



## UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Honorable Susan S. Bunting  
Secretary of Education  
Delaware Department of Education  
The Townsend Building  
401 Federal Street, Suite 2  
Dover, DE 19901-3639

October 30, 2018

Dear Superintendent Bunting:

Thank you for your participation in the U.S. Department of Education's (the Department) assessment peer review process under Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), which governed State assessments through the 2016-2017 school year. The Every Student Succeeds Act (ESSA), which governs State assessments beginning in the 2017-2018 school year, maintains the essential requirements from NCLB that each State annually administer high-quality assessments in at least reading/language arts, mathematics and science that meet nationally recognized professional and technical standards with a few additional requirements. I appreciate the efforts of the Delaware Department of Education (DDOE) to prepare for the review, which occurred in March 2018 and which was a follow-up to reviews that occurred in June and August 2016.

State assessment systems provide essential information that States, districts, principals and teachers can use to identify the academic needs of students, target resources and supports toward students who need them most, evaluate school and program effectiveness and close achievement gaps among students. A high-quality assessment system also provides useful information to parents about their children's advancement against and achievement of grade-level standards. The Department's peer review of State assessment systems is designed to provide feedback to States to support the development and administration of high-quality assessments.

External peer reviewers and Department staff carefully evaluated DDOE's submission and the Department found, based on the evidence received, that the components of your assessment system meet many, but not all, of the statutory and regulatory requirements of section 1111(b)(1) and (3) of the ESEA, as amended by NCLB. Based on the recommendations from this peer review and the Department's analysis of the State's submission, I have determined the following in regards to the submitted assessments:

- General assessments in mathematics and reading/language arts for grades 3-8 (Smarter Balanced): **Substantially meets requirements of the ESEA, as amended by the NCLB and ESSA.**
- General assessments in science in grades 5, 8, and 10 (DeSSA Science): **Substantially meets requirements of the ESEA, as amended by the NCLB and ESSA.**

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*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

- Reading/language arts and mathematics general assessments in high school (SAT): **Partially meets requirements of the ESEA, as amended by the NCLB and ESSA.**

The specific list of items required for DDOE to submit is enclosed with this letter. The components that **partially meet requirements** do not meet a number of the requirements of the statute and regulations and/or DDOE will need to provide substantial additional information to demonstrate it meets the requirements. The Department expects that DDOE may not be able to submit all of the required information within one year.

The components that **substantially meet requirements** meet most of the requirements of the statute and regulations but some additional information is required. The Department expects that DDOE should be able to provide this additional information within one year.

DDOE must submit a plan within 30 days outlining when it will submit all required additional documentation for peer review. Resubmission should occur once all necessary evidence is complete (rather than in multiple submissions). The Department expects to conduct two peer review sessions yearly for new assessments and resubmissions; these will generally be held in February and August each year, with resubmissions due around December and June. DDOE's plan and timeline should propose resubmission according to this schedule (e.g. DDOE will resubmit evidence in summer 2018).

Because some of the State's components have partially met the requirements, the Department is continuing the condition on the State's Title I grant award related to those components of the assessment system. To satisfy this condition, DDOE must submit satisfactory evidence to address the items identified in the enclosed list. The condition should remain until all of the evidence has been resubmitted and peer reviewed. If the outcome of the re-review by peers indicates full approval, then the condition should be removed. If adequate progress is not made, the Department may take additional action.

Please note that the assessment requirements for ESEA, as amended by the NCLB, were in effect through the end of the 2016-2017 school year. The DDOE peer review was conducted under the requirements of this statute. Beginning in the 2017-2018 school year, the assessment requirements of the ESEA, as amended by the ESSA, will apply to State assessments. Given that this review began under the requirements of the ESEA, as amended by the NCLB, it is important to indicate that while the DDOE assessments meet many of the peer review guidance criteria under the NCLB, the State is still responsible to ensure that these assessments also comply with the requirements of the ESSA. Department staff has carefully reviewed DDOE evidence and peer review recommendations in light of the updated requirements for State assessments under the ESEA, as amended by the ESSA. As a result of this additional review, I have determined that the DDOE administration of the SAT needs to meet two additional requirements, one related to accessibility and one related to equal benefits afforded to all students. These requirements can be found under critical elements 4.2 and 5.1 and 5.2 and 5.3 respectively.

Additionally, the Department's Office of Special Education and Rehabilitative Services (OSERS) will monitor progress on matters pertaining to requirements in the Individuals with Disabilities Education Act (IDEA) related to the participation of students with disabilities in Title I assessments. In particular, OSERS will monitor progress against critical elements 5.1, 5.3, and 6.3. Insufficient progress to address such matters may lead OSERS to place a condition on Delaware's federal fiscal year 2017 IDEA Part B grant award.

The full peer review notes from the review are also enclosed. These recommendations to the Department formed the basis of our determination. Please note that the peers' recommendations may differ from the Department's feedback; we encourage you to read the full peer notes for additional suggestions and recommendations for improving your assessment system beyond what is noted in the Department's feedback. Department staff will reach out to your assessment director in the next few days to discuss the peer notes and the Department's determination and to answer any questions you have.

Thank you for your ongoing commitment to improving educational outcomes for all students. I look forward to our continued partnership as we move ahead with this critical work. I appreciate the work you are doing to improve your schools and provide a high-quality education for your students. We have found it a pleasure working with your staff on this review. I wish you well in your continued efforts to improve student achievement in Delaware.

If you have any questions, please contact Dr. Tiffany T. Forrester of my staff at: [OSS.Delaware@ed.gov](mailto:OSS.Delaware@ed.gov).

Sincerely,

/s/

Frank T. Brogan  
Assistant Secretary for Elementary and  
Secondary Education

Enclosures

cc: Theresa Bennett, Director, Office of Assessment

## Critical Elements Where Additional Evidence is Needed to Meet the Requirements for Delaware’s Assessment System

Critical Element	Additional Evidence Needed
<b>2.1 – Test Design and Development</b>	<p>For the (Delaware System of Student Assessment (DeSSA Science)) science:</p> <ul style="list-style-type: none"> <li>• Evidence that the test design is technically sound (e.g., a more detailed description of any adaptive testing algorithms; and procedures employed to limit item over-exposure).</li> <li>• Evidence that the assessment reflects the State’s test blueprints by measuring the breadth and depth of the State’s grade-level academic content standards, balance of content, cognitive complexity for each academic content standard, and range of item difficulty levels for each academic content standard.</li> </ul> <p>For the SAT:</p> <ul style="list-style-type: none"> <li>• A plan and a timeline to address the alignment issues identified in the existing alignment studies, particularly in mathematics.</li> </ul>
<b>2.2 – Item Development</b>	<p>For the SAT:</p> <ul style="list-style-type: none"> <li>• Evidence of reasonable and technically sound procedures to develop and select items to assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills.</li> <li>• Evidence of guidelines for item writers with respect to fairness in the development and review process.</li> </ul>
<b>2.3 – Test Administration</b>	<p>For the SAT:</p> <ul style="list-style-type: none"> <li>• Evidence that the State educational agency has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, specifically administration with the read-aloud and scribing accommodations.</li> </ul>
<b>2.5 – Test Security</b>	<p>For SAT:</p> <ul style="list-style-type: none"> <li>• Evidence that the State has procedures for reporting test security incidents.</li> </ul>
<b>3.1 – Overall Validity, including Validity Based on Content</b>	<p>For the DeSSA science:</p> <ul style="list-style-type: none"> <li>• Evidence of adequate validity based on test content, specifically that gaps in the test content, as identified in the alignment study, have been resolved.</li> </ul> <p>For the SAT:</p> <ul style="list-style-type: none"> <li>• Evidence requested in critical element 2.1 will satisfy this critical element.</li> </ul>
<b>3.2 – Validity Based on Cognitive Processes</b>	<p>For DeSSA science:</p> <ul style="list-style-type: none"> <li>• Evidence that each assessment is eliciting the intended cognitive processes as listed in the State standards.</li> </ul> <p>For the SAT:</p> <ul style="list-style-type: none"> <li>• Validity evidence that its assessments tap the intended cognitive processes appropriate for high school as represented in the State’s</li> </ul>

Critical Element	Additional Evidence Needed
	academic content standards.
<b>3.3 – Validity Based on Internal Structure</b>	<p>For the SAT:</p> <ul style="list-style-type: none"> <li>• Evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s academic content standards on which the intended interpretations and uses of results are based.</li> </ul>
<b>3.4 – Validity Based on Relationships with Other Variables</b>	<p>For DeSSA science:</p> <ul style="list-style-type: none"> <li>• Evidence of the results of studies of the relationships between Delaware comprehensive assessment system science scores and other related science measures.</li> </ul>
<b>4.1 – Reliability</b>	<p>For the SAT:</p> <ul style="list-style-type: none"> <li>• Reliability evidence for students with disabilities, English learners, and students who received accommodations.</li> </ul>
<b>4.2 – Fairness and accessibility</b>	<p>For the SAT:</p> <ul style="list-style-type: none"> <li>• Evidence that the assessment is fair across student groups in the design, development and analysis of its assessments, including data related to students with disabilities and English learners.</li> <li>• Evidence that the State supports and enhances the accessibility of the assessments through appropriate accommodations for students with disabilities, and, to the extent practicable, by incorporating principles of universal design for learning (UDL) (section 1111(b)(2)(B)(xiii) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act).</li> </ul>
<b>5.1 – Procedures for Including Students with Disabilities</b>	<p>For all assessments:</p> <ul style="list-style-type: none"> <li>• Evidence of parent-friendly and accessible guidance that provides clear explanations of the differences between assessments based on grade-level academic achievement standards and assessments based on alternate academic achievement standards, and the selection of appropriate accommodations for students with disabilities.</li> </ul> <p>For the SAT:</p> <ul style="list-style-type: none"> <li>• Evidence that children with disabilities are not denied the opportunity to participate in the assessment and any benefits from participation in the assessment.</li> </ul>
<b>5.2 – Procedures for Including ELs</b>	<p>For the SAT:</p> <ul style="list-style-type: none"> <li>• Guidance regarding selection of appropriate accommodations for English learners.</li> <li>• Evidence that English learners are not denied the opportunity to participate in the assessment and any benefits from participation in the assessment.</li> </ul>

Critical Element	Additional Evidence Needed
<b>5.3 – Accommodations</b>	<p>For the SAT:</p> <ul style="list-style-type: none"> <li>• Evidence that the State has determined that the accommodations it provides (i) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations;</li> <li>• As noted above in element 5.1, evidence that children with disabilities are not denied the opportunity to participate in the assessment and any benefits from participation in the assessment (evidence submitted for element 5.1 will address this concern).</li> </ul>
<b>6.3 – Challenging and Aligned Academic Achievement Standards</b>	<p>For the SAT:</p> <ul style="list-style-type: none"> <li>• Evidence of how the academic achievement standards are challenging and aligned with the State’s academic content standards such that a high school student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the workforce.</li> </ul>
<b>6.4 – Reporting</b>	<p>For the SAT:</p> <ul style="list-style-type: none"> <li>• Evidence of reporting that facilitates timely, appropriate, credible, and defensible interpretations and uses of results for students tested by parents, educators, State officials, policymakers and other stakeholders, and the public, including: <ul style="list-style-type: none"> <li>○ The production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its assessments that are available in alternate formats (e.g., Braille or large print) upon request and, to the extent practicable, in a native language that parents can understand; and</li> <li>○ A process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration.</li> </ul> </li> </ul>

U. S. DEPARTMENT OF EDUCATION

# Peer Review of State Assessment Systems

## March 2018 State Assessment Peer Review Notes



U. S. Department of Education  
Office of Elementary and Secondary Education  
Washington, D.C. 20202

**Note:** Peer review notes provide the combined recommendations of the individual peers to the U.S. Department of Education (Department), based on the statute and regulations, the Department's peer review guidance, and the peers' professional judgement of the evidence submitted by the State. These assessment peer review notes, however, do not necessarily reflect the final set of additional evidence, if any that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for assessment peer review. Although the peer notes inform the Secretary's consideration of each State's assessment system, the Department makes the final decision regarding whether the assessment system meets the requirements in the statute and regulations. As a result, these peer notes may not completely align with the final determination made by the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

### **SECTION 2: ASSESSMENT SYSTEM OPERATIONS**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p style="text-align: center;"><b>2.1 – Test Design and Development</b></p> <p>The State’s test design and test development process is well-suited for the content, is technically sound, aligns the assessments to the full range of the State’s academic content standards, and includes:</p> <ul style="list-style-type: none"> <li>• Statement(s) of the purposes of the assessments and the intended interpretations and uses of results;</li> <li>• Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the full range of the State’s grade-level academic content standards, and support the intended interpretations and uses of the results;</li> <li>• Processes to ensure that each assessment is tailored to the knowledge and skills included in the State’s academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills);</li> <li>• If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design.</li> </ul>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math:</b>  <b>Evidence #2.1.1: SAT® Suite Technical Manual (October 2017)</b>                      The technical manual describes the test design and test development process for the SAT assessment:</p> <ul style="list-style-type: none"> <li>• Pages 1 - 20 provide an overview of the assessment, including a description its purpose, test format and content, scores derived from the assessment and the intended use of results.</li> <li>• Pages 27 - 52 provide a detailed description of test development procedures.</li> <li>• Additionally, see the evidence presented in response to section 3 and 4 regarding the technical quality of the SAT.</li> </ul> <p><b>Evidence #2.1.2: College Board + Connecticut; SAT® Suite of Assessments: Alignment to Connecticut Standards (October 2016)</b>                      The College Board conducted an alignment study to determine how the SAT and its related assessment aligned to the Connecticut state standards. This document provides detailed information regarding the study findings.</p> <ul style="list-style-type: none"> <li>• Pages 16 - 101 provide a detailed alignment of the SAT to the state’s standards for English Language Arts and Math in grades 11 and 12.</li> </ul> <p><b>Evidence #2.1.3: College Board + Delaware; SAT® Suite of Assessments: Alignment to Delaware Standards (October 2016)</b>                      The College Board conducted an alignment study to determine how the SAT and its related assessment aligned to the Delaware state standards. This document provides detailed information regarding the study findings.</p>	<p><b>Purposes and intended interpretations</b>  <b>Overall, peers would like to see more claims and evidence regarding how states are incorporating SAT scores into their high school accountability system. What studies or information is being collected?</b></p> <p>Pg 9 “Because it is more closely aligned to both high school instruction and post-high school requirements, the SAT serves as evidence of the hard work students have performed in high school”. Peers would like to see evidence for this claim.</p> <p><b>Test Designs and Blueprints</b>                      2.1.8 Test Specs – detailed specs provided, when considered in conjunction with the individual states’ standards, does offer evidence of assessments that test whole range of standards, up to the limitations described in the “Connection to Content Standards.”</p> <p><b>Connection to Content Standards</b>                      Mathematical practices described on page 43. Math content appears to be focused on linear, quadratic, and other polynomial function families. No mention of logarithmic or exponential families that are in the CCSS. Check Table A-3.11 Exponential functions listed in Table A-3.11. There does not appear to be an alignment to the state’s academic content standards in math.</p> <p>States are advised to document plans to assess the full breadth of the adopted standard, including for ELA use of technology, conducting research, speaking, and listening, which are not addressed by the SAT suite. Other standards not included in the SAT are described in the Alignment document 2.1.3 (e.g., Delaware)</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>• Pages 16 - 106 provide a detailed alignment of the SAT to the state’s standards for English Language Arts/Literacy and Math in grades 11 and 12.</p> <p><b>Evidence #2.1.4: College Board + Maine; SAT® Suite of Assessments: Alignment to Maine Standards (October 2016)</b>                      The College Board conducted an alignment study to determine how the SAT and its related assessment aligned to the Maine state standards. This document provides detailed information regarding the study findings.</p> <p>• Pages 16 - 106 provide a detailed alignment of the SAT to the state’s standards for English Language Arts/Literacy and Math in grades 11 and 12.</p> <p><b>Evidence #2.1.5: College Board + Michigan; SAT® Suite of Assessments: Alignment to Michigan Standards (2015)</b>                      The College Board conducted an alignment study to determine how the SAT and its related assessment aligned to the Michigan state standards.</p> <p>This document provides detailed information regarding the study findings.</p> <p>• Pages 16 - 106 provide a detailed alignment of the SAT to the state’s standards for English Language Arts/Literacy and Math in grades 11 and 12.</p> <p><b>Evidence #2.1.6: College Board + New Hampshire; SAT® Suite of Assessments: Alignment to New Hampshire Standards (October 2016)</b>                      The College Board conducted an alignment study to determine how the SAT and its related assessment aligned to the New Hampshire state standards. This document provides detailed information regarding</p>	<p>SAT indicated there was an independent alignment study conducted in 2016, but this study was not provided for review.</p> <p>Connecticut – non-third party alignment (conducted by College Board, Oct. 2016) study of CT’s 2010 standards: acknowledges which standards are not assessed, namely, speaking and listening, construction mathematical representations.</p> <p>Delaware - non-third party alignment (conducted by College Board, Oct. 2016) study of DE’s 2010 standards: acknowledge which standards are not assessed, namely, speaking and listening and standards related to technology use.</p> <p>Illinois – (2010) acknowledges which standards are not assessed, namely, speaking, listening, presentations, capitalization, spelling, construction mathematical representations.</p> <p>Maine: (2010) standards not addressed: speaking, listening, presentations, capitalization, spelling, constructing mathematical representations, as well as “advanced” standards, such as vectors, matrices, using probability to make decisions.</p> <p>Michigan: acknowledges which standards are not assessed, namely, speaking, listening, presentations, capitalization, spelling, construction mathematical representations.</p> <p>New Hampshire: standards not addressed: speaking, listening, capitalization, spelling, and several writing standards in history/social studies, science, and technical subjects. Mathematical modeling is covered</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>the study findings.</p> <ul style="list-style-type: none"> <li>Pages 16 - 106 provide a detailed alignment of the SAT to the state’s standards for English Language Arts/Literacy and Math in grades 11 and 12.</li> </ul> <p><b>Evidence #2.1.7: College Board + Illinois; SAT@ Suite of Assessments: Alignment to Illinois Standards (October 2016)</b></p> <p>The College Board conducted an alignment study to determine how the SAT and its related assessment aligned to the Illinois state standards. This document provides detailed information regarding the study findings.</p> <ul style="list-style-type: none"> <li>Pages 16 - 106 provide a detailed alignment of the SAT to the state’s standards for English Language Arts/Literacy and Math in grades 11 and 12.</li> </ul> <p><b>Evidence #2.1.8: Test Specifications for the Redesigned SAT (2015)</b></p> <p>This document provides details regarding how our test is constructed and includes test blueprints, evidentiary foundation, and examples of text complexity and sample questions. While we recommend that reviewers consider the entire development process.</p>	<p>differently than stated in NH standards.</p> <p><b>Item Descriptions for ELA and Mathematics</b></p> <p>The content specs and blueprint sections of Tech Manual Appendix 3 contain long lists of statements that could be used to infer what the items ask of students.</p> <p>Test specs document supplies the same descriptive information as Appendix 3, albeit with sample items. General descriptive information is given for broad swaths of item types.</p> <p>Detailed item descriptions, test development procedures and guiding principles, and sample items (2.1.8, Sections III and IV). “Important Features” details the type of skills, thinking, expected to be assessed by items.</p>
<b>Section 2.1 Summary Statement</b>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>Evidence of processes to ensure that each assessment is tailored to the knowledge and skills included in the State’s academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills);</li> </ul>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p style="text-align: center;"><b>2.2 – Item Development</b></p> <p>The State uses reasonable and technically sound procedures to develop and select items to assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills.</p>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math:</b></p> <p><b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 28 – 34 describe the processes used to ensure the fairness of the assessment.</li> <li>• Pages 27 - 52 provide a detailed description of test development procedures.</li> <li>• Pages 108 - 114 describe the evidentiary foundation for the decisions made about the content included in the SAT.</li> <li>• Pages 120 - 133 describe the College Board pilot study of the predictive validity of the SAT.</li> <li>• Pages 133 - 135 describe how the SAT assesses student readiness for college.</li> </ul> <p><b>Evidence #2.1.2 – 2.1.7: College Board SAT Alignment to the state standards of Connecticut, Delaware, Maine, Michigan, New Hampshire and Illinois</b></p> <ul style="list-style-type: none"> <li>• Pages 7 - 8 in each of the alignment documents contain a section called The Alignment conducted their alignment study.</li> </ul> <p><b>Evidence #2.1.8: Test Specifications for the Redesigned SAT (2015)</b></p> <ul style="list-style-type: none"> <li>• Please refer to the sections identified as evidence in support of Critical Element 2.2.</li> </ul>	<p>Is there information regarding the demographic characteristics of the item writers and reviewers? Do the states that use this assessment as an accountability assessment have teachers on the committees?</p> <p>Who are the “independent experts’ active in the field” and what is the set of criteria they use to judge an item?</p> <p>Where are the item writer guidelines that are described on page 41 (PDF page 50) of the technical manual? Is there diversity in the item writer pool or the review process?</p> <p>Tech Manual, Page 32 –lists typically classroom teachers. Is that enough to show representation from different ethnic and socio-economic groups to screen for sensitivity and fairness. Are there tables of the reviewers? For items, passages, forms?</p> <p>Page 32, 46. “The guidelines provided to our fairness reviewers as they review test questions and stimuli are summarized in this chapter.” The guidelines were not provided for review for verification of the process/procedures used.</p> <p>Evidence provided for cognitive complexity is minimal</p> <p>Lists 2.1.2 – 2.1.7 – state alignment documents. State alignment documents do not address cognitive processes alignment</p> <p>Lists 2.2.1 – this document discusses the predictive validity of the old test and proposed revisions to the SAT</p> <p>Lists 2.2.2 – this document is a study focused on the validity of using the SAT for college admission decisions. It does not address cognitive processes</p>

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## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		Lists 3.2.2 – Summary of cognitive lab. More details about the methodology, content, and interpretations are needed to provide a convincing argument that the high level cognitive processes purported to be assessed are indeed drawn upon by students as they engage with the SAT.
<b>Section 2.2 Summary Statement</b>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <p>Evidence of reasonable and technically sound procedures to develop and select items to assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills</p> <ul style="list-style-type: none"> <li>• Evidence of guidelines for item writers in fairness within the development and review process.</li> </ul>		

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## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>2.3 – Test Administration</b></p> <p>The State implements policies and procedures for standardized test administration, specifically the State:</p> <ul style="list-style-type: none"> <li>• Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations;</li> <li>• Has established procedures to ensure that all individuals responsible for administering the State’s general and alternate assessments receive training on the State’s established procedures for the administration of its assessments;</li> <li>• If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration.</li> </ul>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math:</b>  <b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b>            • Pages 53 - 59 describe the standardized test administration procedures for standard administrations and for administration of the test with accommodations.</p> <p><b>Evidence #2.3.1: The SAT School Day Supervisor Manual (Spring 2017)</b>            This manual provides instructions for supervisors who are responsible for overseeing the administration on how to prepare for test day, protocol for reporting test irregularities, and guidance on how to maintain test security.</p> <p><b>Evidence #2.3.2: The SAT School Day Test Room Manual (Spring 2017)</b>            This manual provides instructions for associate supervisors (also referred to as test room coordinators) who will proctor the exam. This manual contains test day scripts for standard test administrations.</p> <p><b>Evidence #2.3.3: The SAT School Day SSD Coordinator Manual (Spring 2017)</b>            This manual provides instructions for supervisors who will be responsible for registering students for testing accommodations and managing nonstandard test administrations.</p> <p><b>Evidence #2.3.4: SAT School Day Test Center Supervisor Training (2016)</b>            This PowerPoint deck contains the basic information presented to all Test Center Supervisors in online and in-person training sessions and reviews policies, procedures and best</p>	<p>Documentation in the administration manuals appears to be sufficient, except for accommodation administration.            2.1.1 establishes standardized procedures and 2.3.1, 2.3.2, 2.3.3, &amp; 2.3.4 communicate these procedures</p> <p>Communication procedures appear to be sufficient across the different administration manuals for assessments administered to the general population. Training webinar slides are also informative for accommodations and how to get them approved.            3.5 – Accommodations Webinar; however, this does not adequately address how to administer read aloud or scribe accommodations  <b>2.3.3:</b> detailed instructions and procedures  <b>2.3.5:</b> training for testing with accommodations</p> <p>Does College Board collect information to ensure that school officials in every state have been trained and can administer the assessment under standardized conditions?</p> <p>Rosters may be maintained at the state level. Should SAT get a copy?</p> <p>2.3.7 There is no agreement in this form that the individual has participated in any training. No evidence that training occurred.</p> <p>There was no verification of training participation.</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>practices related to SAT test administration. This deck may have been customized for state partners based on particular local requirements. Please refer to the submissions of our state partners for additional information and evidence of test center supervisor training.</p> <p><b>Evidence #2.3.5: SAT School Day Accommodations webinar (January 2017)</b> This PowerPoint deck contains the basic information presented to all SSD supervisors via online and in-person training sessions and reviews the policies and procedures related to nonstandard SAT administrations. This deck may have been customized for state partners based on particular local requirements. Please refer to the submissions of our state partners for additional information and evidence of accommodations training.</p> <p><b>Evidence #2.3.7: SAT Testing Staff Agreement</b> Prior to test day, all testing staff must sign this agreement to signify that they accept the conditions and requirements of SAT administration.</p>	
<b>Section 2.3 Summary Statement</b>		
<p><u>  X  </u> The following additional evidence is needed/provide brief rationale: Provide evidence to address policies and procedures for standardized test administration that</p> <ul style="list-style-type: none"> <li>• Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, specifically administration with accommodations, that is, read aloud and scribe;</li> <li>• Has established procedures to ensure that all individuals responsible for administering the State’s assessment receive training on the State’s established procedures for the administration of its assessments, including verification of training.</li> </ul>		

