



Next Generation Assessment Meeting

Office of Assessments

June 26, 2020

Agenda

- Welcome & Introductions
- Support for LEAs and Schools in Measuring Impacts of COVID-19
- High-Quality Assessments in the 2020-21 School Year & Contingency Planning
- SY2019-20 Statewide Testing Closeout
- Assessment Development Activities
- Office of Assessments Updates



Welcome & Introductions

General

Welcome to Stephanie Snyder, our new Deputy Director of Assessments!

Office of Assessments

- **Danielle Branson**, Director of Assessments
- **Stephanie Snyder**, Deputy Director of Assessments
- **Daniel-Alcazar Roman**, Assessment Specialist, Science
- **Chanon Bell**, Assessment Specialist Policy, Reporting, and Research
- **Michael Craig**, Assessment Specialist, Special Populations
- **Swea Hart**, NAEP State Coordinator
- **Cassie Lynott**, Assessment Specialist, Test Development, Administration, and Education



Welcome!



Support for LEAs and Schools in Measuring Impacts of COVID-19

Assessment Policy

From Guiding Principles for Continuous Education

Pillar 1.A: Content Standards

Expectations for all students should remain high and consistent regardless of their learning environment.

- LEAs should assess student performance on standards at the start of the school year with existing formative assessments and use these results to inform planning and instruction, particularly for those students with the most significant learning gaps.
- For more information: [Distance Learning Resources for LEAs and Families](#)

Definitions of Terms

- **Diagnostic Assessment:** Administered at the beginning of a course or grade to determine the academic strengths and weaknesses of a student.
- **Formative Assessment:** Information collected and used by teachers and students during instruction to improve teaching and learning.
- **Interim Assessment:** Administered periodically throughout a course or grade to determine student achievement and growth.
- **Summative Assessment:** Administered to determine overall achievement and growth at the end of a course or grade.

To determine
students' mastery of
prior grade-level
content?

To determine
students' readiness to
engage in upcoming
instruction?

To anticipate needed
adjustments to
instruction for the
school year?

To plan instructional
interventions or
student grouping?

Define Your Purpose for Assessment

Questions for Your LEA and Schools to Explore

What information do we already have?

- Student performance from before March
- Experiences with distance learning in the spring
- Scope & sequence from 2019-20

What information do we need to plan instruction?

- Student mastery of prior grade knowledge and skills
- Student readiness to engage in grade-level instruction

What resources have we used to collect information in the past?

- Are those still timely and appropriate to our purpose?
- Will they need to be adapted to be used in our current context?

Are there any new resources available that we can access?

- Guidance on incorporating prior content within each unit
- Curriculum-embedded pre-assessments and formative assessments

How does our start-of-school plan impact our ability to collect needed information?

- How does it impact the type of information we are likely to get?

Determine the Best Assessment *for Your Purpose*

Purpose	Type of Assessment	Considerations
Determine mastery of prior grade content (student status)	Diagnostic assessment that focuses on particular skills or practices from prior grade that are most critical for success in current grade	<ul style="list-style-type: none">• May cover a broad range of knowledge and skills• Can give an overall snapshot of student understanding at a particular point in time• Results may be less relevant after several weeks of recovery/new learning
Determine readiness for upcoming instruction	Unit pre-assessments aligned to your curriculum that focus on prerequisite knowledge and skills from current or prior grade	<ul style="list-style-type: none">• Just-in-time assessment—close to planned time of instruction• Likely to be narrow in scope• May not be as generalizable as a broader diagnostic

Short, focused

Appropriate for your purpose--providing the information you need for action

Aligned to state academic standards

As closely related to curriculum as possible

Able to be administered in a variety of settings

General Criteria for Fall Assessments

Guiding Questions

- What are some initial reactions or questions about what was presented?
- Are there other types of questions you have been asking yourselves regarding formative and diagnostic assessments this summer/fall?
- How can OSSE best support you in start of school assessment planning?
 - Providing additional guidance
 - Identifying quality assessment-related resources
 - Providing opportunities for LEAs to connect in a community of practice
 - Stepping back

