



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Honorable Randy Watson
Commissioner of Education
Kansas Department of Education
900 S.W. Jackson Street, Room 600
Topeka, KS 66612-1220

August 28, 2018

Dear Commissioner Randy Watson:

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 Kansas State Department of Education (KSDE) to prepare for the review, which occurred in March 2018, and which was a follow up to a review that occurred in 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 KSDE's submission and the Department found, based on the evidence received, that the general assessments for reading/language arts and mathematics in grades 3-8 and high school (Kansas Assessment Program (KAP)) and the alternate assessments based on alternate academic achievement standards (AA-AAAS) for reading/language arts and mathematics in grades 3-8 and high school (Dynamic Learning Maps-Integrated Model (DLM-I)) meet all of the statutory and regulatory requirements of section 1111(b)(1) and (3) of the ESEA, as amended by NCLB. Congratulations on meeting these important ESEA requirements; an assessment system that produces valid and reliable results is fundamental to a State's accountability system.

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<http://www.ed.gov/>

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

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 (KAP). **Meets requirements of the ESEA, as amended by the NCLB and ESSA.**
- General assessments in mathematics and reading/language arts for high school (KAP). **Meets requirements of the ESEA, as amended by the NCLB and ESSA.**
- Alternate assessments based on alternate academic achievement standards (AA-AAAS) for grades 3-8 and high school in mathematics and reading/language arts (DLM-I). **Meets requirements of the ESEA, as amended by the NCLB.**

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 KSDE 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. Department staff carefully reviewed the KSDE 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 KSDE administration of the DLM-I assessments need to meet one additional requirement related to alternate academic achievement standards. This requirement is listed under critical element 6.3. Under the orderly transition authority in section 4(b) of the ESSA, I am granting KSDE until December 15, 2020, to submit evidence of an AA-AAAS that meets this ESSA requirement.

In addition, the full peer review notes from the review are 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.

Please be aware that approval of KSDE's assessments is not a determination that the system complies with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. Finally, please remember that, if KSDE makes other significant changes in its KAP or DLM-I assessments, the State must submit information about those changes to the Department for review and approval.

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 Kansas.

Page 3-The Honorable Randy Watson

If you have any questions, please contact Jeanette Horner-Smith of my staff at: OSS.Kanas@ed.gov.

Sincerely,

/s/

Frank Brogan
Assistant Secretary for
Elementary and Secondary Education

Enclosures

cc: Beth Fultz, Director of Assessment

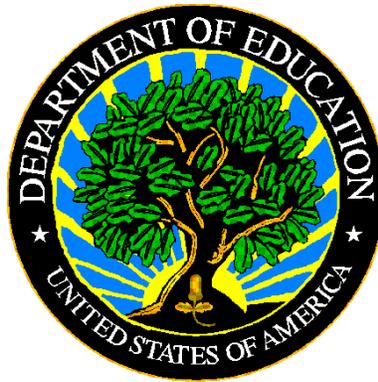
Critical Elements Where Additional Evidence is Needed to Meet the Requirements for Kansas' Assessment System

Requirement	Additional Evidence Requested
Challenging and Aligned Academic Achievement Standards (additional requirement under section 1111(b)(1)(E) of the ESEA, as amended by the ESSA)	For the Dynamic Learning Maps-Integrated Model: <ul style="list-style-type: none"><li data-bbox="472 352 1370 533">• Evidence that the alternate academic achievement standards (AAAS) ensure that students are on track to pursue postsecondary education or employment, as specified in section 1111(b)(1)(E) of the ESEA, as amended by the ESSA. The State educational agency should provide this evidence by December 15, 2020.

U. S. DEPARTMENT OF EDUCATION

Peer Review of State Assessment Systems

February 2018 Kansas State Assessment Peer Review Notes-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.

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STATE ASSESSMENT PEER REVIEW NOTES FOR Kansas 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>1.2 – Coherent and Rigorous Academic Content Standards (from 2016 review)</p> <p>For the entire Kansas State Assessment system, KSDE must provide:</p> <ul style="list-style-type: none"> Evidence of broad stakeholder involvement in the development of the State’s rigorous academic content standards. 	<ul style="list-style-type: none"> The evidence identified by the State (Evidences #1, 2, and 3) does not address the Critical Element’s requirement to demonstrate broad stakeholder involvement. Evidence #6, 2015 Technical Report pp. 23-25, minimally describes the panel that met in 2009-10 to establish rigorous academic content standards. However, evidence indicating <u>broad</u> stakeholder involvement was not found. 	<ul style="list-style-type: none"> Additional information describing the panel selection process and demographics, geographic representation and experience of the panelists, along with a description of public stakeholder input opportunities and results, would most likely meet the requirements of this Critical Element.
<p>Section 1.2 Summary Statement</p> <p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> Evidence of broad stakeholder involvement in the development of its academic content standards. 		