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## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

<b>Critical Element—REVIEWED BY DEPARTMENT STAFF ONLY</b>	<b>Evidence —REVIEWED BY DEPARTMENT STAFF ONLY(Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence — REVIEWED BY DEPARTMENT STAFF ONLY</b>
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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element—REVIEWED BY DEPARTMENT STAFF ONLY	Evidence —REVIEWED BY DEPARTMENT STAFF ONLY(Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence — REVIEWED BY DEPARTMENT STAFF ONLY
<p align="center"><b>2.4 – Monitoring Test Administration</b></p> <p>The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.</p>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math:</b> The below information lists the resources the College Board provides to the states to support uniform standardized test administration procedures across districts and schools.</p> <p><b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Page 55 describes the roles and responsibilities of different test administration staff, delineates the qualifications testing staff should possess, and explains the training testing staff should receive.</li> </ul> <p><b>Evidence #2.3.1: The SAT School Day Supervisor Manual (Spring 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 4 - 32: The College Board provides guidance on the number of staff needed to proctor and examination, how to set up test administration rooms and seating plans to facilitate implementation, and how to use the Supervisor irregularity form. The manual also includes a suggested timeline for when proctors and other test administration staff should be trained.</li> </ul> <p><b>Evidence #2.3.2: The SAT School Day Test Room Manual (Spring 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 3 - 12 include information on how to monitor test administration and report testing irregularities.</li> </ul> <p><b>Evidence #2.3.3: The SAT School Day SSD Coordinator Manual (Spring 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 13 - 23 include information on how to</li> </ul>	<p>The Technical Manual describes detailed requirements of test administrators (see p. 53), including qualifications, timing, test materials, and observation during testing. Specifications are provided for accommodations and handling of materials. Irregularity reports must be completed by administrators. A manual is provided for a Test Day Supervisor who is responsible for supervising all activities related to testing. Training is mandatory for Test Day Supervisors.</p> <p>However, the College Board does not provide guidance on specific monitoring procedures (e.g., protocols, forms, or schedule) to ensure administration of the assessment with fidelity across districts and schools. For example, will some schools be observed by a State or district representative who is not the Test Day Supervisor? This can be considered a State responsibility, should States provide such information.</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element—REVIEWED BY DEPARTMENT STAFF ONLY	Evidence —REVIEWED BY DEPARTMENT STAFF ONLY(Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence — REVIEWED BY DEPARTMENT STAFF ONLY
	<p>monitor the test administration and report testing irregularities that may take place during a nonstandard test administration.</p> <p><b>Evidence #2.3.4: SAT School Day Test Center Supervisor Training (2016)</b>                      This PowerPoint deck contains the basic information presented to all Test Center Supervisors in online and in-person training sessions and reviews policies, procedures and best practices related to SAT test administration.</p> <ul style="list-style-type: none"> <li>• Pages 9 - 36 review all of the actions that should take place before, during, and after the test administration. This section of the presentation clearly delineates the responsibilities of test center supervisors, proctors, monitors, and other staff.</li> </ul>	
<b>Section 2.4 Summary Statement—REVIEWED BY DEPARTMENT STAFF ONLY</b>		
<p><u>  x  </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• For the SAT Day, evidence of how the State monitors administration to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.</li> </ul>		

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## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
<p style="text-align: center;"><b>2.5 – Test Security</b></p> <p>The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through:</p> <ul style="list-style-type: none"> <li>• Prevention of any assessment irregularities, including maintaining the security of test materials, proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration;</li> <li>• Detection of test irregularities;</li> <li>• Remediation following any test security incidents involving any of the State’s assessments;</li> <li>• Investigation of alleged or factual test irregularities.</li> </ul>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math:</b>  <b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 58 - 59 describe the procedures the College Board has designed to maintain test security at all times.</li> <li>• Pages 66 - 68 describe the College Board’s post-test analysis, which is conducted as a component of the company’s test security procedures.</li> </ul> <p><b>Evidence #2.3.1: The SAT School Day Supervisor Manual (Spring 2017)</b>  This manual provides guidance for supervisors who are responsible for overseeing the administration on how to maintain test security:</p> <ul style="list-style-type: none"> <li>• Pages 8 – 9 describe the information supervisors should communicate to staff in order to maintain test security. Seating policies, devised to reduce the possibility of cheating, are described in this section.</li> <li>• Pages 12 – 13 describe how supervisors should prepare student for test day and includes information on items and behaviors that are not allowed in the test area.</li> <li>• Pages 14 - 26 provide instructions on how to receive and securely store materials until test day, and how to report on test administration irregularities.</li> <li>• Pages 39 - 40 include a sample irregularities report that supervisors use to begin investigation of test administration issues.</li> </ul> <p><b>Evidence #2.3.2: The SAT School Day Test Room Manual (Spring 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 1 - 12 provide instruction on standardized</li> </ul>	<p><b>Prevention of assessment irregularities</b>  Manuals provide sufficient documentation of recommended procedures. States should supply evidence that proctors have been trained. Perhaps local policies for checking in on test rooms that procedures have been implemented according to the documentation.</p> <p><b>Detection of irregularities</b>  2.3.1 pp. 39-40: form to report irregularities  2.1.1 pp. 66-68: statistical analysis for irregularities  2.3.4 pp. 23-30</p> <p>Unclear how states participate in monitoring, auditing, and evaluating these procedures,</p> <p><b>Investigations of irregularities</b>  SAT internal processes are described in 2.5.2 and 2.5.3; however, 2.5.3 is very high level and points to confidential procedures for investigating suspect scores.  2.5.3 - 2.5.2: How and Why ETS Questions Scores (College Board Program) in cases not due to test irregularities  Unclear how states participate in monitoring, auditing, and evaluating these procedures</p> <p>Should the state documentation also contain procedures for how local incidents are investigated and remediated?  Generally, scores are canceled with the student’s knowledge, and there are various options offered to the student to remedy their records. See 2.5.2 for many details.  2.5.3 –no specifics for remediation are provided.  Unclear how states participate in monitoring, auditing, and evaluating these procedures</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>testing procedures devised to maintain security during test administration. Information in this section includes how to maintain security in the testing room and report administration irregularities.</p> <p><b>Evidence #2.3.3: The SAT School Day SSD Coordinator Manual (Spring 2017)</b>            • Pages 13 - 23 provide instruction on standardized testing procedures devised to maintain security during nonstandard test administrations. Information in this section includes how to maintain security in the testing room and report administration irregularities.</p> <p><b>Evidence #2.3.4: SAT School Day Test Center Supervisor Training (2016)</b>            • Pages 23 - 30: The College Board trains test administration staff (including supervisors, coordinators, and administrators) on how to report and address irregularities they may encounter on test day.</p> <p><b>Evidence #2.5.1: SAT School Day Registration and Questionnaire Guide (2017)</b>            This brochure provides important information for students so that they may prepare for test day.            • Pages 15 – 21 provide information on test security procedures, what will be allowed into testing rooms, and how to report suspicious behavior.            • Pages 25 – 26 and 27 - 30 describe processes that may take place in order to conserve test integrity and maintain test security.</p> <p><b>Evidence #2.5.2: Why and How ETS Questions Scores (College Board Programs) (2016)</b></p>	<p>2.5.2 &amp; 2.5.3 – ETS procedures for handling irregularities</p> <p>Does SAT conduct any analysis on the irregularity reports or conduct any statistical analysis on potential irregularity issues? This evidence was not provided. Substantial evidence provided illustrated proactive steps to prevent issues but not much about post-irregularity issues. The ETS report indicates it does review individual student level cheating issues. Peers are unclear about how College Board reviews potential school-wide, district-wide, or state-level issues? Are there any reports or analysis done for the state at a school/district level?</p> <p>SAT did not provide specifics on remediation- what does the state do and how does SAT inform the SEA?</p> <p>The state documentation will need to include procedures on how local incidents are investigated and remediated.</p> <p>Individual states should provide evidence that these procedures are implemented and how they deal with detected irregularities (whether detected at test time or during post-test analysis at ETS).</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>This document describes the ways that ETS, our testing subcontractor, investigates cases that may affect the validity of test scores.</p> <p><b>Evidence #2.5.3: Investigation and Remediation of SAT Irregularities (2018)</b></p> <p>This document provides a high level overview of the procedures the College Board undertakes to investigate irregularities and remediate any recurring issues.</p>	
<b>Section 2.5 Summary Statement</b>		
<p><u>  x  </u> The following additional evidence is needed/provide brief rationale:</p> <p>Evidence of policies and procedures to prevent test irregularities and ensure the integrity of test results through:</p> <ul style="list-style-type: none"> <li>• Prevention of any assessment irregularities, including maintaining the security of test materials, proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration with documentation of training.</li> <li>• Detection of test irregularities but no specific data was provided to verify this process.</li> <li>• Remediation following any test security incidents involving any of the State’s assessments</li> <li>• Investigation of alleged or factual test irregularities.</li> </ul>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>2.6 – Systems for Protecting Data Integrity and Privacy</b></p> <p>The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically:</p> <ul style="list-style-type: none"> <li>• To protect the integrity of its test materials and related data in test development, administration, and storage and use of results;</li> <li>• To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools;</li> <li>• To protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups.</li> </ul>	<p><b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 58 - 59 describe the procedures the College Board has designed to maintain test</li> </ul> <p><b>Evidence #2.3.1: The SAT School Day Supervisor Manual (Spring 2017)</b></p> <p>This manual provides guidance for supervisors who are responsible for overseeing the administration on how to maintain test security:</p> <ul style="list-style-type: none"> <li>• Pages 12 – 13 describe how supervisors should prepare student for test day and includes information on items and behaviors that are not allowed in the test area.</li> <li>• Pages 14 - 26 provide instructions on how to receive and securely store materials until test day, and report on test administration irregularities.</li> <li>• Pages 39 - 40 include a sample irregularities report that supervisors use to begin investigation of test administration issues.</li> </ul> <p><b>Evidence #2.3.2: The SAT School Day Test Room Manual (Spring 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 1 - 12 provide instruction on standardized testing procedures devised to maintain security during test administration. Information in this section includes how to maintain security in the testing room and report administration irregularities.</li> </ul> <p><b>Evidence #2.3.3: The SAT School Day SSD Coordinator Manual (Spring 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 13 - 23 provide instruction on standardized testing procedures devised to maintain security during nonstandard test administration. Information in this section includes how to maintain security in the testing room and report administration irregularities.</li> </ul>	<p><i>College Board Information Security Policy (2014)</i> is a confidential document. It is in the process of being updated.</p> <p><i>College Board Guidelines for the Release of Data (2009)</i> is in the process of being updated.</p> <p>In the 2009 College Board guidelines for the release of data, it states the College Board owns the data. Is this still true for states that administer the SAT statewide?</p> <p>More information is needed to describe the process used if a data breach occurs and what steps are taken.</p> <p>Updated guides for the security policy and release of data would be useful and are needed.</p> <p>How does the SAT protect the integrity of its test materials in development, administration, and storage and use of results?</p> <p>No evidence was provided regarding the security measures used to protect the item bank or test bank.</p> <ul style="list-style-type: none"> <li>• Evidence related to test security before and during test administration is submitted</li> <li>• Two documents, not submitted, are in process of being updated: College Board Information Security Policy and College Board Guidelines for the Release of Data. These should be submitted for review when updated.</li> </ul> <p>2.1.1, pp. 58-59</p> <ul style="list-style-type: none"> <li>• Peers had difficulty understanding evidence 2.6.2 – high level, vendor-developed overview of Axway products. How are these applicable to and used within the SAT program?</li> </ul>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p><b>Evidence #2.3.4: SAT School Day Test Center Supervisor Training (2016)</b>            • Pages 23 - 30: The College Board trains test coordinators, and administrators) on how to report and address irregularities they may encounter on test day.</p> <p><b>Evidence #2.5.1: SAT School Day Registration and Questionnaire Guide (2017)</b>            This brochure provides to students information about how the College Board secures their data and personally identifiable information.            • Pages 26 – 36 describe the College Board privacy policy as it relates to students. This section also provides information regarding instances where scores may be canceled due to testing irregularities or misconduct, and how students may securely send their scores to colleges and university systems.</p> <p><b>Evidence #2.6.1: Description of Test Management and Reporting System (2017)</b>            This document provides an overview of the security of the College Board online test management and reporting system.</p> <p><b>Evidence #2.6.2: Axway Secure Transport Data Sheet (2017)</b>            The College Board provides data files to the state using an SFTP ad-hoc file transfer process provide by Tumbleweed, a secure managed file transfer (MFT) site managed by Axway. This data sheet, created by Axway, provides a high-level overview of all of their Secure Transport products, including their web-based SFTP service.</p> <p><b>Evidence #2.6.3: Description of Confidential College Board Information Security Policy (2017)</b></p>	<p>SAT indicates and N of 15. Each state will also have individual reporting requirements.</p> <p>Note: some of the suggested documents relate to cheating, not securing student data.</p> <p>Information on paper storage and retrieval secure handling was not discussed sufficiently. How is security handled as tests are transported from SAT to the schools? Printing, shipping to schools?</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>The College Board has created a high level policy document that describes the processes in place to protect the integrity and confidentiality of student level data. The policy is confidential, so this summary provides high level information regarding what the policy contains.</p> <p><b>Evidence #2.6.4: College Board Privacy Policy (January 15, 2016)</b> This policy is currently accessible at <a href="http://www.collegeboard.org/privacy-policy">www.collegeboard.org/privacy-policy</a>. The document, as it appeared on this site on August 31, 2017, is submitted as evidence. It describes the College Board Data Privacy policy and privacy statements.</p> <p><b>Evidence #2.6.5: College Board Guidelines for the Release of Data (2009)</b> This white paper describes the guidelines for the release of data obtained from test results to third party research institutions. Page 14 lists no releasable data elements for the SAT.</p> <p><b>Evidence #2.6.6: ETS Legal Privacy and Security Notice</b> ETS manages the online test rostering system for the SAT. This document provides ETS' legal privacy and security notice.</p>	
Section 2.6 Summary Statement		
<p><u>  X  </u> The following additional evidence is needed/provide brief rationale: Policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically:</p> <ul style="list-style-type: none"> <li>• To protect the integrity of its test materials and related data during test development, administration, and storage and use of results;</li> <li>• College Board Information Security Policy and College Board Guidelines for the Release of Data should be submitted for review when updated.</li> </ul>		

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## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

### **SECTION 3: TECHNICAL QUALITY – VALIDITY**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
<p><b>3.1 – Overall Validity, including Validity Based on Content</b></p> <p>The State has documented adequate overall validity evidence for its assessments, and the State’s validity evidence includes evidence that the State’s assessments measure the knowledge and skills specified in the State’s academic content standards, including:</p> <ul style="list-style-type: none"> <li>• Documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), the full range of the State’s academic content standards, balance of content, and cognitive complexity;</li> <li>• If the State administers alternate assessments based on alternate academic achievement standards, the assessments show adequate linkage to the State’s academic content standards in terms of content match (i.e., no unrelated content) and the breadth of content and cognitive complexity determined in test design to be appropriate for students with the most significant cognitive disabilities.</li> </ul>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math, no evidence will be provided related to a specific state’s alternate assessment.</b></p> <p><b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 1 - 20 provide an overview of the assessment, including a description its purpose, test format and content, scores derived from the assessment and the intended use of results.</li> <li>• Pages 107 - 139 examine the validity of the SAT and includes information on the evidentiary foundations behind the test content, concordance between the current and previous version of the SAT, and the relationship between SAT scores and first-year grade point average, as well as the relationship between SAT scores and college and career readiness benchmarks.</li> </ul> <p><b>Evidence #2.1.1.a: SAT® Suite of Assessments Technical Manual Appendixes (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Tables A-3.1 – A-3.15 in Appendix 3 (pages 11-35) provide test content specifications and content domains and descriptions.</li> <li>• Appendix 5 (pages 37 – 65) provides additional detail regarding how statistical indices were computed.</li> <li>• Appendix 6 (pages 66 – 320) provides data to support the psychometric analysis performed by the College Board.</li> <li>• Appendix 7 (pages 321 - 396) displays the results of analyses performed to evaluate the validity of the SAT.</li> </ul> <p><b>Evidence #2.2.1: An SAT Validity Primer (January 2015)</b></p>	<p>What studies has or will College Board conduct regarding the results of the assessment about high school instruction? Or how states will be using the results in their accountability system? Predictive validity of college readiness is one thing but for the purposes of states, the question is also “how do we get students to be college career ready?” What inferences are states making about schools and school instruction if they have many students who are college ready or few students who are college ready and what evidence will be collected around these claims?</p> <p><b>Documentation of Independent Alignment</b></p> <p>Alignment studies indicated that the standards were not completely aligned, Please provide additional evidence as requested in critical element 2.1. Pg. 11 in the Delaware study states, “the redesigned assessments are not mysterious or tricky. They are completely transparent. They focus on the knowledge and skills that are worthy of practice.” Again, there is little evidence to support this claim without an independent alignment study or access to a test form or test items.</p> <p>SAT does not assess Speaking and Listening. Thus states should supply plans for how those domains are or will be assessed if Speaking and Listening is part of the state standards. Also, since the essay is optional, what evidence does the state supply to show that the full breadth of the writing standards is assessed?</p> <p>Per 2.1.2 – 2.1.7 introduction note, an independent review of alignment of the SAT to the CT standards was proposed for 2016; document 2.1.2 indicates a revision in January 2018, but this revised document was not included.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>This paper provides validity evidence on the relationship between SAT scores and important college outcomes. The evidence provided in this paper is based on a previous version of the SAT. Pages 131 – 135 of the <i>SAT Suite Technical Manual</i> describe how the new version of the SAT correlates with the previous version of the assessment.</p> <p><b>Evidence #2.2.2: The Redesigned SAT® Pilot Predictive Validity Study: A First Look (2016)</b>            This white paper provides preliminary validity evidence on the relationship between SAT scores resulting for the redesigned SAT and important college outcomes. The College Board is in the process of completing a validity study to replicate the findings of this white paper with a large, nationally representative sample. The study will examine students in the entering college class of fall 2017, the first full cohort to be admitted to college with the new SAT. For more information regarding this planned study, please refer to page 152 of the SAT Technical Manual.</p> <p><b>Evidence #2.1.2 – 2.1.7: College Board Alignment to the state standards of Connecticut, Delaware, Maine, Michigan, New Hampshire and Illinois</b></p> <ul style="list-style-type: none"> <li>• Pages 7 - 9 of each document describe how alignment between the standards and the assessment is determined.</li> <li>• Pages 16 - 106 provide a detailed alignment of the SAT to each respective state’s English Language Arts/Literacy and Math standards for grades 11 and 12.</li> </ul> <p><b>Evidence #3.1.1: SAT Practice Test 8 (2017)</b>            This practice test is a version of a form that was used for a 2016 SAT test administration. The sample test includes the optional essay, answer key, answer sheet</p>	<p>The third party independent alignment review mentioned in the documentation as planned for 2016 was not provided.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence ( <b>Record document and page # for future reference</b> )	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	and instructions on how to score the test	
<b>Section 3.1 Summary Statement</b>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), the full range of the State’s academic content standards, balance of content, and cognitive complexity. An independent alignment review is needed.</li> </ul>		

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## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p style="text-align: center;"><b>3.2 – Validity Based on Cognitive Processes</b></p> <p>The State has documented adequate validity evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State’s academic content standards.</p>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math: Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 1 - 20 provide an overview of the assessment, including a description its purpose, test format and content, scores derived from the assessment and the intended use of results.</li> <li>• Pages 107 - 139 examine the validity of the SAT and includes information on the evidentiary foundations behind the test content, concordance between the current and previous version of the SAT, and the relationship between SAT scores and first-year grade point average, as well as the relationship between SAT scores and college and career readiness benchmarks.</li> </ul> <p><b>Evidence #2.1.1.a: SAT® Suite of Assessments Technical Manual Appendixes (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Tables A-3.1 – A-3.15 in Appendix 3 (pages 11 – 35) provide test content specifications and content domains and descriptions.</li> </ul> <p><b>Evidence #2.1.8: Test Specifications for the Redesigned SAT (2015)</b></p> <p>This document provides information on the evidentiary foundations of the English Language Arts and Math domains of the SAT, the test specifications that describe how the SAT measures those content domains and a description of our test development processes.</p> <p><b>Evidence #2.2.1: An SAT Validity Primer (January 2015)</b></p> <p>This paper provides validity evidence on the</p>	<p>Lists 2.1.2 – 2.1.7 – state alignment documents. The DE doc does not address cognitive processes alignment</p> <p>Lists 2.2.1 – this document discusses the predictive validity of the old test and proposed revisions to the SAT</p> <p>Lists 2.2.2 – this document is a study focused on the validity of using the SAT for college admission decisions. It does not address cognitive processes</p> <p>Lists 3.2.2 – Summary of cognitive lab study – why is this document marked as a draft? It is very short, does not give the items used in the study, nor does it name the cognitive processes each item was intended to evoke. It does not make explicit what evidence led to which conclusions. Plus, the number of items used in this study is very small (i.e., 10 math and 13 ELA). More details about the methodology, content, and interpretations are needed to provide a convincing argument that the high level cognitive processes purported to be assessed are indeed drawn upon by students as they engage with the SAT. This statement seems to contradict the summary.</p> <p>Cognitive study seemed like a summary of the study without any analysis. What were the specific interview questions? Besides vocabulary and wording being difficult, how did the students perform on the items they thought were hard or easy? How did the students perform? How did this research influence item development? Any ELL or special education students included? How does this study validate the intended and appropriate cognitive processes based on the states’ academic content standards?</p> <p>3.2.2, p. 4, cog lab study: <b>Conclusion</b> states, “The cognitive processes lab study conducted using TAPs provided important feedback to College Board content experts during the development of questions</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>relationship between SAT scores and important college outcomes. The evidence provided in this paper is based on a previous version of the SAT. Pages 131 – 135 of the <i>SAT Suite Technical Manual</i> describe how the new version of the SAT correlates with the previous version of the assessment.</p> <p><b>Evidence #2.2.2: The Redesigned SAT® Pilot Predictive Validity Study: A First Look (2016)</b> This white paper provides preliminary validity evidence on the relationship between SAT scores resulting for the redesigned SAT and important college outcomes. The College Board is in the process of completing a validity study to replicate the findings of this white paper with a large, nationally representative sample. The study will examine students in the entering college class of fall 2017, the first full cohort to be admitted to college with the new SAT. For more information regarding this planned study, please refer to page 152 of the SAT Technical Manual.</p> <p><b>Evidence #2.1.2 – 2.1.7: College Board Alignment to the state standards of Connecticut, Delaware, Maine, Michigan, New Hampshire and Illinois</b></p> <ul style="list-style-type: none"> <li>• Pages 7 - 9 of each document describe how alignment between the standards and the assessment is determined.</li> <li>• Pages 16 - 106 provide a detailed alignment of the SAT to each respective state’s English Language Arts/Literacy and Math standards for grades 11 and 12.</li> </ul> <p><b>Evidence #3.2.1: Summary of Validity Evidence for Cognitive Processes (2018)</b> This document provides an overview of how the</p>	<p>for the SAT. Since the newly-designed question types presented in the study were ultimately incorporated into the Redesigned SAT, the study also provides important validation of the cognitive processes students use when approaching these and other questions now on the test.” However, data and analysis in support of this statement was not provided.</p> <p>2.2.1-Tech Manual, pp. 132-3: “the results of this pilot study showed that new SAT scores remain as predictive of college success as old SAT scores. This is important to note as the redesign of the SAT was first and foremost focused on more closely aligning the content and skills tested on the SAT with those content and skills that research indicates are critical for college success. In making these important changes to the test, that the strong predictive validity was also maintained is an important accomplishment of the redesign.” However, there was no evidence that the development and selection of items to assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills provided.</p> <p>3.2.1 – lists much of the alignment evidence provided by ETS, however, it’s not clear that these were conducted by external content experts to align with cognitive processes.</p> <p>3.2.2 (Revised) – Report provides some evidence that test-takers are not using intended cognitive processes, especially in mathematics, for some items. Limited number of items.</p> <p>More evidence needed to indicate that the items are really tapping into the cognitive processes as</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>evidence listed above is pertinent to the claim that the SAT assesses the intended cognitive processes related to English Language Arts/ Literacy and Math in grades 11 and 12</p> <p><b>Evidence #3.2.2: CONFIDENTIAL Summary of Cognitive Laboratory Study for the Redesigned SAT Conducted on March 16, 2013 (2018)</b></p> <p>This white paper summarizes the results of a study using Think-aloud Protocols conducted during the design process for the Redesigned SAT. The study provided evidence for how students were approaching and interpreting items in English Language Arts, Literacy, and Math.</p>	<p>indicated by the states' content standards.</p> <p>Cognitive processes study was conducted in 2013; updated study addressing more of the items should be conducted to address alignment with state standards</p>
<b>Section 3.2 Summary Statement</b>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Adequate validity evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State's academic content standards.</li> </ul>		

