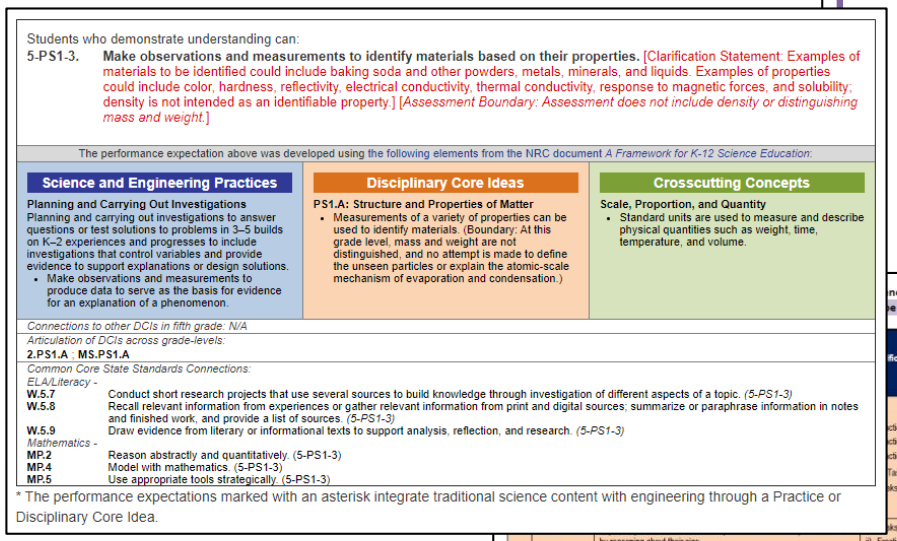
Test Administration

Understand the Assessment Content

Standards: The Common Core State Standards and the Next Generation Science Standards

Evidence Tables: PARCC ELA and PARCC Mathematics

Sample Items: PARCC ELA and Mathematics, DC Science



Students who demonstrate understanding can:

5-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 *A Framework for K-12 Science Education*:

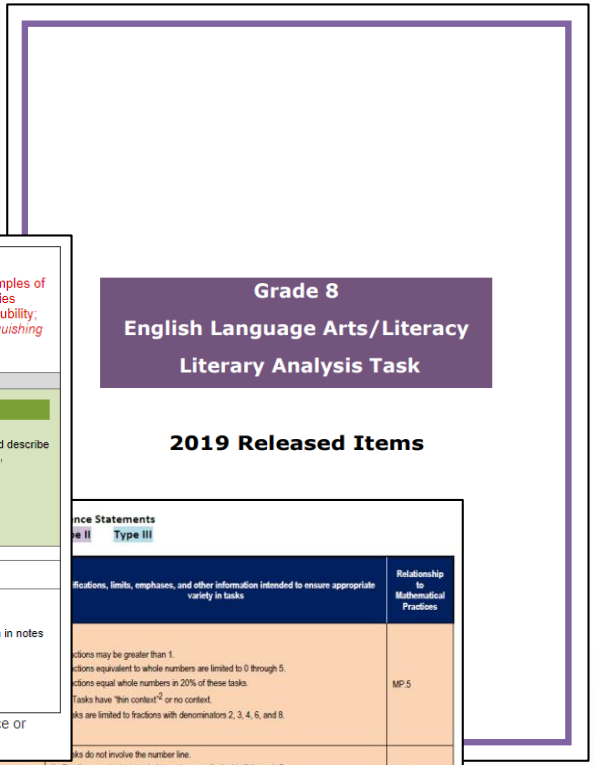
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables 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