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.

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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STATE ASSESSMENT PEER REVIEW NOTES FOR Kansas Resubmission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p style="text-align: center;">2.1 – Test Design and Development (from 2016 review)</p> <p>For the Kansas general assessments in R/LA and mathematics in grades 3-8 and HS, KSDE must provide:</p> <ul style="list-style-type: none"> • A description of the processes the State used to develop items for the Kansas content standards. • A plan and timeline to incorporate writing into the assessment system, OR, if this has already taken place, to submit additional evidence that the R/LA assessments are aligned to the full range of the State’s content standards, including writing. • In addition to the information noted in the previous bullet, evidence that the 	<ul style="list-style-type: none"> • Despite the hacking issues that affected the 2014 field test, Evidence #6, Chapter 6 – Item Writing; and Evidence #7, Section 3 appear to meet the requirements of this part of Element 2.1. Evidences #4 and 5 also provide detailed item writer training information. • Evidence #8, Alignment Study, appears to meet the requirements of this Critical Element. • The State’s waiver, combined with evidence that listening is currently 	<ul style="list-style-type: none"> • The Peers note that graduate students with content expertise, and not classroom teachers, served as item writers (Evidence #6, section 6.2). We call to the State’s attention the potential for diminished educator acceptance of a process in which they were not involved. • The Peers note that the edCount Alignment Study recommended that the State should “revisit those ELA grades in which the representation of the targets on the operational form did not reflect information on the blueprint or the intended relative emphasis of a particular target [and should] consider using additional item types for certain mathematics and ELA targets” (Evidence #8, p. 13).

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.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>tests assess the full range of the State content standards, including speaking and listening. (Note: KSDE has received a speaking and listening waiver; therefore, the Department does not expect Kansas to submit additional evidence regarding speaking and listening during the period of the waiver.)</p> <ul style="list-style-type: none"> Documentation of how item pool deficiencies described in Evidence #55 p. 8 were addressed, or a plan and timeline for addressing these deficiencies. Evidence that the computer-adaptive item selection process supports the blueprints for the assessments. 	<p>being assessed (Evidence #8, p. 2), indicates that the requirements of this part of the Critical Element appear to have been met.</p> <ul style="list-style-type: none"> Evidence #9, “Response to Issue #3,” describes an item development process that should, if implemented as described, address the item pool deficiency issue and meet this requirement. Evidence #7, pp. 15-19 broadly discusses adaptive test construction. The State must provide evidence of how specific items are chosen for inclusion on an individual test, consistent with blueprint requirements (i.e., how the adaptive algorithm functions). 	<ul style="list-style-type: none"> The Peers note that adaptive testing item pools are necessarily substantially larger than are required for fixed form tests. This necessitates more frequent item pool repopulation over time. Also, the decision to not clearly specify DOK levels seems likely to make assessing the full range of the standards far less than certain. Note comments in Evidence #7, Alignment Review, p. 195 regarding Cognitive Complexity. In general, the evidence supports the evolution of a complex multi-stage adaptive test design in terms of item selection and blueprint coverage. Whether the actual 2016 item pool was sufficient in 2016 will be addressed later in Critical Element 4.1.
<p>Section 2.1 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p>		

STATE ASSESSMENT PEER REVIEW NOTES FOR Kansas 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">Evidence of how specific items are chosen for inclusion on an individual test, consistent with blueprint requirements (i.e., how the adaptive algorithm functions).		

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.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>2.3 – Test Administration (from 2016 review)</p> <p>For the entire Kansas State Assessment system, KSDE must provide:</p> <ul style="list-style-type: none"> Evidence of established contingency plans to address possible technology challenges during test administrations. 	<ul style="list-style-type: none"> Evidence #21 appears to show hardware redundancy, and Evidence #20 summarizes processes that secure hardware, facilities, and data. However, evidence of the State’s plan of action in the event of an overall outage or other short- or long-term interruption at an individual site or across sites does not appear to have been provided. 	
<p>Section 2.3 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> A contingency plan to address possible technology challenges during test administrations. 		

