



SCILLSS QUARTERLY NEWSLETTER

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Table of Contents

1. **Introduction to SCILLSS**
 - a. Project Purpose
2. **SCILLSS Year 3, Quarter 1 News & Highlights**
 - a. What We've Been Up To
 - b. Digital Workbook on Educational Assessment Design and Evaluation
 - c. Models and Tasks for Classroom Use
 - d. State Summative Item Development
 - e. Dissemination
 - f. In-person Educator Review Meetings
 - g. What's Next?

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 3, Quarter 1 News & Highlights

What We've Been Up To

In this quarter, the SCILLSS project focused on the development of materials and logistics for the 2019 SCILLSS Annual Meeting, the fourth and fifth chapters of the *Digital Workbook on Educational Assessment Design and Evaluation*, large-scale and classroom-based assessment resources, and state summative item development. edCount finalized and published chapters four and five of the digital workbook to the project website. Organizational partners applied revisions to *A Guide to Develop Classroom-based Next Generation Science Standards Assessment Tasks: A Principled-design Approach*. In addition, edCount facilitated the first of three SCILLSS classroom science assessment workshops in Lincoln, Nebraska. SCILLSS partners also continued their dissemination efforts with organizational partners by presenting at the 2019 NCME conference, participating in a symposium at the NCME conference, and presenting at the NCSA CCSO 2019 Conference in Florida.

Digital Workbook on Educational Assessment Design and Evaluation

edCount used feedback from state partners and external advisors to revise the PowerPoint presentations and scripts for the fourth and fifth assessment literacy chapters. edCount recorded the fourth and fifth chapters of the digital workbook using Adobe Connect. The recordings, along with the PowerPoint presentations, scripts, and MP3 audio files, are published on the

Models and Tasks for Classroom Use

SCILLSS organizational partners developed a detailed report explaining the principled-design approach, titled, *A Guide to Develop Classroom-based Next Generation Science Standards Assessment Tasks: A Principled-design Approach (The Guide)*. The updated guide is posted to the SCILLSS project website. Organizational partners started developing training materials related to the development of tools, assessment tasks, and rubrics based on *The Guide*. The training materials will be utilized to facilitate professional learning workshops in each partner state (Nebraska, Wyoming and Montana) to increase stakeholders' knowledge of a principled-approach for developing three-dimensional tasks aligned to NGSS-like standards for use within classrooms, to pilot a principled-design process for developing three-dimensional classroom science assessment tasks aligned to NGSS-like standards, and to gather feedback from educators about the clarity and utility of the design process and tools and resources.



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State Summative Item Development

SCILLSS partners continued work to develop exemplary large-scale science assessment tasks at grades 5, 8, and 11 to accompany a process guide, titled, *A Principled Approach to Designing Large-scale Three-dimensional Science Assessment Tasks: A Process Guide*. The purpose of the process guide is to provide project stakeholders, such as state education agencies, assessment vendors, and other organizations, with an overview of a five-phase principled-design model that was used to develop a set of replicable tools which can be scaled to address the unique characteristics and contexts of states' assessment systems, with a particular focus on establishing coherence among state summative assessments and classroom-embedded assessments. edCount facilitated a virtual review of the draft grade 5 large-scale assessment item and process report with state partners and expert advisors and applied revisions to the draft materials based on the provided feedback.

In-person Educator Review Meetings

In June, edCount facilitated the first of three SCILLSS classroom science assessment workshops in Lincoln, Nebraska. The objective of the workshop was to increase educators' knowledge of a principled-approach for developing three-dimensional tasks aligned to NGSS-like standards for use within classrooms, pilot a principled design process for developing three-dimensional classroom science assessment tasks aligned to the performance indicators in Nebraska's College and Career Ready Standards for Science, pilot a set of professional learning resources used to build educator capacity to design quality assessment tasks using a principled-design approach, and gather feedback from educators about the design process. Following the workshop, edCount worked with PIRE to compile educator feedback from the session and applied revisions to the workshop materials. In addition, edCount started developing a detailed facilitation guide to accompany the PowerPoint presentation for educators to utilize when replicating the project in their states and districts.

What's Next?

Next steps include facilitating the 2019 SCILLSS Annual Meeting in Jackson, Wyoming on July 17-18. Organizational partners will share the next iteration of the grade 5 large-scale assessment item and process report on using a principled-design approach to develop state summative assessment tasks. In addition, organizational partners will hold in-person educator review meetings in Bozeman, Montana and Laramie, Wyoming in July and August, respectively.

Dissemination

In April, edCount presented at the 2019 NCME conference in collaboration with SCILLSS organizational partners and state and local partners. The session shared information about local and state self-evaluation protocols, the Digital Workbook on Educational Assessment Design and Evaluation, and other aspects of the enhanced assessment grant. In addition, ACS participated in a symposium with other grant participants at the NCME conference. The symposium discussed the tools made available through the SCILLSS project and the ways the tools have been implemented. In June, edCount, SRI, and Nebraska state leads presented at the NCSA CCSO 2019 Conference in Orlando, Florida. The session provided updates on processes and outcomes of the SCILLSS project.

Available State and Local Assessment Resources

- Theory of Action Development Guide
- Ensuring Rigor in State Assessment Systems: A Self-Evaluation Protocol
- Ensuring Rigor in Local Assessment Systems: A Self-Evaluation Protocol
- Digital Workbook on Educational Design and Evaluation: Creating and Evaluating Effective Educational Assessment Chapter 1–5
- A Principled Approach to Designing Three-Dimensional Science Assessment Tasks: A Process Guide
- Claims, measurement targets, unpacked NGSS dimensions, design patterns, and task templates for grades 5, 8, and 11
- The Role of Performance Level Descriptors for Establishing Meaningful and Useful Reporting Scales in a Principled Design Approach: A White Paper

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