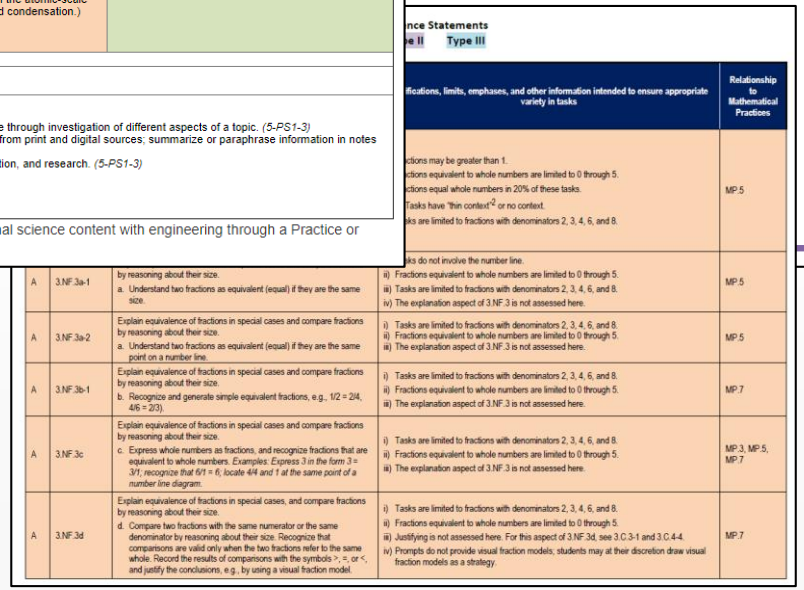
Common Core State Standards Connections:
ELA/Literacy -
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. *(5-PS1-3)*
W.5.8 Recall relevant information from experiences or gather relevant information from print and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