STATE ASSESSMENT PEER REVIEW NOTES FOR Kansas Resubmission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>2.5 – Test Security (from 2016 review)</p> <p>For the entire Kansas State Assessment system, KSDE must provide:</p> <ul style="list-style-type: none"> Evidence including an appropriate set of policies and procedures to prevent test irregularities, as well as to evaluate test irregularities that occur throughout the State’s assessment system. 	<p>Evidence #20 says that it “includes a high level description of the current security posture of the KITE system and hosting environment.” In fact, it is nothing more than a list of things that they say they do, without any description of what the activity involves or how it is accomplished. Evidence #47 appears to be a screen capture of an application used to report irregularities. Evidence showing what data were collected and how they were evaluated and resolved was not found.</p>	<ul style="list-style-type: none"> The State must submit evidence of how its policies and procedures prevent test irregularities, as well as how it evaluates test irregularities that occur throughout the State’s assessment system.
<p>Section 2.5 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> Evidence of how its policies and procedures prevent test irregularities, as well as how it evaluates test irregularities that occur throughout the State’s assessment system. 		

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.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>2.6 – Systems for Protecting Data Integrity and Privacy (from 2016 review)</p> <p>For the entire Kansas State Assessment system, KSDE must provide:</p> <ul style="list-style-type: none"> Evidence of guidelines to protect student-level assessment data, privacy and confidentiality. 	<ul style="list-style-type: none"> As previously noted, Evidence #20 lists security measures but does not indicate how these activities are implemented. Evidence #22 describes how to set-up and use the KITE system. However, user information about protecting student-level assessment data, privacy, and confidentiality does not appear to give evidence of security beyond limiting users' access to certain fields. Evidence describing how these data are secured at various levels of the system was not found. 	<ul style="list-style-type: none"> The State must provide evidence of State guidelines to protect student-level assessment data, privacy and confidentiality (e.g., what can and cannot be done with student-level data).
<p>Section 2.6 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> Evidence of State guidelines to protect student-level assessment data, privacy and confidentiality (e.g., what can and cannot be done with student-level data). 		

STATE ASSESSMENT PEER REVIEW NOTES FOR Kansas 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
<p>3.1 – Overall Validity, including Validity Based on Content (from 2016 review)</p> <p>For the Kansas general assessments in R/LA and mathematics in grades 3-8 and HS, KSDE must provide:</p> <ul style="list-style-type: none"> • Evidence of an independent alignment study of KSDE general assessments that is technically sound and documents adequate alignment to the Kansas content standards. • Evidence of remediation of identified alignment deficiencies, if any. 	<ul style="list-style-type: none"> • Evidence #8 shows that an appropriate independent alignment study was conducted that appears to meet the requirements of this part of the Element. • Evidence #9 describes the remediation process that was required. 	
<p>Section 3.1 Summary Statement</p> <p><u>X</u> No additional evidence is required or</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.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>3.2 – Validity Based on Cognitive Processes (from 2016 review)</p> <p>For the Kansas general assessments in R/LA and mathematics in grades 3-8 and HS, KSDE must provide:</p> <ul style="list-style-type: none"> Evidence indicating that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State’s academic content standards. 	<ul style="list-style-type: none"> Evidence #8, Alignment Study, suggests that evaluative criteria were generally met, although “The evaluation of Cognitive Complexity was limited due to a lack of information in the blueprint” (p. 195). 	<ul style="list-style-type: none"> The State should consider additional ways that it might examine cognitive complexity, including but not limited to Cognitive Labs at various points in the test development process. This may help resolve the issue of low reliability at the higher end of the achievement spectrum.
<p>Section 3.2 Summary Statement</p>		
<p><u>X</u> No additional evidence is required or</p>		

STATE ASSESSMENT PEER REVIEW NOTES FOR Kansas Resubmission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center">3.4 – Validity Based on Relationships with Other Variables (from 2016 review)</p> <p>For the Kansas general assessments in R/LA and mathematics in grades 3-8 and HS, KSDE must provide:</p> <ul style="list-style-type: none"> Evidence of external validity of its general assessments. 	<ul style="list-style-type: none"> Limited but insufficient evidence of external validity was found. <i>Grades 9-12:</i> Evidences #23-26 indicate that the high school general assessments for E/LA and Math generally correspond with ACT scores at the cut point between Levels 2 and 3 on both the KAP and ACT tests. Point estimates were found in the evidence, but standard error data did not appear to be provided. <i>Grades 3-8:</i> In Evidences #27 and 46, Lexile and Quantile measures are presented to suggest external validity of the grades 3-8 general E/LA and Math assessments. Sufficient evidence supporting external validity at both grades 3-8 and high school was not found. 	<ul style="list-style-type: none"> The results of the ACT study, rather than only score equivalency tables, are required. The Peers understand that while the process for comparing KAP to Lexile and Quantile scores may be proprietary, the results of the study must be made available.
<p>Section 3.4 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</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.

