



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Honorable Chris Reykdal
State Superintendent of Public Instruction
Washington Office of Superintendent of Public Instruction
Mail stop: 47200 Old Capitol Building
PO Box 47200
Olympia, WA 98504

March 13, 2017

Dear Superintendent Reykdal:

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). The Every Student Succeeds Act (ESSA) 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. Therefore, as you know, the Department reinstated peer review of State assessment systems so that each State receives feedback from external experts on the assessments it is currently administering. We appreciate the efforts required to prepare for the peer review, which 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.

On October 6, 2016, the Department sent a letter to chief State school officers outlining the outcomes for States related to the assessment peer review. I am writing to provide you feedback on your State's recent submission of evidence. External peer reviewers and Department staff evaluated the Washington Office of Superintendent of Public Instruction's (OSPI) submission and found, based on the evidence received, that the components of your assessment system met 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 our own analysis of the State's submission, I have determined the following:

- Reading/Language Arts (R/LA) and mathematics general assessments in grades 3-8 (Smarter Balanced): **Substantially meets requirements**
- R/LA and mathematics general assessments in high school (Smarter Balanced): **Substantially meets requirements**

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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.

- R/LA and mathematics alternate assessments based on alternate academic achievement standards (Washington Access to Instruction and Measurement (WA-AIM)) in grades 3-8 and high school: **Partially meets requirements**

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 OSPI should be able to provide this additional information within one year.

The component that **partially meets requirements** does not meet a number of the requirements of the statute and regulations and OSPI will need to provide substantial additional information to demonstrate it meets the requirements. The Department expects that OSPI may not be able to submit all of the required information within one year.

The specific list of items required for OSPI to submit is enclosed with this letter. Because some of the State's components have partially met the requirements, the Department is placing a condition on the State's Title I grant award related to those components of the assessment system. To satisfy this condition, OSPI must submit satisfactory evidence to address the items identified in the enclosed list. OSPI must submit a plan and timeline within 30 days outlining when it will submit all required additional documentation for peer review. The Department will also host regular (e.g., quarterly) progress calls with the State to discuss the State's progress on its timeline. If, following the peer review of the additional evidence, adequate progress is not made, the Department may take additional action. Additionally, the 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. Insufficient progress to address such matters may lead OSERS to place a condition on OSPI's IDEA Part B grant award.

The Department notes that OSPI requested and received approval on June 24, 2016, for a waiver from assessing speaking standards for the 2016–2017, 2017–2018, and 2018–2019 school years.

In addition, the full peer review notes from the review are enclosed. These recommendations to the Department formed the basis of the Department's 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.

Page 3 – The Honorable Chris Reykdal

If you have any questions, please contact Millie Bentley-Memon of my staff at:
OSS.Washington@ed.gov.

Sincerely,

/s/

Monique Chism Ph.D
Acting Assistant Secretary
Elementary and Secondary Education

Enclosures

cc: Robin Munson, Director of Assessment

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

Critical Element	Additional Evidence Needed
<p>2.1 – Test Design and Development</p>	<p>For the R/LA and mathematics general assessments in grades 3-8 and HS (Smarter Balanced), OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence that the Smarter Balanced test design aligns the assessments to the full depth and breadth for all of the academic content standards in R/LA (including speaking) and mathematics at each grade level. [NOTE: Washington has received a speaking waiver; therefore, the Department does not expect Washington to submit additional evidence regarding speaking during the period of the waiver.] • Evidence that the item selection procedures for the computer adaptive test online assessment adequately deliver tests that meet test design requirements for the intended depth of knowledge (DOK) of the assessments (also applies to evidence requested for element 2.2). • Evidence that, for cases where an assessment includes off-grade level content, assessments produce grade level student achievement scores that are based only on grade-level content items. • Evidence that the item pools for all versions of the assessments (e.g., general, American Sign Language, Braille and Spanish) are sufficient to support the test design requirements.
<p>2.2 – Item Development</p>	<p>For R/LA and mathematics general assessments in grades 3-8 and HS (Smarter Balanced), OSPI must provide:</p> <ul style="list-style-type: none"> • See evidence regarding DOK and item pools in element 2.1 above. <p>For the R/LA and mathematics AA-AAAS in grades 3-8 and high school (WA-AIM), OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence of a technically sound process to develop and select items to assess student achievement based on the State’s academic content standards in terms of content and cognitive processes, including higher-order thinking skills. • A description of outcomes and follow-up activities resulting from performance task item reviews.
<p>2.3 – Test Administration</p>	<p>For the R/LA and mathematics general assessments in grades 3-8 and HS (Smarter Balanced), OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence of contingency plans to address potential technology issues during test administration <p>For the R/LA and mathematics AA-AAAS in grades 3-8 and high school (WA-AIM), OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence of clear, thorough and consistent standardized

Critical Element	Additional Evidence Needed
	<p>procedures for the administration of the AA-AAAS, including administration with accommodations.</p>
<p>2.5 – Test Security</p>	<p>For the R/LA and mathematics general assessments in grades 3-8 and HS (Smarter Balanced) and the AA-AAAS in grades 3-8 and high school, OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence of documentation of test security incidents, disaggregated by type, that occurred in 2014–2015 along with follow-up/outcomes.
<p>3.1 – Overall Validity, including Validity Based on Content</p>	<p>For Reading/ language arts (R/LA) and mathematics general assessments in grades 3-8 and HS (Smarter Balanced), OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence as noted for all item pools in element 2.1 above. • Evidence that Smarter Balanced assessments that include off-grade level content conform to the on-grade level blueprint for the assessment. • Evidence of alignment of sample test forms for grades 3, 4, 6 and 7 in R/LA and mathematics. • Evidence of plans to improve alignment of the tests. <p>For the WA-AIM R/LA and mathematics alternate assessments in grades 3-8 and HS, OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence including the results of the AA-AAAS alignment study to support evidence for the validity of the alternate assessments.
<p>3.4 – Validity Based on Relationships with Other Variables</p>	<p>For the WA-AIM R/LA and mathematics alternate assessments in grades 3-8 and HS, OSPI must provide:</p> <ul style="list-style-type: none"> • Validity evidence indicating the State’s assessment scores are related as expected with other variables.
<p>4.1 – Reliability</p>	<p>For the WA-AIM R/LA and mathematics alternate assessments in grades 3-8 and HS, OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence of test reliability that account for the unique items administered to individual students on the test (e.g., a generalizability coefficient with an items within person design (<i>i:p</i>)).
<p>4.2 – Fairness and Accessibility</p>	<p>For the WA-AIM R/LA and mathematics alternate assessments in grades 3-8 and HS, OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence that the WA-AIM assessments are accessible to all students and fair across student groups. <p>For R/LA and mathematics general assessments in grades 3-8 and HS (Smarter Balanced), OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence of estimated reliability for students receiving accommodations using operational data.

Critical Element	Additional Evidence Needed
4.3 – Full Performance Continuum	<p>For R/LA and mathematics general assessments in grades 3-8 and HS (Smarter Balanced), OSPI must provide:</p> <ul style="list-style-type: none"> • See evidence regarding DOK and item pools in element 2.1 above.
4.4 – Scoring	<p>For the WA-AIM R/LA and mathematics alternate assessments in grades 3-8 and HS, OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence of established and documented standardized scoring procedures and protocols. <p>For R/LA and mathematics general assessments in grades 3-8 and HS (Smarter Balanced), OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence that Smarter Balanced has clear, unambiguous criteria to ensure and document inter-rater reliability for States that are conducting hand-scoring of Smarter Balanced performance items. These criteria should include minimum thresholds for all States.
4.6 – Multiple Versions of an Assessment	<p>For R/LA and mathematics general assessments in grades 3-8 and HS (Smarter Balanced), OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence of the design and development of the item pools used to support multiple versions of the assessments, specifically: <ul style="list-style-type: none"> ○ computer-adaptive in ASL (R/LA listening only, Math); ○ computer-adaptive in Braille (R/LA, math); ○ computer-based fixed form in Braille (math) ○ paper in Braille (R/LA, Math); ○ computer-adaptive in Spanish (Math); and ○ paper in Spanish (Math). ○ Evidence that item pools for these additional computer adaptive versions can support the adaptive test design.
4.7 – Technical Analysis and Ongoing Maintenance	<p>For the WA-AIM R/LA and mathematics alternate assessments in grades 3-8 and HS, OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence of a system for monitoring and maintaining, and improving as needed, the quality of its alternate assessments, including clear and technically sound criteria for the analyses of all of the alternate assessments in its assessment system.
5.2 – Procedures for including ELs	<p>For R/LA and mathematics general assessments in grades 3-8 and HS (Smarter Balanced), OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence of guidance regarding selection of the Spanish version of the Smarter Balanced assessments for English learners, and evidence of procedures for communication of this guidance to districts, schools, teachers and parents.