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## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p style="text-align: center;"><b>3.3 – Validity Based on Internal Structure</b></p> <p>The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s academic content standards on which the intended interpretations and uses of results are based.</p>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math:</b></p> <p><b>Evidence #2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 39 - 45 describe how test items are created and reviewed. This section describes the statistical indices computed to determine the appropriateness of items for use in operational forms of the SAT (i.e. equated p-values, r-biserials, and Mantel-Haenszel DIF.</li> <li>• Pages 47 - 49 describe how the College Board develops the optional SAT Essay test, which is administered by some of our state clients to assess student writing skills.</li> <li>• Pages 75 - 106 describe various psychometric analysis and their results. These procedures include scaling procedures, equating, analysis of normative information, reliability analysis and additional psychometric analysis performed by the College Board.</li> <li>• Pages 107 - 139 examine the validity of the SAT, including the relationship between SAT scores and first-year grade point average as well as the relationship between SAT scores and college and career readiness benchmarks.</li> </ul> <p><b>Evidence #2.1.1.a: SAT® Suite of Assessments Technical Manual Appendixes (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Appendix 5 (pages 37 – 65) provides additional detail regarding how statistical indices were computed.</li> <li>• Appendix 6 (pages 66 – 320) provides data to support the psychometric analysis performed by the College Board.</li> <li>• Appendix 7 (pages 321 – 396) displays the results of analyses performed to evaluate the validity of the</li> </ul>	<p>Benchmarks for Math and ERW were established using the previous version of the SAT (page 144 of the technical manual). These Benchmarks are purported to indicate 75% probabilities of earning a C or better in an introductory college level course.</p> <p>The sample score report, Evidence 5.1.4, was the evidence used to provide an overview of how scores and sub scores are reported. How does this relate back to the state standards and how can teachers use it? The sub score names on the score report do not match the sub domains of the content standards</p> <p>There are also studies linking the old SAT scores to the new SAT scores (concordance studies, p. 124 of the technical manual), but this text states explicitly that the scores are not interchangeable – likely due to different underlying structures of the old and new tests (e.g., relative weights of different content, etc.). With this in mind, the evidence of the use of SAT scores to predict college success seems adequate. But this does not indicate how the internal structure aligns to the state standards.</p> <p>3.3.2-3.37. Analyses of internal structure-item correlations and dimensionality of assessment are not consistent with standards and interpretation of results. The intercorrelations reveal a very large, but not perfect, correlation among sub scores of items. This is not strong evidence that the sub scores are measuring different underlying factors.</p> <p><b>2.1.1:</b> pp. 44, 45: description of DIF Analyses, with results in the appendix. <b>2.1.1.a,</b> pp. 50-63: results of DIF analyses indicate low or no DIF and does not include students with disabilities.</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>SAT.</p> <p><b>Evidence #2.1.8: Test Specifications for the Redesigned SAT (2015)</b>                      This document provides details regarding how our test is constructed and includes test blueprints, evidentiary foundation, and examples of text complexity and sample questions. While we recommend that reviewers consider the entire document as evidence in support of this critical element, the following sections should be of particular interest:</p> <ul style="list-style-type: none"> <li>• Pages 41 – 69 provide test specifications and blueprints for the SAT Evidence-Based Reading and Writing test including scores and sub-scores consistent with the sub-domain structures of the academic content standards on which the interpretations and uses of results are based.</li> <li>• Pages 70 - 81 provide test specifications for the optional SAT Essay test.</li> <li>• Pages 132 – 158 provide test specifications and blueprints for the SAT Math test including scores and sub-scores consistent with the sub-domain structures of the academic content standards on which the interpretations and uses of results are based.</li> <li>• Pages 198 – 206 provide an overview of SAT development process.</li> </ul> <p><b>Evidence #3.3.1: Scaling for the SAT Suite of Assessments (2017)</b>                      • Pages 66 – 74 describe the characteristics of SAT sub-score scaling</p> <p><b>Evidence #3.3.2: SAT Suite of Assessments Administration Report- Connecticut (April</b></p>	<p>DE, ME, and MI included correlations among sub scores on correlations between the Reading Test Score, the Writing and Language Test Score, the Evidence-Based Reading and Writing (ERW) Section Score, and the Dimension Scores on Essay. This provides evidence that these scores are only moderately correlated and measuring somewhat different constructs.</p> <p>However, no evidence was provided of a dimensionality (or factor) analysis of the SAT. There was no evidence provided that the sub scores are based on analyses.</p> <p>As states use the SAT as their accountability measure, the interpretations of the scores may be different than the originally intended use of SAT scores. Will College Board be studying this and produce research that is useful for states if they begin making claims that have not been previously studied on the SAT?</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p><b>2017)</b>                      This report summarizes the performance of 11th grade students who took the April 2017 Connecticut SAT school day administration. The report includes a variety of test analysis based on the data gathered from the test administration.</p> <ul style="list-style-type: none"> <li>• Pages 15 - 28 provide Scale Score Moments, Intercorrelations and Reliability for the two SAT Forms administered on test day. The tables in this section provided information for by form and disaggregated by various subgroups.</li> </ul> <p><b>Evidence #3.3.3: SAT Suite of Assessments Administration Report- Delaware (April 2017)</b>                      This report summarizes the performance of 11th grade students who took the April 2017 SAT school day administration. The report includes a variety of test analysis based on the data gathered from the test administration.</p> <ul style="list-style-type: none"> <li>• Pages 15 – 22 provide Scale Score Moments, Intercorrelations and Reliability for the two SAT Forms administered on test day. The tables in this section provided information for by form and disaggregated by various subgroups.</li> <li>• Page 60 provide tables demonstrating correlations of three essay dimension scores and correlations between the Reading Test</li> </ul> <p>Score, the Writing and Language Test Score, the Evidence-Based Reading and Writing (ERW) Section Score, and the Dimension Scores on Essay.</p> <p><b>Evidence #3.3.4: SAT Suite of Assessments Administration Report – Maine (April 2017)</b>                      This report summarizes the performance of 11th grade students who took the April 2017 SAT school</p>	

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>day administration. The report includes a variety of test analysis based on the data gathered from the test administration.</p> <ul style="list-style-type: none"> <li>• Pages 15 – 21 provide Scale Score Moments, Intercorrelations and Reliability for the two SAT Forms administered on test day. The tables in this section provided information for by form and disaggregated by various subgroups.</li> <li>• Page 60 provide tables demonstrating correlations of three essay dimension scores and correlations between the Reading Test Score, the Writing and Language Test Score, the Evidence-Based Reading and Writing (ERW) Section Score, and the Dimension Scores on Essay.</li> </ul> <p><b>Evidence #3.3.5: SAT Suite of Assessments Administration Report – Michigan (April 2017)</b>                      This report summarizes the performance of 11th grade students who took the April 2017 SAT school day administration. The report includes a variety of test analysis based on the data gathered from the test administration.</p> <ul style="list-style-type: none"> <li>• Pages 15 – 29 provide Scale Score Moments, Intercorrelations and Reliability for the two SAT Forms administered on test day. The tables in this section provided information for by form and disaggregated by various subgroups.</li> </ul> <p>Page 75 provide tables demonstrating correlations of three essay dimension scores and correlations between the Reading Test Score, the Writing and Language Test Score, the Evidence-Based Reading and Writing (ERW) Section Score, and the Dimension Scores on Essay.</p> <p><b>Evidence #3.3.6: SAT Suite of Assessments</b></p>	

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p><b>Administration Report – New Hampshire (April 2017)</b>                      This report summarizes the performance of 11th grade students who took the April 2017 SAT school day administration. The report includes a variety of test analysis based on the data gathered from the test administration.</p> <ul style="list-style-type: none"> <li>• Pages 15 – 21 provide Scale Score Moments, Intercorrelations and Reliability for the two SAT Forms administered on test day. The tables in this section provided information for by form and disaggregated by various subgroups.</li> </ul> <p><b>Evidence #3.3.7: SAT Suite of Assessments Administration Report – Illinois (April 2017)</b>                      This report summarizes the performance of 11th grade students who took the April 2017 SAT school day administration. The report includes a variety of test analysis based on the data gathered from the test administration.</p> <ul style="list-style-type: none"> <li>• Pages 18 – 26 provide Scale Score Moments, Intercorrelations and Reliability for the two SAT Forms administered on test day. The tables in this section provided information for by form and disaggregated by various subgroups.</li> </ul>	
<b>Section 3.3 Summary Statement</b>		
<p><u>  X  </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Provide adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s academic content standards on which the intended interpretations and uses of results are based.</li> </ul>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

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STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p style="text-align: center;"><b>3.4 – Validity Based on Relationships with Other Variables</b></p> <p>The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.</p>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math:</b>  <b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b>            • Pages 114 - 135 include information on concordance between the current and previous version of the SAT, the relationship between SAT scores and first-year grade point average, and the relationship between SAT scores and college and career readiness benchmarks.</p> <p><b>Evidence #2.2.1: An SAT Validity Primer (January 2015)</b>            This paper provides validity evidence on the relationship between SAT scores and important college outcomes. The evidence provided in this paper is based on a previous version of the SAT. Pages 131 – 135 of the <i>SAT Suite Technical Manual</i> describe how the new version of the SAT correlates with the previous version of the assessment.</p> <p><b>Evidence #2.2.2: The Redesigned SAT® Pilot Predictive Validity Study: A First Look (2016)</b>            This white paper provides preliminary validity evidence on the relationship between SAT scores resulting for the redesigned SAT and important college outcomes. The College Board is in the process of completing a validity study to replicate the findings of this white paper with a large, nationally representative sample. The study will examine students in the entering college class of fall 2017, the first full cohort to be admitted to college with the new SAT. For more information regarding this planned study, please refer to page 152 of the SAT Technical Manual.</p> <p><b>Evidence #4.7.1: Excerpt from TAC</b></p>	<p>The documentation showing the predictive relationships between the SAT and college success is adequate, particularly when taken with the evidence for the concordance studies between the old and new versions of the SAT.</p> <p><b>2.2.1:</b> Validity Primer provides strong predictive validity evidence, for a previous version of the SAT. Must rely on how well the old and new version correlate. <b>2.2.2:</b> Predictive validity study on new SAT provides evidence that new SAT has similar predictive validity, as claimed.</p> <p>College Board should consider conducting studies comparing other assessment programs like NAEP, SBAC or PARCC.</p> <p>SAT may wish to consider high school teacher grades and GPA as part of the evidence for this element to address career ready students and not just college bound students.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p><b>presentation regarding Validity Research</b>                      The College Board presents validity evidence to the Technical Advisory Committees of our state partners. These slides are an excerpt from these presentations and covers information regarding College Board past, current and future validity studies.</p>	
<b>Section 3.4 Summary Statement</b>		
<p><u>  X  </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Provide adequate validity evidence that the State’s assessment scores are related as expected with other variables, not necessarily associated with college success only.</li> </ul>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

**SECTION 4: TECHNICAL QUALITY - OTHER**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p style="text-align: center;"><b>4.1 – Reliability</b></p> <p>The State has documented adequate reliability evidence for its assessments for the following measures of reliability for the State’s student population overall and SWD, EL, and forms administered with accommodations. and, if the State’s assessments are implemented in multiple States, for the assessment overall and each student group, including:</p> <ul style="list-style-type: none"> <li>• Test reliability of the State’s assessments estimated for its student population;</li> <li>• Overall and conditional standard error of measurement of the State’s assessments;</li> <li>• Consistency and accuracy of estimates in categorical classification decisions for the cut scores and achievement levels based on the assessment results;</li> <li>• For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a student’s achievement.</li> </ul>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math:</b>  <b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 75 - 106 describe various psychometric analysis and their results. These procedures include scaling procedures, equating, analysis of normative information, reliability analysis and additional psychometric analysis performed by the College Board.</li> </ul> <p><b>Evidence #2.1.1.a: SAT® Suite of Assessments Technical Manual Appendixes (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Appendix 6 (pages 66 - 320) provides data to support the psychometric analysis performed by the College Board.</li> </ul> <p><b>Evidence #4.1.1: SAT Suite of Assessments Administration Report Table of Contents</b>  This document displays the contents of a typical post-administration Test Analysis Report for the national administration of the SAT. The College Board provides state level administration reports to its state partners.  Please refer to evidence #3.3.2 – 3.3.7 for the state specific administration reports.</p>	<p>There was very little analysis, interpretation of the data, lack of data for EL and SWD provided for this critical element.</p> <p>Tables were available for all demographic groups, but did not provide any information on students with disabilities, EL, or tests administered with accommodations.</p> <p><b>Test reliability of the State’s assessments estimated for its student population-</b></p> <ul style="list-style-type: none"> <li>• There was no information provided for EL and SWD.</li> </ul> <p><b>Overall and conditional standard error of measurement of the State’s assessments</b>  Average CSEMs are reasonable to slightly large: most are 6 to 8% of score range.</p>
<p><b>Section 4.1 Summary Statement</b></p> <p><u>  </u> <u>  </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Adequate reliability evidence for its assessments for the following measures of reliability for the State’s student population for students with disability, EL, and students who received accommodations.</li> </ul>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
<p><b>4.2 – Fairness and Accessibility</b></p> <p>The State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments.</p>	<p><b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 21 - 26 provide an overview of College Board test development processes related to fairness.</li> <li>• Pages 27 - 52 provide a detailed description of test development procedures, including a description of item content and fairness reviews, item pre-testing and analysis, and information on the types of accommodations that are available to students.</li> <li>• Pages 60 - 74 describe the scoring procedures for the SAT, a description of how results are reported, and the item analysis that is performed on the operational items, including Differential Item Functioning (DIF) and Key Validation. The required qualifications for human scorers are also included in this section.</li> <li>• Pages 75 - 106 describe various psychometric analyses which are performed to identify any possible bias or inconsistent interpretations of assessment results across student groups.</li> </ul> <p><b>Evidence #2.1.1.a: SAT® Suite of Assessments Technical Manual Appendixes (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Appendix 6 (pages 66 - 320) provides data to support the psychometric analysis performed by the College Board.</li> </ul> <p><b>Evidence #2.3.3: The SAT School Day SSD Coordinator Manual (Spring 2017)</b></p> <p>This manual provides instructions for supervisors who will be responsible for registering students for testing accommodations and managing nonstandard test administrations.</p> <p><b>Evidence #2.3.5: SAT School Day Accommodations webinar (January 2017)</b></p>	<p>2.3.3 and 2.3.5 relate to fairness with respect to test administration, but not design, development, or analysis.</p> <p>Peers could not evaluate the criteria for fairness since the College Board did not provide the guidelines used for training experts. No items or training materials were provided.</p> <p>Design and Development</p> <p>2.1.1, page 22 “all questions are reviewed by external, independent reviewers who are asked to evaluate each question according to a set of criteria for content accuracy and fairness.” Who are the experts and what are the demographics of the reviewers?</p> <p>2.1.1, pp. 27-43: listed the test design procedures to ensure fairness, including item review for bias. The writers were instructed to read and use the white paper. It wasn’t evident that this was included in training.</p> <p>4.2.1: Universal Design was listed, but nothing was provided to verify its use. SAT provided comment in its listing that “College Board assessment writers are instructed to reference this paper regarding Universally Designed Assessment when creating assessment items for the SAT.” However, the peers noted there is no indication of this as part of the training and no verification this process was followed. Are items rejected during item review process that may indicate these practices are not implemented?</p> <p>Analysis</p> <p>2.1.1.a, pp. 50-63: results of DIF analyses indicate low or no DIF, however, no DIF evidence was provided for SWD, EI and no interpretation provided.</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>This PowerPoint deck is presented to SSD supervisors via online training sessions and reviews the policies and procedures related to nonstandard SAT administrations.</p> <p><b>Evidence #4.2.1: Creating Better Tests for Everyone Through Universally Designed Assessments (2004)</b></p> <p>College Board assessment writers are instructed to reference this paper regarding Universally Designed Assessment when creating assessment items for the SAT.</p>	
<b>Section 4.2 Summary Statement</b>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>Evidence for the reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments, including the lack of any data related to students with disabilities and ELs.</li> </ul>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
<p align="center"><b>4.3 – Full Performance Continuum</b></p> <p>The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum, including for high- and low-achieving students.</p>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math:</b></p> <p><b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 75 - 106 describe various psychometric analyses to study how the SAT assesses student performance across the full performance continuum.</li> </ul> <p><b>Evidence #2.1.1.a: SAT® Suite of Assessments Technical Manual Appendixes (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Appendix 6 (pages 66 - 320) provides data to support the psychometric analysis performed by the College Board.</li> </ul> <p><b>Evidence #4.3.1: SAT Effectiveness at Representing Test Taker Achievement across the Performance Spectrum (2017)</b></p> <p>This document provides data regarding the SAT’s effectiveness at representing test taker achievement.</p>	<p>The graphs of different score distributions indicate that scores were earned across the continuum. Stated in 4.3.1, p. 3: “The normal curve with the corresponding mean and standard deviation is superimposed on each graph for comparison. The histograms show a reasonable spread of scores across the entire scale score range. The results reflect tests that well match the test taking population.”</p> <p>2.1.1.a: pp. 216 – 221 &amp; 4.3.1: CSEMs are almost identical across the score range, indicating similar precision across the spectrum (for low-, medium-, and high-achieving students).</p>
<p><b>Section 4.3 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

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## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>4.4 – Scoring</b></p> <p>The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable results, facilitate valid score interpretations, and report assessment results in terms of the State’s academic achievement standards.</p>	<p><b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 2 - 4 describe the scores derived from the assessment and the intended use of results.</li> <li>• Page 48 - 49 describes the inter-rater reliability statistics related to the essay portion of the assessment.</li> <li>• Pages 60 - 74 describe the scoring procedures for the SAT, a description of how results are reported, and the item analysis that is performed on the operational items, including Differential Item Functioning (DIF) and Key Validation. The required qualifications for human scorers are also included in this section.</li> <li>• Pages 75 - 106 describe scaling procedures, equating, analysis of normative information to support appropriate interpretations of the common score scales, reliability analysis and additional psychometric analysis performed by the College Board.</li> <li>• Pages 133 - 135 describe the processes that were used to develop and validate the SAT benchmarks for college and career readiness.</li> </ul> <p><b>Evidence #2.1.1.a: SAT® Suite of Assessments Technical Manual Appendixes (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Appendix 5 (pages 37 - 65) provides the essay scoring rubric and data to support the item analysis findings summarized in the technical manual.</li> <li>• Appendix 6 (pages 66 – 320) provides data to support the psychometric analysis performed by the College Board.</li> </ul> <p><b>Evidence #3.3.1: Scaling for the SAT Suite of Assessments (2017)</b></p> <p>This document describes the methodology and</p>	<p>The sample score report, Evidence 5.1.4, was the evidence used to get an overview of how scores and sub scores are reported.</p> <p>The subdivisions of the SAT do not map easily onto the Domains and Strands of the content standards.</p> <p>The state-specific alignment documents show how the standards fall into the different reported sections of the SAT</p> <p>Documentation provides evidence of scoring procedures and scoring involving human judgment; however, 3.3.3, 3.3.4, 3.3.5 do not provide I-RR; 3.3.7 does – how is this I-RR interpreted by states and ETS?</p> <p>The low IRR brings into question the validity of the scores for the essay test. What are SAT plans to address this issue?</p> <p>States that use the essay test should review and consider improvements in this section.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>scale development process for the SAT Suite of Assessments.</p> <ul style="list-style-type: none"> <li>• Pages 8 - 11 provide a description of the scores derived from the SAT and an overview of how the scores were developed.</li> <li>• Pages 16 – 24 describe how the scaling study was designed.</li> <li>• Pages 25 – 40 describe the characteristics of SAT scaling.</li> <li>• Pages 66 – 74 describe the characteristics of SAT subscore scaling.</li> </ul> <p><b>Evidence #3.3.3: SAT Suite of Assessments Administration Report – Delaware (April 2017)</b>                      This report summarizes the performance of 11th grade students who took the April 2017 SAT school day administration, and includes information on the inter-rater reliability of the essay test included in the SAT. Please refer to pages 51 of 68 – 63 of 68 for information on inter-rater (single rater) reliability, percentages of agreement, correlation coefficient, and kappa statistics.</p> <p><b>Evidence #3.3.4: SAT Suite of Assessments Administration Report – Maine (April 2017)</b>                      This report summarizes the performance of 11th grade students who took the April 2017 SAT school day administration, and includes information on the inter-rater reliability of the essay test included in the SAT. Please refer to pages 51 of 68 – 63 of 68 for information on inter-rater (single rater) reliability, percentages of agreement, correlation coefficient, and kappa statistics.</p> <p><b>Evidence #3.3.5: SAT Suite of Assessments Administration Report – Michigan (April 2017)</b>                      This report summarizes the performance of 11th grade students who took the April 2017 SAT school</p>	

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	day administration, and includes information on the inter-rater reliability of the essay test included in the SAT. Please refer to pages 65 of 84 – 79 of 84 for information on inter-rater (single rater) reliability, percentages of agreement, correlation coefficient, and kappa statistics.	
<b>Section 4.4 Summary Statement</b>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Provide evidence of established and documented standardized essay scoring procedures and protocols that are designed to produce reliable results, facilitate valid score interpretations, and report assessment results in terms of adequate inter-rater reliability.</li> </ul>		

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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>4.5 – Multiple Assessment Forms</b></p> <p>If the State administers multiple forms within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State’s academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years.</p>	<p><b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 39 - 49 describe how the test is constructed to ensure multiple forms of the assessment are comparable</li> <li>• Pages 82 - 90 describe equating procedures and results for the SAT.</li> </ul> <p><b>Evidence #2.1.1.a: SAT® Suite of Assessments Technical Manual Appendixes (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Appendix 6; Tables A-6.3.2 through A-6.3.5 (pages 72 - 78) show data and sample sets related to the equating procedures described in pages 82 - 90 of evidence 2.1.1.</li> </ul> <p><b>Evidence #3.3.2: SAT Suite of Assessments Administration Report- Connecticut (April 2017)</b></p> <ul style="list-style-type: none"> <li>• Page 2 provides an executive summary which describes the number of forms used in the April 2017 administration of SAT SD in Connecticut.</li> </ul> <p><b>Evidence #3.3.5: SAT Suite of Assessments Administration Report- Michigan (April 2017)</b></p> <ul style="list-style-type: none"> <li>• Page 2 provides an executive summary which describes the number of forms used in the April 2017 administration of SAT SD in Michigan.</li> </ul>	<p>Documentation adequately provided for this critical element</p> <p>Peers noted it would have been helpful for an opportunity to review the forms or an independent audit of the multiple test forms.</p>
<p><b>Section 4.5 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>4.6 – Multiple Versions of an Assessment</b></p> <p>If the State administers assessments in multiple versions within a content area, grade level, or school year, the State:</p> <ul style="list-style-type: none"> <li>Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments;</li> <li>Documented adequate evidence of comparability of the meaning and interpretations of the assessment results.</li> </ul>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math. The SAT has been administered in English and as a pencil and paper assessment.</b></p>	<p>This critical element does not apply to this review.</p>
<p><b>Section 4.6 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

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<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
<p align="center"><b>4.7 – Technical Analysis and Ongoing Maintenance</b></p> <p>The State has a system for monitoring and maintaining, and improving as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments).</p>	<p><b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 1 - 20 provide an overview of the assessment, including a description its purpose, test format and content, scores derived from the assessment and the intended use of results.</li> <li>• Pages 107 – 135 examine the validity of the SAT and includes information on the evidentiary foundations behind the test content, concordance between the current and previous version of the SAT, and the relationship between SAT scores and first-year grade point average, as well as the relationship between SAT scores and college and career readiness benchmarks.</li> </ul> <p><b>Evidence #2.1.1.a: SAT® Suite of Assessments Technical Manual Appendixes (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Tables A-3.1 – A-3.15 in Appendix 3 (pages 11 - 35) provide test content specifications and content domains and descriptions.</li> <li>• Appendix 5 (pages 37 - 65) provides additional detail regarding how statistical indices were computed.</li> <li>• Appendix 6 (pages 66 – 320) provides data to support the psychometric analysis performed by the College Board.</li> <li>• Appendix 7 (pages 321 – 396) displays the results of analyses performed to evaluate the validity of the SAT.</li> </ul> <p><b>Evidence #2.1.8: Test Specifications for the Redesigned SAT (2015)</b></p> <ul style="list-style-type: none"> <li>• Pages 198 – 206 provide an overview of SAT development process.</li> </ul> <p><b>Evidence #2.2.1: An SAT Validity Primer</b></p>	<p>4.7.1: “Initial findings from this large-scale study will be available in 2019.”</p> <p>No evidence of independent studies of alignment</p> <p>No evidence of states’ systems for monitoring and improving related to examples of evidence related to critical element</p> <p>Since states are using SAT as an accountability measure, evidence and claims will result in different needs which results in different studies to support this use.</p> <p>The College Board should plan to study the use of the SAT for state accountability vs. a predictive test for college admission.</p> <p>Evidence from the 2019 study and TAC recommendations may provide some information in meeting this element.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p><b>(January 2015)</b>            This paper provides validity evidence on the relationship between SAT scores and important college outcomes. The evidence provided in this paper is based on a previous version of the SAT. Pages 131 – 135 of the <i>SAT Suite Technical Manual</i> describe how the new version of the SAT correlates with the previous version of the assessment.</p> <p><b>Evidence #2.2.2: The Redesigned SAT® Pilot Predictive Validity Study: A First Look (2016)</b>            This white paper provides preliminary validity evidence on the relationship between SAT scores resulting for the redesigned SAT and important college outcomes. The College Board is in the process of completing a validity study to replicate the findings of this white paper with a large, nationally representative sample. The study will examine students in the entering college class of fall 2017, the first full cohort to be admitted to college with the new SAT. For more information regarding this planned study, please refer to page 152 of the SAT Technical Manual.</p> <p><b>Evidence #2.1.2 – 2.1.7: College Board Alignment to the state standards of Connecticut, Delaware, Maine, Michigan, New Hampshire and Illinois (2015 - 2018)</b></p> <ul style="list-style-type: none"> <li>• Pages 7 - 9 of each document describe how alignment between the standards and the assessment is determined.</li> <li>• Pages 16 - 106 provide a detailed alignment of the SAT to each respective state’s English Language Arts/Literacy and Math standards for grades 11 and 12.</li> </ul> <p><b>Evidence #3.1.1: SAT Practice Test 8 (2017)</b>            This practice test is a version of a form that was used for a 2016 SAT test administration. The</p>	