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 data-bbox="237 264 1780 329">• Full results of both the ACT study and the MetaMetrics study (e.g., results and interpretation of the various statistical analyses).

STATE ASSESSMENT PEER REVIEW NOTES FOR Kansas 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
<p style="text-align: center;">4.1 – Reliability (from 2016 review)</p> <p>For the Kansas general assessments in R/LA and mathematics in grades 3-8 and HS, KSDE must provide:</p> <ul style="list-style-type: none"> Evidence that the assessments produce test forms with adequately precise estimates of a student’s achievement, including a description of the algorithm by which computer-adaptive panels, stages, and blocks are assembled. 	<ul style="list-style-type: none"> Evidence #28 provides reliability information for the general assessments. Slide 4 explains that the 11th grade test is very difficult and appears to suggest that the large number of non-responses accounts for the .38 reliability coefficient. <p>Evidence of precisely how items are selected for inclusion on individual computer-adaptive assessments was not found. Peers note that Evidence #7 discusses path reliability, and pp. 15-19 discuss test construction by stages in a general way.</p>	<ul style="list-style-type: none"> Across the board, the high school reliability coefficients are not particularly strong. Additionally, it is not clear why a large number of responses are deemed unscorable. <p>The Peers note that 2016 was a first year administration, and recommend that the State conduct additional analyses to investigate whether 2017 findings show that the deficiencies were corrected.</p>
<p>Section 4.1 Summary Statement</p> <p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> A description of the algorithm by which computer-adaptive panels, stages, and blocks are assembled. Information responding to deficiencies in the item bank for items measuring the higher end of the achievement spectrum must also be submitted. 		

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.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>4.4 – Scoring (from 2016 review) For the Kansas general assessments in R/LA and mathematics in grades 3-8 and HS, KSDE must provide:</p> <ul style="list-style-type: none"> Evidence that describes the contribution of multi-disciplinary performance tasks (MDPT) to assessment scoring. 	<ul style="list-style-type: none"> Evidence #16, Decision Matrix, does not adequately meet this requirement. Other cited Evidences describe the process for arriving at the decision matrix but do not address this Critical Element. The State must describe the relative weight of each component score in computing the total score. 	<ul style="list-style-type: none"> Simply reporting the percentage of the total score that is provided by each component score would likely satisfy this requirement. Other solutions may also be appropriate.
<p>Section 4.4 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> The relative weight of each component score in computing the total score. 		

STATE ASSESSMENT PEER REVIEW NOTES FOR Kansas 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.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>5.1 – Procedures for Including Students with Disabilities (from 2016 review)</p> <p>For the Kansas general assessments in R/LA and mathematics in grades 3-8 and HS and the For R/LA and mathematics AA-AAAS in grades 3-8 and HS (DLM-IM), KSDE must provide:</p> <ul style="list-style-type: none"> • Evidence that the State provides a clear and comprehensive explanation of the differences between assessments in one or more formats (website or print material) that is accessible to all stakeholders. • Evidence that the State implements a process by which 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. 	<ul style="list-style-type: none"> • Evidence #29 and #30 appear to comprehensively discuss modifications and accommodations, but do not appear to provide a clear and comprehensive explanation of the differences between assessments (although p. 4 of the Accommodations Manual, Evidence #29, does clearly indicate which students should participate in the DLM assessment). Evidence #31 and #32 appear to be DLM Consortium materials. Evidence that this requirement is being met across all assessments was not found. • DLM materials appear to meet the requirements of this part of the Critical Element at the consortium level. However, the State must specify the consequences for <i>Kansas</i> students of being assessed using DLM or a State assessment. 	<ul style="list-style-type: none"> • A simple brochure or letter available in print form and on the website describing the differences between general, modified general, accommodated general, and alternate assessments, and the implications of each for a child’s academic standing in Kansas, would most likely meet the requirements of this Critical Element. Referring stakeholders to an Accommodations Manual or similar technical publication is less than ideal.
<p>Section 5.1 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p>		

STATE ASSESSMENT PEER REVIEW NOTES FOR Kansas 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"> • A clear and comprehensive explanation of the differences between assessments. • A process by which 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. 	