Critical Element	Additional Evidence Needed
5.4 – Monitoring Test Administration for Special Populations	<p>For all general and alternate assessments in grades 3-8 and HS, OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence that students receive appropriate accommodations, consistent with accommodations provided to the students during instruction and/or practice and consistent with assessment accommodations identified by a student’s IEP Team or 504 team for students with disabilities; or another process for an English learner. • Evidence of the results of monitoring test administrations for special populations.
6.4 – Reporting	<p>For all OSPI general and alternate assessments in grades 3-8 and HS, OSPI must provide:</p> <ul style="list-style-type: none"> • Evidence that reports are available in alternate formats upon request; • Evidence that 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; and • Evidence that the AA-AAAS student score reports provide valid and reliable information regarding a student’s achievement and provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students.

U. S. Department of Education Peer Review of State Assessment Systems

August 2016 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 WASHINGTON

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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 WASHINGTON

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>1.1 – State Adoption of Academic Content Standards for All Students</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>Evaluate for all subjects</p> <p>General: WA001 Flexibility waiver approval from ED which required “college and career ready expectations for all students” WA002 State approval of science standards in 2013, assessments currently under development</p> <p>AA-AAAS: WAAIM003 & WAAIM004 – Dynamic Learning Maps reports outlining development of Essential Elements for ELA and Math Appendix C of WAAIM005 – Frameworks for WA (included as evidence for 1.2)</p>	<p>AA-AAAS: State has not provided evidence of state adoption of AA-AAAS content standards, the Access Point Frameworks.</p> <p>There is no evidence on the level of agreement among content experts about the alignment of AAS and CCSS. The State conducted an alignment study but did not report the results (see WAAIM005 p.14-15).</p>
<p>Section 1.1 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 adoption of AA-AAAS content standards, the Access Point Frameworks. • Results of the AA-AAAS alignment study. 		

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 WASHINGTON

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</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>Evaluate for all three subjects</p> <p>General: Narrative summarizes the steps taken during development of CCSS to consider and include: Progression of skills throughout grades Rigor Stakeholder involvement Appendix B of WA003 lists outreach activities completed by OSPI</p> <p>AA-AAAS: WAIM003 & WAIM004 – Dynamic Learning Maps reports outlining development of Essential Elements for ELA and Math Stakeholder involvement is listed in Appendix of these documents. Appendix C of WAAIM005 – Frameworks for WA</p>	<p>AA-AAAS: Rigor and links to college and workforce readiness are not explicitly addressed, but addressed by the development process.</p> <p>The technical report provides the names of the Access Point Frameworks Review Committee. It gives their employer and role, but no information about race or ethnicity. The review committee evaluated the rigor of the AAS and also considered bias and sensitivity. A committee also reviewed the AA-AAS performance tasks. Review criteria included Accessibility, Academics, and Bias and Sensitivity. The document does not provide the outcome of the review. It only states that it was conducted and revisions were made accordingly.</p>
<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"> Description of outcomes and follow-up activities that resulted from the work done by the Access Point Frameworks Review Committee. 		

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 WASHINGTON

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>1.3 – Required Assessments</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"> • Reading/language arts and mathematics in each of grades 3-8 and at least once in high school (grades 10-12); • Science at least once in each of three grade spans (3-5, 6-9 and 10-12). 	<p>Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence #WA004 – Memorandum M022-14 <input type="checkbox"/> Evidence #WA005 – Webinar_Jan14_2014_Smarter (slides 41 and 42) <input type="checkbox"/> Evidence #WA006 – Webinar_Oct20_2014_Smarter (slides 5 and 11) <input type="checkbox"/> Evidence #WA007 – Webinar_Jan15_2015_Smarter (slides 42 and 43) <p>Evidence #WAAIM006 – Bulletin B026-14</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence #WAAIM007 – Memorandum M003-15 	<p>Requirements met.</p>
<p>Section 1.3 Summary Statement—REVIEWED BY DEPARTMENT STAFF ONLY</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 WASHINGTON

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>1.4 – Policies for Including All Students in Assessments</p> <p>The State requires the inclusion of all public elementary and secondary school students in its assessment system and clearly and consistently communicates this requirement to districts and schools.</p> <ul style="list-style-type: none"> • For students with disabilities(SWD), policies state that all students with disabilities in the State, including students with disabilities publicly placed in private schools as a means of providing special education and related services, must be included in the assessment system; • For English learners (EL): <ul style="list-style-type: none"> ○ Policies state that all English learners must be included in the assessment system, unless the State exempts a student who has attended schools in the U.S. for less than 12 months from one administration of its reading/ language arts assessment; ○ If the State administers native language assessments, the State requires English learners to be assessed in reading/language arts in English if they have been enrolled in U.S. schools for three or more consecutive years, except if a district determines, on a case-by-case basis, that native language assessments would yield more accurate and reliable information, the district may assess a student with native language assessments for a period not to exceed two additional consecutive years. 	<p>Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence #WA008 – RCW 28A.655.070 <input type="checkbox"/> Evidence #WA009 – RCW 28A.150.210 <input type="checkbox"/> Evidence #WA010 – RCW 28A.655.090 <input type="checkbox"/> Evidence #WA011 – WA Online Test Administration Manual <input type="checkbox"/> Evidence #WA012 – WA Guidelines on Tools Supports & Accommodations <input type="checkbox"/> Evidence #WA013 – RCW 28A.655.095 <p>Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence #WA008 – RCW 28A.655.070 <input type="checkbox"/> Evidence #WA009 – RCW 28A.150.210 <input type="checkbox"/> Evidence #WAAIM008 – IEP Team Decision Making Guidelines <input type="checkbox"/> Evidence #WAAIM009 – IEP Form (No Transition) <input type="checkbox"/> Evidence #WAAIM010 – IEP Form (With Transition) <input type="checkbox"/> Evidence #WA010 – RCW 28A.655.090 	<p>Requirements met</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 WASHINGTON

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
Section 1.4 Summary Statement-REVIEWED BY DEPARTMENT STAFF ONLY		
x 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.

STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

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>1.5 – Participation Data</p> <p>The State’s participation data show that all students, disaggregated by student group and assessment type, are included in the State’s assessment system. In addition, if the State administers end-of-course assessments for high school students, the State has procedures in place for ensuring that each student is tested and counted in the calculation of participation rates on each required assessment and provides the corresponding data.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence #WA014 – Bulletin B038-14, p. 3 <input type="checkbox"/> Evidence #WA015 – Participation Attempt Codes Updated <input type="checkbox"/> Evidence #WA016 – State Report Card screenshots <p>(WA.1.5.A) Washington’s Response for AA-AAAS: Within the Washington State Report Card site, in addition to reporting alternate assessment results aggregated into annual reporting, Washington also reports alternate assessment only results (Evidence #WAAIM011 – Sample Report Card Screenshots, ELA).</p> <p>Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence #WAAIM011 – Sample Report Card Screenshots 	<p>Requirements met</p>
<p>Section 1.5 Summary Statement-REVIEWED BY DEPARTMENT STAFF ONLY</p>		
<p>_x_ 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 WASHINGTON

SECTION 2: ASSESSMENT SYSTEM OPERATIONS

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>2.1 – Test Design and Development</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"> • Statement(s) of the purposes of the assessments and the intended interpretations and uses of results; • 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; • 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); • If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design. 	<p>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General: 2.1.1 – SBAC WA018 SBAC graduation requirement 2.1.2 – WA017 Speaking & Listening Waiver submitted to ED April 2016</p> <p>2.1.3 – SBAC 2.1.4 – SBAC WA019 Technical Report p.129-135</p> <p>AA-AAAS: 2.1.1 – WAAIM005 p.5-6 2.1.2 – WAAIM012 Blueprints WAAIM005 Technical Report, chapter 2 2.1.3 – WAAIM005 Technical Report p.15-16, description of experts and stakeholders convened during development 2.1.4 – N/A</p>	<p>General 2.1.1</p> <p>2.1.2 – WA should note that as part of SBAC, educator evaluation is NOT listed as a purpose of the assessment. 2.1.3 2.1.4 – Student is the unit of interest, so it would be helpful to see data reported at the student/test level not claim level. Also provide explanation/rationale when tests do not meet blueprint and any actions that will be taken to prevent this in the future.</p> <p>AA-AAAS: 2.1.1 2.1.2 – WA requested waiver for Speaking and Listening but included on AIM, see WAAIM012. 2.1.3 – Does WA have a process to review the specific items that are administered to consider adherence to the performance tasks as they are designed/intended?</p> <p>This design, with non-standardized items, seems to differ from the direction in which the field for special education has been moving in recent years.</p> <p>The State could consider requiring teachers to submit items for the initial years of the assessment. Then the State could review these items to create a standardized item pool in the future.</p>
<p>Section 2.1 Summary Statement</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 WASHINGTON