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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

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	<p>sample test includes the optional essay, answer key, answer sheet and instructions on how to score the test.</p> <p><b>Evidence #4.1.1: SAT Suite of Assessments Administration Report Table of Contents</b>                      This document displays the contents of a typical post-administration Test Analysis Report for the national administration of the SAT. The College Board provides state level administration reports to its state partners. Please refer to evidence #3.3.2 – 3.3.7 for the state specific administration reports.</p> <p><b>Evidence #4.7.1: Excerpt from TAC presentation regarding Validity Research (February 2017)</b>                      The College Board presents validity evidence to the Technical Advisory Committees of our state partners. These slides are an excerpt from these presentations and covers information regarding College Board past, current and future validity studies.</p>	
<p><b>Section 4.7 Summary Statement</b></p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Evidence of a system for monitoring and maintaining, and improving as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system</li> </ul>		

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## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

### **SECTION 5: INCLUSION OF ALL STUDENTS**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>5.1 – Procedures for Including Students with Disabilities</b></p> <p>The State has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State’s assessment system, including, at a minimum, guidance for individual educational plan (IEP) Teams to inform decisions about student assessments that:</p> <ul style="list-style-type: none"> <li>• Provides clear explanations of the differences between assessments based on grade-level academic achievement standards and assessments based on alternate academic achievement standards, including any effects of State and local policies on a student’s education resulting from taking an alternate assessment based on alternate academic achievement standards;</li> <li>• States that decisions about how to assess students with disabilities must be made by a student’s IEP Team based on each student’s individual needs;</li> <li>• Provides guidelines for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment;</li> <li>• Provides information on accessibility tools and features available to students in general and assessment accommodations available for students with disabilities;</li> <li>• Provides guidance regarding selection of appropriate accommodations for students with disabilities;</li> <li>• Includes instructions that students eligible to be assessed based on alternate academic</li> </ul>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math, so no evidence will be provided related to a specific state’s alternate assessment. The state will determine which students take the general or the alternate assessment. Below we provide documentation regarding the accommodations that the College Board provides for administrations of the general assessment.</b></p> <p><b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 49 – 52 describe the types of available allowable accommodations.</li> </ul> <p><b>Evidence #2.3.3: The SAT School Day SSD Coordinator Manual (Spring 2017)</b></p> <p>This manual provides instructions for supervisors who will be responsible for registering students for testing accommodations, and managing the test administration for students who require testing accommodations.</p> <p><b>Evidence #2.3.5: SAT School Day Accommodations webinar (January 2017)</b></p> <p>This PowerPoint deck is presented to SSD supervisors via an online training session and reviews the policies and procedures related to SAT administrations for students who require testing accommodations.</p> <p><b>Evidence #5.1.1: Pages from the College Board Students with Disabilities website. (accessed September 1, 2017)</b></p> <p>This document provides images of the College Board web pages regarding the accommodations request and approval process. This information is available through the College Board website -</p>	<p><b>Participation Requirements for Students with Disabilities</b></p> <p>There is an online request system for accommodations for students with disabilities listed on page 58 of the technical manual.</p> <ul style="list-style-type: none"> <li>• All evidence is specific to the SAT; evidence required by states is not provided in this document.</li> </ul> <p>The evidence of the process used by the states lacks clarity, such as does the state upload a file detailing accommodations for efficient and effective data reporting? It is unclear based on the screen shots in the PowerPoint (2.3.5 webinar) whether this process is used.</p> <p><b>Decisions by IEP team based on individual need</b></p> <p>Since 1/1/2017, students receive the same accommodations on the SAT as they do routinely use in assessment situations based on the accommodations provided on the IEP. The request must still be submitted on the SAT online system as a simplified request.</p> <p>Some accommodations are listed on page 59(2.1.1) but a complete list and instructions for administering the accommodations are not provided.</p> <p>5.1.1 and 5.1.2 contains screens from the webpages, where more instructions are listed in detail for each type of accommodation and how to request it. The College Board stated that the accommodation list is not complete. A complete list of the approved accommodations should be provided.</p> <p>Clarity needs to be provided with respect to the</p>

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<p>achievement standards may be from any of the disability categories listed in the IDEA;</p> <ul style="list-style-type: none"> <li>Ensures that parents of students with the most significant cognitive disabilities are informed that their student’s achievement will be based on alternate academic achievement standards and of any possible consequences of taking the alternate assessments resulting from district or State policy (e.g., ineligibility for a regular high school diploma if the student does not demonstrate proficiency in the content area on the State’s general assessments);</li> <li>The State has procedures in place to ensure that its implementation of alternate academic achievement standards for students with the most significant cognitive disabilities promotes student access to the general curriculum.</li> </ul>	<p><a href="https://www.collegeboard.org/students-with-disabilities">https://www.collegeboard.org/students-with-disabilities</a></p> <p><b>Evidence #5.1.2: College Board Typical Accommodations (accessed October 2, 2017)</b> This document provides information regarding typical testing accommodations available for SAT test administrations. This information is available through the College Board website - <a href="https://www.collegeboard.org/students-with-disabilities/typical-accommodations">https://www.collegeboard.org/students-with-disabilities/typical-accommodations</a>.</p> <p><b>Evidence #5.1.3: Support for Students with Temporary Physical/ Medical Conditions</b> This form is used to request testing support for students with temporary impairments (caused by injury, accident, etc) who cannot postpone their tests.</p> <p><b>Evidence #5.1.4: Reports for Students who Test with State Allowed Accommodations</b> Students who test using state allowed accommodations will receive test results that are marked with an “SAA” label. These screen shots show how the designation appears on their reports.</p> <p><b>Evidence #5.1.5: Parent Consent Form Templates</b> The College Board provides a template that district and school administrators may use to attain parental consent to administer the SAT with testing accommodations to particular students. This resource is optionally used by our state partners.</p>	<p>flow of information between ETS and the SAT about requesting accommodations, particularly when these are not on an IEP and if the request is denied. How is this information provided to the state?</p> <p><b>Guidelines for IEP Team Decision-making, including accommodations</b> The SAT did not provide any evidence on the IEP team decision-making process for selection of accommodations.</p> <p><b>Accessibility Features and Selection of Appropriate Accommodations</b> Evidence appears to be adequate for this piece of the critical element.</p> <p><b>Parent Notification</b> Evidence 5.1.5 is the parent notification form for requesting accommodations that are not SAT identified. SAT has a form to request accommodations that will exclude the student’s score for college. Is SAT providing any guidance to states/IEP team use on score reporting for state approved accommodations and its impact on use of non-reportable scores for college admission purposes?</p> <p>Peers were not provided information about what information parents receive about SAT accommodations. There is a statement on the request form that the score may be non reportable, but there is no detail to explain to parents on the accommodation use. The student score report indicates that the score is non reportable due to SAA accommodations</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

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		<p>What do states share with parents about accommodations and possible implications on score reporting to colleges?</p> <p>States may provide this information but SAT did not provide information for the parent.</p> <p>States will need to provide information on accommodations if SAT does not provide. An accommodation manual detailing the selection, use, and reporting of test accommodations and implications would be beneficial for parents and teachers.</p>
<b>Section 5.1 Summary Statement</b>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale: Provide evidence of guidance for individual educational plan (IEP) Teams to inform decisions about student assessments that:</p> <ul style="list-style-type: none"> <li>• Provides clear explanations of the differences between assessments based on grade-level academic achievement standards and assessments based on alternate academic achievement standards, including any effects of State and local policies on a student’s education resulting from taking an alternate assessment based on alternate academic achievement standards;</li> <li>• States that decisions about how to assess students with disabilities must be made by a student’s IEP Team based on each student’s individual needs;</li> <li>• Provides guidelines for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment;</li> <li>• Provides guidance regarding selection of appropriate accommodations for students with disabilities;</li> </ul>		

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## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
<p><b>5.2 – Procedures for including ELs</b></p> <p>The State has in place procedures to ensure the inclusion of all English learners in public elementary and secondary schools in the State’s assessment system and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum:</p> <ul style="list-style-type: none"> <li>• Procedures for determining whether an English learner should be assessed with accommodation(s);</li> <li>• Information on accessibility tools and features available to all students and assessment accommodations available for English learners;</li> <li>• Guidance regarding selection of appropriate accommodations for English learners.</li> </ul>	<p>The College Board's policies and procedures are designed to ensure that appropriate testing accommodations are made available to students with disabilities, including English learners with a diagnosed disability. Students who are approved for and using testing accommodations at their school through a current Individualized Education Program (IEP) 504 Plan, or Formal Written Plan will have those same accommodations automatically approved for taking the SAT®, PSAT™10, PSAT/NMSQT®, SAT Subject Tests™, and AP® Exams. Please refer to the evidence provided in response to critical elements 5.1 and 5.3 for additional information regarding College Board accommodations processes.</p> <p><b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 50 - 51 describe the types of accommodations available to English learners.</li> </ul> <p><b>Evidence #2.3.3: The SAT School Day SSD Coordinator Manual (Spring 2017)</b></p> <p>This manual provides instructions on how to administer the SAT to English Learner students who are required to test with additional supports such as glossaries or translated instructions. Refer to pages iv, vi, and 30 for those instructions.</p> <p><b>Evidence #5.2.1: College Board-Approved Word-to-Word Glossaries for the SAT® Suite of Assessments (2017)</b></p> <p>This document lists the word-to-word glossaries that the College Board has approved for use with the SAT by English Learner students. The state education agency decides which students can use these language supports. These supports do not require an accommodations request and provide</p>	<p>There was no guidance provided on the selection process for the two accommodations provided. The test directions may be read, but are the questions also read for the mathematics?</p> <p>Directions for administration of the two accommodations all EL may use (2.3.3, pp iv, vi, 30) and (5.2.2). There is a separate request for additional time for EL under 5.2.2.</p> <p><b>Procedures for determining whether an English learner should be assessed with accommodation(s)</b></p> <p>States are advised to produce the evidence on accommodations. SAT supplies options for ELs, but LEAs decide which students receive these accommodations.</p> <p>Although all ELs may use word-word dictionaries and translated directions (2.1.1, pp. 50-51), there are no procedures provided to determine whether an EL should be assessed with these accommodations.</p> <p>Accessibility tools and features are not addressed, but accommodations are listed on page 60. 1/1/2017 – state-funded daytime administrations – instructions in several native languages provided; glossaries available too.</p> <p>SAT appears to delegate this to the state by stating only two questions to be answered: Is the requested accommodation(s) in the student’s plan? Has the student used the accommodation(s) for school testing? (see Evidence 5.1.1) It is not clear if there is a different system for EL or SWD?</p> <p>The evidence (2.3.5 webinar) suggests that extended</p>

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	<p>college reportable scores to students.</p> <p><b>Evidence #5.2.2: College Board translated instructions for the SAT (2017)</b></p> <p>The College Board provides translated test instructions to English language learners in the following languages: (a) English, (b) Arabic, (c) Chinese, (d) Haitian Creole, (e) Polish, (f) Russian, (g) Portuguese, (h) Spanish, and (i) Vietnamese. The state education agency decides which students can use these language supports. These supports do not require an accommodations request and provide college reportable scores to students.</p>	<p>time for ELs is a state accommodation only which has implications for score reporting and perhaps unintended consequence for the student because the score may not be reported for college admission.</p> <p>What is the decision-making process, how is this communicated to the EL team, how is this reported back to the state?</p> <p>It should be clear if this is used for a state test, which accommodations are provided and reported, who makes the selection decision, and how this is reported back to the state?</p> <p>Clarity between SAT and State guidance is needed for this element.</p> <p>Please provide the report regarding the effectiveness of the extended time accommodation for ELs.</p> <p>More evidence regarding the inclusion of ELs and accommodations is needed.</p>
<p><b>Section 5.2 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:                      Evidence of communicating this information to districts, schools, teachers, and parents, including, at a minimum:</p> <ul style="list-style-type: none"> <li>• Procedures for determining whether an English learner should be assessed with accommodation(s);</li> <li>• Information on accessibility tools and features available to all students and assessment accommodations available for English learners;</li> <li>• Guidance regarding selection of appropriate accommodations for English learners.</li> </ul>		

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<p align="center"><b>5.3 – Accommodations</b></p> <p>The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and English learners. Specifically, the State:</p> <ul style="list-style-type: none"> <li>Ensures that appropriate accommodations are available for students with disabilities(SWD) under the Individuals with Disabilities Education Act (IDEA) and students covered by Section 504;</li> <li>Ensures that appropriate accommodations are available for English learners (EL);</li> <li>Has determined that the accommodations it provides (i) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations;</li> <li>Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.</li> </ul>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math, so no evidence will be provided related to a specific state’s alternate assessment. The state will determine which students take the general or the alternate assessment. Below we provide documentation regarding the accommodations that the College Board provides for administrations of the general assessment. The processes described below apply to students with disabilities who are native English speakers and those who are English language learners.</b></p> <p><b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>Pages 49 – 51 describe the types of available allowable accommodations, including a description of the supports available for English learners.</li> </ul> <p><b>Evidence #2.3.5: SAT School Day Accommodations webinar (January 2017)</b></p> <p>This PowerPoint deck is presented to SSD supervisors via an online training session and reviews the policies and procedures related to SAT administrations for students who require testing accommodations. All students with documented disabilities, including English learners, can request and are approved for disability accommodations.</p> <p><b>Evidence #5.1.1: Pages from the College Board Students with Disabilities website. (accessed September 1, 2017)</b></p> <p>This document provides images of the College</p>	<p>SAT did not provide any information to ensure that appropriate accommodations are available for English learners (EL)</p> <p>SSD and State Allowed Accommodations are treated differently by the College Board but it is not clear how this impacts state accountability requirements that ensure access for all students.</p> <p>No evidence of any College Board studies on their accommodations and the impact on student scores to validate the accommodations. Although the College Board indicated a study on extended time will be conducted, no evidence of a plan and timeline was provided to verify this statement.</p> <p>There was no data provided on the types and frequency of accommodation approval requests.</p> <p>Pg. 25. Technical manual: “the vast majority of students who are approved for and using testing accommodations at their school through a current IEP or 504 plan have those same accommodations automatically approved for taking the College Board assessment.” How many students automatically qualify and get approved? How many students do not qualify automatically and get approved or not approved? How is the decision made?</p> <p><b>Ensures Availability/Appropriateness/Selection for SWD and EL</b></p> <p>States should supply evidence of how LEAs select accommodations for SWD and EL.</p> <p>There was no evidence provided to address whether the accommodations do not alter the construct being assessed, and allow meaningful interpretations of</p>

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STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

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	<p>Board web pages regarding the accommodations request and approval process. All students with documented disabilities, including English learners, can request and are approved for disability accommodations. This information is available through the College Board website - <a href="https://www.collegeboard.org/students-with-disabilities">https://www.collegeboard.org/students-with-disabilities</a></p> <p><b>Evidence #5.1.2: College Board Typical Accommodations (accessed October 2, 2017)</b> This document provides information regarding typical testing accommodations available for SAT test administrations. This information is available through the College Board website - <a href="https://www.collegeboard.org/students-with-disabilities/typical-accommodations">https://www.collegeboard.org/students-with-disabilities/typical-accommodations</a>.</p> <p><b>Evidence #5.1.3: Support for Students with Temporary Physical/ Medical Conditions</b> This form is used to request testing support for students with temporary impairments (caused by injury, accident, etc.) who cannot postpone their tests.</p> <p><b>Evidence #5.1.4: Reports for Students who Test with State Allowed Accommodations</b> <b>Student who test with State Allowed Accommodations receive a non-college reportable score. This document shows the online and paper-based score report that these students obtain. In adherence to applicable state and federal accessibility laws, College</b></p> <p>Board reports and resources are designed to meet accessibility standards including Section 508 of the Rehabilitation Act, and the Americans with Disabilities Act.</p>	<p>results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations.</p> <p>Is the read-aloud test format available for the Reading test? How is this not interfering with the tested construct?</p> <p>Per the sample score report for tests given with State Allowed Accommodations (5.1.4), scores may not be used for college admission or scholarship purposes, indicating they are not valid for these decisions. Where are the studies providing evidence that accommodated forms scores are valid for other uses such as tracking college and career readiness?</p> <p><b>Process for exceptional accommodation request</b> Special cases addressed in 2.3.5 include changes to previously requested accommodations and transfer students. Slide 4, 2.3.5 indicates that SAT reviews requests for other accommodations. SAT has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed but data was not provided on the impact such accommodations may have on score reportability for state accountability vs. SAT college reporting.</p> <p>The SAT did not provide evidence that the accommodations are appropriate and effective for meeting the individual student's need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations</p>

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	<p><b>Evidence #5.1.5: Parent Consent Forms Templates</b></p> <p><b>The College Board provides to its state clients templates that they may use to obtain parental consent for students to test with College Board approved accommodations or State Allowed Accommodations. The template is included here as evidence of supports the College Board provides to the state.</b></p>	<p>and students who do not need and do not receive accommodations.</p>
<p><b>Section 5.3 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide</p> <p>Evidence that the State ensures that its assessments are accessible to students with disabilities and English learners. Specifically, the State:</p> <ul style="list-style-type: none"> <li>• Ensures that appropriate accommodations are available for English learners (EL);</li> <li>• Has determined that the accommodations it provides (i) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations;</li> <li>• Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed but data was not provided and/or does this impact the score as reportable or non reportable.</li> </ul>		

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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p style="text-align: center;"><b>5.4 – Monitoring Test Administration for Special Populations</b></p> <p>The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and English learners so that they are appropriately included in assessments and receive accommodations that are:</p> <ul style="list-style-type: none"> <li>• Consistent with the State’s policies for accommodations;</li> <li>• Appropriate for addressing a student’s disability or language needs for each assessment administered;</li> <li>• Consistent with accommodations provided to the students during instruction and/or practice;</li> <li>• Consistent with the assessment accommodations identified by a student’s IEP Team or 504 team for students with disabilities, or another process for an English learner;</li> <li>• Administered with fidelity to test administration procedures.</li> </ul>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math, so no evidence will be provided related to a specific state’s alternate assessment. The state will determine which students take the general or the alternate assessment. Below we provide documentation regarding the accommodations that the College Board provides for administrations of the general assessment. Evidence #2.3.3: The SAT School Day SSD Coordinator Manual (Spring 2017)</b></p> <p>This manual provides instructions for supervisors who will be responsible for registering students for testing accommodations and managing the test administration for students who require testing accommodations.</p> <p><b>Evidence #2.3.5: SAT School Day Accommodations webinar (January 2017)</b></p> <p>This PowerPoint deck is presented to SSD supervisors via an online training session and reviews the policies and procedures related to SAT administrations for students who require testing accommodations.</p>	<p><b>State Policies Consistency</b></p> <p>What are state allowed accommodations that may not be accepted by SAT?</p> <p>Does College Board collect any information from states to ensure students receive the appropriate accommodations on the assessment?</p> <p>Is there any information on how many students do not receive or are denied accommodations via College Board’s process that should receive accommodations per state policy? Any studies?</p> <p><b>Consistent with instruction and IEP team process</b></p> <p>There is no evidence that SAT communicates about the accommodations use with IEP teams or the state.</p> <p><b>Administered with fidelity to TA procedures</b></p> <p>Is there any data to show that SAT has collected information from local test administrators regarding faithful implementation for special populations? The irregularities forms and procedures were included, but they seem to apply to the general population more than the special populations and accommodations.</p> <p>What training is provided to scribes and readers? This is critical training; slide 41 says training must be provided, but there is no further information.</p> <p><b>Process used to monitor compliance by districts with data to verify</b></p> <p>No State or SAT monitoring information is provided-either before, during, or post administration.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<b>Section 5.4 Summary Statement</b>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:  Evidence that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and English learners so that they are appropriately included in assessments and receive accommodations that are:</p> <ul style="list-style-type: none"> <li>• Consistent with the State’s policies for accommodations;</li> <li>• Appropriate for addressing a student’s disability or language needs for each assessment administered;</li> <li>• Consistent with accommodations provided to the students during instruction and/or practice;</li> <li>• Consistent with the assessment accommodations identified by a student’s IEP Team or 504 team for students with disabilities, or another process for an English learner;</li> <li>• Administered with fidelity to test administration procedures.</li> </ul>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

**SECTION 6: ACADEMIC ACHIEVEMENT STANDARDS AND REPORTING**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>6.2 – Achievement Standards-Setting</b></p> <p>The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting its academic achievement standards and alternate academic achievement standards to ensure they are valid and reliable.</p>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math, so no evidence will be provided related to a specific state’s alternate assessment.</b></p> <p><b>The College Board provides the below documentation to our state partners as support resources to be used during their standard setting process.</b></p> <p><b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 120 - 133 describe how the benchmarks were determined and how they are related to college outcomes.</li> </ul> <p><b>Evidence #2.1.2 – 2.1.7: College Board SAT Alignment to the state standards of Connecticut, Delaware, Maine, Michigan, New Hampshire, and Illinois</b></p> <p>Each of these College Board produced documents contains a detailed alignment between the state standards and the SAT. Please refer to Critical Element 2.1 for the relevant sections. These documents were provided to each panelist as a reference that could be used during the Achievement standards setting process.</p> <p><b>Evidence #2.1.8: Test Specifications for the Redesigned SAT (2015)</b></p> <p>Panelists were provided with this document as a reference that could be used during the standards setting process.</p> <p><b>Evidence #6.2.1: Final Report on the 2016 SAT Multi-State Standard Setting.</b></p> <p>This report summarizes the procedures used to obtain recommended cut scores from the standard setting panels, as well as the final cut</p>	<p><b>Method and Process</b></p> <p>Standard setting panels were rather small and lacked diversity, particularly in math. There was no EL representation on either standard setting panel.</p> <p>Process for setting achievement levels and descriptors appears to be sufficiently documented.</p> <ul style="list-style-type: none"> <li>• 6.2.1 references 4 states –does not include IL and MI.</li> <li>• Used Modified Angoff, p. 5</li> <li>• Description of Essay standard setting process is not included; only DE and ME did this standard-setting. What will other states do? P.73, Appendix J</li> <li>• P. 36 indicates that Math is aligned to CCSS; does not state the same for ERW</li> <li>• ALDs written by SME in 4 states – but no process described (p.4)</li> </ul> <p>2.1.1 pp, 120-135: setting benchmarks</p> <p>6.2.1, for CT, DE, ME, NH: standards setting procedures for the four states were documented. .</p> <p>Will the College Board be conducting any validity evidence on the achievement standards since states are using different points on the scale to make similar inferences (i.e., the group of states vs. Illinois)?</p> <p>IL and MI need to provide evidence of the standards setting process used.</p> <p>Is SAT going to provide evidence of validity of the different cut scores for IL. There was no information on the IL process for standard setting. The peers located the cut score for proficient but there was no process or ALD development provided. Page 10-11. 3.3.7. How is the different cut scores</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence									
	scores that were agreed upon by the four states: Connecticut, Delaware, Maine, and New Hampshire. First, an overview of the standard setting meeting is presented, followed by a detailed description of the procedures and results.	addressed with 4 state participation in the standard setting? <table border="1" data-bbox="1354 316 1669 414"> <tr> <td>State</td> <td>EWR</td> <td>MSS</td> </tr> <tr> <td>IL</td> <td>540</td> <td>540</td> </tr> <tr> <td>DE</td> <td>480</td> <td>530</td> </tr> </table>	State	EWR	MSS	IL	540	540	DE	480	530
State	EWR	MSS									
IL	540	540									
DE	480	530									
<b>Section 6.2 Summary Statement</b>											
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>Evidence of a technically sound method and process that involved panelists with appropriate experience and expertise for setting its academic achievement standards for IL and MI.</li> </ul>											

