



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 2 News & Highlights

What We've Been Up To

The second quarter of year two of the SCILLSS project focused on the review of the project's large-scale assessment resources, the development of the third chapter of the digital workbook on educational assessment design and evaluation, as well as the initial development of classroom-based science assessment tasks using a principled design approach. In July, SCILLSS held its annual meeting in Bozeman, MT to discuss project progress and next steps, allowing all SCILLSS team members an opportunity to better understand each other's needs. In the same month, edCount facilitated an expert review of the principled-design large-scale assessment resources, and in September, edCount finished developing the draft slides and script for the third chapter of the digital workbook on educational assessment design and evaluation, which was given a virtual review with state partners and expert advisors.

Onsite Annual Meeting

SCILLSS organizational partners facilitated the SCILLSS Annual Meeting on July 12-13, 2018 in Bozeman, MT to discuss the progress of the project, elicit feedback on deliverables, and lay the groundwork for future development. The meeting allowed the SCILLSS team to meet and get to know each other better, as well as to establish a shared understanding of the SCILLSS project goals and deliverables and the partner state's challenges, resources, and needs. The meeting also provided time to discuss the SCILLSS resources (local and state self-evaluation tools, digital workbook on educational assessment design and evaluation), as well as to elicit expert advice to help partner states grapple with challenges they face in the implementation of new three-dimensional science standards at local and state levels. At the meeting, SRI presented and facilitated a discussion on the ECD design process, and after the annual meeting PIRE produced their 2018 Annual Meeting Evaluation Report.

Digital Workbook on Educational Assessment Design and Evaluation

edCount drafted the slides and script for the third chapter of the digital workbook on educational assessment design and evaluation and facilitated a virtual review of the chapter with state partners and a selection of expert advisors. edCount also held several virtual meetings to discuss strategies and criteria for ensuring that chapter content, format, and delivery are compliant with 508 accessibility guidelines and can be disseminated to stakeholders within and outside of the SCILLSS partner states. To promote accessibility and use of the digital workbook, edCount is providing a recorded module of each chapter using Adobe Connect, the PowerPoint slides, the PowerPoint script, and MP3 files on the project website on the SCILLSS Resources page.



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PLDs, Measurement Targets, and Task Templates

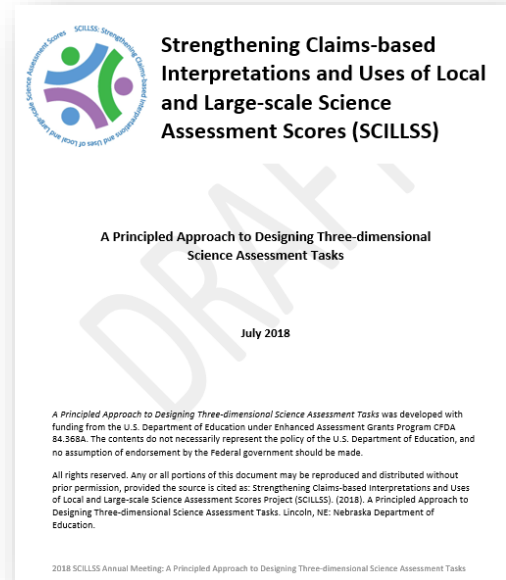
In July, edCount facilitated an expert review of the principled-design state assessment resources, including the measurement targets, elaborated/unpacked dimensions, integrated dimension maps, design patterns, task templates, and process report, during which experts provided specific feedback regarding the quality and alignment of the resources from a science/NGSS and assessment design perspective. Subsequently, organizational partners finalized and disseminated the large-scale assessment resources on the project website but noted that the documents are subject to change as the project progresses. In August, SCILLSS organizational partners discussed topics and content for the development of a white paper/guidance document to address how to develop and use quality performance level descriptors (PLDs) within a principled-design approach to assessment development, which includes addressing the relationship of PLDs to item development to the scale and score interpretations. In September, SCILLSS partners, in collaboration with a selection of expert advisors, completed a review of a draft outline and template for the white paper.

Task Templates and Tasks for Classroom Use

On August 29-30, 2018, edCount facilitated an onsite meeting with organizational partners and state leads to begin to articulate a principled-design approach and tools for the development of classroom-based NGSS assessment tasks that generate meaningful information about students' science learning along and during an instructional sequence. The goal is to provide principled-design and development processes, along with a set of tools, that can support educators in defining in detail the science construct(s) targeted for classroom-based assessment tasks based on the principles of the Framework. In September, SCILLSS partners completed an internal review of initial drafts of two design patterns, task templates, and tasks at grade 5, and facilitated a state and expert advisor review of the materials.

What's Next?

Next steps include addressing feedback from both experts and state leads on the third chapter of the digital workbook on educational assessment design and evaluation and beginning development of chapter four. Organizational partners will also continue development of the outline and template for the PLD white paper and the classroom resources which will inform a series of educator professional learning sessions and piloting activities to be held in summer 2019. SCILLSS organizational partners will attend the NCME Special Classroom Assessment Conference in October 2018.



Dissemination

In July, edCount prepared and submitted two proposals to the annual NCME conference. The proposals focus on sharing information about the SCILLSS self-evaluation protocols and digital workbook on educational assessment design and evaluation from state and local perspectives, and sharing information about the SCILLSS five-phase, principled-design approach for developing state and classroom-based assessment tasks. Partners also supported the planning and materials development for the NATS/NATM and NCME Classroom Assessment conferences and provided support to the Nebraska Department of Education at their one-day Phenomena Day event.

Contact Us!



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