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



Grade 8
English Language Arts/Literacy
Literary Analysis Task

2019 Released Items

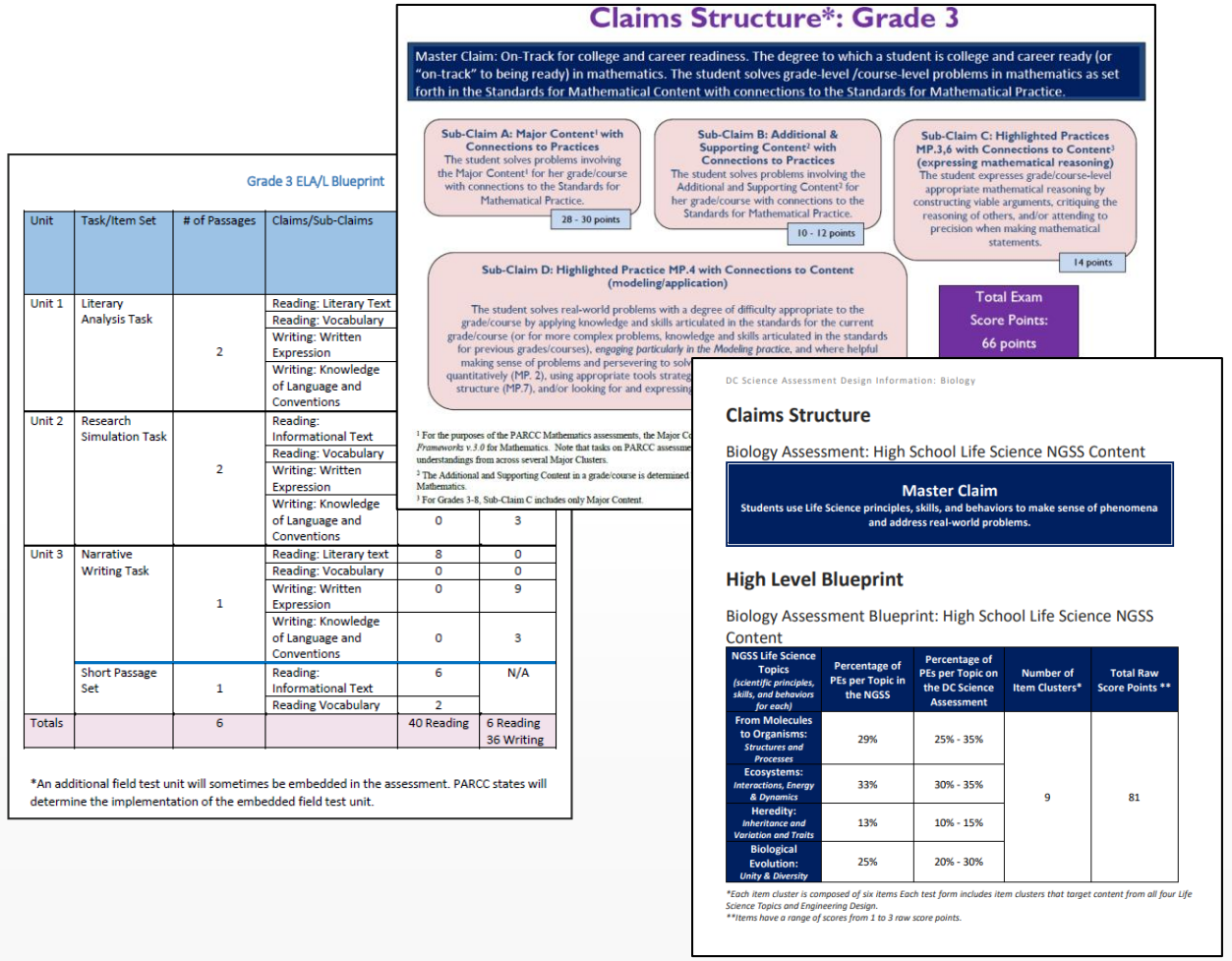


nce Statements
e II Type III

		...fications, limits, emphases, and other information intended to ensure appropriate variety in tasks		Relationship to Mathematical Practices
			...ctions may be greater than 1. ...ctions equivalent to whole numbers are limited to 0 through 5. ...ctions equal whole numbers in 20% of these tasks. Tasks have "thin context"[4] or no context. ...ks are limited to fractions with denominators 2, 3, 4, 6, and 8.	MP.5
			...ks do not involve the number line.	
A	3.NF.3a-1	by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size.	ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. iv) The explanation aspect of 3.NF.3 is not assessed here.	MP.5
A	3.NF.3a-2	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same point on a number line.	i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) The explanation aspect of 3.NF.3 is not assessed here.	MP.5
A	3.NF.3b-1	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3).	i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) The explanation aspect of 3.NF.3 is not assessed here.	MP.7
A	3.NF.3c	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*	i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) The explanation aspect of 3.NF.3 is not assessed here.	MP.3, MP.5, MP.7
A	3.NF.3d	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) Justifying is not assessed here. For this aspect of 3.NF.3d, see 3.C.3-1 and 3.C.4-4. iv) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.	MP.7

Understand the Assessment Format

- PARCC ELA Claim Structures and Blueprints
- PARCC Mathematics Claims Structures and Blueprints
- DC Science Claims Structures and Blueprints



Grade 3 ELA/L Blueprint

Unit	Task/Item Set	# of Passages	Claims/Sub-Claims		
Unit 1	Literary Analysis Task	2	Reading: Literary Text	8	0
			Reading: Vocabulary	0	3
			Writing: Written Expression		
			Writing: Knowledge of Language and Conventions		
Unit 2	Research Simulation Task	2	Reading: Informational Text	8	0
			Reading: Vocabulary	0	3
			Writing: Written Expression		
			Writing: Knowledge of Language and Conventions		
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.

Claims Structure*: Grade 3

Master Claim: On-Track for college and career readiness. The degree to which a student is college and career ready (or "on-track" to being ready) in mathematics. The student solves grade-level /course-level problems in mathematics as set forth in the Standards for Mathematical Content with connections to the Standards for Mathematical Practice.

Sub-Claim A: Major Content[1] with Connections to Practices
The student solves problems involving the Major Content[1] for her grade/course with connections to the Standards for Mathematical Practice.
28 - 30 points

Sub-Claim B: Additional & Supporting Content[2] with Connections to Practices
The student solves problems involving the Additional and Supporting Content[2] for her grade/course with connections to the Standards for Mathematical Practice.
10 - 12 points

Sub-Claim C: Highlighted Practices MP.3,6 with Connections to Content[3] (expressing mathematical reasoning)
The student expresses grade/course-level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and/or attending to precision when making mathematical statements.
14 points

Sub-Claim D: Highlighted Practice MP.4 with Connections to Content (modeling/application)
The student solves real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course (or for more complex problems, knowledge and skills articulated in the standards for previous grades/courses), *engaging particularly in the Modeling practice*, and where helpful making sense of problems and persevering to solv quantitatively (MP. 2), using appropriate tools strateg structure (MP.7), and/or looking for and expressing

Total Exam Score Points: 66 points

[1] For the purposes of the PARCC Mathematics assessments, the Major Co *Frameworks v.3.0* for Mathematics. Note that tasks on PARCC assessme understandings from across several Major Clusters.
[2] The Additional and Supporting Content in a grade/course is determined Mathematics.
[3] For Grades 3-8, Sub-Claim C includes only Major Content.

DC Science Assessment Design Information: Biology

Claims Structure

Biology Assessment: High School Life Science NGSS Content

Master Claim
Students use Life Science principles, skills, and behaviors to make sense of phenomena and address real-world problems.