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>6.3 – Challenging and Aligned Academic Achievement Standards</b></p> <p>The State’s academic achievement standards are challenging and aligned with the State’s academic content standards such that a high school student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the workforce.</p> <p>If the State has defined alternate academic achievement standards for students with the most significant cognitive disabilities, the alternate academic achievement standards are linked to the State’s grade-level academic content standards or extended academic content standards, show linkage to different content across grades, and reflect professional judgment of the highest achievement standards possible for students with the most significant cognitive disabilities.</p>	<p><b>For the SAT assessment administered as a general assessment in grade 11 to assess English Language Arts/Literacy and Math, so no evidence will be provided related to a specific state’s alternate assessment. The College Board provides the below documentation to our state partners as support resources to be used during their standard setting process.</b></p> <p><b>Evidence # 2.1.1: SAT Suite of Assessments Technical Manual (October 2017)</b></p> <ul style="list-style-type: none"> <li>• Pages 21 - 26 describe the processes used to ensure the fairness of the assessment.</li> <li>• Pages 27 - 52 provide a detailed description of test development procedures.</li> <li>• Pages 108 - 114 describe the evidentiary foundation for the decisions made about the content included in the SAT.</li> <li>• Pages 120 - 133 describe how the benchmarks were determined and how they are related to college outcomes.</li> <li>• Pages 133 - 135 describe how the SAT assesses student readiness for college.</li> </ul> <p><b>Evidence #2.1.2 – 2.1.7: College Board SAT Alignment to the state standards of Connecticut, Delaware, Maine, Michigan, New Hampshire, and Illinois</b></p> <p>Each of these College Board produced documents contains a detailed alignment between the state standards and the SAT. Please refer to Critical Element 2.1 for the relevant sections. These documents were provided to each panelist as a reference that could be used during the Achievement standards setting process.</p> <p><b>Evidence #2.1.8: Test Specifications for the Redesigned SAT (2015)</b></p> <p>Panelists were provided with this document as a reference that could be used during the standards setting process.</p> <p><b>Evidence #2.2.1: An SAT Validity Primer (January 2015)</b></p> <p>This paper provides validity evidence on the relationship between SAT scores and important college outcomes. The</p>	<p><b>Challenging and aligned with the State’s academic content standards</b></p> <p>The description of process to develop ALDs is lacking in 6.2.1. The process is not described.</p> <p>Evidence that academic achievement standards are challenging was not provided.</p> <p>Will the College Board be conducting any validity evidence on the achievement standards since states are using different points on the scale to make similar inferences (i.e., the group of states vs. Illinois)?</p> <p>It is not clear how the ALDs represent the State’s academic content standards, the evidence shows alignment with the SAT benchmarks.</p> <p>Page 36.Appendix C. SAT states there is alignment with the state academic standards but there is no evidence or documentation provided to verify the statement.</p> <p>Page 45. 6.2.1. ALDs designed to describe SAT performance but not the state academic achievement standards or the depth of the coverage. An independent alignment study may address this element.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence			
	<p>evidence provided in this paper is based on a previous version of the SAT. Pages 131 – 135 of the SAT Suite Technical Manual describe how the new version of the SAT correlates with the previous version of the assessment.</p> <p><b>Evidence #2.2.2: The Redesigned SAT® Pilot Predictive Validity Study: A First Look (2016)</b></p> <p>This white paper provides preliminary validity evidence on the relationship between SAT scores resulting for the redesigned SAT and important college outcomes. The College Board is in the process of completing a validity study to replicate the findings of this white paper with a large, nationally representative sample. The study will examine students in the entering college class of fall 2017, the first full cohort to be admitted to college with the new SAT. For more information regarding this planned study, please refer to page 152 of the SAT Technical Manual.</p> <p><b>Evidence #6.2.1: Final Report on the 2016 SAT Multi-State Standard Setting.</b></p> <table border="1" data-bbox="661 808 1346 1019"> <tr> <td data-bbox="661 808 695 1019"></td> <td data-bbox="695 808 1312 1019"> <p>This report summarizes the procedures used to obtain recommended cut scores from the standard setting panels, as well as the final cut scores that were agreed upon by the four states: Connecticut, Delaware, Maine, and New Hampshire. First, an overview of the standard setting meeting is presented, followed by a detailed description of the procedures and results.</p> </td> <td data-bbox="1312 808 1346 1019"></td> </tr> </table>		<p>This report summarizes the procedures used to obtain recommended cut scores from the standard setting panels, as well as the final cut scores that were agreed upon by the four states: Connecticut, Delaware, Maine, and New Hampshire. First, an overview of the standard setting meeting is presented, followed by a detailed description of the procedures and results.</p>		
	<p>This report summarizes the procedures used to obtain recommended cut scores from the standard setting panels, as well as the final cut scores that were agreed upon by the four states: Connecticut, Delaware, Maine, and New Hampshire. First, an overview of the standard setting meeting is presented, followed by a detailed description of the procedures and results.</p>				
<p><b>Section 6.3 Summary Statement</b></p>					
<p><u>  x  </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Evidence of how the academic achievement standards are challenging and aligned with the State’s academic content standards such that a high school student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the workforce.</li> </ul>					

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## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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**STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
<p style="text-align: center;"><b>6.4 – Reporting</b></p> <p>The State reports its assessment results, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of results for students tested by parents, educators, State officials, policymakers and other stakeholders, and the public, including:</p> <ul style="list-style-type: none"> <li>• The State reports to the public its assessment results on student achievement at each proficiency level and the percentage of students not tested for all students and each student group after each test administration;</li> <li>• The State reports assessment results, including itemized score analyses, to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address the specific academic needs of students, and the State also provides interpretive guides to support appropriate uses of the assessment results;</li> <li>• The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its assessments that: <ul style="list-style-type: none"> <li>• Provide valid and reliable information regarding a student’s achievement;</li> <li>• Report the student’s achievement in terms of the State’s grade-level academic achievement standards (including performance-level descriptors);</li> <li>• Provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students;</li> <li>• Are available in alternate formats (e.g., Braille or large print) upon request and, to</li> </ul> </li> </ul>	<p>The following documents are reference materials provided by the College Board to educators to support their use of the College Board reporting platform.</p> <p>In adherence to applicable state and federal accessibility laws, College Board reports and resources are designed to meet accessibility standards including Section 508 of the Rehabilitation Act, and the Americans with Disabilities Act.</p> <p><b>Evidence #6.4.1: K–12 Educator Brief: The College and Career Readiness Benchmarks for the SAT® Suite of Assessments (April 2016)</b> This brochure explains how the SAT benchmarks were derived and how to interpret SAT test results. It also provides a set of frequently asked questions regarding the assessment reporting.</p> <p><b>Evidence #6.4.2: K-12 Educator Brief: The SAT® Suite of Assessments: Using Scores and Reporting to Inform Instruction (2015)</b> This educator brief provides an overview of the different reports available to teachers, and how these reports can be used for curricular and intervention purposes.</p> <ul style="list-style-type: none"> <li>• Pages 23 - 41 display and explain the uses for sample reports available through the College Board reporting portal.</li> </ul> <p><b>Evidence #6.4.3: SAT Understanding Scores 2017 (2017)</b> This brochure provides information to educators regarding scoring benchmarks, how the assessment is scored and how to access score reports on the College Board reporting portal. It also provides a guide on how to interpret student score reports.</p> <p><b>Evidence #6.4.4: Professional Development</b></p>	<p>The College Board indicated it is developing a Spanish Language version of Evidence #6.4.3 for the 2018-19 school year but the peers did not receive any evidence to support the statement.</p> <p>SAT supplies the tools for reporting including assessment results, including itemized score analyses, to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address needs based on the SAT framework but not the state standards.</p> <p>States should supply evidence of such reports as generated and published.</p> <p>For the individual student reports:</p> <ul style="list-style-type: none"> <li>• No State evidence for each of these criteria is provided. Not clear if there is state material that accompanies the SAT score reports. What reports are delivered to parents – same as student reports?</li> <li>• SAT information is provided, but not connected to requirements for States.</li> <li>• How are achievement standards (PLDs) reflected on SAT reports?</li> <li>• If SAT is given in grade 11 for these states, all the SAT material only indicates that the SAT is grade 11 and grade 12 – how do states address grade 11 vs. 12 for reporting purposes?</li> <li>• An individual score report was not provided for review to address the reporting requirements.</li> </ul> <p>When do parents receive the reports with a guide to interpret the test results? Do teachers receive reports in time and with resources to help guide instruction? There is no information on the timeline for parent delivery.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

## STATE ASSESSMENT PEER REVIEW NOTES FOR SAT Consortium

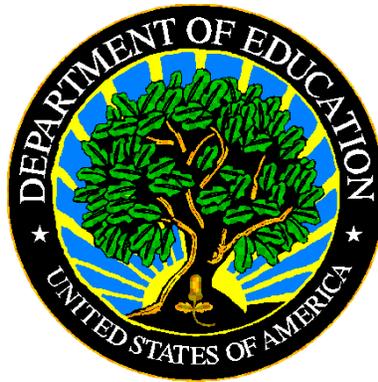
Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p style="text-align: center;">the extent practicable, in a native language that parents can understand;</p> <ul style="list-style-type: none"> <li>The State follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration.</li> </ul>	<p><b>Module #6: Using Scores and Reporting to Inform Instruction (2015)</b> This PowerPoint presentation can be used to train educators on how to access, interpret and apply score report results to inform classroom instruction.</p> <p><b>Evidence #6.4.5: Facilitator Guide to Professional Development Module #6: Using Scores and Reporting to Inform Instruction (2015)</b> This guide is a companion to the PowerPoint presentation and is intended as a support resource for administrators or district trainers who will be training their educators on how score reporting.</p> <p><b>Evidence #6.4.6: Educator Online Reporting Screen Shot Demo (February 2017)</b> This PowerPoint shows the different reports that available through the College Board online reporting system.</p>	<p>Educators also have a dashboard for requesting a variety of reports.</p> <p>There is no process and timeline for delivery to parents for individual reports.</p> <p>There is no information on availability of alternate formats of the reports available upon request.</p>
<p><b>Section 6.4 Summary Statement</b></p>		
<p><u>  X  </u> The following additional evidence is needed/provide brief rationale:</p> <p>Evidence of reporting that facilitates timely, appropriate, credible, and defensible interpretations and uses of results for students tested by parents, educators, State officials, policymakers and other stakeholders, and the public, including:</p> <ul style="list-style-type: none"> <li>The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its assessments that: <ul style="list-style-type: none"> <li>Provide valid and reliable information regarding a student’s achievement;</li> <li>Report the student’s achievement in terms of the State’s grade-level academic achievement standards (including performance-level descriptors);</li> <li>Provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students;</li> <li>Are available in alternate formats (e.g., Braille or large print) upon request and, to the extent practicable, in a native language that parents can understand;</li> </ul> </li> <li>The State follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration.</li> </ul>		

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U. S. DEPARTMENT OF EDUCATION

# Peer Review of State Assessment Systems

## March 2018 State Assessment Peer Review Notes-SAT State Evidence+Resubmission



U. S. Department of Education  
Office of Elementary and Secondary Education  
Washington, D.C. 20202

Note: Peer review notes provide the combined recommendations of the individual peers to the U.S. Department of Education (Department), based on the statute and regulations, the Department's peer review guidance, and the peers' professional judgement of the evidence submitted by the State. These assessment peer review notes, however, do not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for assessment peer review. Although the peer notes inform the Secretary's consideration of each State's assessment system, the Department makes the final decision regarding whether the assessment system meets the requirements in the statute and regulations. As a result, these peer notes may not completely align with the final determination made by the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+  
Resubmission

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

**SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>1.1 – State Adoption of Academic Content Standards for All Students</b></p> <p>The State formally adopted challenging academic content standards for all students in reading/language arts, mathematics and science and applies its academic content standards to all public elementary and secondary schools and students in the State.</p>	<p>1.1.1 DE Administrative Code Tide 14 DE Reg 501 (p-2)</p> <p>1.1.2 1.1.2 DE Administrative Code Tide 14 Education Reg 503 (p. 1)</p> <p>1.1.3 DE State Board of Education Minutes Aug 2010 (3rd paragraph, p. 10383(10))</p> <p>1.1.4 State Board Presentation 2016 Updates (slides 8-9)</p>	<p>-----</p> <p>1.1.2 does not address the critical element 1.1.1 CCSS</p> <p>The evidence is sufficient.</p> <p>Common core standards adopted in ELA and Mathematics.</p>
<p><b>Section 1.1 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>1.2 – Coherent and Rigorous Academic Content Standards</b></p> <p>The State’s academic content standards in reading/language arts, mathematics and science specify what students are expected to know and be able to do by the time they graduate from high school to succeed in college and the workforce; contain content that is coherent (e.g., within and across grades) and rigorous; encourage the teaching of advanced skills; and were developed with broad stakeholder involvement.</p>	<p>-----</p> <p>Delaware submitted their ESSA State Plan in April 2017. SAT is required once in high school for English language arts and mathematics</p> <p>1.2.1 USDOE Approval of Delaware 2017 ESSA Plan</p> <p>1.2.2 DE consolidated state plan. FINAL 090117 (p. 36, p. 41)</p> <p>1.1.1 DE Administrative Code Tide 14 DE Reg 501 (p. 2)</p> <p>Document 1.1.2 DE Administrative Code Title 14 Education Reg 503 (p. 1)</p>	<p>-----</p> <p>1.2.1 does not address the critical element.</p> <p>1.2.2 does not discuss the academic standards the State has in place and so is off topic.</p> <p>Common core standards adopted in ELA and Mathematics.</p>
<p><b>Section 1.2 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element—REVIEWED BY DEPARTMENT STAFF ONLY	Evidence —REVIEWED BY DEPARTMENT STAFF ONLY (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence — REVIEWED BY DEPARTMENT STAFF ONLY
<p align="center"><b>1.3 – Required Assessments</b></p> <p>The State’s assessment system includes annual general and alternate assessments (based on grade-level academic achievement standards or alternate academic achievement standards-AAAS) in:</p> <ul style="list-style-type: none"> <li>• Reading/language arts and mathematics in each of grades 3-8 and at least once in high school (grades 10-12);</li> <li>• Science at least once in each of three grade spans (3-5, 6-9 and 10-12).</li> </ul>	<ul style="list-style-type: none"> <li>• Document 1.3.2 provides evidence (i.e. outlines State statute and regulations , federal law, and potential action the SEA that will be taken if an LEA fails to comply) that DDOE’s assessment system requires students be assessed in grades 3-8 and high school and that school districts/charters cannot exclude students from the state assessment. This information is also provided in Document 1.3.1, the Delaware State Code (section 151(f) mentions alternate assessments requirements)</li> <li>• Document 1.3.3 provides evidence of DDOE’s announcement that the SAT would replace the Smarter Assessment as the state test for high school juniors.</li> <li>• Document 1.3.4 provides FAQs to LEAs and schools in regard to the transition to using the SAT as the State’s high school assessment.</li> <li>• Documents 1.3.5 (SY 2016-17) and 1.3.6 (SY 2017-18) provide the State’s administration policies for its statewide general and alternate assessments</li> </ul>	<ul style="list-style-type: none"> <li>• The Department requested that DDOE provide evidence that clarifies the use of the Delaware Communications Portfolio Summary in the context of alternate assessments of alternate academic achievement standards (AA-AAAS). It its resubmission, DDOE noted that the State is transitioning from grade-band standards to new grade level alternate standards. Delaware has joined the Dynamic Learning Maps Consortium and will administer a new alternate assessment in ELA, mathematics, and science in spring 2018. Peer review for the new alternate standards and assessment will follow the associated timeline after the spring administration.</li> <li>• DDOE provides evidence (i.e. document 1.3.1 and 1.3.2) that demonstrates requirements for students to be assessed in grades 3-8 and high school and that school districts/charters cannot exclude students from the state assessment.</li> <li>• DDOE’s evidences notes that the SAT has replaced the Smarter Assessment as the state test for high school juniors.</li> </ul>
<p><b>from 2016 review</b> DDOE must provide:</p> <ul style="list-style-type: none"> <li>• Evidence that clarifies the use of the Delaware Communications Portfolio Summary in the context of alternate assessments of alternate academic achievement standards (AA-AAAS). If it is used as part of the State’s assessment system, evidence will be required for this component for each critical element.</li> </ul>		
<p align="center"><b>Section 1.3 Summary Statement—REVIEWED BY DEPARTMENT STAFF ONLY</b></p>		
<p>_x_ No additional evidence is required</p>		

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

**SECTION 2: ASSESSMENT SYSTEM OPERATIONS**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>2.1 – Test Design and Development</b></p> <p>The State’s test design and test development process is well-suited for the content, is technically sound, aligns the assessments to the full range of the State’s academic content standards, and includes:</p> <ul style="list-style-type: none"> <li>• Statement(s) of the purposes of the assessments and the intended interpretations and uses of results;</li> <li>• Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the full range of the State’s grade-level academic content standards, and support the intended interpretations and uses of the results;</li> <li>• Processes to ensure that each assessment is tailored to the knowledge and skills included in the State’s academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills);</li> <li>• If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design.</li> </ul>	<p>Resubmission defers to SBAC algorithm</p> <p>2.1.1a. Memo _ Adaptive Test _ Science</p> <p>Evidence 2.1.1b Adaptive Algorithm for DCAS provide detailed information about the CAT algorithm for the DCAS science assessment. The document describes the objectives, the adaptive algorithm, item selection process, and evaluation indices.</p> <p>Evidence 2.1.2. Vol2_2010 - 2011 DCAS _ Test Development Report provides the general process for item resources, item development process, and maintenance of item pool (pp. 9-21). This report also describes the initial item pool for the first year’s operation in science (Table 2, p. 7) and the adaptive constraints for science (Table 8, p. 8).</p> <p>Evidence 2.1.3. Memo for DE on DCAS Science Blueprints provide additional information about the measures of DE content standards for science.</p> <p>2.1.4. Memo _ Science _ ItemPool _ Item Exposure _ Peer Review provides the test specifications on the reporting category of</p>	<p>Resubmission</p> <p>The peers did not find a description of how the State limits item exposure and the process for managing over exposed items. Lots of evidence examining item over-exposure, including a TAC brief. For example, what is the process for retirement? What happens when an item is overexposed? (see 2.1.5 and 2.1.4)</p> <p>2.1.1.a states that off grade items are not used in the science assessments, even though they are adaptive tests. This memo does not provide a “detailed description of the CAT algorithm.” It refers to the “same algorithm as used for the SBAC test, but the peers could not locate that evidence, nor the details of how DCAS implements the SBAC algorithm. It is not clear to the peers if this is stage adaptive or item adaptive, nor is it clear how the off-grade level items are spiraled into the form.</p> <p>2.1.1.b contains more technical information about the algorithm, but it does not make explicit the minimum number of items per strand delivered per student, nor does it state how students’ initial ability estimates are made, when</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>content standards (Table 1), item pool analysis by content standards and item type (Tables 2a-c), and the distributions of item statistics in each grade item pool (Table 3). Tables 4 and 5 show the match to the test specifications and the item exposure rates based on the 2016 operational data.</p> <p>Evidence 2.1.5 Item Exposure Summary – Slides 9 – 11</p> <p>Evidence 2.1.6. through 2.1.9</p>	<p>they are updated, etc. How does the algorithm supply an across-strand ability estimate? There is no data on the percent of forms that actually satisfy the test blueprint (including a measure of DOK or other difficulty measure) when provided to students. For example, how many items are in CSET1? Does this set contain something from all strands?</p> <p>2.1.2 provides total test lengths and # of items in each pool. A pool containing 218, 234, 244 items for a 50 item test does not seem deep enough. This document does not contain statistics for the items to support their sufficiency for the adaptive test.</p> <p>2.1.3 contains only an excerpt of the blueprint. It does not provide a sufficient explanation of typical coverage across the different strands and benchmarks per student. How are the 50 items spread across the content area?</p> <p>2.1.4, Table 4, gives the number of items per strand per grade.</p> <p>2.1.4 contains numbers of items per strand. Table 3 gives some indication that the item</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p align="center">-----</p> <p>College Board will provide this information</p>	<p>pool contains a variety of difficulties, but it does not state clearly how many items were in each quartile, whose mean difficulty parameter is shown. What if one of those cells contained only one item? That possibility is not made transparent. The item numbers for the pool here do not match the item pool numbers given in 2.1.2. These numbers are 365, 369, 434, which are better than in 2.1.2.</p> <p>The peers did not find sufficient evidence given to show the adequacy of the pool's capacity to produce test forms across the full range of student abilities.</p> <p align="center">-----</p> <p>SAT Submission:</p> <p>DE deferred to the SAT</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>from 2016 review</b></p> <p>For the DCAS science general assessments in grades 5, 8, and 10, DDOE must provide detailed information regarding the computer adaptive testing (CAT) design, specifically:</p> <ul style="list-style-type: none"> <li>○ Evidence of a detailed description of the CAT algorithm.</li> <li>○ Evidence regarding the size of the item pool and the characteristics (non-statistical (e.g., content) and statistical) of the items it contains that demonstrates that the item pool has the capacity to produce test forms that adequately reflect the State’s test blueprints in terms of:               <ul style="list-style-type: none"> <li>○ Full range of the State’s academic content standards, balance of content, cognitive complexity for each academic content standard, and range of item difficulty levels for each academic content standard;</li> </ul> </li> <li>○ Evidence of procedures to limit item over-exposure.</li> </ul>		
<p><b>Section 2.1 Summary Statement</b></p> <p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Resubmission           <ul style="list-style-type: none"> <li>○ Evidence of a detailed description of the CAT algorithm.</li> <li>○ Evidence regarding the size of the item pool and the characteristics (non-statistical (e.g., content) and statistical) of the items it contains that demonstrates that the item pool has the capacity to produce test forms that adequately reflect the State’s test blueprints in terms of:               <ul style="list-style-type: none"> <li>▪ Full range of the State’s academic content standards, balance of content, cognitive complexity for each academic content standard, and range of item difficulty levels for each academic content standard.</li> </ul> </li> <li>○ Evidence of procedures to limit item over-exposure including the process and rules for retiring items.</li> </ul> </li> <li>• SAT required from SAT panel review           <ul style="list-style-type: none"> <li>○ Evidence of processes to ensure that each assessment is tailored to the knowledge and skills included in the State’s academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills).</li> </ul> </li> </ul>		

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>2.2 – Item Development</b></p> <p>The State uses reasonable and technically sound procedures to develop and select items to assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills.</p>	<p>2.1.2. Vol2_2010 - 2011 DCAS _ Test Development Report provides the general process for item resources, item development and review process, and development and maintenance of item pool (pp. 9-21) for science</p> <p>-----</p> <p>College Board will provide the information.</p>	<p>Resubmission: Test development procedures appear pretty routine as described in 2.1.2. but these procedures do not make explicit that these describe the processes for developing the science general assessment item pool and are separate from the development process for any alternate assessment item development.</p> <p>-----</p> <p>SAT Submission:  SAT – DE deferred to the SAT</p>
<p><b>from 2016 review</b> For all DCAS science general and DCAS-Alt1 science AA-AAAS, DDOE must provide:</p> <ul style="list-style-type: none"> <li>• Evidence that there are discrete processes and procedures for test item development for DCAS science and DCAS-Alt1 science tests.</li> </ul>		
<p><b>Section 2.2 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required for the <u>Resubmission</u> and</p> <p><input type="checkbox"/> The following additional evidence is needed for the <u>SAT Submission</u>:</p> <ul style="list-style-type: none"> <li>• SAT required from SAT panel review <ul style="list-style-type: none"> <li>Evidence of reasonable and technically sound procedures to develop and select items to assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills <ul style="list-style-type: none"> <li>▪ Evidence of guidelines for item writers in fairness within the development and review process.</li> </ul> </li> </ul> </li> </ul>		

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## STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>2.3 – Test Administration</b></p> <p>The State implements policies and procedures for standardized test administration, specifically the State:</p> <ul style="list-style-type: none"> <li>• Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations;</li> <li>• Has established procedures to ensure that all individuals responsible for administering the State’s general and alternate assessments receive training on the State’s established procedures for the administration of its assessments;</li> <li>• If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration.</li> </ul>	<p align="center">-----</p> <p>2.3.1 SAT Registration -Terms And Conditions</p> <p>2.3.2a DTC Face-to-Face March 2016 (Section 1: SAT reports, slides 1-50)</p> <p>2.3.2a DTC Face-to-Face March 2016 (Section 3: SAT Accessibility and reportable / non- reportable scores, slides 46-50)</p> <p>2.3.2a March 2016 (Section 9: School Day SAT Attendance Tool, slides 92- 103)</p> <p>2.3.2b District-Test Coordinator Meeting 2- 15-17 (SAT Timeline and important dates, slide 16)</p> <p>2.3.2c District-Test Coordinator Meeting 3- 7-17 (repeat of SAT Timeline and important dates, slide 11) Delaware keeps track, yearly, of all required training for SAT Administration for 2016 and 201 7.</p> <p>Document 2.3.3a Training of DE Test Supervisors - SAT Spring 2017</p>	<p align="center">-----</p> <p>It appears that DE is implementing the guidelines and procedures published by the SAT.</p> <p>Documents collectively use SAT procedures, but the State has their own training meetings and records.</p> <p>Some training is accessed online.</p> <p>The DE documents support that the State has met the CE in terms of monitoring and requiring training for all administrators.</p> <p>There are gaps in the SAT provided materials in the area of providing accommodations. Refer to College Board peer review notes for further discussion.</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>2.3.3b DE- SAT School Supervisors Training Notice-Spring 2017</p> <p>2.3.3c DE April SAT School Day Status Report 3-30-2016</p> <p>2.3.4a Spring-2017-SAT School Day testing- room-manual Test Security Procedures Section A (pp. 1-6); Script for Accommodations, Section C (p. 25);</p> <p>Appendix for SAT accommodations codes (p. 53)</p> <p>2.3.4b Spring-2017-SAT School Day SSd-coordinator-manual Test Security Procedures Section (pp. 15-23);Script for Accommodations for students listed on the Section C (p. 24); Appendix for SAT accommodations codes (p. 83)</p> <p>2.3.4c Spring-2017-SAT School Day-supervisor-manual.pdf Test administration section A (pp. 1-13) and Section C (pp. 26-31); Test Security (pp. 14-25); Booklets with Accommodations, (pp. 7-8); Appendix for SAT accommodations codes (p. 53)</p> <p>2.3.4d SAT-School-Day-student-guide Test Security (p. 6)</p>	