Initial Resources

- [COVID-19-related OSSE Guidance Documents](#)
- [OSSE Distance Learning Resources](#)
- [Fall Educational Assessment: The Information You Need and How to Get It](#), Center for Assessment



High-Quality Assessments in SY2020-21 & Contingency Planning

Assessment Policy

OSSE is Committed to High-Quality Assessments

- OSSE is committed to providing high-quality, sustainable assessments that drive programmatic change to improve student outcomes.
- Priorities for statewide assessments include:
 - Measure the **depth and complexity** of our content standards
 - Measure **problem-solving** and **critical thinking** skills
 - Give timely and **actionable feedback** to teachers and students
 - Determine whether students are **on track** for college or career
 - Allow **comparisons** across schools, LEAs, and the District
 - Support our robust **accountability** system
 - Are designed to have the smallest burden on **testing time**
 - Are sustainable and can provide **comparable** results over time
 - Respect and address LEA and school **implementation burden**
 - Are **accessible** to the widest group of students possible

Critical Need to Know Where We Are

Now, more than ever, we believe in how important it is to have a comparable, valid, and reliable measure of how are students are doing academically.

While our statewide assessments are one of many important measures of student performance, they are one of our only ways to look across the city and shine a light on all our students' performance.

To be able to best serve our city and our students, we need to know both where our students are and what the impact of COVID-19 and distance learning has been on student learning.

With this information, we are then charged with making the programmatic and structural changes needed to support the improvement of outcomes for all of our students.

Statewide Assessments in SY2020-21

Statewide assessments are scheduled to resume in the 2020-21 school year, and will include:

- PARCC
- DC Science
- Multi-State Alternate Assessment (MSAA)
- Dynamic Learning Maps (DLM)
- ACCESS for ELLs 2.0 and Alternate ACCESS
- NAEP

OSSE's Support for LEAs and Schools

OSSE's goals for partnering with LEAs to ensure that statewide testing is as smooth as possible next year:

- Provide as much **consistency** in 2020-21 school year statewide testing as possible
- Provide LEA assessment managers and teams with comprehensive **assistance** and support
- **Reduce administrative burden** where possible, including options for reducing testing time
- Work to ensure assessment results are **comparable**



Ensuring our PARCC Assessments Are Efficient

Ongoing Effort to Make our PARCC Assessments More Efficient

- Based on your feedback and desire to reduce the time burden of our PARCC assessments, OSSE has been working closely with our PARCC assessment vendors to make our assessments more efficient.
- Over the past two years, DC and other partner states like NJ, IL, and DoDEA have worked with our design teams and psychometricians to make our assessments more efficient, while maintaining the same quality.

Spring 2021 Reduction in PARCC Testing Times

- For the 2020-21 school year, DC will be reducing testing time for our PARCC assessments, thereby reducing the impact of statewide assessments on instructional time.
- DC will be administering a slightly adjusted blueprint of the assessment that still maintains the assessment's quality, validity, and comparability of results. This assessment is also able to maintain our ability to show growth.
- This adjusted blueprint has been used successfully across other states such as NJ, IL, and DoDEA.

Expert Psychometric Process

- Expert assessment developers, the New Meridian Technical Advisory Committee (TAC), state leaders, and the measurement experts at the Center for Assessment worked together to see how to make our ELA and math assessments more efficient while maintaining our quality, experience, and reporting.
- Over two years, technical experts have reviewed the reduction in testing time. The revised blueprint went through a rigorous review process called the **Quality Testing Standards** review, conducted by independent reviewers from the Center for Assessment.
- Across all four areas of the assessment program, the expert reviewers found strong support for scale score and readiness comparability between the adjusted and our current forms.

Same Assessment, More Efficient

Our 2020-21 school year PARCC blueprints:

- Maintain a proportional coverage of CCSS and a representative sampling of standards and evidence statements
- Maintain a similar proportion of items to the PARCC blueprint across the item types, content domains, and subclaims
- Maintain scale, all five performance levels, subclaims, and comparable reporting over the years
- Follow the same rigorous development process, reviews, and policies
- Are administered on the same platform, accommodations, and provide the same experience for students

PARCC Testing Time Reduction: More Efficient

The adjusted 2021 PARCC testing forms will require fewer units and less overall testing time for students across all grade levels and subjects.