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.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>5.3 – Accommodations (from 2016 review)</p> <p>For the Kansas general assessments in R/LA and mathematics in grades 3-8 and HS, KSDE must provide:</p> <ul style="list-style-type: none"> Documentation of a process for individually reviewing and allowing exceptional requests for a small number of students who require accommodations beyond those routinely allowed. 	<ul style="list-style-type: none"> Evidence #45, p. 6.26 includes a Note stating that, “Some special circumstances require additional state-level approval.” This appears to meet the requirements of this Critical Element. 	<ul style="list-style-type: none"> While the Peers accept the State’s approach and infer that there is an underlying process, the State should be in a position to describe the process (i.e., who reviews the request and what criteria do they use for making a decision).
<p>Section 5.3 Summary Statement</p>		
<p><u>X</u> No additional evidence is required or</p> <ul style="list-style-type: none"> 		

STATE ASSESSMENT PEER REVIEW NOTES FOR Kansas Resubmission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p style="text-align: center;">5.4 – Monitoring Test Administration for Special Populations (from 2016 review)</p> <p>For the Kansas general assessments in R/LA and mathematics in grades 3-8 and HS, KSDE must provide:</p> <ul style="list-style-type: none"> Evidence of a coherent monitoring program demonstrating that the State’s processes for assuring appropriate test administration procedures are being implemented. 	<ul style="list-style-type: none"> Evidence #44 summarizes a series of visits to observe test administration. However, it does not describe a coherent monitoring plan, including a representative and sufficient sampling of all relevant populations. The State must submit a process for meeting the requirements of this Critical Element. 	<ul style="list-style-type: none"> The Peers note that monitoring can include reviews of archival data, and need not depend on extensive on-site visits.
<p>Section 5.4 Summary Statement</p> <p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> A coherent monitoring plan for meeting the requirements of this Critical Element. 		

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.

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
<p>6.2 – Achievement Standards-Setting (from 2016 review)</p> <p>For the Kansas general assessments in R/LA and mathematics in grades 3-8 and HS, KSDE must provide:</p> <ul style="list-style-type: none"> • Evidence of a full achievement standards-setting report from the July 2015 standards-setting event. 	<ul style="list-style-type: none"> • Evidence #19 appears to meet the requirements of this Critical Element. 	<ul style="list-style-type: none"> • The Peers strongly suggest that the State consider reviewing its impact data using data from an operational form rather than from field test data that may be unstable. A cross-validation study to either support the standard setting or identify weaknesses is recommended. Failure to take this step may adversely affect the State’s testing program over time.
<p>Section 6.2 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required or</p> <ul style="list-style-type: none"> • 		

STATE ASSESSMENT PEER REVIEW NOTES FOR Kansas Resubmission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>6.3 – Challenging and Aligned Academic Achievement Standards (from 2016 review)</p> <p>For the Kansas general assessments in R/LA and mathematics in grades 3-8 and HS, KSDE must provide:</p> <ul style="list-style-type: none"> Documentation of the alignment between the State academic content standards and the Performance Level Descriptors. 	<ul style="list-style-type: none"> Evidence #7 (pp. 75-85) describes the alignment between the State academic content standards and the Performance Level Descriptors. This appears to meet the requirements of this Critical Element. 	
<p>Section 6.3 Summary Statement</p>		
<p><u>X</u> No additional evidence is required or</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>6.4 – Reporting (from 2016 review)</p> <p>For the Kansas general assessments in R/LA and mathematics in grades 3-8 and HS, and for R/LA and mathematics AA-AAAS in grades 3-8 and HS (DLM-IM), KSDE must provide:</p> <ul style="list-style-type: none"> • Evidence that score reports are available in alternate formats upon request. • Evidence of a State policy for reporting and delivering scores in a timely manner. 	<ul style="list-style-type: none"> • The State must demonstrate that non-DLM score reports are available in Spanish and other alternate formats. Evidence #33 indicates that a Spanish report is available but it was not provided. • Evidence of a State policy that drives score report delivery dates, as opposed to a notification that reports are available (Evidence #33), must be provided. 	
<p>Section 6.4 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that score reports are available in alternate formats upon request. • Evidence of a State policy for reporting and delivering scores in a timely manner. 		

U. S. DEPARTMENT OF EDUCATION

Peer Review of State Assessment Systems

February 2018 State Assessment Peer Review Notes (resubmission based on June 2016 peer review)



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.