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • See SBAC 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>2.2 – Item Development</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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General: SBAC</p> <p>AA-AAAS: WAAIM005 Technical Report includes Performance Tasks WAAIM013 Review Agenda & WAAIM014 Review Checklist outline activities completed by teachers in June 2014 during review of draft Performance Tasks</p>	<p>AA-AAAS: All items are scored dichotomously. Some Performance Tasks and Example items seem hard to score this way and no guidance is provided (see 6.SL.M and 6.W.M for examples).</p> <p>Outcome of the review are not provided, but a statement is made that performances tasks were revised accordingly.</p>
<p>Section 2.2 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • See SBAC • Description of outcomes and follow-up activities that resulted from the work done during the AA-AAAS June 2014 Review meeting. 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>2.3 – Test Administration</p> <p>The State implements policies and procedures for standardized test administration, specifically the State:</p> <ul style="list-style-type: none"> • Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations; • 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; • 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. 	<p>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General</p> <p>2.3.1 – SBAC, used SBAC Accessibility Guide, adapted documents as outlined by SBAC including WA011 Online TAM, WA012 User Guide, WA021 TAM ELA paper, WA022 TAM Math paper, WA023 Individual Irregularity, WA024 Group Irregularity</p> <p>2.3.2 – Training materials provided for District Assessment Coordinators, then they are responsible for training school staff including all proctors/test administrators WA027-WA034 & WA005-WA007</p> <p>2.3.3 – Outlined system requirements and provided support in preparing systems for testing WA036 & WA036 as well as paper and pencil alternative as needed WA004</p> <p>AA-AAAS</p> <p>2.3.1 – Administration instructions and support found on WA-AIM website WAAIM015-WAAIM022 and in Educators’ Guide WAAIM023</p> <p>2.3.2 – Districts’ responsibility to ensure training of administrators, system for tracking training under development for 2016-17 implementation</p> <p>2.3.3 – N/A</p>	<p>General</p> <p>Provided opportunity for students to become familiar with online testing system prior to administrations.</p> <p>2.3.1 – Many of the test administration times do not agree. One part of the document says CAT administration takes up to 4 hours. However, adding the maximum allowed time for each session results in a much longer amount of time.</p> <p>2.3.2 – Is there any evidence on the effectiveness of this training? No, trainees are only asked to sign a log indicated that they participated in training. Test Administrators MAY complete a 30 minute Test Administrator Certification Course. Is there any information on the completion rate for this training?</p> <p>2.3.3 – No contingency plan for widespread technology challenges</p> <p>AA-AAAS</p> <p>Should the pre- and post-test be the same, meaning the same items (assuming the level doesn’t differ)? It would be helpful to clarify this.</p> <p>During the 6 week instructional period, should/can the teacher repeat the assessment as part of instruction? It would be helpful to clarify this.</p> <p>For each year, do teachers reassess the appropriate assessment level for a student, or will the previous years’ information be factored into the decision? Does the student have to be moved up a level if a certain score is achieved on the previous years’ assessments? It would be helpful to clarify this.</p>

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		<p>Are there any requirements of the person who is providing the attestation during the administration?</p> <p>While a lot of training materials are provided for test administrators, is there an assessment or competency check that is required of or suggested for test administrators?</p> <p>Is there any evidence on the fidelity of test administration procedures? How well did people follow the test administration guidelines?</p> <p>The nonscorable rate is indicative of the clarification that is needed around test administration (see WAAIM005 p. 62-64, 30%+ for some Grade 11 standards).</p>
Section 2.3 Summary Statement		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • See SBAC • Contingency plan for widespread technology challenges. • Additional detail and clarification of AA-AAAS test administration procedures is needed. 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

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>2.4 – Monitoring Test Administration</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>(State General) Evidence #WA011 – WA Online Test Administration Manual (TAM), pp. 17-22 • Evidence #WA021 – WA Test Administration Manual paper ELA • Evidence #WA022 – WA Test Administration Manual paper Math • Evidence #WA037 – Test Coordinators Manual, pp. 7-15 • Evidence #WA038 – Testing Irregularity Incident Log • Evidence #WA019 – Washington Spring 2015 Technical Report, pp. 69-71</p> <p>(State AA-AAAS) Evidence #WAAIM028 – WA-AIM Business Requirements, p. 18</p>	<p>The state has provided sufficient evidence in this item. The state also provides additional responses to highlight its practices in test monitoring.</p>
<p>Section 2.4 Summary Statement—REVIEWED BY DEPARTMENT STAFF ONLY</p>		
<p>__x_ No additional evidence is required</p>		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>2.5 – Test Security</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"> • 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; • Detection of test irregularities; • Remediation following any test security incidents involving any of the State’s assessments; • Investigation of alleged or factual test irregularities. 	<p>Evaluate for all factors in left hand column for both grade-level and AA-AAAS</p> <p>General 2.5.1 – SBAC, WA019 Technical Report p. 50-53 WA031 & WA032 Administration security in training materials 2.5.2 – SBAC, WA011 TAM p.17-19, WA024 & WA025 Incident Report templates, developing formal process 2.5.3 – SBAC, WA011 TAM p.20-21 appeals process, WA039 investigation and consequences of security issues 2.5.4 – WA040 & WA041 letter templates for parents and students to be used in response to incidents</p> <p>AA-AAAS 2.5.1 – Test materials are not secure, so no security protocols/procedures 2.5.2 – WAAIM029 attestation of adherence to security procedures, not AIM-specific, limited applicability 2.5.3 – Use general assessment protocols as needed 2.5.4 – Use general assessment protocols as needed</p>	<p>General</p> <p>2.5.2 – Were there any post administration analyses done to detect potential test irregularities?</p> <p>2.5.3 – WA039 dated 2010, may want to update. There is no statement about due process for the accused student. Are there any actions that a student can take after a potential issue has been identified?</p> <p>2.5.4 – Would be helpful to provide documentation of incidents that occurred in 2014-15 along with follow-up/outcomes.</p> <p>AA-AAAS Has WA considered random monitoring/auditing of administrations? 2.5.2 – WAAIM029 is a template for schools to use. Did schools use this template? Did state track this?</p>
<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"> • See SBAC • Count of test security incidents, disaggregated by type, in 2014-15. 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

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</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"> • To protect the integrity of its test materials and related data in test development, administration, and storage and use of results; • To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools; • 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. 	<p>Evaluate for all factors in left hand column for both grade-level and AA-AAAS</p> <p>General</p> <p>2.6.1 – SBAC, Communicated confidentiality during development, used non-disclosures, sftp site, security built into TIDE (online system)</p> <p>2.6.2 – SBAC, secure browser, TIDE (online system)</p> <p>2.6.3 – WA010 & WA051 outline data suppression rules (min N = 10), WA051 Data sharing agreement, WA053 & WA054 Data privacy guidelines</p> <p>AA-AAAS</p> <p>2.6.1 – WAAIM030 Document retention policy, WA005 Appendix I System security</p> <p>2.6.2 – Data transfer through sftp site</p> <p>2.6.3 – See general</p>	
<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"> • See SBAC 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

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</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"> • 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; • 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. 	<p>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General SBAC</p> <p>AA-AAAS WAAIM005 Tech Report p.12-21 Development and review of Access Point Frameworks Development and review of Performance Tasks Conceptual linkage to CCSSO WAAIM005 p. 34-39 attempted an empirical weighting study (to determine weights for three access points) but small Ns</p>	<p>AA-AAAS</p> <p>Is it reasonable for the content to be equally distributed across the five standards assessed in each grade? Different from content distribution on general assessment.</p>
<p>Section 3.1 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • See SBAC 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

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</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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General SBAC</p> <p>AA-AAAS WAAIM005 Tech Report outlines involvement of educators throughout various development and review processes</p>	<p>AA-AAAS</p> <p>Was a Cog Lab considered (perhaps it wasn’t feasible because of cost)?</p> <p>Was there a tryout or pretest of these item types before the operational administration?</p> <p>Could there have been a tryout with teachers, without involving students, to see how well teachers translate the performance tasks into items? This may be useful in identifying more clear administration rules and procedures. Perhaps a tryout would help identify issues that are leading to the high nonscorable rate.</p>
<p>Section 3.2 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • See SBAC 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

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>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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General SBAC</p> <p>AA-AAAS WAAIM005 Tech Report p.54-77</p>	<p>AA-AAAS State cites item difficulty and item discrimination statistics. However, these are task statistics, not item statistics (WA-AIM technical documentation acknowledges the difference in computations of “item” difficulty, but they do not make the same acknowledgement for item discrimination). State should continue to use caveats about item statistics when they are really task statistics.</p> <p>While typical analyses can be used (as done here in several places), these values are hard to interpret because items differ by students.</p> <p>The peers felt challenged to suggest appropriate analyses given that unique items are administered to each student.</p> <p>There are many nonscorable responses. Any idea why?</p>
<p>Section 3.3 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • See SBAC 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>3.4 – Validity Based on Relationships with Other Variables</p> <p>The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.</p>	<p>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General SBAC</p> <p>AA-AAAS WAAIM032 Learning Characteristics Inventory WAAIM005 Tech Report p. 8-10 Summary of data from 429 students</p>	<p>AA-AAAS LCI and data collected support need for individualization of assessment given diversity of population. LCI does not directly address Critical Element 3.4. Perhaps only two questions on LCI (#15 & #16) would add to the validity evidence. How does performance on AIM relate to that of other assessments? Understandable that do not have data from students on multiple assessments. But there are other, less than ideal but usable, comparisons that can be made. For example, could compare performance level distributions from old AA-AAAS to AIM. Will be differences in data. Are they as expected? Another option may be to consider collecting survey data from teachers and exploring the relationship between AIM and teachers ratings of student achievement. For example, use LCI items #15 & #16. WA could also consider discussing potential sources of validity evidence with their Technical Advisory Committee.</p>
<p>Section 3.4 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • See SBAC • Evidence for this critical element for AA-AAAS. Peers suggest that WA address the other concerns regarding the AIM assessment (see 2.1, 2.2, 2.3, & 3.3) and then revisit this type of validity evidence. 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

