



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 3, Quarter 2 News & Highlights

What We've Been Up To

In this quarter, SCILLSS partners facilitated the 2019 SCILLSS Annual Meeting and a series of classroom assessment workshops in Wyoming and Montana and focused on the development and refinement of large-scale and classroom-based assessment resources, a pilot study of the classroom-based assessment tasks, and dissemination efforts. edCount partners continued to develop sample large-scale state summative items for grades 8 and 11 using a principled-design approach. edCount and SRI partners facilitated the second and third SCILLSS classroom science assessment workshops in Laramie, WY and Bozeman, MT. Partners also developed a pilot plan outline, piloting plan, and data collection tools for the SCILLSS pilot study, which partners received IRB exemption for in September. SCILLSS partners also continued their dissemination efforts with organizational partners planning for the 2020 NCME conference and additional regional professional learning workshops in Nebraska and Wyoming.

Annual Meeting

In this quarter, state partners facilitated the 2019 SCILLSS Annual Meeting in Jackson, Wyoming on July 17-18. The purpose of the SCILLSS Annual Meeting was to develop a shared understanding of the project among all partners, and to gather feedback from TAC members and partner states to 1) inform revisions to the SCILLSS state and classroom-based assessment resources, 2) help states address challenges and identify opportunities to implement SCILLSS processes and products within their current context, and 3) discuss opportunities to communicate the purpose, relevance, and usefulness of the SCILLSS project and resources to stakeholders.

State Summative Item Development

In this quarter, edCount continued to develop design templates and large-scale science assessment items at grades 8 and 11 to accompany the process guide, "A Principled Approach to Designing Large-scale Three-dimensional Science Assessment Tasks." SCILLSS partners are currently conducting an internal review of the draft items and revisions to the process report. Once this internal review and revision process is complete, SCILLSS partners will share the draft materials with a selection of expert advisors for review and feedback.



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Classroom Assessment Workshops

In July and August, edCount facilitated the second and third SCILLSS classroom science assessment workshops in Laramie, WY, and Bozeman, MT, respectively. The objective of the workshops 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 expectations in each state's science standards, 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 started to develop a compilation of professional learning workshop materials for use by districts and states to replicate the recent workshops and developed additional guiding language and process documentation to ensure that the materials are used with fidelity and as intended.

Pilot Study

edCount and SRI partners collaborated to develop a detailed pilot study outline, sampling plan, and administration timeline for the SCILLSS pilot study of the educator- and expert-developed classroom science assessment tasks. Partners met with SCILLSS expert advisor, Jim Pellegrino, to discuss and refine the piloting outline and elicit guidance for moving forward with the pilot study. SCILLSS partners also drafted data collection tools including a post-pilot student survey, a post-pilot educator survey, the post-pilot focus group script and protocol, and the first of 15 task-specific scoring and annotation spreadsheets as well as post-pilot submission instructions to provide guidance to educators for the final submission of pilot materials. edCount and SRI are reviewing and revising the educator-developed classroom assessment tasks using the criteria provided in the Achieve task screener. SCILLSS partners plan to capture the nature and extent of their feedback for educators to inform subsequent revisions and provide educators with rationales for the revisions.

What's Next?

Next steps include finalizing educator tasks and data collection materials, facilitating pilot orientation meetings, and initiating phase 1 of the pilot study. Partners will also begin planning for conferences in Nebraska and Wyoming focused on the classroom-based professional materials, and will continue developing the process guide, "A Principled Approach to Designing Large-scale Three-dimensional Science Assessment Tasks."

Dissemination

In July, edCount submitted a proposal to present at the 2020 NCME Annual Conference on the project's principled-design approach to assessing the NGSS for both large-scale and local tests, including sharing drafts of preliminary state summative and local classroom assessment design patterns, task templates, and tasks/items. edCount also facilitated several meetings with Wyoming and Nebraska state partners to plan additional regional classroom development workshops in each state to replicate and scale-up the work to help educators understand how to apply a principled-design approach to develop three-dimensional classroom science assessment tasks aligned to NGSS-like standards.

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 Assessment 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

Contact Us!



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