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STATE ASSESSMENT PEER REVIEW NOTES FOR DLM Integrated Model Consortium Re-Submission

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.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p style="text-align: center;">2.1 – Test Design and Development</p> <p>For the DLM IM AA-AAAS: See evidence requested under elements 3.1</p> <ul style="list-style-type: none"> • interchangeability across linkage levels used by the tests, including analysis of model fit. • Evidence that provides detailed descriptions of the routing pathways within and across essential elements (content domains). <p>and 4.1</p> <ul style="list-style-type: none"> • Evidence regarding reliability estimation, which will be satisfied by response to element 3.3. • Evidence regarding consistency and accuracy of classifications, which will be satisfied by response to element 3.3. 	<p>IM_01Technical Manual_Update_IM 2016-2017 (pages 38, 39, & 44). Analysis of model fit (pages 44, 54 and 58).</p> <p>File 6- Chapter IV of the <i>2014–2015 Technical Manual – Integrated Model</i> (pages 118-120) and File IM_01Technical Manual_Update_IN 201-2017 page 28</p> <p>IM_01Technical Manual_Update_IM 2016-2017, (pages 74-90).</p> <p>IM_01Technical Manual_Update_IM 2016-</p>	<p>See comments in section 3.1.</p>

STATE ASSESSMENT PEER REVIEW NOTES FOR DLM Integrated Model Consortium Re-Submission

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"> Evidence of model fit analysis, which will be satisfied by response to element 3.1. 	2017 (pages 86-90). IM_01Technical Manual_Update_IM 2016-2017, Analysis of model fit (pages 44, 54 and 58)	
Section 2.1 Summary Statement		
<input checked="" type="checkbox"/> No additional evidence is required		

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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 DLM Integrated Model Consortium Re-Submission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>3.1 – Overall Validity, including Validity Based on Content For R/LA and mathematics AA-AAAS in grades 3-8 and HS (DLM-IM):</p> <ul style="list-style-type: none"> Evidence of analysis that supports the assumptions of testlet interchangeability across linkage levels used by the tests, including analysis of model fit. Evidence that provides detailed descriptions of the routing pathways within and across essential elements (content domains). 	<p>Content Standards</p> <p>1) IM 02 Technical Manual IM 2014-15</p> <ul style="list-style-type: none"> a) Chapter III: Item and Test Development <ul style="list-style-type: none"> i) Essential Element Concept Maps for Testlet Development (pp. 61-65) b) Chapter IV: Test Administration <ul style="list-style-type: none"> i) Linkage Level Selection and Adaptive Delivery (pp. 114-120) <p>2) IM 01 Technical Manual Update IM 2016-17</p> <ul style="list-style-type: none"> a) Chapter III: Item and Test Development <ul style="list-style-type: none"> i) Operational Assessment Items for 2016-2017 (pp. 11-16) ii) Field Test Results (pp. 19-26) b) Chapter IV: Test Administration <ul style="list-style-type: none"> i) Adaptive Delivery (pp. 28-29) c) Chapter V: Modeling 	<p>The claim that items are fungible (i.e. exchangeable) is based on item development design. The logic in the evidence section provided by DLM is that items within EEs and Linkage Levels (designed to be exchangeable) demonstrate similar p-values and have standardized differences with weighted mean p-value of all other items measuring same linkage level of EE that is within 2 standard deviations. Data provided on operational items and field test items (pp.11-16 and 19-26).</p> <p>Peers were concerned that DLM flagged and reviewed items during field testing to determine equivalency, however, when items fell outside of the specified parameters, items were put back into the pool without revision (page 25-26, 2016-2017 Technical Manual). Peers recommend that reviewed or flagged items be revised and retested to support the fungibility assumption. This could have implications for 4.1.</p> <p>Methodology used to determine model fit is described on pages 44 and 54, however, it is unclear why the selected model was chosen as the ‘best fit’, given that the lack</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>i) Model Fit (pp. 44-58, 59)</p> <p>d) Chapter IX: Validity Studies</p> <p>i) Internal Structure Across Linkage Levels (p. 119)</p> <p>3) IM 03 TAC Materials (pp. 1-2)</p> <p>IM_01Technical Manual_Update_IM 2016-2017 (pages 38, 39, & 44).</p>	<p>of strong evidence to support this choice (“Preliminary model fit results indicated mixed support for the use of the current fungible scoring model”, page 58). Peer agreed with the TAC members (IM 03_TAC_Materials) conclusion that “larger sample sizes and refinements to methodology are unlikely to change the fundamental conclusion that the non-fungible model provides superior fit”.</p> <p>The TAC members thought that the model did have an impact of item classification and recommend calculating using Bayesian estimation methods or switching to a non-fungible model (IM 03_TAC_Materials). Peers support this recommendation, as well as continuing to study model fit over time as described in the last paragraph on page 59 of the 2016-2017 Technical Manual.</p> <p>The impact of model selection on mastery decisions for students may be differential at the state level than consortium wide, due to different Ns for states. While ongoing research is being conducted to improve the model fit, peers were concerned about how model fit impacts mastery decisions and how they are incorporated into guidance for interpreting scores and any resulting impact of the use of those scores (including the use of multiple measures to</p>