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>4.1 – Reliability</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"> • Test reliability of the State’s assessments estimated for its student population; • Overall and conditional standard error of measurement of the State’s assessments; • Consistency and accuracy of estimates in categorical classification decisions for the cut scores and achievement levels based on the assessment results; • For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a student’s achievement. 	<p>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General</p> <p>4.1.1 – WA019 Tech Report p.102-104 Reliability estimates based on WA student for overall test and by subgroup and by claim</p> <p>4.1.2 – WA019 Tech Report p.102-104, p.106-108 SEM and CSEM</p> <p>4.1.3 – WA019 Tech Report p.113</p> <p>4.1.4 – SBAC</p> <p>AA-AAAS</p> <p>4.1.1 – WAAIM005 Tech Report p.42-77, Alpha range 0.75-0.87, also by subgroup with similar values</p> <p>Interrater reliability estimates (exact + adjacent at standard level) 78-89%</p> <p>Source of rating disagreements most commonly Violation 4 – Performance Task requirement and/or restriction violated</p> <p>Much of the supplied evidence are not related to score reliability.</p> <p>4.1.2 – WAAIM005 Tech Report p.43 SEMs, no CSEMs</p> <p>4.1.3 – WAAIM005 Tech Report p.73-77, overall accuracy and consistency rates generally, but not always, above 0.60</p> <p>4.1.4 – N/A</p>	<p>General</p> <p>Same patterns seen in WA as was seen in overall SBAC data</p> <p>CSEM are highest at low end because few easy items. Reliability values are low for some claims, not an issue because of the info reported at claim level. Reliability values are low for LEP and IDEA subgroups for some tests, likely because of low number of easy items in bank.</p> <p>Some of the EOC reliability estimates seem to be low (only in the upper 0.80s).</p> <p>AA-AAAS</p> <p>4.1.1 – Should not be using Alpha to estimate reliability given that unique items are administered to each student. A generalizability coefficient with an i:p design should be used instead.</p> <p>When documenting Data Review, WA should consider using a term other than “score” as the review that is done has to do with appropriate administration rather than performance task scores.</p> <p>The results of Data Review activities should not be presented as interrater reliability of the students’ scores. These activities involve the adherence to test administration procedures not student performance.</p>
<p>Section 4.1 Summary Statement</p>		

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<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • See SBAC • For AA-AAAS, provide appropriate reliability statistics. 		

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<p>4.2 – Fairness and Accessibility</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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General SBAC WA012 – Guidelines on tools, supports, and accommodations WA055 – IEP Decision Making Guidelines</p> <p>AA-AAAS Goal was to develop assessment that balanced standardization with flexibility to make assessment accessible for diverse population. Administration is individualized to permit accessibility.</p>	<p>AA-AAAS Does the score distribution (low scores) suggest that the test is not accessible for a good number of students?</p>
<p>Section 4.2 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> See SBAC 		

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<p>4.3 – Full Performance Continuum</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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General SBAC</p> <p>AA-AAAS WAAIM005 Tech Report p.42-53 WAAIM33-WAAIM35 Engagement Rubric information for students at low end of ability range</p>	<p>AA-AAAS</p> <p>Does the score distribution (low scores) indicate that the assessment is too difficult or that there is an accessibility issue?</p> <p>The use of the Engagement by the teacher with state approval is new to the process. State registration and approval for the use of the engagement rubric seems a good way to monitor the use of this procedure over time.</p>
<p>Section 4.3 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • See SBAC 		

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>4.4 – Scoring</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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General SBAC WA019 Tech Report p.96-98 rater agreement rates WA056 RFP p.32-34</p> <p>AA-AAAS WAAIM005 Tech Report p.27-33 data review</p>	<p>General Rater agreement rates are low for many items Rater agreement rates are lower than requested in RFP and no information is provided regarding any attempts to improve the scoring. WA019 Tech Report p. 80, 4th line, typo re: 1PL and GPC models, should be Rasch and PC models based on other references in documentation.</p> <p>AA-AAAS All items scored dichotomously. Some Performance Tasks and Example items seem hard to score this way and no guidance is provided (see 6.SL.M and 6.W.M for examples).</p> <p>WAAIM005 Tech Report p.39 Documentation on weighting and scaling does not yield the score range listed (the peers were unable to follow the provided description of the transformation of raw scores to scale scores).</p> <p>It is recommended that performance task scoring criteria be explicitly provided. In addition, peers noted that scoring was not included in the performance task development and review activities (as noted in Critical Element 2.2). If possible, it would be beneficial to include teachers in the development of scoring criteria.</p>
<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"> • See SBAC • Evidence of plans to improve human scoring for SBAC • AIM does not currently have “established and documented standardized scoring procedures and protocols” as required. 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>4.5 – Multiple Assessment Forms</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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General SBAC</p> <p>AA-AAAS</p> <p>Rather than different forms, each standard can be assessed at one of three levels of complexity depending upon the individual student. Standards scores are then weighted based on the complexity level.</p>	<p>General</p> <p>WA019 Tech Report refers to concurrent calibration for state-specific tests but description seems to be fixed common item calibration.</p> <p>AA-AAAS</p>
<p>Section 4.5 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • See SBAC 		

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 WASHINGTON

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>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"> Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments; Documented adequate evidence of comparability of the meaning and interpretations of the assessment results. 	<p>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General SBAC WA012 Guidelines on Tools, Supports, and Accommodations used to select appropriate form</p> <p>AA-AAAS Built into test design.</p>	
<p>Section 4.6 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> See SBAC 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>4.7 – Technical Analysis and Ongoing Maintenance</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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General SBAC WA059 & WA060 TAC meets 3 times per year</p> <p>AA-AAAS WA059 & WA060 TAC meets 3 times per year WAAIM030 outline validity and reliability info in Tech Report</p>	<p>AA-AAAS WAAIM030 Appendix D p. 38 cites additional studies (described broadly, for example “Validity Studies,” and “Training Issues”.) More thought and attention should be given to the specific activities that can be completed to investigate the quality of the assessment and identify ways in which it could be improved.</p>
<p>Section 4.7 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • See SBAC 		

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 WASHINGTON

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
<p>5.1 – Procedures for Including Students with Disabilities</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"> • 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; • 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; • 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 information on accessibility tools and features available to students in general and assessment accommodations available for students with disabilities; • Provides guidance regarding selection of appropriate accommodations for students with disabilities; 	<p>Evaluate for all factors in left hand column — Addresses general assessments w or w/o accommodations and AA-AAAS</p> <p>General</p> <p>5.1.1 – WA012 Guidelines on Tools, Support, and Accommodations, WA055 IEP Decision Making Guidelines</p> <p>5.1.2 – WA055 IEP Decision Making Guidelines</p> <p>5.1.3 – WA055 IEP Decision Making Guidelines</p> <p>5.1.4 – WA012 Guidelines on Tools, Support, and Accommodations</p> <p>5.1.5 – WA055 IEP Decision Making Guidelines</p> <p>5.1.6 – WA055 IEP Decision Making Guidelines</p> <p>5.1.7 – WAAIM036 & WAAIM037 Communication of alternate standards, no consequences for taking AA-AAAS</p> <p>5.1.8 – N/A</p> <p>AA-AAAS</p> <p>5.1.1 – WA055 IEP Decision Making Guidelines</p> <p>5.1.2 – WA055 IEP Decision Making Guidelines</p> <p>5.1.3 – WA055 IEP Decision Making Guidelines</p> <p>5.1.4 – N/A</p> <p>5.1.5 – N/A</p> <p>5.1.6 – WA055 IEP Decision Making Guidelines</p> <p>5.1.7 – WAAIM036 & WAAIM037 Communication of alternate standards, no consequences for taking AA-AAAS</p> <p>5.1.8 – Link of Performance Tasks to Access Points and Access Points to CCSS outlined in development activities</p>	<p>AA-AAAS</p> <p>Don’t agree that 5.1.4 and 5.1.5 are N/A. I think the tools, features and accommodations are built into the Performance Tasks with the Adaptations.</p>