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<b>Section 2.3 Summary Statement</b>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• SAT required from SAT panel review (This is a subset of what the peer review of the College Board is requesting)               <ul style="list-style-type: none"> <li>Provide evidence to address policies and procedures for standardized test administration that                   <ul style="list-style-type: none"> <li>• Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, specifically administration with accommodations, that is, read aloud and scribe.</li> </ul> </li> </ul> </li> </ul>		

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element—REVIEWED BY DEPARTMENT STAFF ONLY	Evidence —REVIEWED BY DEPARTMENT STAFF ONLY(Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence — REVIEWED BY DEPARTMENT STAFF ONLY
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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element—REVIEWED BY DEPARTMENT STAFF ONLY	Evidence —REVIEWED BY DEPARTMENT STAFF ONLY(Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence — REVIEWED BY DEPARTMENT STAFF ONLY
<p align="center"><b>2.4 – Monitoring Test Administration</b></p> <p>The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.</p>	<p>2.4.1a-2017 SAT school day visit assignment list                  2.4.1b-2016SAT school day visit assignment/contact information list                  2.4.2-DeSSA site visit schedule for LEAs (2017-2019)                  2.4.3-List of schools, principals, test center coordinators, and DDOE staff for SAT school day visits (2017)                  2.4.4-Letter sent to LEAs to notify them of the SAT school day visits                  2.4.5-Power point for training given to DDOE staff in preparation for SAT school day visits                  2.4.6-SAT school visit check list                  2.4.7a-SAT school day visit observation protocol (2017)                  2.4.7b-SAT school day visit observation protocol (2016)                  2.4.8-DeSSA monitoring planning pdf from a DTC meeting (2017)-outlines potential areas for monitoring and proposed monitoring flowchart                  2.4.9-SAT 2017 monitoring feedback power point</p>	<p><b>Resubmission:</b>                  DDOE provided little evidence of adequate monitoring for Reading/ language arts (R/LA), mathematics, and science general and alternate assessments. DDOE provides a site visit schedule; however, districts are only visited every 3 years and some districts are only visited for SAT administration and not for DeSSA administration.</p> <p>DDOE does not provide evidence of notification being sent to districts notifying them of DeSSA site visits. DDOE also does not provide evidence of training provided to staff in preparation for DeSSA monitoring (DDOE provided 2.4.8 which is a planning document with proposed areas for monitoring; however, there were no documents provided that outlined a final monitoring plan or evidence that training of staff occurred.)</p> <p><b>SAT Submission:</b>                  DDOE provided evidence of monitoring the administration of SAT testing in the State. However, this evidence suggests that monitoring is only done on some high schools and not all high schools that administer the SAT. The State provides a note that some districts are not visited during the SAT school day visits due to either the district being on a three year visit schedule or due to the lack of volunteers. Adequate monitoring should take place at every high school administering the SAT.</p> <p>DDOE provided adequate evidence that DDOE staff were training on SAT administration monitoring. Additionally, DDOE provided</p>

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Critical Element—REVIEWED BY DEPARTMENT STAFF ONLY	Evidence —REVIEWED BY DEPARTMENT STAFF ONLY(Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence — REVIEWED BY DEPARTMENT STAFF ONLY
		evidence of monitoring feedback/takeaways from these SAT administration monitoring visits.
<p><b>from 2016 review</b>                      For Reading/ language arts (R/LA), mathematics, and science general and alternate assessments, DDOE must provide:</p> <ul style="list-style-type: none"> <li>• Evidence that LEA staff are trained to monitor all general and alternate assessments.</li> <li>• Evidence that such monitoring occurs annually for State tests.</li> </ul>		
<p><b>Section 2.4 Summary Statement—REVIEWED BY DEPARTMENT STAFF ONLY</b></p>		
<p><input checked="" type="checkbox"/> No additional evidence is required or <u>SAT Submission</u></p> <p><input type="checkbox"/> The following additional evidence is needed for the <u>Resubmission</u></p> <ul style="list-style-type: none"> <li>• Evidence that monitoring for Reading/ language arts (R/LA), mathematics, and science general and alternate assessment administration took place</li> <li>• Evidence of notification being sent to districts notifying them of DeSSA site visits.</li> <li>• Evidence of training provided to staff in preparation for DeSSA monitoring</li> </ul>		

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>2.5 – Test Security</b></p> <p>The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through:</p> <ul style="list-style-type: none"> <li>• Prevention of any assessment irregularities, including maintaining the security of test materials, proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration;</li> <li>• Detection of test irregularities;</li> <li>• Remediation following any test security incidents involving any of the State’s assessments;</li> <li>• Investigation of alleged or factual test irregularities.</li> </ul>	<p align="center">-----</p> <p>1.3.1 DE Administrative Code Title 14 Education Subchapter IV, Section 171 (p. 33), Section 173 (p. 34), Section 174 (p. 35)</p> <p>2.5.1 2017 Test Security Manual</p> <p>2.5.2 Test Security Training 2016-17 PowerPoint</p> <p>2.5.3a Test Security Incident Flow Chart Final</p> <p>2.5.3b Incident Report Form 2015-16 District Sample</p> <p>2.5.3c Protocol Verification Sheet 2014 District Sample</p> <p>2.5.3d DeSSA Testing Checklist District 2015 Sample</p> <p>2.5.3e IRSD-Test Security Protocol and Matrix Draft 10-20-2015-District Sample</p> <p>2.5.3f IRSD Security protocol for secondary students 2015 District Sample</p> <p>2.5.4 KACE-DOE Help. Desk Quick</p>	<p align="center">-----</p> <p>Legal policy documentation is sufficient.</p> <p>Processes defined in 2.5.1, 2.5.3a</p> <p>2.5.2 Training powerpoint – Peers question why there is no instruction or examples for how to report irregularities.</p> <p>Reporting irregularities: 2.5.1 p. 15 is clearly laid out by the manual but how the State should follow-up once a report is filed is not described.</p> <p>Schools are directed to have procedures for investigating irregularities.</p> <p>SAT documentation for what happens at the College Board in the case of an irregularity was sufficient, but these actions depend on the information and procedures applied in the districts.</p> <p>Documents collectively indicate a thorough plan is in place for ensuring security and dealing with irregularities.</p> <p>No evidence is provided of the plan having been enacted. An example of such evidence would be a log or summary of</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>Reference Guide</p> <p>2.3.4a Spring-2017-SAT SD testing-room-manual; Reporting Incidents with College_Board (p. ii) Test Security Procedures (pp. 3-13)</p> <p>2.3.4b Spring-2017-SAT SD-ssd-coordinator-manual (p. ii); Test security procedures (pp. 13-23)</p> <p>2.3.4c Spring-2017-SAT SD-supervisor-manual (p. ii) Section B Test Security Procedures (pp. 4- 25)</p> <p>2.5.7a Oath of Test Security and Confidentiality-Superintendent;</p> <p>2.5.7b Oath of Test Security and Confidentiality-Principal;</p> <p>2.5.7c Oath of Test Security and Confidentiality-STC</p> <p>2.5.7d Oath of Test Security and Confidentiality-Technology</p> <p>2.5.7e Oath of Test Security and Confidentiality-T A</p> <p>2.5.7f Oath of Test Security and</p>	<p>information from reported irregularities and/or from the help desk.</p> <p>2.5.1 has LEAs contacting AIR with questions about DeSSA. This does not appear to be the correct route for gaining answers to SAT related questions. Page 14 advises users to use the KACE system to report irregularities, but on page 18 of the index, test irregularities are reported to the College Board. The inconsistencies call into question if there is a clear path for reporting irregularities and getting answers to questions.</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	Confidentiality-DTC  2.5.8 DeSSA SAT Security-Non Disclosure Form2017	
<b>Section 2.5 Summary Statement</b>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• SAT required from SAT panel review                             <ul style="list-style-type: none"> <li>Evidence of policies and procedures to prevent test irregularities and ensure the integrity of test results through:                                     <ul style="list-style-type: none"> <li>○ Prevention of any assessment irregularities, including maintaining the security of test materials, proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration with documentation of training.</li> <li>○ Detection of test irregularities but no specific data was provided to verify this process.</li> <li>○ Remediation following any test security incidents involving any of the State’s assessments</li> <li>○ Investigation of alleged or factual test irregularities.</li> </ul> </li> </ul> </li> <li>• From DE specific review                             <ul style="list-style-type: none"> <li>○ Modify the DeSSA test security manual so that it includes procedures and contacts for SAT and explain how the incident reporting for ALL of DeSSA related incidents should occur.</li> </ul> </li> </ul>		

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>2.6 – Systems for Protecting Data Integrity and Privacy</b></p> <p>The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically:</p> <ul style="list-style-type: none"> <li>• To protect the integrity of its test materials and related data in test development, administration, and storage and use of results;</li> <li>• To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools;</li> <li>• To protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups.</li> </ul>	<p>Resubmission 2.6.1</p> <p>DDOE Response: Based on the guidelines in the Family Education Rights and Privacy Act (FERPA), the DDOE modified the previous suppression rules of 99 percent and 1 percent to 95 percent and 5 percent in order to better protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, particularly at the school and subgroup levels in disaggregated reporting</p> <p>2.6.8 DataSuppression_Rules DE _ 2017</p> <p>-----</p> <p>The state has a policy for its state assessments to protect data, privacy of data, and detect violations including from DDOE staff. Document 1.3.1 DE Administrative Code Title 14 Education Subchapter IV, Sections 171 and 172</p> <p>In addition, state employees and external parties that access internal state systems are required to sign an Acceptable Use Policy with language specifically relevant to maintaining security of sensitive</p>	<p>Resubmission Changed to standard 95/5, however with a minimum N size of 15 still reports on a single student, using a rule of <math>\geq 95</math> and larger group size would solve this issue.</p> <p>-----</p> <p>SAT Submission:</p> <p>Collectively the documents indicate a plan to protect the integrity and confidentiality of test materials and personally identifiable information.</p> <p>Data suppression rules: minimum group size of 15 and changing of any percentage above 95 to <math>\geq 95</math> will not protect confidentiality in the situation of one individual in a group of 20 (i.e., 5%).</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>materials</p> <p>Document 2.6.1 Acceptable Use Policy and also abides by policies governing the disposal of electronic equipment and storage media, appropriate storage and use of data, and appropriate passwords.</p> <p>Document 2.6.2 Data Classification Policy Document 2.6.3 Disposal Policy</p> <p>There are Data Security Protocols for LEAs who access state systems governed by DDOE policies. Access to information is managed and controlled by a single sign on - Identity Management System (IMS) that each licensed and registered educator can have.</p> <p>Document 2.6.4 Database Access and Creation Policy Document 2.6.5 User Id and Password Policy Document 2.6.6 Education SSO Project-Vision-Scope Document 2.6.7 User Management Specs</p> <p>Based on the guidelines in the Family Education Rights and Privacy Act (FERPA), the DDOE uses the suppression rules of 95 percent and 5 percent in order to better protect the integrity and confidentiality of its test materials, test-</p>	

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>related data, and personally identifiable information, particularly at the school and subgroup levels in disaggregated reporting</p> <p>Document 2.6.8 Data Suppression Rules DE 2017)</p>	
<p><b>from 2016 review</b> DDOE must provide:</p> <ul style="list-style-type: none"> <li>• Evidence of a rationale for using the data suppression rules of 99 percent and 1 percent.</li> </ul>		
<p><b>Section 2.6 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Resubmission: and DE specific SAT review               <ul style="list-style-type: none"> <li>○ Evidence of how the new 95/5 rule with the group size of 15 will prohibit the reporting of a single student’s performance in a given reporting category.</li> </ul> </li> <li>• SAT required from SAT panel review               <p>Policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically:</p> <ul style="list-style-type: none"> <li>▪ To protect the integrity of its test materials and related data during test development, administration, and storage and use of results;</li> <li>▪ College Board Information Security Policy and College Board Guidelines for the Release of Data should be submitted for review when updated.</li> </ul> </li> </ul>		

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STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission

**SECTION 3: TECHNICAL QUALITY – VALIDITY**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>3.1 – Overall Validity, including Validity Based on Content</b></p> <p>The State has documented adequate overall validity evidence for its assessments, and the State’s validity evidence includes evidence that the State’s assessments measure the knowledge and skills specified in the State’s academic content standards, including:</p> <ul style="list-style-type: none"> <li>• Documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), the full range of the State’s academic content standards, balance of content, and cognitive complexity;</li> <li>• If the State administers alternate assessments based on alternate academic achievement standards, the assessments show adequate linkage to the State’s academic content standards in terms of content match (i.e., no unrelated content) and the breadth of content and cognitive complexity determined in test design to be appropriate for students with the most significant cognitive disabilities.</li> </ul>	<p>SBAC reliance 3.1.1 3.1.2</p> <p>3.1.1. Report for Alignment Analysis of Science Standards and Item Bank provides the results of the alignment studies for the DCAS science assessments.</p> <p>3.1.2. Response to Alignment Study Report for Science May 2011 provides responses and comments on Webb’s alignment analysis by grade.</p> <p>Evidence 3.1.3. Memo _ Improvement with some key points from alignment provides solutions to the potential item pool issues for grades 5 and 8 and suggestions for the future item development of grade 10.</p> <p>Evidence 2.1.2. Vol2_2010 - 2011 DCAS _ Test Development Report indicates the procedures for item alignment to the content standards according to the results of the alignment study (pp. 21-22).</p> <p>-----</p> <p>3.1.1 SAT Alignment Final Report revised 03.10.2017 describes the methodology (pp. 2-9), participants (p. 9), the procedures</p>	<p>Resubmission: 3.1.1 demonstrates problems</p> <p>3.1.2 does not confirm that the item development in 2011 resolved the issues found.</p> <p>Items have been strategically added to address forms that were weakly aligned.</p> <p>-----</p> <p>SAT Submission:</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>(pp. 10-13), and the results (pp. 14-35) of the independent alignment study between SAT and the academic content standards for Delaware and Maine</p> <p>3.1.2 Development ALDs for SAT ELA-FINAL</p> <p>3.1.3 Development ALDs for SAT Mathematics-FINAL</p> <p>3.1.4 Response to Alignment Study for SAT ELA</p> <p>3.1.5 Response to Alignment Study for SAT Math</p>	<p>3.1.1 6 math 2 ELA not aligned, post hoc alignment of single items assigned to as many as 15 standards. Criterion 2 is not based on alignment to standards but to College Board categories; and at that, 30% of math, were not aligned properly</p> <p>Criterion 3 not aligned to standards but to College Board blueprint; and still half are equal to or lower than blueprint</p> <p>Criterion 4 does fit the DE use of the assessment.</p> <p>The report recommends the State does something about the lack of grade level alignment.</p> <p>3.1.5 does not provide a technical method for producing a better alignment to standards.</p> <p>HumRRO (independent evaluator) evaluated alignment between SAT and Common Core, including item representation of content and category, DOK representation of test specifications, and item sufficiency for category reporting. HumRRO indicated the following:</p> <ul style="list-style-type: none"> <li>• More items aligned to additional standards need to be identified</li> </ul>

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>before feeling confident about full coverage (p. vi)</p> <ul style="list-style-type: none"> <li>• Over 30% of mathematics items were assigned by panelists to a different category (p. vi) than the category assigned by the College Board.</li> <li>• Most items were equal to or lower than grade level standard for DOK (p. vii)</li> <li>• Suggestion to develop supplemental measures for various grade levels and for math topics insufficiently covered by the SAT (p. viii)</li> </ul> <p>The Response to Alignment Study for SAT Math indicates the State will “continue its diligence to work closely with high schools about SAT test specifications and the connection to the Delaware Content Standards.” This is concerning because the test has been found somewhat out of alignment with the content standards, and the response seems to entail narrowing the curriculum to the better match the test (rather than the standards).</p> <p>The alignment study demonstrates that the SAT, when used as the high school ELA</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		and math assessment, does not adequately align to the adopted State content standards. This critical element is not met. The State’s response to the alignment study does not provide an adequate plan to improve alignment.
<p><b>from 2016 review</b>                      For the DCAS general science assessments, DDOE must provide:</p> <ul style="list-style-type: none"> <li>• Evidence of how the State is addressing item alignment issues based upon findings in the alignment evidence submitted.</li> </ul>		
<p><b>Section 3.1 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Resubmission                             <ul style="list-style-type: none"> <li>○ Evidence that the described item development corrected the alignment issues.</li> </ul> </li> <li>• DE specific SAT review                             <ul style="list-style-type: none"> <li>○ Although an independent alignment review between the DE academic content standards and the SAT was provided, the State needs to submit a meaningful plan to improve the alignment between the State content standards and the test being used for high school ELA and math.</li> </ul> </li> <li>• SAT required from SAT panel review                             <ul style="list-style-type: none"> <li>○ Documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), the full range of the State’s academic content standards, balance of content, and cognitive complexity.</li> </ul> </li> </ul>		

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>3.2 – Validity Based on Cognitive Processes</b></p> <p>The State has documented adequate validity evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State’s academic content standards.</p>	<p>2.1.2. Vol2_2010 - 2011 DCAS Test Development Report provides the process for item development, including the test specifications in terms of content standards and the Depth of knowledge (DOK) (pp. 2-5), item development and general DOK levels (pp. 11-16), the plan for developing new items, and the alignment procedure (pp. 21-22).</p> <p>3.1.1</p> <p>-----</p> <p>The validity evidence for the intended cognitive process is provided by College Board.</p> <p>3.1.1 SAT Alignment Final Report</p>	<p>Resubmission:</p> <p>In 3.1.1 there are identified DOK issues with the tests compared to the blueprints.</p> <p>DCAS: 2.1.2 describes how the intended cognitive complexity demand of each item is determined (Webb), but there was not any obvious evidence of any cognitive labs or similar to confirm that the items evoked the intended processes.</p> <p>The submitted evidence does not directly address this critical element.</p> <p>Evidence such as results of: cognitive labs, think aloud studies, analyses of incorrect response options, distractor analysis, surveys of students post-test, time spent on items, and patterns of skipping may provide some evidence for this critical element.</p> <p>-----</p> <p>SAT Submission:</p> <p>3.1.1 does not provide evidence of the cognitive processes used on the assessment.</p> <p>SAT</p>

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>Evidence 3.1.1 SAT Alignment Final Report. DOK/Rigor were evaluated and found to be somewhat acceptable (PDF p. 55)</p> <p>Evidence such as results of: cognitive labs, think aloud studies, analyses of incorrect response options, distractor analysis, surveys of students post-test, time spent on items, and patterns of skipping may provide some evidence for this critical element.</p>
<p><b>from 2016 review</b></p>		
<p>For the DCAS general science assessments and the DCAS-Alt1 AA-AAAS in R/LA, mathematics, and science, DDOE must provide:</p>		
<ul style="list-style-type: none"> <li>• Evidence that each assessment is eliciting the intended cognitive processes as listed in the State standards.</li> </ul>		
<p><b>Section 3.2 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Resubmission               <ul style="list-style-type: none"> <li>○ For the DCAS general science assessments DDOE must provide:                   <ul style="list-style-type: none"> <li>▪ Evidence that each assessment is eliciting the intended cognitive processes as listed in the State standards.</li> </ul> </li> </ul> </li> <li>• SAT required from SAT panel review               <ul style="list-style-type: none"> <li>○ Adequate validity evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State’s academic content standards.</li> </ul> </li> </ul>		

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## STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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<p align="center"><b>3.3 – Validity Based on Internal Structure</b></p> <p>The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s academic content standards on which the intended interpretations and uses of results are based.</p>	<p>2.1.2 page 3 table</p> <p>DDOE Response: Delaware does not use off-grade items in the DCAS science assessments.</p> <p>-----</p> <p>3.3.1 SAT Suite of Assessments Administration Report- Delaware SAT School Day Administration. Revised September 12, 2017 provides the evidence of internal structure of SAT Evidence-based Reading and Writing and Mathematics by the definition (P.8), the formula used for analyses (Appendices Bland B2, p. 41), and the summary for the overall and by gender, racial/ethnicity, and two or more races (Tables 5.a, 5.b.1-2, 5.c.1-5 on pp. 15-22) with the minimum sample size of 200.</p> <p>3.3.2 SAT Suite of Assessment Report- SAT Day Administration April2017 provides the evidence of internal structure of SAT Essay by the definition (P.7), the formula used for analyses (Appendix A1, p. 23), and the overall correlations among the</p>	<p>Resubmission: General science assessments do not contain off grade items. (Table 7 zero off-grade level items in the bank)</p> <p>-----</p> <p>SAT Submission: 3.3.1 logical page 14, 10% of study sample did not identify a native language....14% had no race response</p> <p>DIF is good, subscales, hard to call due to lack of supporting evidence of subscale alignment to State academic standards.</p> <p>Still have issues because of off grade level in math.</p> <p>A summary of the evidence for this critical element supplied by SAT was that they provided good evidence that the internal structure of the SAT complies with the test specifications. However, as noted by HUMRRO, there are alignment issues, particularly in math, between the CCSS and the SAT test specification. Thus, states</p>

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>three-dimension scores (Tables 7, p16) with the minimum sample size of 200.</p>	<p>should address how they will advise educators to use SAT scores and subscores to evaluate instructional programs and monitor progress.</p> <p>HUMRRO advised that subscores may be questionable – see Evidence 3.1.1.</p> <p>The evidence noted in the DE index here does not seem to sufficiently address this critical element.</p> <p>3.1.1 table 5a, Reporting subscale scores that correlate around .90 or higher as representing separate constructs is problematic. Only higher order (e.g., ELA, mathematics) scores should be reported.</p> <p>The current subscales are so highly correlated as to not provide meaningful information about student performance different from the total score..</p> <p>The DE peers concur with the SAT peer review panel.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>from 2016 review</b>                      For the DCAS general science assessments, DDOE must provide:</p> <ul style="list-style-type: none"> <li>• Evidence that describes how the use of off-grade level items supports a valid overall score for students taking the general science assessment.</li> </ul>		
<p><b>Section 3.3 Summary Statement</b></p> <p><input type="checkbox"/> No additional evidence is required the <u>Resubmission</u> and</p> <p><input type="checkbox"/> The following additional evidence is needed for the <u>SAT Submission</u>:</p> <ul style="list-style-type: none"> <li>• DE specific SAT review                             <ul style="list-style-type: none"> <li>○ Provide evidence that subscales report meaningful different dimensions or cease reporting subscale scores.</li> </ul> </li> <li>• SAT required from SAT panel review                             <ul style="list-style-type: none"> <li>○ Provide adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s academic content standards on which the intended interpretations and uses of results are based.</li> </ul> </li> </ul>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

## STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>3.4 – Validity Based on Relationships with Other Variables</b></p> <p>The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.</p>	<p>3.4.1 DCAS Science _Correlations with other measures presents the correlations of DCAS science scores with three different programs, DSTP (a previous state program), Smarter, and SAT.</p> <p>-----</p>	<p>Resubmission: That the correlations at grade 10 between reading and math to science are higher than to grade 8 science is problematic. This study does not provide the necessary information to support validity...make comparisons to a science measure.</p> <p>Considering 3.4.1, there are no grade 5 correlations with other indicators of science. Correlations with ELA (.77) and mathematics (.76) are provided and are a little higher than ideal for independent constructs.</p> <p>Providing a measure of convergence for a group of students with the same students on another measure of science would meet this element if the correlations were higher between the science measures than with math or ELA measures. For example, the correlation for a cohort of students between science 10 and science 8 should be higher than the correlation between science 10 and ELA 8.</p> <p>Evidence 3.4.1 shows correlations for Grade 5 between Science and ELA and between Science and Math. At other grade levels, there are correlations between</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>3.3.1 SAT Suite of Assessments Administration Report- Delaware SAT School Day Administration. Revised September 12, 2017 provides the correlations between ELA/Language arts and mathematics scores, which are lower at the 0.80 level.</p> <p>3.4.1 SAT history for 2.8.2016 TAC provides the summary of an empirical analysis for the relationships between the old SAT and Smarter test scores based on a matched student sample of grade 11 (Slides 17-26). The results suggest a moderate relationship in ELA (0.71) and in mathematics (0.79) due to the differences in content standards, test specifications, and student motivation (in 2015, Delaware used Smarter as the statewide assessment in grade 11 for high- stakes accountability, not SAT).</p> <p>3.3.2 SAT Suite of Assessment Report- SAT Day Administration April 2017 provides the evidence of internal structure of SAT Essay by the definition (P.7), the formula used for analyses (Appendix A1, p. 23), and the overall correlations among the three-dimension scores (Tables 7, p16)</p>	<p>DCAS and other science measures. ----- SAT Submission: Used a “created” ELA score, at 0.711 for ELA and 0.785 for math; this is not compelling evidence that the 2 tests are measuring the same content, nor are they interchangeable. This also impacts the validity of scores and speaks to the alignment between the standards and the assessment.</p> <p>Combining 3.3.1 and 3.4.1, SAT ERW correlates more highly with SAT mathematics (.80) than it does with Smarter ELA (.71).</p> <p>Combining 3.3.1 and 3.4.1, SAT Mathematics correlates more highly with SAT ERW (.80) than it does with Smarter Mathematics (.79), although the two coefficients are basically equal.</p> <p>It is problematic the within-measure, cross-trait correlations exceed the within-trait cross-measure correlations.</p> <p>Additional research on relations with outside measures of reading and mathematics may be necessary,</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	with the minimum sample size of 200.	particularly given limitations in content coverage based on the alignment report
<p><b>from 2016 review</b>            For DCAS general science assessments in grade 5, DDOE must provide:</p> <ul style="list-style-type: none"> <li>• Evidence of the results of studies of the relationships between DCAS science grade 5 scores with other related measures.</li> </ul>		
<p><b>Section 3.4 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Resubmission               <ul style="list-style-type: none"> <li>○ Evidence of the results of studies of the relationships between DCAS science grade 5 scores and other related science measures. Should the correlations be too low compared to correlations with measures of other content, provide a plan to modify the assessment to ensure the science measure is more highly related to student science performance than to other factors.</li> </ul> </li> <li>• SAT required from SAT panel review               <ul style="list-style-type: none"> <li>○ Provide adequate validity evidence that the State’s assessment scores are related as expected with other variables, not necessarily associated with college success only.</li> </ul> </li> </ul>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission

**SECTION 4: TECHNICAL QUALITY - OTHER**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>4.1 – Reliability</b></p> <p>The State has documented adequate reliability evidence for its assessments for the following measures of reliability for the State’s student population overall and each student group and, if the State’s assessments are implemented in multiple States, for the assessment overall and each student group, including:</p> <ul style="list-style-type: none"> <li>• Test reliability of the State’s assessments estimated for its student population;</li> <li>• Overall and conditional standard error of measurement of the State’s assessments;</li> <li>• Consistency and accuracy of estimates in categorical classification decisions for the cut scores and achievement levels based on the assessment results;</li> <li>• For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a student’s achievement.</li> </ul>	<p>4.1.1 Vol.4 _ 2014 - 15 DCAS_ Reliability and Validity provide evidence to support the improved precision of science scores.</p> <p>-----</p> <p>3.3.1 SAT Suite of Assessments Administration Report- Delaware SAT School Administration. Revised September 12, 2017 provides definition of reliability and standard error of measurement (p. 8), the methodology (Appendix B3, p. 41), and the results of estimates for the overall, and by gender, racial/ ethnicity, and two or more races (Tables 5.a, 5.b.1-2, 5.c.1-5 on pp. 15-22). Provides the definition of classification accuracy and consistency (p. 10), the approach and formula used for analyses (Appendices B6-B13, pp. 42-44), and the results for the overall and by</p>	<p>Resubmission: Per 4.1.1., when compared with the theoretical Lower Bound CSEM, all three grades levels CSEMS are still rather high at the low and high extremes of the score ranges.</p> <p>Evidence of CSEM for general science (Figure 1, p. 8) appears acceptable. The higher CSEMs at the tails call into question the utility of the assessment for the full continuum.</p> <p>-----</p> <p>SAT Submission: 3.3.1 reliability of 0.87 (R) and 0.89 (M) overall are reasonable so are CSEMs Categorical accuracy of 0.81 r and 0.79 m reasonable, and higher at the cut points</p> <p>Reliability is sufficient across scores for scales and subscales for full population, both genders, and most ethnicities.</p> <p>Some subscales for Black students and for Hispanic students had alphas in the high .50s or low .60s (p. 19).</p> <p>No reliability breakdown by disability</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>gender, and race/ethnicity (Tables 10-12, pp. 31-33).</p> <p>Document 3.3.2 SAT Suite of Assessment Report- Delaware SAT School Administration April 2017 provides empirical evidence to support the inter-rater agreement (Table 10, p. 18), inter-rater reliability (Table 11, p. 18), and inter-rate consistency (Table 12, p. 19) between two raters for each essay dimension. The standardized differences are provided in Tables 13a-b (p. 20) between gender and race/ethnicity groups by essay dimension with the minimum sample size of 200.</p>	<p>status, free/reduced lunch, or ELL status.</p> <p>Overall SEM and CSEM were not reported by DE. Average CSEM was reported for the entire population, as well as across groups defined by gender and ethnicity.</p> <p>Classification accuracies appear acceptable across genders and ethnicities.</p> <p>SAT is not computer adaptive.</p>
<p><b>from 2016 review</b></p> <p>For the DCAS science assessments DDOE must provide:</p> <ul style="list-style-type: none"> <li>• Evidence of improved test precision (e.g., to reduce the CSEM).</li> </ul>		
<p><b>Section 4.1 Summary Statement</b></p>		
<p><u>_x_</u> No additional evidence is required for the <u>Resubmission</u> and</p> <p><u>_x_</u> The following additional evidence is needed for the <u>SAT submission</u>:</p> <ul style="list-style-type: none"> <li>• DE review of SAT             <ul style="list-style-type: none"> <li>○ Either explain the plan to increase the reliability for groups that have low alphas for subscales, or modify the subscale structure or subscale reporting.</li> </ul> </li> <li>• SAT required from SAT panel review             <ul style="list-style-type: none"> <li>○ Adequate reliability evidence for its assessments for the following measures of reliability for the State’s student population for students with disability, EI, and students who received accommodations</li> </ul> </li> </ul>		

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## STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>4.2 – Fairness and Accessibility</b></p> <p>The State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments.</p>	<p>4.2.1. Vol4_2014 - 15 AppA Reliability by Subgroup provides the reliability estimates by gender, race, special education (SPED), and English Learners (ELs) by grade with the sufficient sample size.</p> <p>4.2.2. Memo _ Science DIF_ OPitems _ PeerReview provides the DIF analysis in Science based on operational data provided. The Memo describes the method, evaluation criteria for differential item functioning in operation, and the results of analyses by subgroup with a sufficient number (gender, race, African American vs. White, and SPED vs. Non-SPED).</p> <p>-----</p> <p>3.3.1 SAT Suite of Assessments Administration Report- Delaware SAT School Administration. Revised September 12, 2017 provides definition of reliability and standard error of measurement (p. 8), the methodology (Appendix B3, p. 41), and the results of estimates for the overall, and by gender, racial/ ethnicity, and two or more races (Tables 5.a, 5.b.1-2, 5.c.1-5 on pp. 15-22). Provides the definition of</p>	<p>Resubmission:</p> <p>Sufficient evidence for reliability estimates by subgroups and for DIF.</p> <p>4.2.1 provides reliability estimates by subgroup for science general assessment.</p> <p>4.2.2 provides evidence of DIF analyses for science general assessment.</p> <p>-----</p> <p>SAT Submission:</p> <p>High rate of students with no race and no home language, listed evidences do not discuss availability of accommodations to allow student access nor the results of those accommodations.</p> <p>The State’s argument for fairness and accessibility is built on reliability evidence</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>classification accuracy and consistency (p. 10), the approach and formula used for analyses (Appendices B6-B13, pp. 42-44), and the results for the overall and by gender, and race/ethnicity (Tables 10-12, pp. 31-33). Provides the definition of DIF (p. 9), the approach and formula used (Appendix B4, p. 42), and the summary for DIF by gender and race/ethnicity (Table 8, p. 27). The results of DIF and the standardized differences between groups (p. 10 Table 9a, p. 28 Appendix B5, p. 42) provide empirical evidence to support the fairness and accessibility of the Suite Assessments across student groups when comparing the target reliability (Appendix A, Table AS, p. 40).</p> <p>Document 3.3.2 SAT Suite of Assessment Report- Delaware SAT School Administration April 2017 provides the standardized by gender and race/ethnicity as empirical evidence across student groups (Table Tables 13a-b, p. 20).</p>	<p>reviewed in 4.1 and results of DIF analyses based on gender and ethnicity. Numbers of items with DIF was low for these groups.</p> <p>State did not describe how items with DIF are being addressed.</p> <p>State has not described the steps taken to ensure assessments are fair and accessible.</p>

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>from 2016 review</b>                      For DCAS science general and DCAS-Alt1 assessments DDOE must provide:</p> <ul style="list-style-type: none"> <li>• Evidence of reliability estimates calculations for all groups of students (disability category, gender, demographic) of sufficient size.</li> <li>• Evidence of differential item functioning (DIF) analysis for operational items on both the general and alternate science assessments.                             <ul style="list-style-type: none"> <li>• Evidence of the process for students needing Braille accommodations participate in the DCAS-Alt1 test.</li> </ul> </li> </ul>		
<p><b>Section 4.2 Summary Statement</b></p>		
<p><input type="checkbox"/> No additional evidence is required for the <u>Resubmission</u> and</p> <p><input type="checkbox"/> The following additional evidence is needed for the <u>SAT Submission</u>:</p> <ul style="list-style-type: none"> <li>• SAT required from SAT panel review                             <ul style="list-style-type: none"> <li>○ Evidence for the reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments, including the lack of any data related to students with disabilities and ELs.</li> </ul> </li> </ul>		

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>4.3 – Full Performance Continuum</b></p> <p>The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum, including for high- and low-achieving students.</p>	<p>The response states “Items with a lower positive discrimination below the threshold might be reviewed for content and other item statistics; however, items with a negative correction with the key and/or a positive correlation with distracters are removed from the item pool for revision/re-field test or are rejected.”</p> <p>4.3.1. Vol1_2014 - 15 DCAS Annual Tech _ Report provides the threshold for item analysis, item flag, and item selections of field test items (Table 11, pp. 16-17). Items with a lower positive discrimination below the threshold might be reviewed for content and other item statistics; however, items with a negative correction with the key and/or a positive correlation with distracters are removed from the item pool for revision/re-field test or are rejected.</p> <p>-----</p> <p>3.3.1 SAT Suite of Assessments Administration Report- Delaware SAT School Administration. Revised September 12. 2017 provides evidence to support an adequately precise estimate across the full performance continuum. The overall</p>	<p>Resubmission: No off-grade items are used in the DCAS.</p> <p>4.3.1 p. 19 gives the number of items flagged for potential issues related to negative relationships to total score, but none of those items appear to have been rejected. There was no explanation regarding follow-up with the flagged items (Were they retained? revised? deleted?). Retaining these items appears inconsistent with the procedures described by the State in the overall response.</p> <p>State description of plans for removal of problematic items is sufficient. The application of this information is not made clear in 4.3.1.</p> <p>-----</p> <p>SAT Submission: Categorical accuracy is reasonable, there</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>reliability (0.87-0.89; 0.89-0.95) and standard error of measurement (1.63-1.87; 26.34-41.84), respectively, for the three test scores (reading and writing, and mathematic) and the two section scores (Evidence-based Reading and Writing, mathematics, and the total SAT) (Tables 5.a, p. 15). The estimates shown the similar results by gender, racial/ethnicity, and two or more races (Tables 5.b.1-2, 5.c.1-5, pp. 16-22). For example, a slightly lower reliability (0.82; 0.82- 0.92) and a slightly higher standard error of measurement (1.71-1.92; 27.06-43.58) are shown in Tables 5.c.2. (p. 19) for Black students, respectively, for the three test scores and the two section scores. Compare with the target reliability in Table AS (Document3.3.1, Appendix A, p. 40), over one-half the reliability coefficients of reporting scores are slightly below the lower bound of the target reliability; while the rest are meet the criteria. Similar patterns are observed for the overall and cross subgroups.</p> <p>3.3.2 SAT Suite of Assessment Essay: Report- Delaware SAT School Day Administration April 2017 provides empirical evidence to support the adequate</p>	<p>appear to be many students who do not complete the math sections</p> <p>By not providing conditional standard errors of measurement (CSEMs), the State does not address precision of estimate across the full performance continuum.</p> <p>These items were used during the SAT peer review and as such the State meets that portion of the criteria.</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	precision of scoring using cross-tabulated score distributions between rater sets by essay dimension (Tables 9a-c, pp. 17-18) across the full performance continuum.	
<p><b>from 2016 review</b>                      For the DCAS general science assessments at grades 5, 8, and 10, DDOE must provide:</p> <ul style="list-style-type: none"> <li>• Evidence that describes how off-grade level items are included in the total score.</li> <li>• Evidence of the procedures for test items with negative correlations to total scores.</li> </ul>		
<p><b>Section 4.3 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>4.4 – Scoring</b></p> <p>The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable results, facilitate valid score interpretations, and report assessment results in terms of the State’s academic achievement standards.</p>	<p>DDOE Response (1): The Delaware DCAS science assessments do not use off-grade items.</p> <p>2.1.2 Vol2_2010 - 2011 DCAS_Test Development Report describes the process for item review, including the accuracy of keys for MC items and scoring rubric of Machine Scored Constructed Response items (MSCR). All newly field tested items are reviewed by DDOE staff (pp. 16-17, Delaware Content Advisory Committee (p. 17), and rubric validation by Delaware educators (pp. 17-18).</p> <p>4.3.1. Vol1_2014 - 2015 DCAS Annual Tech Report provides the approach used for online scoring (pp. 30-33) and the process for paper/pencil form scoring (p. 33). Provides the process for quality control of data, analysis, scoring, and score reports (pp. 37-38).</p> <p>4.4.3. REVISE_UserGuide_2014 describes the system for rubric evaluation and verification of electronic item scoring.</p> <p>----- SAT defers to SAT</p>	<p>Resubmission: No off-grade level items are included in the general science assessment.</p> <p>According to Evidence 4.3.1, section 10.2, DE is trusting that the AIR scoring engine was previously tested and thus continues to provide accurate scoring without discussion of ongoing quality checks of answer keys, the engine, the conversions to scale scores.</p> <p>Documents collectively address quality assurance procedures for automated scoring technologies used.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>The SAT Suite Technical Manual (May 2017) submitted by College Board provides more information about scoring procedures, including SAT Essay scoring (pp. 72-74) and the interpretations of reporting scores (pp. 75-78).</p> <p>3.3.2 SAT Suite of Assessment Essay: Report- Delaware SAT School Day Administration April 2017 briefly describes the scoring process for SAT Essay (pp. 5-6), the methodology used for rater consistency (pp. 7-8), and the results of analyses for scoring accuracy (Tables 4, p. 12; Tables 7-12, pp. 16-19).</p>	<p>-----</p> <p>SAT Submission: Peers could not identify procedures. 3.3.2 Page 18, only 2/3rds of scores are in agreement; this is not convincing. This finding may call into question the value of using the essay assessment.</p> <p>Essay is not combined with ELA for accountability purposes.</p> <p>How the essay score is combined to produce the student overall ELA scores was not clear to the peers.</p> <p>The subdivisions of the SAT do not map easily onto the Domains and Strands of the content standards. This is due to the alignment issues also noted by HUMRRO.</p> <p>The State-specific alignment documents show how the standards fall into the different reported sections of the SAT, but the peers wonder how transparent these mappings are to teachers, parents, and students.</p> <p>SAT Suite Technical Manual does not appear to be available.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>Essay scoring policy described on p. 7 of 3.3.2: “If one rater gives an essay a score of 0, or the two raters’ scores differ by more than one point, then a third rater scores the Essay. The third rater’s score is doubled to yield the score.” This policy systematically reduces the number of raters contributing to the scores of the most difficult to rate essays. That policy may be problematic. The rationale for this policy, as opposed to one that might average all three ratings or remove the outlier and average two, is unclear.</p>
<p><b>from 2016 review</b>                      For the DCAS general science assessments at grades 5, 8, and 10, DDOE must provide:</p> <ul style="list-style-type: none"> <li>• See evidence note in 4.3 above regarding off-grade level test items.</li> <li>• Evidence of quality assurance procedures for automated scoring technologies used.</li> </ul>		
<p><b>Section 4.4 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> No additional evidence is required for the <u>Resubmission</u> and</p> <p><input type="checkbox"/> The following additional evidence is needed for the <u>SAT Submission</u>:</p> <ul style="list-style-type: none"> <li>• SAT required from SAT panel review                             <ul style="list-style-type: none"> <li>○ Provide evidence of established and documented standardized essay scoring procedures and protocols that are designed to produce reliable results, facilitate valid score interpretations, and report assessment results in terms of adequate inter-rater reliability.</li> </ul> </li> </ul>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>4.5 – Multiple Assessment Forms</b></p> <p>If the State administers multiple forms within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State’s academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years.</p>	<p align="center">-----</p> <p>DE defers to SAT</p>  <p>College Board will provide this information.</p>	<p align="center">-----</p> <p>DE defers to SAT</p>
<p><b>Section 4.5 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>4.6 – Multiple Versions of an Assessment</b></p> <p>If the State administers assessments in multiple versions within a content area, grade level, or school year, the State:</p> <ul style="list-style-type: none"> <li>• Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments;</li> <li>• Documented adequate evidence of comparability of the meaning and interpretations of the assessment results.</li> </ul>	<p align="center">-----</p> <p>DE defers to SAT</p> <p>College Board will provide this information.</p>	<p align="center">-----</p> <p>DE defers to SAT</p>
<p><b>Section 4.6 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>4.7 – Technical Analysis and Ongoing Maintenance</b></p> <p>The State has a system for monitoring and maintaining, and improving as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments).</p>	<p align="center">-----</p> <p>DE defers to SAT 4.7.2</p> <p>College Board will provide this information.</p> <p>4.7.1 The Goals of the DE Technical Advisory Committee.</p> <p>4.7.2a-d are the TAC meeting agendas in 2016 and 2017</p> <p>Documents 4.7.3a-d are the TAC recommendations with the Delaware DOE follow-up actions on SAT and its operations. Relative sections are highlighted in yellow.</p> <p>4.7.4 DE TAC CB Research Update 2016-02-08 provides the information about scaling and equating, concordance table between the 'old' SAT and redesigned SAT, benchmark, and validity studies for a better understanding of redesigned SAT and appropriate uses SAT scores.</p> <p>4.7.5 DE TAC Research Update 2016-08-</p>	<p align="center">-----</p> <p>DE defers to SAT</p> <p>4.7.2 it is good to have the TAC but since the State defers technical issues to the College Board, this evidence does not enlighten the peers as to what is being done to improve the quality of the assessment.</p> <p>DE expects SAT documentation to satisfy this critical element.</p> <p>Documents collectively describe appropriate technical analysis and ongoing maintenance.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>31 v1 CB provides concordance table update (slide 25), dimensionality analysis plan (slide 26), test form analyses (slides 27-29), DE School Day analyses (slides 30-32), and validation of SAT benchmarks for college readiness (slides 33- 46).</p> <p>4.7.6a SAT Accommodations Updates 2017 provides evidence of accommodations and expanding accommodations to support the accessibility for students with special needs and ELs.</p> <p>4.7.6b DE SAT April 2016 School Day provides empirical evidence of internal structure of test scores (slide 8), reliability of SAT scores (slide 9), and the completion rate 10-15)</p> <p>4.7.7a DE SAT April2017 School Day provides empirical analyses for the 2017 administration.</p> <p>4.7.7b DE SAT April2017 School Day- Omit and Completion Rates provides additional analyses about the completion rates and item omit rates by student groups based on the TAC recommendations (slides 10-16).</p>	

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>4.7.7c DE SAT Cross-Year Comparisons provide empirical evidence of technical quality comparison across years and variance analyses for SAT completion issue based on T AC recommendations.</p> <p>4.7.7d DE SAT April2017 School Day-Essay Analyses provides empirical analyses for the 2017 Essay test.</p>	
<b>Section 4.7 Summary Statement</b>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• SAT required from SAT panel review               <ul style="list-style-type: none"> <li>• Evidence of a system for monitoring and maintaining, and improving as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system</li> </ul> </li> </ul>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission

**SECTION 5: INCLUSION OF ALL STUDENTS**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>5.1 – Procedures for Including Students with Disabilities</b></p> <p>The State has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State’s assessment system, including, at a minimum, guidance for individual educational plan (IEP) Teams to inform decisions about student assessments that:</p> <ul style="list-style-type: none"> <li>• Provides clear explanations of the differences between assessments based on grade-level academic achievement standards and assessments based on alternate academic achievement standards, including any effects of State and local policies on a student’s education resulting from taking an alternate assessment based on alternate academic achievement standards;</li> <li>• States that decisions about how to assess students with disabilities must be made by a student’s IEP Team based on each student’s individual needs;</li> <li>• Provides guidelines for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment;</li> <li>• Provides information on accessibility tools and features available to students in general and assessment accommodations available for students with disabilities;</li> <li>• Provides guidance regarding selection of appropriate accommodations for students with disabilities;</li> </ul>	<p>511, 512, 513 etc                      5.1.11a                      5.1.1 DE Admin Code_Title 14_Chapter1 – (p. 18), §151 Paragraph f; (p. 19) Paragraph j</p> <p>5.1.2DeSSA_Accessibility_Accommodations Guidelines Module1 (2015 Training) gives an overview of accommodations for educators and parents.</p> <p>5.1.3 DE Accessibility Guidelines (Sept 2014) Figure 3 (p. 25), includes a Decision Tree about eligibility on taking the Smarter tests or the Alternate test and corresponding accommodations. Appendix N1 (p. 115) contains a worksheet for SWDs. Tool 2 (p. 117) for Parents Input about their child accommodations.</p> <p>5.1.4 DE Accessibility Guidelines Training Memo (Sept 2014)</p> <p>5.1.5 through 5.1.12</p> <p>-----</p> <p>5.1.1, 5.1.2, 5.1.3</p>	<p>Resubmission:                      5.1.11a/5.1.3b is a document specific to a different State. Therefore, does not provide meaningful information to parents on the DE options.</p> <p>DCAS: Evidence 5.1.11.b/5.1.3a provides general information for parents about accommodations. But this document does not explain different assessments, i.e., general vs. alternate assessments. This document does not make explicit the offering of AA-AAS for students with the most significant cognitive disabilities</p> <p>Evidence does not address consequences of being assessed on alternate assessments.</p> <p>Documents collectively address accessibility features, and accommodations.</p> <p>-----</p> <p>SAT Submission:                      Accessibility tools were adequately described in the SAT documentation.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<ul style="list-style-type: none"> <li>Includes instructions that students eligible to be assessed based on alternate academic achievement standards may be from any of the disability categories listed in the IDEA;</li> <li>Ensures that parents of students with the most significant cognitive disabilities are informed that their student’s achievement will be based on alternate academic achievement standards and of any possible consequences of taking the alternate assessments resulting from district or State policy (e.g., ineligibility for a regular high school diploma if the student does not demonstrate proficiency in the content area on the State’s general assessments);</li> <li>The State has procedures in place to ensure that its implementation of alternate academic achievement standards for students with the most significant cognitive disabilities promotes student access to the general curriculum.</li> </ul>	<p>1.3.1 DE Administrative Code Tide 14 Education, Section 151 Paragraph f (p. 18); and Paragraph j (p. 19)</p> <p>5.1.1a DE-Accessibility: Guidelines 2016-17 Section II, p. 9-11 for an overview of students with Disabilities; Figure 2 p. 12 is a decision tree for SWD determination;</p> <p>5.1.1b SAT Accommodations- Flowchart with links</p> <p>5.1.1c SAT Accommodations-Crosswalk-2016 (pp. 1-2) describes the college reportable/non-reportable characteristics; P.3-10 compare the SAT and Smarter Accommodations so educators better understand the difference between these and ease the Accommodations requests.</p> <p>5.1.1d Appendix G SAT Crosswalk Dec 2017</p> <p>CB Accommodations Webinar 2017 FINAL DE (slides 34-41 include DE SAT crosswalk)</p> <p>5.1.2b CB Accommodations Webinar 2018 DE 12-01-17</p> <p>5.1.3a Testing Accommodations Parent</p>	<p>Evidence 5.1.6 provides information for the SAT.</p> <p>SAT: Several decision trees and tables to help guide IEP teams, educators, and parents. But the documents appear to be written to educators rather than parents.</p> <p>5.1.1.c does a good job of helping educators choose accommodations for the SAT.</p> <p>The documentation appears to refer to the classic (previous) alternate assessments and not the assessments the State is moving toward using. This will require updating and modifying the document. The documents also appear only to refer to lower grade levels and not the high school assessments.</p> <p>Per 1.3.1, p. 12 flow chart, student must “have” instructional/classroom supports to have supports on the assessment. It is unclear whether “have” means in the IEP or actually used in the classroom. Choice of accommodations seems left to the classroom teacher or IEP team without guidance. Research by Fuchs and colleagues has indicated teachers do not</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>Session PIC of Del (p. 3)</p> <p>5.1.3b What Parents Need to Know PIC of Del</p> <p>5.1.3c Accommodations SAT-tips-Worksheet 2016 (p. 2)</p> <p>5.1.6 FAQ students-families SAT 2016 Section on Accommodation; (p. 2)</p> <p>2.3.2a DTC March 2016 (slide 46-50)</p> <p>4.7.6a SAT Accommodations Updates 2017 (slide 5)</p> <p>5.1.4 SAT Student score report-Accommodations (top left portion of the report)</p> <p>5.1.5 Parent consent forms-Accommodations</p>	<p>select appropriate accommodations.</p> <p>Crosswalk describes available accommodations on Smarter and SAT.</p> <p>Some examples on 5.1.3c would help parents identify appropriate accommodations.</p> <p>Sufficient attention given to college reportable vs. non-reportable scores.</p> <p>Difference between grade level assessment and AA-AAAS is brief and unclear.</p> <p>Guidelines for the IEP team to determine which assessment to use, and whether to use accommodations, are very limited. This guidance may include connections between specific student weaknesses as identified in the IEP and specific accommodations.</p> <p>Guidance on selecting appropriate accommodations is also limited, and the best examples are directed at parents through 5.1.3b, rather than at IEP teams.</p> <p>Evidence does not address that AA-</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>AAAS eligibility can come from any category, nor does it indicate any consequences of taking the AA-AAAS.</p> <p>Evidence does not address access to the general curriculum for students with the most significant cognitive disabilities.</p>

**from 2016 reviews**  
 For the entire system of State assessments, DDOE must submit:

- Evidence that parents are provided information about available assessment options, accessibility features, accommodations, and consequences of being assessed on alternate assessments.