STATE ASSESSMENT PEER REVIEW NOTES FOR DLM Integrated Model Consortium Re-Submission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>support actions based on mastery decisions).</p> <p>Peers recommend a revision of the Technical Manual to include an explanation of the two-down scoring rule and how it is applied, which is not sufficiently explained on page 43 of the IM Technical Manual (2016-2017).</p>
Section 3.1 Summary Statement		
<input checked="" type="checkbox"/> No additional evidence is required		

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>3.3 – Validity Based on Internal Structure</p> <p>For R/LA and mathematics AA-AAAS in grades 3-8 and HS (DLM-IM):</p> <ul style="list-style-type: none"> Evidence of consistency and accuracy of classifications resulting from the tests. Evidence of item-level data (e.g., factor loadings or item-total correlations), or comparable node-level data that support the internal structure of the tests. <p>Evidence that reliability estimates are based upon known item and testlet parameters.</p>	<p>Scoring and Reporting Structures’ Consistency with Sub-Domain Structures</p> <ol style="list-style-type: none"> 1) IM 01 Technical Manual Update IM 2016-17 <ol style="list-style-type: none"> a) Chapter III: Item and Test Development <ol style="list-style-type: none"> i) Operational Assessment Items for 2016-2017 (pp. 11-16) ii) Field Test Results (pp. 19-26) b) Chapter V: Modeling <ol style="list-style-type: none"> i) Overview of the Psychometric Model (pp. 38-39) ii) Calibrated Parameters (pp. 39-42) c) Chapter VIII: Reliability <ol style="list-style-type: none"> i) Reliability Sampling Procedure (pp. 75-76) ii) Linkage Level Reliability Evidence (pp. 85-88) iii) Conditional Reliability Evidence by Linkage Level (p. 89) d) Chapter IX: Validity Studies <ol style="list-style-type: none"> i) Internal Structure Across Linkage Levels (p. 119). 	<p>The 2016-2017 correlation values, agreement and Kappa statistics, as compared to the evidence for reliability reported for Linkage Levels in 2014-15, are more in line with acceptable levels.</p> <p>Internal Structure Across Linkage Levels: (see comments in section 3.1 regarding flagged items).</p> <p>Internal Structure: Peers were concerned that there are issues with the non-masters having a greater than 50% change of responding correctly (File 1, p. 40-41), which could result in misclassification. This may resolve with further study of the scoring model, however, peers recommend that in addition to examining and revising flagged items, the consortium should continue to monitor this phenomenon.</p>
<p>Section 3.3 Summary Statement</p>		
<p><u> X </u> No additional evidence is required</p>		

STATE ASSESSMENT PEER REVIEW NOTES FOR DLM Integrated Model Consortium Re-Submission

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p style="text-align: center;">3.4 – Validity Based on Relationships with Other Variables</p> <p>For R/LA and mathematics AA-AAAS in grades 3-8 and HS (DLM-IM):</p> <ul style="list-style-type: none"> Evidence that the assessment scores are related as expected with other variables. 	<p>Score Relationship to Other Variables</p> <p>1) IM 01 Technical Manual Update IM 2016-17</p> <p style="padding-left: 40px;">a) Chapter IX: Validity Studies</p> <p style="padding-left: 80px;">i) Evidence Based on Relation to Other Variables (pp. 119-125)</p> <p style="padding-left: 40px;">b) Chapter XI: Conclusion and Discussion</p> <p style="padding-left: 40px;">i) Future Research</p> <p>IM01, (pp. 143-144).</p>	<p>The current study is an initial step. Although, as noted there are issues with the First Contact survey being used to determine the testlet linkage level. The proposed research in IM01, pp. 143-144 asking teachers to rate student mastery will be beneficial.</p>
<p>Section 3.4 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

STATE ASSESSMENT PEER REVIEW NOTES FOR DLM Integrated Model Consortium Re-Submission