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

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"> • 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; • 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); • 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. 		
Section 5.1 Summary Statement		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>5.2 – Procedures for including ELs</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"> • 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. 	<p>Evaluate for all factors in left hand column — Addresses general assessments w or w/o accommodations and AA-AAAS</p> <p>General 5.2.1 – SBAC, WA012 Guidelines on Tools, Supports and Accommodations 5.2.2 – SBAC, WA012 Guidelines on Tools, Supports and Accommodations 5.2.3 – SBAC, WA012 Guidelines on Tools, Supports and Accommodations</p> <p>AA-AAAS 5.2.1 – N/A 5.2.2 – WA012 Guidelines on Tools, Supports and Accommodations 5.2.3 – N/A</p>	<p>General No additional procedures for English learners. They rely on the accommodations provided by the online system or allow LEAs to decide how to handle English learners.</p> <p>AA-AAAS English language support is provided fir the WA-AIM if English language support is identified. (Not entirely clear)</p>
<p>Section 5.2 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • See SBAC 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>5.3 – Accommodations</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"> • 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; • Ensures that appropriate accommodations are available for English learners (EL); • 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; • Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. 	<p>Evaluate for all factors in left hand column — Addresses general assessments w or w/o accommodations and AA-AAAS;</p> <p>General 5.3.1 – SBAC, WA012 Guidelines on Tools, Support and Accommodations 5.3.2 – SBAC WA012 Guidelines on Tools, Support and Accommodations 5.3.3 – SBAC WA012 Guidelines on Tools, Support and Accommodations 5.3.4 – SBAC WA012 Guidelines on Tools, Support and Accommodations, WA061 Non Standard Accommodation Request Form</p> <p>AA-AAAS 5.3.1 – Goal was to develop assessment that balanced standardization with flexibility to make assessment accessible for diverse population. Administration is individualized to permit accessibility. 5.3.2 – Goal was to develop assessment that balanced standardization with flexibility to make assessment accessible for diverse population. Administration is individualized to permit accessibility 5.3.3 – Goal was to develop assessment that balanced standardization with flexibility to make assessment accessible for diverse population. Administration is individualized to permit accessibility</p> <p>5.3.4 – N/A</p>	<p>General</p> <p>5.3.4 – Provide evidence regarding the rate at which non-standard accommodations were used in 2014-15. It is not clear if the SEA tracks all individual determinations to consider additions to the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines. Does the State monitor the rate of these requests by school/district? At what rate does the State approve these requests?</p> <p>AA-AAAS</p> <p>5.3.3 – While the goal was to develop an appropriate assessment that met all of the requirements outlined in Critical Element 5.3.3, there should be some work done to reflect on the attainment of that goal after administration. 5.3.4 – Is relevant. Have Engagement Rubric WAAIM033-WAAIM035</p>

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 5.3 Summary Statement		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none">• See SBAC		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>5.4 – Monitoring Test Administration for Special Populations</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"> • Consistent with the State’s policies for accommodations; • Appropriate for addressing a student’s disability or language needs for each assessment administered; • Consistent with accommodations provided to the students during instruction and/or practice; • 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; • Administered with fidelity to test administration procedures. 	<p>Evaluate for all factors in left hand column — Addresses general assessments w or w/o accommodations and AA-AAAS;</p> <p>General 5.4.1 5.4.2 5.4.3 5.4.4 5.4.5</p> <p>AA-AAAS 5.4.1 5.4.2 5.4.3 5.4.4 5.4.5</p>	<p>General Reference audits that were done during administrations. Unclear if these audits include consideration of administrations for special populations. Provide evidence associated with those audits.</p> <p>Evidence provided for this Critical Element refers to policies and training put in place prior to administration. While those are important, this Critical Element deals with the implementation during administration and the monitoring of these done by the state of which no evidence was provided.</p> <p>State did site audits. What were the results? Said they made changes, but what did they learn from the audits? Also mentions OSPI monitoring of IEPs</p> <p>WA-AIM uses post administration monitoring. Where are the results?</p>
<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"> • For SBAC and AA-AAAS, provide evidence that students receive accommodations that are: <ul style="list-style-type: none"> • Appropriate for addressing a student’s disability or language needs for each assessment administered; • Consistent with accommodations provided to the students during instruction and/or practice; • 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; • Administered with fidelity to test administration procedures. 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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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>6.1 – State Adoption of Academic Achievement Standards for All Students</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"> • 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; • 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; • 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. 	<p>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General</p> <p>6.1.1 – WA062 & WA063 adoption of SBAC performance standards in January 2015</p> <p>6.1.2 – WA062 & WA063</p> <p>6.1.3 – WA019 Tech Report p.72, 4 achievement levels, Level 3 = on track/CC ready</p> <p>AA-AAAS</p> <p>6.1.1 – WAAIM040 adoption of WA AIM performance standards in August 2015</p> <p>6.1.2 – WA008 & WAAIM041 state law</p> <p>6.1.3 – WAAIM005 Tech Report, 4 achievement levels, Level 3 = proficiency</p>	<p>General</p> <p>6.1.2 – Evidence provided is not relevant. Participation rates may be more relevant.</p> <p>AA-AAAS</p> <p>Appears that achievement standards were adopted by SBE in August 2015, but SBE did not formally adopt the content standards.</p>
<p>Section 6.1 Summary Statement</p>		
<p><u> X </u> No additional evidence is required</p>		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

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 WASHINGTON

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</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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General SBAC</p> <p>AA-AAAS WAAIM042 Standard Setting Report WAAIM043 AALD refinement</p>	<p>Cut-scores are barely distinguished from each other once the SEM is taken into account.</p> <p>WAAIM042 p. 12 What does the Scoring Rubric refer to? This was not referenced elsewhere in the documentation.</p>
<p>Section 6.2 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

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</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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General SBAC</p> <p>AA-AAAS WAAIM042 Standard Setting Report WAAIM043 AALD refinement</p>	<p>AA-AAAS Development activities relate to alignment to standards. Score distributions reflect high standards.</p>
<p>Section 6.3 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>6.4 – Reporting</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"> • 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; • 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; • 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"> ○ Provide valid and reliable information regarding a student’s achievement; ○ Report the student’s achievement in terms of the State’s grade-level academic achievement standards (including performance-level descriptors); ○ Provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students; ○ Are available in alternate formats (e.g., Braille or large print) upon request and, to 	<p>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>General 6.4.1 – WA065 State Report Card 6.4.2 – SBAC, Report 3 categories, Above, At/Near, Below at claim level 6.4.3 – WA066 Student score report, WA067 Parent Guide, Parent Guide available in 9 languages 6.4.4 WA0068 & WA0069 Individual score reports mailed to districts Sept 7-9</p> <p>AA-AAAS 6.4.1 – WA065 State Report Card 6.4.2 – WAAIM044 Student score report, Report score at standard level 6.4.3 – WAAIM044 Student score report, WAAIM045 Class roster, WAAIM046 Parent Guide, 6.4.4 – Reports delivered fall 2015 because of first year, for 2015-16 will be delivered in July</p>	<p>General WA067 Peers found this resource to be helpful and well-developed.</p> <p>6.4.3 – Not specific to SBAC. Rather an overall guide with very high-level information. No SBAC specific interpretive information provided. Score report not offered in alternate formats 6.4.4 Assuming reporting was delayed because of standard setting, but it would be nice for State to provide information/evidence of how 2014-15 reporting schedule compares to “typical” year. Is there a State requirement for the timeline of delivery of results to parents?</p> <p>AA-AAAS</p> <p>6.4.3 – WAAIM037 ISR text, link doesn’t work Score report and parent’s guide not offered in alternate formats. Scores are reported at the standard/content category level. There is not enough information provided for the reporting of these scores to be justified or useful. More specifically, no evidence is provided of the reliability of these scores, and the score report did not provide enough information to describe the scores themselves (are they weighted or unweighted values) or the interpretation of these scores. 6.4.4 – DRC contract states delivery on 6/30. Reports will be delivered in July in future years, but how will they be distributed since school is not in session.</p>

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STATE ASSESSMENT PEER REVIEW NOTES FOR WASHINGTON

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>the extent practicable, in a native language that parents can understand;</p> <ul style="list-style-type: none"> 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. 		

Section 6.4 Summary Statement
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> Evidence that reports are available in alternate formats upon request. Evidence that, “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.” <ul style="list-style-type: none"> Is there a required process and timeline that schools must follow, specifically in regards to delivery of results to parents? Evidence that the AA-AAAS student score reports, “provide valid and reliable information regarding a student’s achievement” and “provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students.”