Subject/Grade Level	Current Testing Time	New Testing Time
ELA/L Grade 3	3.75 hours	2.5 hours
ELA/L Grades 4-11	4.5 hours	3 hours
Mathematics	3.5 to 4.5 hours	3 hours

Based on the data from previous adjusted form administration by other states in the consortium, data comparability and assessment quality are maintained.

PARCC Math Testing Time by Unit

Grade/Form	Unit	Unit	Unit	Unit	Total
3-5 Current	60 min.	60 min.	60 min.	60 min.	240 min.
3-5 Adjusted	60 min.	60 min.	60 min.		180 min.
6-8 Current	80 min.	80 min.	80 min.		240 min.
6-8 Adjusted	60 min.	60 min.	60 min.		180 min.
High School Current	90 min.	90 min.	90 min.		270 min.
High School Adjusted	90 min.	90 min.			180 min.

PARCC Math Blueprint Comparison

- All math blueprints cover the same key components of the standards for each grade/course:
 - **Major Content**
 - **Additional & Supporting Content**
 - **Expressing Mathematical Reasoning**
 - **Modeling & Application**
- While there are always some differences across test forms, the content coverage and difficulty is equitable.

PARCC Math Blueprint Comparison

PARCC Current Blueprint

Grade 3	Unit	Operational and Field Test Items
	Unit	Operational and Field Test Items
	Unit	Operational and Field Test Items
	Unit	Operational and Field Test Items

<div> <div>Grades</div> <div>4-8</div> </div>	Unit	Operational and Field Test Items
	Unit	Operational and Field Test Items
	Unit	Operational and Field Test Items

High School	Unit	Operational and Field Test Items
	Unit	Operational and Field Test Items
	Unit	Operational and Field Test Items



PARCC Adjusted Blueprints

Unit	Operational and Field Test Items
Unit	Operational and Field Test Items
Unit	Operational and Field Test Items



Unit	Operational and Field Test Items
Unit	Operational and Field Test Items
Unit	Operational and Field Test Items



Unit	Operational and Field Test Items
Unit	Operational and Field Test Items

PARCC ELA Testing Time by Unit

Grade/Form	Unit	Unit	Unit	Field Test Unit*	Total
3 Current	75 min.	75 min.	75 min.	75 min.	225 min.
3 Adjusted	75 min.	75 min.		75 min.	150 min.
4-8 Current	90 min.	90 min.	90 min.	90 min.	270 min.
4-8 Adjusted	90 min.	90 min.		90 min.	180 min.
High School Current	90 min.	90 min.	90 min.	90 min.	270 min.
High School Adjusted	90 min.	90 min.		90 min.	180 min.

* PARCC ELA field test units are only administered in select grades and rotate each year.

PARCC ELA Blueprint Comparison

- The revised blueprint for ELA has two forms, both of which cover all major claims:
 - **Major Claim: Reading Complex Texts**
 - Reading Informational Text
 - Reading Literature
 - Vocabulary Interpretation and Use
 - **Major Claim: Writing**
 - Written Expression
 - Conventions and Knowledge of Language
- While there are differences in the task types across forms, the content coverage is equitable.

PARCC ELA Blueprint Comparison

PARCC Current Blueprint

Unit	Literary Analysis Task
	Short Passage (Literary)
Unit	Research Simulation Task
Unit	Narrative Writing Task
	Long or Paired Passage (Informational)

Unit	Literary Analysis Task
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PARCC Adjusted Blueprints

Unit	Literary Analysis Task
	Short Passage (Literary)
Unit	Research Simulation Task

Note: While the forms have different task types, both have comparable coverage of the major claims in reading and writing and both cover reading informational text, reading literature, vocabulary interpretation and use, written expression, and conventions and knowledge of language.

Unit	Research Simulation Task
Unit	Narrative Writing Task
	Long or Paired Passage (Informational)

PARCC Testing Time Adjustment Key Messages

Changes

- Less overall testing time
- Fewer units of testing

Consistencies

- Learning standards measured (CCSS)
- Grades/courses tested
- Testing item quality and types
- Testing format and platforms
- Accommodations and accessibility features available to students
- Test security requirements
- Reporting categories
- Annual data comparability
- Testing vendors

Discussion Questions

- What are questions your LEA or schools may have regarding the proposed reduction in testing time for the PARCC assessments?
- Are there any engagement strategies you would recommend to support your schools, educators, students and parents?