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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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p style="text-align: center;">4.1 – Reliability</p> <p>For R/LA and mathematics AA-AAAS in grades 3-8 and HS (DLM-IM):</p> <ul style="list-style-type: none"> • Evidence regarding reliability estimation, which will be satisfied by response to element 3.3. • Evidence regarding consistency and accuracy of classifications, which will be satisfied by response to element 3.3. • Evidence of model fit analysis, which will be satisfied by response to element 3.1. 	<p>DA: Scoring and Reporting Structures’ Consistency with Sub-Domain Structures</p> <ol style="list-style-type: none"> 1) IM 01 Technical Manual Update IM 2016-17 <ol style="list-style-type: none"> a) Chapter III: Item and Test Development <ol style="list-style-type: none"> i) Operational Assessment Items for 2016-2017 (pp. 11-16) ii) Field Test Results (pp. 19-26) b) Chapter V: Modeling <ol style="list-style-type: none"> i) Overview of the Psychometric Model (pp. 38-39) ii) Calibrated Parameters (pp. 39-42) c) Chapter VIII: Reliability <ol style="list-style-type: none"> i) Reliability Sampling Procedure (pp. 75-76) ii) Linkage Level Reliability Evidence (pp. 86-88) iii) Conditional Reliability Evidence by Linkage Level (p. 89) d) Chapter IX: Validity Studies <ol style="list-style-type: none"> i) Internal Structure Across Linkage Levels (p. 119) <p>IM_01Technical Manual_Update_IM 2016-2017, (pages 74-90).</p> 	<p>See comments in section 3.1.</p>

STATE ASSESSMENT PEER REVIEW NOTES FOR DLM Integrated Model Consortium Re-Submission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	Consistency and Accuracy of classifications (pages 86-90). Analysis of model fit (pages 44, 54, 58, and 59).	
Section 4.1 Summary Statement		
<input checked="" type="checkbox"/> No additional evidence is required		

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.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p style="text-align: center;">4.4 – Scoring</p> <p>For R/LA and mathematics AA-AAAS in grades 3-8 and HS (DLM-IM):</p> <ul style="list-style-type: none"> • Evidence of scoring reliability statistics for writing items based upon test administrator ratings. • Evidence of a detailed description of the calibration used in scoring software (e.g., field test versus operational calibration). • Evidence that distinguishes between option level scoring and item level scoring. 	<p>Standardized Scoring Procedures</p> <p>1) IM 01 Technical Manual Update IM 2016-17</p> <ul style="list-style-type: none"> a) Chapter III: Item and Test Development <ul style="list-style-type: none"> i) English Language Arts Writing Testlets (pp. 6-8) b) Chapter V: Modeling <ul style="list-style-type: none"> i) Overview of the Psychometric Model (pp. 38-39) c) Chapter IX: Validity Studies <ul style="list-style-type: none"> i) Interrater Agreement of Writing Product Scoring (pp. 104-111) 	<p>The description of the writing task was adequate as was the scoring process.</p> <p>Examples provided in TM appropriately demonstrate the low inference nature of the items as depicted in the examples. The peers acknowledge the innovative approach to the assessment of writing for this population.</p> <p>Observer data indicate 80% of test administrator entered responses agreed with student response under observation. However, for the operational writing assessments, peers recommend that there be consistent checks on data quality, to ensure that the teachers are accurately recording the response.</p>
<p>Section 4.4 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

STATE ASSESSMENT PEER REVIEW NOTES FOR DLM Integrated Model Consortium Re-Submission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p align="center">4.5 – Multiple Assessment Forms</p> <p>For R/LA and mathematics AA-AAAS in grades 3-8 and HS (DLM-IM):</p> <ul style="list-style-type: none"> Evidence of analysis that supports the assumptions of testlet interchangeability, which will be satisfied by response to element 3.1 	<p>IM_01Technical Manual_Update_IM 2016-2017 (page 57).</p>	<p>See comments in section 3.1.</p>
<p>Section 4.5 Summary Statement</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>4.6 – Multiple Versions of an Assessment</p> <p>For R/LA and mathematics AA-AAAS in grades 3-8 and HS (DLM-IM):</p> <ul style="list-style-type: none"> Evidence of analysis that supports the assumptions of testlet interchangeability, which will be satisfied by response to element 3.1 	<p>IM_01Technical Manual_Update_IM 2016-2017, (pages 38, 39, & 44). Analysis of model fit (pages 44, 54, 57-59).</p>	<p>See comments in section 3.1.</p>
<p>Section 4.6 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		