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U. S. Department of Education Peer Review of State Assessment Systems

June, 2016 State Assessment Peer Review Notes Smarter Balanced Consortium Evidence



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 SMARTER BALANCED

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STATE ASSESSMENT PEER REVIEW NOTES FOR SMARTER BALANCED

SECTION 2: ASSESSMENT SYSTEM OPERATIONS

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>2.1 – Test Design and Development</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"> Statement(s) of the purposes of the assessments and the intended interpretations and uses of results; 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; 	<p>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>Index p. 2 7 pp. 24-25</p> <p>15a 15b 17 29</p>	<p>Statements of purpose exist and are stated.</p> <p>One purpose statement relates to growth. Is there or will there be evidence to support that the SBAC summative test measures growth?</p> <p>Of note: There is no statement pertaining to the use of the SBAC test for teacher evaluation.</p> <p>The 5th purpose statement of the summative test is to gauge “how instruction can be improved...” Assessment results do not clearly indicate actions to improve instruction. Recommend either restating or deleting this purpose statement.</p> <p>In several places of Evidence 15a and 15b, the range of total items by claim on the test blueprints does not match the range implied by the sums of minimum and maximum numbers of items, respectively, by assessment targets. It is not clear if the range by claim is intended to be a tally of items or an additional constraint.</p> <p>Speaking is not included in the assessments for ELA.</p> <p>Re “measure the full range”: In Evidence 17 p. 31, what makes for sufficiently good alignment is unclear. Evaluation of alignment study results is exacerbated</p>

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		<p>by the statement “low percentages of fully aligned and mostly aligned ratings do not necessarily reflect poor alignment.”</p> <p>The peers recommend including a clear discussion and supporting tables demonstrating the SBAC summative assessments cover the full range of the CCSS standards. The evidence should display the full range of the CCSS standards and indicate which are covered by the SBAC summative assessments. Those standards not assessed should be noted with the reason for their exclusion stated.</p> <p>Although off grade level tests may be administered via the CAT system, the conditions under which off grade level items may be given is not clear. It is not clear to what extent students receiving a test event with off grade level items are receiving and/or being scored on a grade-level test event that complies with the blueprints.</p> <p>It is claimed that off grade level items are realigned to the on grade blueprint, but how this alignment was done and evaluated are not included among the evidence documents.</p> <p>The peers’ understanding is that the decision of proficiency vs. non-proficiency is based only on on-grade level testing. The determination of other measures (levels I and IV, or student growth) may be impacted by the use of off grade level items and states must take this into account when using the assessments for accountability purposes.</p>

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<ul style="list-style-type: none"> 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); If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design. 	<p>Guidance p. 14 15a 15b 28 § 2.1-2.2</p> <p>Guidance Index 8 15a 15b 27 28 29 p. 8 30</p>	<p>The relative scarcity of DOK 3+ items in the assessments makes it difficult to conclude that they reflect “appropriate inclusion of challenging content” and requires “complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills)”</p> <p>There are notes specifying a minimum number of DOK 3+ items in the blueprints. However, from Evidence 28, it is unclear how DOK requirements are being implemented.</p> <p>The discussion of custom item pools in sections Evidence 28, § 2.1 and 2.2 suggests that some students will receive a test with a different blueprint from other students. The current documentation lends itself to the interpretation that this might occur even for students not receiving accommodations.</p> <p>Evidence 29 page 8 identifies the inadequacy of the item pools in providing assessments to the full range of students. This issue needs to be addressed.</p> <p>In Evidence 27, the number of ELA items developed are short of the order, although the Index claims that deliveries exceeded orders. The rationale for the</p>

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		<p>orders listed in Evidence 27 is not explained. Specifically, how was the pool size and item demand determined?</p> <p>The ELA shortfalls in Evidence 27 are not explained in terms of impact on standards coverage. There needs to be an identification of the DOK of these orders and the shortfalls.</p> <p>Evidence 29 states that not all assessments follow blueprint constraints. Please provide the remediation and the assurance that this is not happening in operation with actual students.</p> <p>Appendix B of Evidence 29 demonstrates that many students taking the Spanish language and Braille versions of the SBAC assessments may be receiving assessments not aligned to the blueprints.</p> <p>It is unclear from Evidence 29 if the algorithm used in the simulation would accurately reflect (or accurately reflected) that used in operational testing.</p> <p>Evidence 30 demonstrates issues meeting constraints for the performance tasks. This needs to be addressed – specifically, how the misalignment was resolved.</p> <p>Evidence 8, p. 6 states that states may use their own delivery engines. The peers agree that states will need to provide evidence either that they are using the SBAC engine or that their chosen delivery engine functions the same as the SBAC engine and conforms to the SBAC blueprints for tests being delivered. If a non-SBAC engine does not conform, then it is incumbent upon the state using it to provide all evidence beyond item development for their program. That is, the program will need to be treated as an assessment other than SBAC (although using the</p>

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STATE ASSESSMENT PEER REVIEW NOTES FOR SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		SBAC pool).
Section 2.1 Summary Statement		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <p>2.1.1</p> <ul style="list-style-type: none"> a. Further justification for Purpose 4. Purpose 4 is related to measuring student growth. Where appropriate (e.g., in § 3), evidence should be provided supporting (1) growth interpretations of assessment results, and (2) specific uses of growth estimates. b. Further justification for Purpose 5. Purpose 5 indicates that the assessment results will provide information about how instruction can be improved. This may be beyond the scope of a summative assessment system, since assessment results do not clearly indicate actions to improve instruction. Peers believe that this purpose should be restated or deleted. Alternatively, evidence can be provided where appropriate to support this interpretation / use of assessment results. <p>2.1.2</p> <ul style="list-style-type: none"> a. Clarification concerning whether the range of total items by claim identified in the test blueprints is intended to be a tally across assessment targets, or an additional constraint. b. Documentation concerning the basis for exclusion of speaking in the ELA assessments. c. Documentation concerning the Consortium’s criterion for “sufficient alignment” (see Evidence 17 p. 31) and an explanation of how the results of the alignment study cited meets this definition. If sufficient alignment cannot be demonstrated, a remediation plan to achieve sufficient alignment. d. A clear discussion and supporting tables demonstrating the SBAC summative assessments cover the full range of the CCSS standards. The evidence should display the full range of the CCSS standards and indicate which are covered by the SBAC summative assessments. Those standards not assessed should be noted with the reason for their exclusion stated. e. Documentation supporting adherence to the grade level blueprint of assessments administered to students that include off grade level items. f. Documentation that a suitable methodology was implemented for realigning off grade level items to on grade level content for use in administration of off grade level content. <p>2.1.3</p> <ul style="list-style-type: none"> a. Documentation supporting the claim that the DOK range of each assessment reflect “appropriate inclusion of challenging content” and requires “complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills)” b. Clarification regarding how DOK requirements are being implemented, for both CAT and fixed forms. <p>2.1.4</p> <ul style="list-style-type: none"> a. Explanation of how the implementation of custom item pools described in § 2.1 and 2.2 of Evidence 28 cannot result in test events that are inconsistent with the test blueprints. If they can result in such test events, then a plan for how this will be remedied. b. Documentation with plan addressing the inadequacy of the item pools in providing assessments to the full range of students, identified on p. 8 of Evidence 29. c. An explanation of how DOK requirements are being implemented in the test delivery algorithm. d. An explanation of the basis for the item counts in the orders listed in Evidence 27. e. An explanation of the impact, if any, that the ELA shortfalls in Evidence 27 had / have on standards coverage. f. Documentation that all assessments in operation now conform to blueprints. g. Documentation regarding remediation of the issue that many students taking the Spanish language and Braille versions of the SBAC assessments may be 		

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	<p>receiving forms or test events that do not conform to the blueprints.</p> <ul style="list-style-type: none"> h. Documentation regarding remediation of the issue in meeting constraints for the performance tasks. i. Documentation that SBAC is appropriately guiding and supporting states in using the appropriate algorithm. Clarification that a state using a different algorithm cannot rely on evidence gathered through the SBAC algorithm. 	
<p>The following evidence is needed from individual member states:</p> <p>2.1.2</p> <ul style="list-style-type: none"> a. A waiver to use SBAC due to the exclusion of speaking in the assessment. <p>States should note: Educator evaluation is not a listed purpose of this assessment.</p>		

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<p>2.2 – Item Development</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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>7 15a 15b 53</p>	<p>The documentation states revision based on the results of the cognitive labs, but does not specify what revisions were done or what changes were made to address issues identified (i.e. use of equation editor).</p> <p>There does not appear to be a specific statement about the mode of delivery for review of items. Since this is an electronic assessment, the items should have been reviewed on screen. The Consortium needs to specify the review mode in addition to the thorough documentation already provided.</p> <p>Page 3 of evidence 53 states that the ethnic make-up of the reviews reflects the diversity of the governing states, however the make-up of those states is not listed and the make-up of the math review panel is different from the ELA. While the peers are sensitive to the issues of recruitment, increased transparency would be helpful and support the positive outcome of the review. For example, listing the targets for ethnic make-up of panels and the efforts to recruit. If there were no targets for diversity, instead of claiming the panels matched the diversity of the governing states, simply state that this is the make-up based on the recruitment.</p> <p>The blueprints have a scarcity of items at DOK 3+. This leads the reviewers to question the level of inclusion of higher order skills.</p>

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Section 2.2 Summary Statement		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <p>2.2</p> <ol style="list-style-type: none"> a. Documentation regarding how usability issues discovered during the cognitive labs (e.g., student difficulties using the equation editor) have been addressed. b. Documentation showing that the mode of delivery during item review was the same as that for test administration – in other words, that reviewers reviewed items exactly as they would have been seen by students. c. Documentation regarding the targets for ethnic make-up of panels and the efforts to recruit panels consistent with those targets or, if there were no targets for diversity, a statement to the effect. d. Documentation as per Summary Statement 2.1.3.a. 		
<p>The following evidence is needed from individual member states:</p> <p>None.</p>		