SY2020-21 Contingency Planning

Planning for Statewide Assessments in SY2020-21

We know that there will be a number of adjustments needed to statewide testing this spring in order to reflect the rapidly changing situation as a result of the pandemic.

Topics for our ongoing discussion include:

- Impact of alternate schedules, possible interrupted schooling, etc.
- Options for test administration windows/schedules next year
- Options for flexible testing locations and staffing
- Technology needs and impacts given needs for distance learning
- Adjustments to current testing policies
- Strong test administration policies to support validity
- Exploration into virtual, proctored testing
- Flexibility in reporting requirements for both assessments and accountability

Discussion Questions

- How is your LEA approaching school scheduling for next year?
- What are some issues OSSE should be considering when it comes to statewide assessment contingency planning in the event that there is intermittent and/or extended distance learning in the 2020-21 school year?
- What issues of equity and access should OSSE pay careful attention to across schools and LEAs?

Spring 2021 Test Window Discussion

- What are some constraints/priorities OSSE should take into consideration when setting test windows for next spring?
- Sample proposal for the purpose of discussion:

Assessment	Online Test Window	Paper Test Window <i>(accommodations only)</i>
PARCC & DC Science	April 5 – May 28, 2021	April 5 – May 21, 2021

- Eight-week window (including a week for anticipated spring break and DC Emancipation Day)
- No 30-day window restriction for schools (flexibility to assess whenever needed throughout the window)
- Window not extended earlier than April in order to balance impact on instructional time



SY2019-20 Statewide Testing Closeout

Test Administration

Test Security Affidavits

Please remember to submit all Test Security Affidavits to OSSE for ACCESS for ELLs 2.0 and Alternate ACCESS.

- Please submit signed affidavits to OSSE **after** you have shipped secure materials back to DRC.
 - If you have already shipped secure materials to DRC, please submit signed affidavits to OSSE as soon as possible.
- As a reminder, Test Security Affidavits must be signed by the School Test Coordinator and the LEA Test Coordinator for every school in your LEA.
 - Affidavit: <https://osse.dc.gov/service/test-security-and-incident-forms>

The LEA Test Coordinator must submit both signed affidavits to OSSE via the [OSSE Support Too \(OST\)](#).

If you need any help getting access to the OST, please contact Chanon.Bell@dc.gov.

ACCESS for ELLs 2.0 Scoring and Reporting

Due to COVID-19, and the subsequent cancellation of statewide testing on March, ACCESS for ELLs 2.0 and Alternate ACCESS testing was halted prior to the close of the window.

- Students who completed all four domains will receive an overall composite score and individual domain scores.
- Students who did not complete all four domains will receive individual domain scores for those domains that were completed.
- Students who did not complete any domains will not receive a score for the 2019-20 school year.

While most ACCESS testing occurs online, there is a portion of ACCESS testing that is completed on paper.

- There are some LEAs and schools that have not yet shipped back secure materials to DRC due to school closures and distance learning.

ACCESS for ELLs 2.0 Scoring and Reporting

OSSE will be providing two windows for both materials return and reporting ACCESS 2020 results due to the outstanding secure materials that have not yet been returned to DRC.

- **Materials Deadline:** July 2, 2020 (*extended*)
- **Late Materials Deadline:** Aug. 17, 2020

All used and unused ACCESS and Alt ACCESS secure materials must be picked up at your school(s) by UPS and returned to DRC.