High Level Blueprint

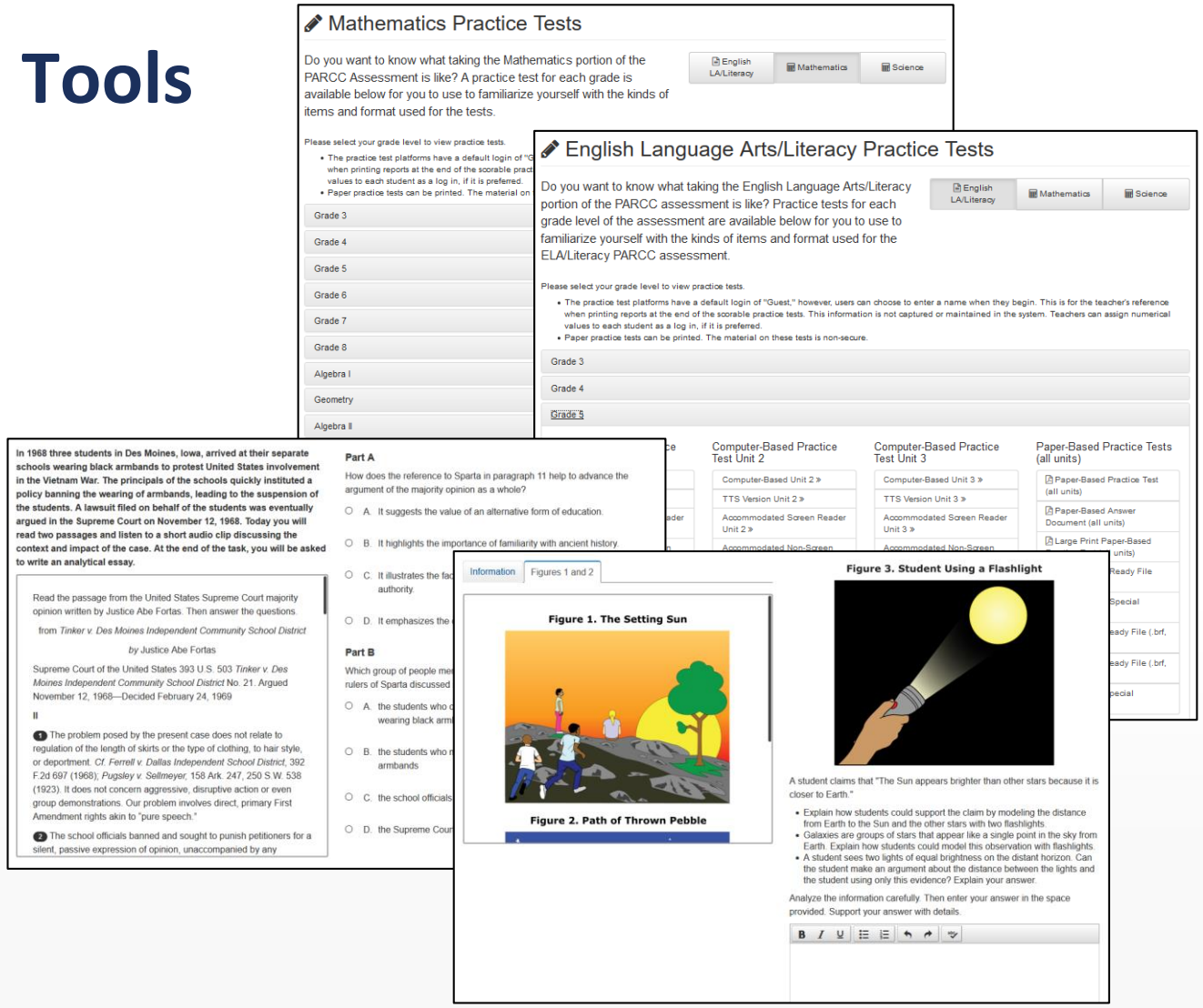
Biology Assessment Blueprint: High School Life Science NGSS Content

NGSS Life Science Topics (scientific principles, skills, and behaviors for each)	Percentage of PEs per Topic in the NGSS	Percentage of PEs per Topic on the DC Science Assessment	Number of Item Clusters*	Total Raw Score Points **
From Molecules to Organisms: Structures and Processes	29%	25% - 35%	9	81
Ecosystems: Interactions, Energy & Dynamics	33%	30% - 35%		
Heredity: Inheritance and Variation and Traits	13%	10% - 15%		
Biological Evolution: Unity & Diversity	25%	20% - 30%		

*Each item cluster is composed of six items Each test form includes item clusters that target content from all four Life Science Topics and Engineering Design.
**Items have a range of scores from 1 to 3 raw score points.

