



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 3 News & Highlights

What We've Been Up To

The third quarter of year two of the SCILLSS project focused on developing the classroom-based assessment resources and the PLD white paper while establishing coherence between the two as well as planning for the educator professional learning sessions in summer 2019, during which local educators will have the opportunity to pilot the classroom-based assessment resources and provide feedback. In this quarter, edCount continued development of the third digital workbook on educational assessment design and evaluation and met with experts to discuss the content of the fourth chapter before initiating development; 508 accessibility guidelines were also applied to assessment literacy chapters 1 and 2. SCILLSS partners also facilitated a session at the NCME Classroom Assessment conference that discussed the development and use of the local and state self-evaluation tools.

Digital Workbook on Educational Assessment Design and Evaluation

edCount facilitated several internal meetings to discuss feedback for assessment literacy chapter 3, and to determine the needed revisions to its structure and content; those revisions were applied to the chapter in preparation for dissemination in January 2019. Simultaneously, edCount sent a draft outline for assessment literacy module 4, which focuses on the topic of accessibility and fairness to a selection of expert advisors. Following the experts' review, edCount facilitated a discussion with them to gather feedback for the module outline and to discuss topics and content for inclusion. In December, edCount met with SCILLSS organizational partners and experts to discuss the self-evaluation protocol questions related to accessibility and fairness and to further generate topics for assessment literacy chapter 4. Following the meeting, edCount applied revisions to the outline and conducted additional research to compile background information and resources to include in the chapter. In addition, edCount refined and posted assessment literacy chapters 1 and 2 to ensure that the 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.

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Models and Tasks for Classroom Use

In light of the feedback received on the grade 5 principled-design classroom-based resources, edCount and SRI organizational partners met to initiate a discussion of key themes and takeaways from the review, consider needed revisions to the content and structure of the draft materials, and evaluate the process and timelines for completing draft resources at grades 8 and 11. Subsequently, edCount facilitated a discussion with expert advisors and organizational partners to present and discuss feedback received from the state and expert review, and to continue to brainstorm ideas for how to restructure the materials, refine their content, and build coherence with the PLD white paper. As a result of the meeting, organizational partners decided to revisit the classroom-based assessment resources after receiving, reviewing, and discussing the initial draft of the PLD white paper to establish coherence in the ideas presented in both documents, and to establish clear guidance for articulating the role of PLDs in the

PLD White Paper

SCILLSS partners, in collaboration with a selection of expert advisors, developed a PLD white paper to help stakeholders coordinate and write PLDs within the principled-approach communicated by the SCILLSS project, emphasizing how PLDs can be written and made actionable early in the development process. The substance of the paper addresses how to write quality PLDs and provides some helpful resources for developing PLDs; the paper also addresses very specific language and consciousness of the verbs and skills used, the task design and scale, considerations for ensuring that item development targets the PLDs, and the relationship of item development to the scale and score interpretations.

Educator Professional Learning Sessions

SCILLSS partners collaborated with partner states to continue planning for the summer 2019 educator professional learning sessions. The sessions will be designed to serve two key purposes: 1) to pilot a principled-design process for the design of three-dimensional classroom science assessment tasks to ensure the process is feasible and valuable for educators' use, and to determine the degree to which the process results in high quality assessment tasks; and 2) to pilot a set of professional learning resources (e.g., workbook, PPT presentations, etc.) that states and districts can use to scale-up the work and build capacity in educators to design quality assessment tasks using this research-based, principled approach. Following the session, educators will administer their assessment tasks with their students. SCILLSS partners will provide virtual support to educators for scoring and annotating the student artifacts and for using the student artifacts to further refine the assessment tasks.

Dissemination

SCILLSS partners facilitated a session at the NCME Classroom Assessment conference that discussed the development and use of the local and state self-evaluation tools. The session included representatives from the Nebraska Department of Education as well as school and district partners. SCILLSS partners also prepared and submitted proposals to present at the 2019 AERA National Conference and the Montana Office of Public Instruction Annual Assessment Conference in January 2019.

What's Next?

SCILLSS partners will revise the classroom-based assessment resources and acquire additional feedback from both state leads and expert advisors before finalization. Organizational partners will host a debrief session on the PLD white paper with SCILLSS state partners to determine how the recommendations might be applied in each state and will continue to prepare for the educator professional learning sessions. In addition, edCount will develop and finalize the remaining assessment literacy chapters by April 2019. Next quarter, organizational partners will resume work on the large-scale assessment resources by drafting a set of assessment tasks at grades 5, 8 and 11 to complement the principled-design package.

Contact Us!



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