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<p>2.3 – Test Administration</p> <p>The State implements policies and procedures for standardized test administration, specifically the State:</p> <ul style="list-style-type: none"> Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations; 	<p>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>11a p. 4 11b 65a 66 67 p. 24 68 pp. 36-41 69b 69c 69d 69e 77a 77b 76</p>	<p>The graphic on p. 4 of Evidence 11a is extremely helpful.</p> <p>Evidence 65a contains links that are important, however many are dead (the link to the collaboration site is not available to the reviewers).</p> <p>Since many documents are supplied as templates, the state will need to provide evidence that they are communicating clearly, effectively and accurately to its educators. These should include state-specific communications on the following issues: usability and accessibility guidelines, on-line test administration procedures, assessment technology requirements, test administrator manuals, and state specific procedures. These should include the content from the SBAC manuals as listed: on-line test administrator manual 67, usability accessibility and accommodations guide 68, UAA guidelines 11a 11b, state procedures manual 65a, test administrator users guide 66, paper pencil TAM 77a 77b, iPad guidelines 76, technology requirements training 69b, student interface training 69c, TA interface training modules 69d, ART training module 69e</p> <p>Evidence 67 p. 24: the thirty-minute timer mentioned in the first paragraph discussing the timeout, disagrees with the twenty-minute timer in the second paragraph. Please clarify.</p> <p>The definition of activity for the inactivity timer may be problematic since students can be clicking on the</p>

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<ul style="list-style-type: none"> 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; 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. 	<p>66</p> <p>65a 66 69 70 p. 4</p>	<p>screen every minute and still time out due to the definition. Typical computer activity conventions just require mouse movement, not specific activity.</p> <p>Evidence 68: The guidance provided for the read-aloud accommodation (table on pp. 36-41) appears to be challenging to implement or to adhere to during a live administration.</p> <p>If modifications are made to the SBAC systems, what process is in place to inform states of the changes?</p> <p>States need to provide evidence of their state training requirements.</p> <p>Contingency plans need to give more details and clearer guidance on issues such as how to resume test administration in case of lost internet connectivity. SBAC needs to develop contingency guidelines and procedures to address a broad range of possible technology challenges during test administration, and submit these as evidence.</p> <p>The implementation readiness package was not ready based on the evidence provided. The package modules should have been ready beginning in spring 2015. Please provide evidence that the package is ready and the date when it was ready (Evidence 70 p. 4).</p> <p>Since states may use different administration vendors, each state should provide the customized contingency plans detailed for their state, and in alignment with SBAC’s guidelines.</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>States need to provide evidence that test administrators have procedures and access to helpdesk/troubleshooting support.</p> <p>States need to provide evidence that they have determined that schools meet the readiness guidelines prior to operational utilization.</p>
Section 2.3 Summary Statement		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <p>2.3.1</p> <p>a. A clarification to reconcile the disagreement, in Evidence 67 p. 24, between (1) the thirty-minute timer mentioned in the first paragraph discussing the timeout, and (2) the twenty-minute timer referenced in the second paragraph. Provision of the clarification to states.</p> <p>2.3.2</p> <p>a. Documentation of the communication plan (to states) when modifications are made to the SBAC systems.</p> <p>2.3.3</p> <p>a. Contingency plans addressing a broad range of technology challenges, providing more details and clearer guidance on issues such as how to resume test administration in case of lost internet connectivity.</p> <p>b. Documentation that the Implementation Readiness Package has been fully developed and released, together with the release date.</p> <p>The following evidence is needed from individual member states:</p> <p>2.3.3</p> <p>a. A contingency plan detailed for their state, and in alignment with SBAC’s guidelines.</p> <p>b. Documentation that test administrators have technology failure contingency procedures in place and access to helpdesk/troubleshooting support.</p> <p>c. Documentation of school readiness for operational administration of technology-based assessments.</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>2.5 – Test Security</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"> • 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; • Detection of test irregularities; • Remediation following any test security incidents involving any of the State’s assessments; • Investigation of alleged or factual test irregularities. 	<p>Evaluate for all factors in left hand column for both grade-level and AA-AAAS</p> <p>65a 65b 66 78</p>	<p>The documents appear to defer much of the test security and irregularity detection to the states. However, peers felt that this critical element implied that SBAC should have its own programs of post hoc assessment for irregularities (data forensics) and ongoing test security monitoring including social media monitoring.</p> <p>Information in 65b should be communicated to states</p> <p>SBAC should maintain a security log overall to ensure security of the summative assessment system itself.</p> <p>States need to provide evidence of their security policies and procedures in accordance with the investigation and remediation procedures for SBAC.</p>
<p>Section 2.5 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <p>2.5.1</p> <p>a. Documentation that SBAC has in place security protocols and procedures to protect SBAC items and assessments.</p> <p>2.5.2</p>		

STATE ASSESSMENT PEER REVIEW NOTES FOR SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>a. Documentation that information in 65b is communicated to states.</p> <p>2.5.4</p>	<p>Documentation of the implementation of the security logging and the remediation plan for incidents that may impact the validity of the assessment (including communications).</p>	<p>The following evidence is needed from individual member states:</p>
<p>2.5</p>	<p>Documentation of state’s security policies and procedures and the relationship of the state’s policies and procedures to those of SBAC. In other words, a state’s security policies and procedures should reference SBAC’s policies and procedures and demonstrate coherence with these. It should be clear from all available documentation (regardless of source – SBAC or state) that all aspects of critical element 2.5 are addressed.</p>	

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<p>2.6 – Systems for Protecting Data Integrity and Privacy</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"> To protect the integrity of its test materials and related data in test development, administration, and storage and use of results; To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools; 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. 	<p>Evaluate for all factors in left hand column for both grade-level and AA-AAAS</p> <p>65a 66 134</p> <p>133</p>	<p>SBAC needs to provide evidence that they are monitoring test item exposure and drift to ensure integrity on an ongoing basis. States must provide evidence of this item with respect to administration and use.</p> <p>Please detail what is the low risk item stated in Evidence 133 and explain what is being done about this issue or why the issue is not being addressed.</p> <p>States must provide evidence of this item.</p> <p>For reporting outside the SBAC system, states need to provide evidence of compliance with this item.</p>
<p>Section 2.6 Summary Statement</p>		
<p><u> </u>X_ The following additional evidence is needed/provide brief rationale:</p>		
<p>2.6.1</p>		
<p>a. Documentation of monitoring of test item exposure and drift done by SBAC to ensure integrity of the assessment system.</p>		
<p>2.6.2</p>		
<p>a. Further explanation of the low risk item in Evidence 133, including any actions being taken to address it or a reason why it is not being addressed.</p>		
<hr/>		
<p>The following evidence is needed from individual member states:</p>		
<p>2.6.1</p>		
<p>a. Documentation of compliance with this item with respect to “administration” and “use of test results.”</p>		

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
2.6.2 a. All. 2.6.3		
For states reporting outside of the SBAC system, documentation of compliance with this item.		

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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
<p>3.1 – Overall Validity, including Validity Based on Content</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"> • 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; 	<p>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>Guidance 7 17 104 105 124 pp. 86-89 131</p>	<p>Evidence 104 and 105 are the most direct evidence.</p> <p>How have the low ratings from 104 and 105 been addressed if at all?</p> <p>Evidence 124 achievement level feedback on pp. 86-89 suggests panels not understanding the standard setting process. How has this been addressed?</p> <p>The ELA shortfalls in evidence 27 are not explained in terms of impact on standards coverage. There needs to be an identification of the DOK of these orders and the shortfalls.</p> <p>Evidences 104 and 105 are the only alignment between standards and test items, however these studies do not encompass each grade level. Please provide evidence of alignment between operational tests at each grade level and the CCSS.</p> <p>Since the system allows student tests to include off grade level items, SBAC needs to report the rate at which it occurs and the impact on student scores as well as describe the implications for match to blueprints since presumably the blueprints were developed for on grade level test forms / events.</p>

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<ul style="list-style-type: none"> 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. 		<p>SBAC needs to demonstrate adherence to the guidance regarding off grade level testing condition #2 on page 14. (Some reviewers felt the guidance means off grade level items cannot be used for any score purpose while others felt the guidance means off grade level items can be used in determining scores but not proficiency) Only on grade level items are used for score production and the on grade level items used cover the full range of the standards at that grade level.</p> <p>There is a lack of evidence demonstrating the CAT forms students are scored upon match the blueprints submitted as evidence. Please submit this evidence for operational tests instead of simulations with the plan for monitoring this process.</p> <p>To maintain a valid item bank, SBAC needs to monitor item exposure and run post hoc analyses to ensure the system has the same characteristics as designed and approved.</p> <p>N/A: State responsibility.</p>
Section 3.1 Summary Statement		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <p>3.1.1</p> <p>a. Documentation regarding how issues of low ratings in Evidence 104 have been addressed. Examples: Evidence 104, p. 18 shows SBAC has a low rating on</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 SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>“high quality items and variety of item types.”</p> <ul style="list-style-type: none"> b. Documentation regarding how the low ratings on panelist comprehension of the standard setting process (Evidence 124, pp. 86-89), was addressed. c. Documentation regarding the ELA item shortfalls in Evidence 27 affected the item pool and how those shortfalls were addressed. d. Evidence of alignment between operational tests and the CCSS for those grade levels not covered in Evidence 104 and Evidence 105. (There must be evidence of alignment for every grade level.) e. Documentation regarding the rate at which off grade level testing occurs, the impact of off grade level testing on student scores, and the implications of off grade level testing for blueprint satisfaction of test events. f. Documentation demonstrating adherence to the Guidance regarding off grade level testing condition #2 on p. 14. (Some reviewers felt the Guidance means off grade level items cannot be used for any score purpose while others felt the Guidance means off grade level items can be used in determining scores but not proficiency.) g. Documentation that the operational CAT test event that students are scored on match the blueprints submitted as evidence. A plan for monitoring the process of evaluating match to blueprint for all test events administered. h. Documentation of plan for monitoring item exposure and conducting post hoc analyses to ensure the system has the same characteristics as designed and approved. 	
<p>The following evidence is needed from individual member states:</p> <p>3.1.2</p> <ul style="list-style-type: none"> a. All. 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR SMARTER BALANCED