**Section 5.1 Summary Statement**

X The following additional evidence is needed/provide brief rationale:

- Resubmission
  - Evidence that a parent-friendly document is provided to parents about available assessment options and consequences of being assessed on alternate assessments.
- SAT required from SAT panel review
 

Provide evidence of guidance for individual educational plan (IEP) Teams to inform decisions about student assessments that:

  - Provides clear explanations of the differences between assessments based on grade-level academic achievement standards and assessments based on alternate academic achievement standards, including any effects of State and local policies on a student’s education resulting from taking an alternate assessment based on alternate academic achievement standards;
  - Provides guidelines for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment;
  - Provides guidance regarding selection of appropriate accommodations for students with disabilities;

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>5.2 – Procedures for including ELs</b></p> <p>The State has in place procedures to ensure the inclusion of all English learners in public elementary and secondary schools in the State’s assessment system and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum:</p> <ul style="list-style-type: none"> <li>• Procedures for determining whether an English learner should be assessed with accommodation(s);</li> <li>• Information on accessibility tools and features available to all students and assessment accommodations available for English learners;</li> <li>• Guidance regarding selection of appropriate accommodations for English learners.</li> </ul>	<p>-----</p> <p>1.3.1 DE Administrative Code Title 14 Education, Section 151 Paragraph f (p. 18); and Paragraph j (p. 19)</p> <p>5.2.1 DE Requirement to Test Students. Spanish</p> <p>5.2.3a Title 111-ESL Guidebook</p> <p>5.2.3b Exemptions Communication-Recent ELLs 2.22.2016</p> <p>5.1.1a DE Accessibility Guidelines 2016-17 Section III, p. 13-15 for an overview of English Learner (EL) students; Figure 3 p. 17 is a decision tree for ELs determination. Section IV (p. 18) addresses students with disabilities who are English Language Learner.</p> <p>2.3.2a DTC Face-to-Face March 2016 (slides 47-49) for reportable and non-reportable scores to colleges based on the type(s) of accommodations.</p> <p>5.1.2a CB Accommodations Webinar 2017 FINAL DE (slides 34-41 include DE SAT</p>	<p>-----</p> <p>5.1.3 appears sufficient.</p> <p>5.2.2 does not offer native language assessment. The test accommodations are broken into reportable and non-reportable...the accommodations are translation dictionary and extended time. This is weak and inappropriate especially for the math assessment. Directions in several languages or an interpreter reading directions are both weak as well.</p> <p>SAT: ELs may have the test instructions in a native language, but otherwise the available accommodations are the same as what are available to all students.</p> <p>5.1.1.a addresses procedures for determining whether an English learner should be assessed with accommodations.</p> <p>Documents collectively describe accommodations that are available.</p> <p>Guidance is not provided indicating which accommodations are appropriate for each individual EL.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>crosswalk)</p> <p>CB Accommodations Webinar 2018 DE 12-01-17</p> <p>5.2.2 SAT EL Accommodations pager</p> <p>4.7.6a SAT Accommodation!! 2017 (slide 5)</p>	<p>There is no clear communication that certain accommodations (e.g., state allowed accommodations) may invalidate student scores for college admission purposes.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence

**Section 5.2 Summary Statement**

X The following additional evidence is needed/provide brief rationale:

- DE review of SAT
  - Provide guidance regarding selection of appropriate accommodations for English learners.
- SAT required from SAT panel review
  - Evidence of communicating this information to districts, schools, teachers, and parents, including, at a minimum:
    - Procedures for determining whether an English learner should be assessed with accommodation(s);
    - Information on accessibility tools and features available to all students and assessment accommodations available for English learners;
    - Guidance regarding selection of appropriate accommodations for English learners.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>5.3 – Accommodations</b></p> <p>The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and English learners. Specifically, the State:</p> <ul style="list-style-type: none"> <li>Ensures that appropriate accommodations are available for students with disabilities(SWD) under the Individuals with Disabilities Education Act (IDEA) and students covered by Section 504;</li> <li>Ensures that appropriate accommodations are available for English learners (EL);</li> <li>Has determined that the accommodations it provides (i) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations;</li> <li>Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.</li> </ul>	<p align="center">-----</p> <p><b>5.3.1, 5.3.2, 5.3.3, 5.3.4</b></p> <p>See DDOE evidence provided in Critical elements 5.1 and 5.2</p> <p>5.3.1 SAT-DDOE Website</p> <p>5.3.2 SAT Accommodations DDOE Website 2016 LEAs request SAT accommodations online to College Board.</p> <p>5.3.3 SSDC Implementation Handbook With SAAs (p. 8-11) LL 12.de. L212Q Resources Materials</p> <p>5.3.4 DDOE Special Accommodations Request Summary 2016-17</p> <p>5.3.5 DE Approved accommodations summary from CB 12.11.2015</p>	<p align="center">-----</p> <p>5.3.2: appropriate accommodations are not allowed for ELs.</p> <p>Accommodations are requested via website to College Board, no IEP alignment discussed, no IEP to classroom to test monitoring. Special requests are handled by College Board.</p> <p>Second bullet – The peers are curious how students who are exempt from ELA tests (first year immigrant students) are able to fairly take math and science tests.</p> <p>Regarding the third bullet in this critical element –The peers did not find in the SAT documentation adequate evidence that College Board has studied the validity of test scores of students who used various accommodations. Thus, a State would not necessarily know whether available accommodations had significantly altered tested constructs or not.</p> <p>Does College Board have adequate sample size to look at scores of tests taken with different combinations of accommodations</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>to see whether these distributions look like the overall distribution of scores or not?</p> <p>Evidence 5.3.4 and 5.3.5 are useful requests, but they would have been more useful if the numbers were accompanied by scores.</p> <p>Available accommodations are appropriately described for SWDs and ELs.</p> <p>A process is in place for a small number of exceptional requests.</p> <p>State and SAT have not provided evidence that accommodations provided (i) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations. This evidence could be addressed through guidance to IEP teams for selecting accommodations <u>and</u> through evidence of the reliability and validity of scores derived from selected</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		accommodations (e.g., psychometric indices disaggregated by accommodated vs. non-accommodated groups, differential boost studies).

<b>Section 5.3 Summary Statement</b>
<p><u>  X  </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• SAT required from SAT panel review               <ul style="list-style-type: none"> <li>○ Ensures that its assessments are accessible to students with disabilities and English learners. Specifically, the State:                   <ul style="list-style-type: none"> <li>○ Ensures that appropriate accommodations are available for English learners (EL);</li> <li>○ Has determined that the accommodations it provides (i) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations.</li> </ul> </li> </ul> </li> </ul>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

## STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>5.4 – Monitoring Test Administration for Special Populations</b></p> <p>The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and English learners so that they are appropriately included in assessments and receive accommodations that are:</p> <ul style="list-style-type: none"> <li>• Consistent with the State’s policies for accommodations;</li> <li>• Appropriate for addressing a student’s disability or language needs for each assessment administered;</li> <li>• Consistent with accommodations provided to the students during instruction and/or practice;</li> <li>• Consistent with the assessment accommodations identified by a student’s IEP Team or 504 team for students with disabilities, or another process for an English learner;</li> <li>• Administered with fidelity to test administration procedures.</li> </ul>	<p>Narrative</p> <p>5.1.3 D E Accessibility Guidelines (Sept 2014)</p> <p>5.1.4 Accessibility Guidelines Training memo (Sept 2014) ;</p> <p>5.1.5 DeSSA Accessibility Guidelines Online Training (2014 - 2015) (Slides 15, 17, and 18) discuss the connection and consistency when selecting accommodations for students for classroom and state assessments.</p>	<p>Resubmission: 5.1.3 and 5.1.5 indicate accommodations selected for assessments <u>should</u> be ones the student “has” for instruction.</p> <p>Evidence does not include procedures or forms for ensuring students are provided the appropriate accommodations, consistent with IEP/504 or classroom instruction, nor does it include information on fidelity of accommodation provision to students.</p> <p>A reporting form and system needs to be described indicating, for each student, how the accommodations are implemented with fidelity and triangulated between the IEP/504, classroom instruction, and the large-scale assessment.</p> <p>Evidence could include: A report of the percent of students who have an accommodation in their IEP/504/EL plan that were given the identified accommodation, based on authoritative sources (plan and test administrator/test providing computer program). Likewise, a report of the percent of students provided an accommodation who did not have the accommodation in their IEP/504/EL plan.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>-----</p> <p>S 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.4.6, 2.4.7, 2.4.8, 2.4.9</p> <p>2.4.1a 2017 SAT monitoring schedule Document</p> <p>2.4.1b 2016 SAT Monitoring Schedule</p> <p>2.4.2 Proposed DeSSA Site Visits 2017-2019 Schedule</p> <p>2.4.3 List of School Visits- 2017</p> <p>2.4.4 SAT DDOE School Visit Letter 2017</p> <p>2.4.5 SAT 2017 School Day Observer Training</p> <p>2.4.6 SAT Observers training material list-2071</p> <p>2.4.7a DDOE SAT School Visit Protocol-</p>	<p>The procedure for collecting this information is often part of the test administration procedures found in the test administrator’s manual.</p> <p>-----</p> <p>SAT Submission:</p> <p>Evidence does not address monitoring of accommodations and the alignment between accommodations offered for the assessment, used, stated in the IEP or 504 plan, and used in the classroom. The peers were unable to locate in the provided documents how accommodations are monitored in any way during site visits.</p> <p>How do LEAs record whether students actually received requested accommodations during testing?</p> <p>It appears from the provided documentation that matching instructional and testing accommodations is pretty much left up to the IEP team. But how is it checked?</p> <p>Evidence does not include procedures or forms for ensuring students are provided the appropriate accommodations, consistent with IEP/504 or classroom instruction, nor does it include information</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>2017</p> <p>2.4.7b DDOE SAT School Visit Protocol-2016</p> <p>2.4.8 DTCs-overview-monitoring-2017</p> <p>2.4.9 SAT 2017- Survey Summary</p>	<p>on fidelity of accommodation provision to students. Monitoring for accommodations is global and not at the individual level. The survey summary (2.4.9) did not address accommodations in any detail. A reporting form and system needs to be described indicating, for each student, how the accommodations are implemented with fidelity and triangulated between the IEP/504, classroom instruction, and the large scale assessment.</p> <p>Evidence could include: A report of the percent of students who have an accommodation in their IEP/504/EL plan that were given the identified accommodation, based on authoritative sources (plan and test administrator/test providing computer program). Likewise, a report of the percent of students provided an accommodation who did not have the accommodation in their IEP/504/EL plan. The procedure for collecting this information is often part of the test administration procedures found in the test administrator’s manual.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>from 2016 review</b>                      For the entire State assessment system, DDOE must provide:</p> <ul style="list-style-type: none"> <li>• Evidence of policies and procedures to ensure that test accommodations are provided consistent with accommodations provided to the students during instruction and/or practice and also are consistent with the assessment accommodations identified by a student’s IEP Team or 504 team for students with disabilities.</li> </ul>		
<p><b>Section 5.4 Summary Statement</b></p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• Resubmission                             <ul style="list-style-type: none"> <li>○ Evidence of policies and procedures to ensure that test accommodations are provided consistent with accommodations provided to the students during instruction and/or practice, and also are consistent with the assessment accommodations identified by a student’s IEP Team or 504 team for students with disabilities. Generally, this evidence may include a report of the percent of students receiving their accommodations as defined in the IEP/504 plan.</li> </ul> </li> <li>• SAT required from SAT panel review                      Evidence that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and English learners so that they are appropriately included in assessments and receive accommodations that are:                             <ul style="list-style-type: none"> <li>▪ Consistent with the State’s policies for accommodations;</li> <li>▪ Appropriate for addressing a student’s disability or language needs for each assessment administered;</li> <li>▪ Consistent with accommodations provided to the students during instruction and/or practice;</li> <li>▪ Consistent with the assessment accommodations identified by a student’s IEP Team or 504 team for students with disabilities, or another process for an English learner;</li> <li>▪ Administered with fidelity to test administration procedures.</li> </ul> </li> </ul>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission

**SECTION 6: ACADEMIC ACHIEVEMENT STANDARDS AND REPORTING**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>6.1 – State Adoption of Academic Achievement Standards for All Students</b></p> <p>The State formally adopted challenging academic achievement standards in reading/language arts, mathematics and in science for all students, specifically:</p> <ul style="list-style-type: none"> <li>• The State formally adopted academic achievement standards in the required tested grades and, at its option, also alternate academic achievement standards for students with the most significant cognitive disabilities;</li> <li>• The State applies its grade-level academic achievement standards to all public elementary and secondary school students enrolled in the grade to which they apply, with the exception of students with the most significant cognitive disabilities to whom alternate academic achievement standards may apply;</li> <li>• The State’s academic achievement standards and, as applicable, alternate academic achievement standards, include: (a) At least three levels of achievement, with two for high achievement and a third of lower achievement; (b) descriptions of the competencies associated with each achievement level; and (c) achievement scores that differentiate among the achievement levels.</li> </ul>	<p>6.1.1 DE_Smarter_Cut_Scores approval Jan15_2015 (p. 11154)</p> <p>6.1.2 SBE ALD Presentation Dec 2014 - Evidence 6.1.3 CutScores _ MathELA - 2015</p> <p>-----</p> <p>6.1.1a</p> <p>6.1.2</p> <p>6.1.1b</p> <p>6.2.1</p> <p>6.1.1a SBE-SAT cut scores Approval shows that the cut scores were presented to the Delaware Board of Education and were approved on August 8, 2016.</p> <p>6.1.1b Cut Scores-SAT2017-DDOE Release posted on the DDOE website</p> <p>1.2.2 DE plan.EINAL 09.01.17 provides the information about using SAT, including the Essay scores, as indicators for College and Career Readiness Benchmark (p. 41) in the Consolidated State Plan Under the Every Student Succeeds Act.</p>	<p>Resubmission: Documents collectively meet the critical element.</p> <p>-----</p> <p>SAT Submission: The State did not refer to the document containing the ALDs for this CE</p> <p>The peers found evidence that cut scores for SAT and SMARTER were adopted.</p> <p>The peers found evidence that PLDs for the SAT were adopted.</p> <p>The State adopted cut scores to define four achievement levels.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	6.1.2 ESSA Update PowerPoint Presentation provides the ESSA plan for the Every Student Succeeds Act at the March 23, 2017 State Board of Education meeting.	
<p><b>from 2016 reviews</b>                      For R/LA and mathematics general assessments in grades 3-8 and high school (Smarter Balanced), DDOE must provide:</p> <ul style="list-style-type: none"> <li>• Evidence that the State has formally adopted the Smarter Balanced performance level descriptors (PLDs) and cut scores.</li> </ul>		
<p><b>Section 6.1 Summary Statement</b></p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

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STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>6.2 – Achievement Standards-Setting</b></p> <p>The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting its academic achievement standards and alternate academic achievement standards to ensure they are valid and reliable.</p>	<p align="center">-----</p> <p>6.2.1 SAT Multi-State Standard Setting Report 2016 with addendum for essay provides the methodology (pp. 2-4, 7-8) and the process (pp. 4-6; Tables 13-14 on pp. 24-25) with the panelists from four states (p. 2; Tables 1-2 on pp. 12-13) for the achievement standards on SAT Reading and Writing, and Mathematics. Evidence is also provided to support the standard setting (Tables 3-12 on pp. 14-23; Tables 15-17 on pp. 26-30).</p> <p>4.7.3.b. DE TAC 8.31-9.1 2016 FINAL with DDOE actions (SAT on p. 2)</p> <p>6.2.2. Meeting 8.31-9.1.2016 final (pp. 3-4) provide the rationales for revisiting the performance standards for the SAT Essay test.</p> <p>Documents 6.2.3a Agenda TAC conference call</p> <p>6.2.3b Delaware TAC call Summary are meeting agenda and summary (p. 1), which provide suggestions for modifying the ALDs for SAT Essay and finalizing the</p>	<p align="center">-----</p> <p>Modified Angoff Method was used with panelists from four states. The method and process were technically sound.</p> <p>Panelists for mathematics and ELA had the appropriate experience and expertise.</p> <p>Per 6.2.3b, December 2016: “DOE might consider deriving cut scores from data instead of depending entirely on cut scores based on judgment. This would ensure consistency and coherence in results across years.” It is unclear whether this possibility is being pursued. Should the State choose this route, additional peer review is likely to be required.</p> <p>The Essay Profile Method for the essay portion seems adequate (6.2.4).</p> <p>Panelists for essay had the appropriate experience and expertise.</p> <p>Standard setting panels were rather small in number and lacked diversity, particularly in math. There was no EL representation on either standard setting</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>standard setting design.</p> <p>6.2.4 SAT Essay Standard Setting Report final provides the panelists across Delaware (p. 7; Table 1 on pp. 14-15), the methodology (pp. 5-6), and the process (pp. 7- 10; Tables 2-10 on pp. 16-27; Appendices A-F) for reestablishing the achievement standards on SAT Essay test. Additional validity evidence also provided to support the achievement standards for SAT Essay (pp. 11-12; Appendices I-L).</p>	<p>panel.</p>
<b>Section 6.2 Summary Statement</b>		
<input checked="" type="checkbox"/> No additional evidence is required		

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><b>6.3 – Challenging and Aligned Academic Achievement Standards</b></p> <p>The State’s academic achievement standards are challenging and aligned with the State’s academic content standards such that a high school student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the workforce.</p> <p>If the State has defined alternate academic achievement standards for students with the most significant cognitive disabilities, the alternate academic achievement standards are linked to the State’s grade-level academic content standards or extended academic content standards, show linkage to different content across grades, and reflect professional judgment of the highest achievement standards possible for students with the most significant cognitive disabilities.</p>	<p>----- 6.3.1, 6.3.2, 6.3.3</p> <p>6.3.1 ALDs ELA Multi-states Final</p> <p>3.1.2 Development ALDs for SAT ELA FINAL provide the evidence to support the ALDs for the SAT Evidence-based Reading and Writing based on the state content standards in ELA/language for college and career readiness of high school students.</p> <p>6.3.2 ALDs Math Multi-states Final</p> <p>3.1.3 Development ALDs for SAT Mathematics-FINAL provide the evidence to support the ALDs for SAT Mathematics based on the state content standards in math for college and career readiness of high school students.</p> <p>6.3.3 ALDs Essay Final</p> <p>3.1.2 Development ALDs for SAT ELA-FINAL provide the evidence to support the development of the Achievement Level Descriptors for the SAT Essay test based on the state content standards in ELA / language for college and career readiness</p>	<p>-----</p> <p>Multi-state evidence was provided but did not clearly describe how the results align to the rest of the State system and if the multi-state ALDs make sense in comparison with the lower grade level ALDs.</p> <p>The ALDs for the SAT are based on the SAT test specifications, whose alignment to the CCSS has been questioned by HumRRO. Thus the ALDs are useful for describing college readiness but perhaps less us for other test score uses.</p> <p>The achievement standards across content areas appear to be aligned and challenging. Evidence collectively describes the process used to develop ALDs from pre-existing performance levels for the SAT.</p>

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>of high school students.</p> <p>6.2.1 SAT Multi-State Standard Setting Report 2016 with addendum for essay with addendum for essay provides validity evidence to support the challenging and aligned academic achievement standards (pp. 4-10) and the policy adjustment of the cut scores based on the standard setting panels' recommendations and the benchmarks for college readiness by College Board (pp. 10-11, Table 17, p. 29).</p> <p>Documents 6.2.4 SAT Essay Standard Setting Report final provides validity evidence to support the challenging and aligned academic achievement standards (pp. 5-12).</p>	
<b>Section 6.3 Summary Statement</b>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>• SAT required from SAT panel review               <ul style="list-style-type: none"> <li>○ Evidence of how the academic achievement standards are challenging and aligned with the State’s academic content standards such that a high school student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the workforce.</li> </ul> </li> </ul>		

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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

<b>Critical Element</b>	<b>Evidence (Record document and page # for future reference)</b>	<b>Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence</b>
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**STATE ASSESSMENT PEER REVIEW NOTES FOR Delaware SAT State Items+ Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center"><b>6.4 – Reporting</b></p> <p>The State reports its assessment results, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of results for students tested by parents, educators, State officials, policymakers and other stakeholders, and the public, including:</p> <ul style="list-style-type: none"> <li>• The State reports to the public its assessment results on student achievement at each proficiency level and the percentage of students not tested for all students and each student group after each test administration;</li> <li>• The State reports assessment results, including itemized score analyses, to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address the specific academic needs of students, and the State also provides interpretive guides to support appropriate uses of the assessment results;</li> <li>• The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its assessments that: <ul style="list-style-type: none"> <li>• Provide valid and reliable information regarding a student’s achievement;</li> <li>• Report the student’s achievement in terms of the State’s grade-level academic achievement standards (including performance-level descriptors);</li> <li>• Provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students;</li> <li>• Are available in alternate formats (e.g., Braille or large print) upon request and, to</li> </ul> </li> </ul>	<p align="center">-----</p> <p>6.4.4 6.4.2a 6.4.3</p> <p>1.3.1 DE Administrative Code Title 14 Education, Section 155 (p. 22)</p> <p>6.4.1 Delaware System of Students Assessments- Executive State Summary-2017 (pp. 27-40)</p> <p>6.4.2a Attachment 1 SAT State Summary by Subgroup</p> <p>6.4.2b Attachment 2 SAT District Summary and by Subgroup_Document</p> <p>6.4.2c Attachment 3 SAT School Summary and by Subgroup</p> <p>6.4.2d Attachment 4 SAT Charter School Summary and by Subgroup_</p> <p>6.4.3 DSARA Users guide v2.0 (DDOE and District Data Access Overview)</p> <p>Document 6.4.4 SAT spring-2017-parent-report-DE</p>	<p align="center">-----</p> <p>6.4.2a is combined for 11<sup>th</sup> grade and 12<sup>th</sup> grade students not performance of 11<sup>th</sup> grade in the year.</p> <p>6.4.3 is not public reporting. The document also does not mention the SAT.</p> <p>6.4.4 This is a nice looking student report and does list the ALDs but does not describe the instructional objectives the student is struggling to achieve etc.</p> <p>No discussion of alternative formats for parent reports.</p> <p>Subscores are reported although correlational evidence indicates they do not represent distinct constructs.</p> <p>District and individual reports are appropriate.</p> <p>Percentages of students not tested are included.</p> <p>The State timeline for reporting is unclear.</p> <p>The availability of reports in alternate</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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<p>the extent practicable, in a native language that parents can understand;</p> <ul style="list-style-type: none"> <li>The State follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration.</li> </ul>	<p>6.4.5 CB Facilitators Guide - PD Module 6 (p. 9 for reporting of the subscores)</p> <p>6.4.6 CB-Student Online Reporting Portal (p. 5 for reporting of the subscores)</p> <p>6.4.7 SAT DE Institutions report-2017</p> <p>2.3.2a DTC Face-to-Face March 2016 (Section 1, slides 2-41)</p> <p>5.1.4 SAA Student score report-Accommodations</p> <p>5.1.5 Parent consent forms-Accommodations (p. 3)</p>	<p>formats or languages other than English is unclear.</p>

**Section 6.4 Summary Statement**

<p><u>  </u>X_ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <li>SAT required from SAT panel review</li> </ul> <p>Evidence of reporting that facilitates timely, appropriate, credible, and defensible interpretations and uses of results for students tested by parents, educators, State officials, policymakers and other stakeholders, and the public, including:</p> <ul style="list-style-type: none"> <li>The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its assessments that: <ul style="list-style-type: none"> <li>Provide valid and reliable information regarding a student’s achievement;</li> <li>Report the student’s achievement in terms of the State’s grade-level academic achievement standards (including performance-level descriptors);</li> <li>Provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students;</li> <li>Are available in alternate formats (e.g., Braille or large print) upon request and, to the extent practicable, in a native language that parents can understand;</li> </ul> </li> </ul>
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