



SCILLSS QUARTERLY NEWSLETTER

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Introduction to SCILLSS

The Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores (SCILLSS) project is funded by the US Department of Education's Enhanced Assessment Instruments Grant Program. As lead state and grantee, the Nebraska Department of Education is working in collaboration with two other state education agencies (the Wyoming Department of Education and the Montana Office of Public Instruction), four organizations (edCount, ACS Ventures, SRI International, and the Pacific Institute for Research & Evaluation (PIRE)), and a technical advisory panel of 10 experts that contribute an essential combination of expertise in principled-design, measurement, assessment literacy, and classroom practices to support the implementation of this project.

Project Purpose

The SCILLSS project aims to strengthen the knowledge base among stakeholders for using principled-design approaches to create and evaluate quality science assessments that generate meaningful and useful scores, and to establish a means for states to strengthen the meaning of statewide assessment results and to connect those results with local assessments in a complementary system.

SCILLSS Year 2, Quarter 1 News & Highlights

What We've Been Up To

Year two of the SCILLSS project focuses on the development of large-scale assessment resources using a principled-design approach, and the development and dissemination of the remaining four assessment literacy modules (chapters 2-5). edCount collaborated with SRI to develop an overall claim and measurement targets aligned to bundles of three-dimensional performance expectations for grades 5, 8, and 11, and then selected one measurement target at each grade to draft elaborations of the dimensions, integrated dimension maps, design patterns, and task templates all grounded in evidence-centered design. Partners also drafted and published the second assessment literacy module this quarter, which delves into the concept of construct coherence.

Digital Workbooks on Educational Assessment Design and Evaluation

In this quarter, edCount drafted the second assessment literacy module and facilitated state and expert reviews of its content. Based on feedback from the reviews, edCount applied revisions to the presentation materials, and published the module to the project website for dissemination to partner states and external stakeholders. The second assessment literacy module focuses on the concept of construct coherence and evidence gathered from across the assessment life cycle that ensures assessments are designed, developed, and implemented to yield scores that reflect the constructs intended for measurement.

Measurement Targets, Design Patterns, and Task Templates

On April 17, 2018, edCount facilitated an onsite meeting in New York City with Nebraska state leads and SRI partners. The objectives of the meeting were to: (a) review and refine a complete set of draft design documents (assessment claim, measurement targets, elaboration of dimensions, integrated dimension map, design pattern, and task templates) for grade 5, and (b) to develop a shared understanding of the design templates and iterative five-phase principled-design process. edCount documented feedback from Nebraska that informed subsequent revisions to the grade 5 materials as well as to guide the development of materials for grades 8 and 11.

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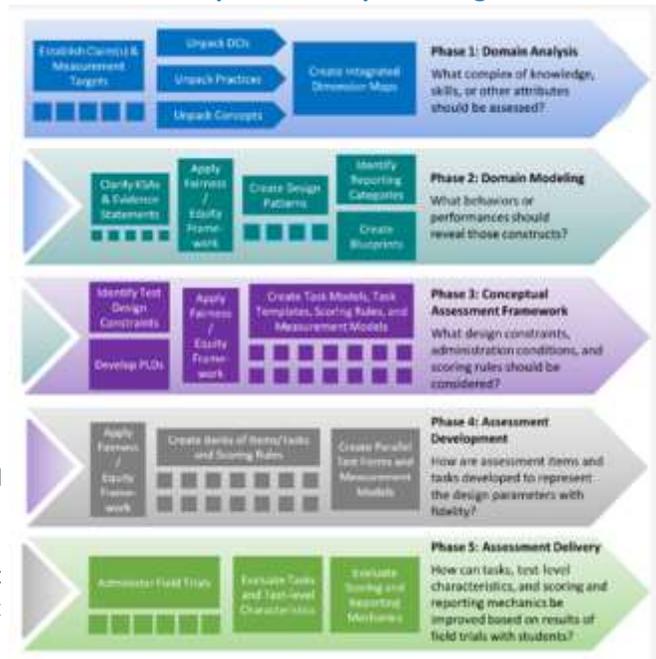
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Measurement Targets, Design Patterns, and Task Templates (Cont'd)

Following the meeting in New York, edCount science content experts developed measurement targets for grades 8 and 11, and drafted elaborations of the three dimensions (crosscutting concepts, disciplinary core ideas, and science and engineering practices), integrated dimension maps, design patterns, and task templates for one measurement target at each grade.

edCount and SRI facilitated two virtual orientation meetings with state leads from Montana, Wyoming, and Nebraska to elicit feedback for the full set of state assessment resources at grades 5, 8, and 11, and collaborated to begin development of a process report documenting the five-phase principled-design process that organizational partners are implementing to develop a sampling of state and classroom-embedded assessment resources. Organizational partners will present the draft process report and state assessment resources to state partners and expert advisors at the annual planning meeting in Bozeman, Montana on July 12-13, 2018. edCount will also disseminated the draft state assessment resources to project advisors with science content expertise for review and input.

Iterative Five-phase Principled-design Process



Dissemination

edCount presented at the 2018 Annual NCSA Conference in collaboration with the I-Smart Collaborative. The objectives of the presentation were to share information about the SCILLSS project, players, and products, provide an overview of the SCILLSS coherence-based principled-design resources, including large-scale assessment resources, theories of action, self-evaluation protocols, and digital workbook on educational assessment design and evaluation, and discuss project impact and implementation in Nebraska and with outside stakeholders. edCount also disseminated a brochure providing information about the SCILLSS project and website at the conference.

On June 5 and 22, Dr. Ellen Forte, Co-principal Investigator to the SCILLSS project, presented keynote addresses to approximately 250 state and local educators at Indiana’s Assessment Literacy Professional Development Day (the same PD day was offered on two different dates to allow for broader participation). On each day, after the keynote, Dr. Forte facilitated two 1-hour breakout sessions. The keynotes presented the SCILLSS assessment literacy framework with validity as the cornerstone and the four overarching validity questions as the organizing structure. Participating in these PD days allowed for dissemination of SCILLSS resources and for gathering additional feedback that will help with the development of the subsequent assessment literacy modules. Indiana DOE staff invited Dr. Forte to present based on what they had heard about SCILLSS from other states.

Next Steps

SCILLSS state partners, organizational partners, and expert advisors will meet in Bozeman, Montana on July 12-13, 2018 for the 2018 SCILLSS Annual Meeting. The purpose of the meeting is to establish shared understanding of the SCILLSS project’s goals, partner responsibilities, and deliverables, and partner states’ contexts. Organizational partners will elicit expert guidance to help partner states address challenges associated with the implementation of three-dimensional science standards and identify opportunities to implement SCILLSS processes and products within their current context. Recommendations from the meeting will guide revisions to the SCILLSS project’s current and future work and help determine next steps.

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