Review the After Testing Tutorial posted on the [WIDA Secure Portal](#) in the ACCESS for ELLs training section for support with returning materials

ACCESS for ELLs 2.0 Scoring and Reporting

Reporting Timeline for the 2019-20 School Year:

ACCESS Deliverables	Revised Schedule
Materials Return Deadline to be Included 1 st Round Pre-Reporting Data Validation	July 2, 2020
1 st Round Pre-Reporting Data Validation by LEAs in WIDA AMS	July 15-22, 2020
Online Data Files Available in AMS (DSRs/SSR only; no reports)	Aug. 7, 2020
Materials Return Deadline to be Included in 2 nd Round Pre-Reporting Data Validation	Aug. 17, 2020
2 nd Round Pre-Reporting Data Validation by LEAs in AMS	Aug. 27 – Sept. 3, 2020
Online Reports and State Data Available in AMS	Sept. 22, 2020
Paper Reports Available in LEAs	Oct. 6, 2020



Assessment Development Activities

Education & Engagement

Upcoming DC Science Item Review Virtual Meetings

The **DC Science Assessment Content, Bias, and Sensitivity Reviews** by DC educators will take place virtually from **Aug. 10 to Aug. 12**.

- Content reviewers contribute their expertise to review new test item clusters and make recommendations regarding item types, science content accuracy, language, cognitive demands, and alignment to the Next Generation Science Standards.
- Bias and sensitivity reviewer contributes their expertise to ensure that the assessment items are fair for all groups of test takers, despite differences in characteristics including, but not limited to, disability status, ethnic group, gender, regional background, native language, race, religion, sexual orientation, and socioeconomic status.

Teachers and administrators with science experience are invited to provide feedback through this event and others throughout the year. Educators may sign up to be considered by [completing this form](#).

Upcoming DC Science Assessment Cognitive Labs

Cognitive Lab: Method of studying the mental processes students use when completing assessment tasks such as solving a problem or analyzing text, models, data tables, or graphs.

The **DC Science Assessment Cognitive** labs will provide:

- Effective insight into how students approach the assessment ,and
- Valuable qualitative evidence that can be practically applied in the development of new assessment items.

Process: A cognitive lab consists of an interviewer administering items to a student in one-on-one sessions eliciting and recording student responses. The interviewer also records observed behavioral data and behaviors that the student could exhibit while responding to an item.

OSSE is planning on conducting the cognitive labs with fifteen students for each test (grade 5, grade 8 and high school biology) in Sep, 2020. We are seeking participation from DCPS and charter school students.

Additional Rounds of Bias & Sensitivity Review for SY2020-21

OSSE is committed to ensuring all students can engage meaningfully in assessments that are free of bias and are sensitive and fair.

Due to the potential trauma students may be experiencing due to the worldwide COVID-19 pandemic, intensified economic impacts families may be experiencing, police brutality with respect to BIPOC, etc., OSSE will be conducting additional rounds of bias & sensitivity reviews on our ELA, math, and science test forms for SY2020-21.



Office of Assessments Updates

General

Technical Advisory Committee Meeting

The OSSE Technical Advisory Committee meets twice a year. The upcoming meeting will take place virtually on **July 21-22, 2020**. The agenda topics will include:

- DC's Statewide Assessment SY2020-21 & Supporting LEAs with Formative Assessments
- Considerations for Spring 2021 Testing: Technical Considerations
- Considerations for Spring 2021 Testing: Administration
- Updated Test Integrity Systems and Protocols
- Accountability Growth Modeling Options
- Accountability Synthetic (Similar) Schools Methodology
- Psychometric Studies, Technical Reports, and Additional Group-level Reporting for the DC Science Assessment

USED Peer Review Submissions

The Multi-State Alternate Assessment (MSAA) participated in the U.S. Department of Education's assessment peer review process under Title I of the Elementary and Secondary Education Act of 1965 (ESEA) in March 2020.

- Peer review is designed to provide feedback to States to support the development and administration of high-quality assessments.
- Reading/Language Arts and mathematics AA-AAAS for students with the most significant cognitive disabilities in grades 3-8 and high school (MSAA):
Meets requirements of the ESEA
- The District of Columbia will be submitting final state-specific evidence for peer review to the U.S. Department of Education in June 2020

OSSE is committed to partnering with you in the ongoing work to ensure we have high-quality assessments in the 2020-21 school year.

Upcoming Communications:

- NGA Bulletins starting next week
- NGA Meeting in August
- Small focus group conversations this summer
- NGA SY2020-21 Kickoff Meeting in October



Next Steps



Thank You!