Understand the System Tools

- PARCC ELA Practice Tests and Infrastructure Trial Guide
- PARCC Mathematics Practice Tests and Infrastructure Trial Guide
- DC Science Practice Tests



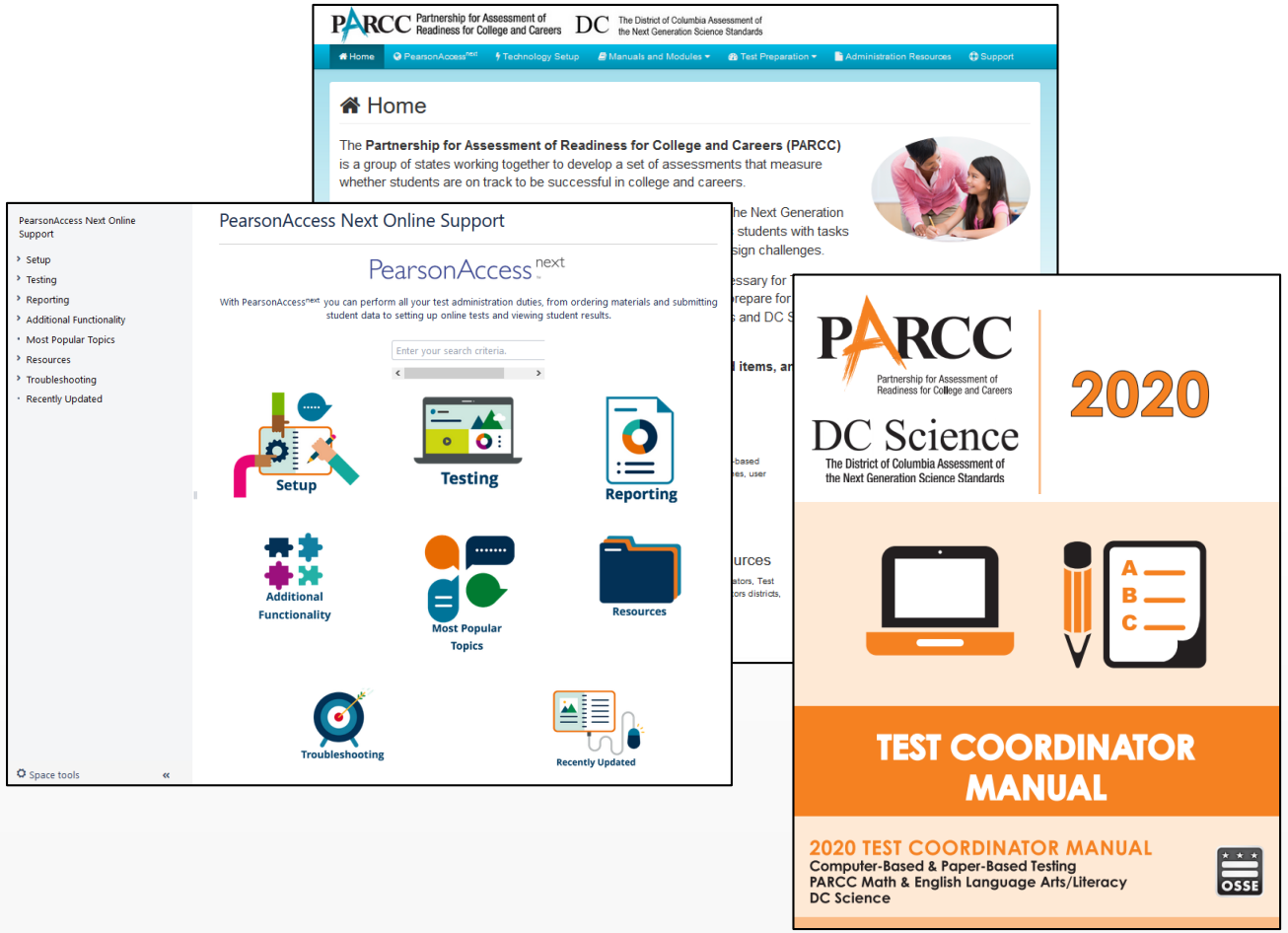
Understand the Test Administration Process

[DC PARCC and DC Science Website]

[PearsonAccessNext User Guide]

[TestNav8 User Guide]

[PARCC and DC Science Manuals]



Questions