



# 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.

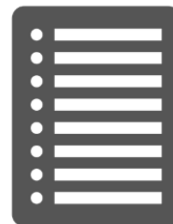
## SCILLSS Quarter 4 News & Highlights

### What We've Been Up To

In Quarter 4, the SCILLSS project team finalized and posted the year one project deliverables to the SCILLSS website at [scillsspartners.org](http://scillsspartners.org). Resources include: 1) self-evaluation protocols for ensuring rigor in local and state assessment systems; 2) a Theory of Action (ToA) Development Guide and state-specific ToAs for Nebraska, Wyoming, and Montana; and 3) the first chapter in a workbook on educational assessment design and evaluation. Partners also submitted the first annual performance report to the US Department of Education (ED) on February 6, 2018. edCount and SRI staff met March 13-14, 2018 in Atlanta, GA to revise the prioritized science claims and begin development of principled design large-scale assessment resources that are the foundation for the year two project deliverables.

### Principled-design Large-scale Assessment Resources

edCount and SRI staff met March 13-14, 2018 in Atlanta, GA to begin articulating a principled-design process to inform the development of large-scale science assessment resources. The main objectives of the onsite workshop were: 1) to develop a shared understanding of the design process and the documents used, 2) to discuss the opportunities and challenges with measuring three-dimensional science standards, and 3) to develop a complete set of design documents (set of claims, measurement targets, elaborated/unpacked dimensions, integrated dimension maps, design templates, and task templates) for at least one measurement target at grade 5. Organizational partners accomplished the meeting objectives, developing sample materials for one measurement target in grade 5, which they subsequently reviewed and refined in preparation to share with Nebraska state leads in New York on April 17, 2018.



### WANT TO KNOW MORE?

Organizational partners are collaborating to develop a process report documenting the principled design approach that states and other organizations can replicate to develop on-demand, large-scale assessment resources. The process report addresses opportunities, challenges, and recommendations for developing assessment tasks and assessments aligned to three-dimensional science standards.

The report will be finalized for dissemination by Summer 2019.



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## Digital Workbook on Educational Assessment Design and Evaluation

edCount completed and disseminated the first chapter of a digital workbook on educational assessment design and evaluation. The content of the first chapter explores the purposes and uses of educational assessments and the concept of validity, and introduces four key validity questions (i.e., construct coherence, comparability, accessibility and fairness, and consequences) that guide the evaluation of assessment scores for their intended purposes and uses. The second chapter, which organizational partners are currently developing, will provide information about Construct Coherence, or the extent to which test scores reflect the knowledge and skills intended for measurement, including, for example, those defined in the academic content standards.

Based on input from the state partners, the SCILLSS organizational partners have expanded the digital workbook to include five interactive chapters, or modules, and are accelerating the development timeline for the workbook to allow for the completion of all five chapters by March 2019. This will accomplish stronger integration between the digital workbook and the needs assessment protocols, and will allow for a more coherent dissemination of the resources.

## Dissemination

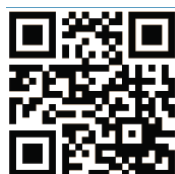
On January 30, 2018, SCILLSS state leads and organizational partners met with members of the I-SMART collaborative to 1) introduce the two EAG projects, staff, and goals to foster an open line of communication and shared learning as the projects move forward, 2) establish a shared understanding of SCILLSS project goals, roles and responsibilities, and purposes, processes, and progress of the SCILLSS year one deliverables, and 3) establish a shared understanding of the I-SMART project goals, team, and progress of the I-SMART year one deliverables. The SCILLSS and I-SMART projects submitted a proposal to present at the annual National Conference on Student Assessment (NCSA) hosted by the Council for Chief State School Officers (CCSSO). The proposal was accepted, and both project teams plan to collaborate to co-present about the projects at the conference, and to seek additional opportunities for dissemination and collaboration over the course of the project period. SCILLSS partners submitted the annual performance report to the US Department of Education on February 6, 2018, detailing the progress and accomplishments in year one.

## What's Next?

edCount and SRI staff will continue to develop ECD materials and process documentation, and will meet with Nebraska state leads in New York on April 17, 2018 to review and revise the developed grade 5 materials, which will inform the development of the grade 8 and 11 measurement targets, design patterns, and task templates. edCount staff will also begin planning for the SCILLSS annual meeting on July 12-13, 2018 in Bozeman, MT.



Visit us at  
[scillsspartners.org](http://scillsspartners.org)



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