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</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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>7 25 130b</p>	<p>Cognitive labs are compelling and good evidence for this critical element.</p> <p>Documentation states that revisions were made based on the results of the cognitive labs, but does not specify what revisions were done or what changes were made to address issues identified (i.e. use of equation editor).</p>
<p>Section 3.2 Summary Statement</p>		
<p><u> </u>x The following additional evidence is needed/provide brief rationale: 3.2 a. Documentation as per 2.2.a</p>		
<p>The following evidence is needed from individual member states: None.</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 SMARTER BALANCED

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>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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>7 61 130b 130c</p>	<p>The summary of evidence in Evidence 130b p. 8 is not compelling for meeting this critical element.</p> <p>DIF and biserial correlations calculated and used...good.</p> <p>Evidence 61 does not discriminate between interim and summative items. Please provide confirmation that this applies only to the summative items.</p> <p>Evidence 7 p. 166: Good evidence for unidimensionality but again not specific to summative vs other tests - please specify.</p> <p>Evidence 130c p. 5: Bias estimates are unacceptable for 3rd grade in ELA and some other grades. Also for Math claims 2 and 4. Please provide evidence the claim level classifications that are reported are not negatively impacted by the bias.</p> <p>Please provide model fit information based on operational assessment data instead of just pilot data.</p> <p>Please provide clarification that items removed from the dimensionality analysis were removed from the bank as well and not merely removed from the analysis.</p> <p>The item vector dimensionality study could have bene stronger if it included the possibility of more than two dimensions.</p> <p>Not clear if scaling at the claim level was considered.</p>
<p>Section 3.3 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.

STATE ASSESSMENT PEER REVIEW NOTES FOR SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
3.3	<ul style="list-style-type: none"> a. Confirmation that Evidence 61 and Evidence 7 p. 166 apply to the summative items. b. Documentation that claim level classifications are not negatively impacted by large bias estimates in 3rd grade ELA, and for Math Claims 2 and 4. c. Model fit information based on operational assessment data. d. Confirmation that items removed from the dimensionality analysis were retired from further operational use. 	
<p>The following evidence is needed from individual member states:</p>		
3.3	<ul style="list-style-type: none"> a. If a state is not using the Smarter Balanced Proprietary adaptive algorithm, state-specific evidence is needed to support this critical element using the process the state has chosen. 	

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 SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>3.4 – Validity Based on Relationships with Other Variables</p> <p>The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.</p>	<p>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>7 p. 443 137 139 156</p>	<p>In Evidence 7 there is no clear explanation of how SBAC lines up with PISA or NAEP even though they used embedded items. The purpose appeared to be to ground the standard setting but how they actually helped to inform the process isn’t clear. It isn’t clear how inclusion of these items helped to show that “assessment scores are related as expected with other variables.”</p> <p>Evidence 7 p. 443: Not clear how the ACT benchmarks were projected on to the SBAC scale. Please clarify how this occurred and how this was used to provide the validity evidence relevant to this critical element.</p> <p>Evidence 139: The high pass rate for students who are failing the course does support this critical element.</p> <p>Evidence 137: Peers are not sure this is relevant to this critical element. The importance of the results was not presented.</p>
<p>Section 3.4 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <p>3.4</p> <ol style="list-style-type: none"> a. Clarification of how inclusion of PISA and NAEP items in the standard setting, and how projection of ACT benchmarks onto the SBAC scale, helped to show that “assessment scores are related as expected with other variables.” b. Discussion of the high pass rates on the Smarter Balanced assessments for students failing the course in the Washington: Linking Course Grades to Smarter Balanced Cut Scores report, with respect to meeting this critical element. <hr/> <p>The following evidence is needed from individual member states:</p> <p>3.4</p> <ol style="list-style-type: none"> a. If a state is not using the Smarter Balanced Proprietary adaptive algorithm, state-specific evidence is needed to support this critical element using the process the state has chosen. 		

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 SMARTER BALANCED

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>4.1 – Reliability</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"> • Test reliability of the State’s assessments estimated for its student population; • Overall and conditional standard error of measurement of the State’s assessments; • Consistency and accuracy of estimates in categorical classification decisions for the cut scores and achievement levels based on the assessment results; 	<p>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>7 p. 472 130c pp. 14, 17, 22-34, 36-41</p>	<p>There needs to be additional information concerning which states were included in the calculations of reliability and categorical classification decisions. The calculations should include data from all states included in that round. Per follow-up communication, CT, MI, and NH were not included in these calculations.</p> <p>Per ED, this critical element implies a requirement for state-specific reliabilities. These state-specific reliabilities should be either in the submissions of the Consortium or the State.</p> <p>130c: Total score reliabilities are acceptable. Claim reliabilities are low, but impact is likely marginal. Total score reliabilities are low in Decile 1 for grades 7 and 11 in mathematics (p. 14) and 11th grade LEP and IDEA (p. 17).</p> <p>130c: CSEMs high for the low end (pp. 36-41), especially in relation to typical ranges for achievement levels (007: p. 472). Frequently the CSEM is about a 1/3rd of a typical range. This could impact achievement level accuracy for students and may limit the utility of the assessments for measuring student growth.</p> <p>130c: Classification accuracy for distinguishing between level 2 and 3 is low for ELA grades 3-5 (pp. 22-34). Since level 3 is proficient, this has an impact on proficiency designations.</p>

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STATE ASSESSMENT PEER REVIEW NOTES FOR SMARTER BALANCED

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"> For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a student’s achievement. 		<p>Consistency estimates are not provided or addressed. The submission should include a statement or rationale for claiming that test procedure produces test forms meeting this requirement, especially in light of potential differences in results for different algorithms.</p> <p>There needs to be evidence that all of the data included in computing the reliability-related estimates are based on the same implementation of the same algorithm.</p>
<p>Section 4.1 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <p>4.1</p> <ol style="list-style-type: none"> A statement responding to areas of low reliability and low accuracy (Either SBAC or the relevant state) Test reliability of the assessments estimated for each state separately and each subgroup within state (these estimates will also need to meet adequacy criteria) Estimates of consistency of classification decisions for the cut scores and achievement levels based on the assessment results (these estimates will also need to meet adequacy criteria) 		
<hr/> <p>The following evidence is needed from individual member states:</p> <p>4.1</p> <ol style="list-style-type: none"> (Either SBAC or the relevant state) Test reliability of the assessments estimated for each state separately and each subgroup within state (these estimates will also need to meet adequacy criteria) If a state is not using the Smarter Balanced Proprietary adaptive algorithm, state-specific evidence is needed to support this critical element using the process the state has chosen. 		

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 SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>4.2 – Fairness and Accessibility</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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>11a 30 126</p>	<p>The evidence supports attention in design and development to ensure fairness and accessibility.</p> <p>Only simulation or field test data, showing no DIF or low DIF on the assessment.</p> <p>Peers agreed there should be ongoing tracking of DIF items that have been left in the pool.</p> <p>Accommodations are not tested; there are only lit reviews in Evidence 126.</p> <p>See notes on low IEP and LEP reliabilities.</p> <p>Evidence 11a is not prescriptive and does not provide data validating the use of the accommodations for certain students.</p> <p>Would like to see reliability estimates for students using accommodations, based on operational data.</p>
<p>Section 4.2 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <p>4.2</p> <ul style="list-style-type: none"> a. Documentation supporting ongoing tracking of DIF items left in the operational pool, to ensure that any negative impact they have on fairness and accessibility remains minimal. b. Estimated reliability for students using accommodations, based on operational data. <hr/> <p>The following evidence is needed from individual member states:</p> <p>4.2</p> <ul style="list-style-type: none"> a. If a state is not using the Smarter Balanced Proprietary adaptive algorithm, state-specific evidence is needed to support this critical element using the process the state has chosen. 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>4.3 – Full Performance Continuum</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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>Index pp. 76-77 104 130c pp. 33-35</p>	<p>It is not clear how Evidence 104 addresses this critical element.</p> <p>Evidence 130c: The reported SEMs are large and CSEMs are especially high for certain deciles and grades.</p> <p>The bin analysis in Evidence #130c pp. 33-35 demonstrates a need for more representation at the low end of the scales. The need is very pronounced for mathematics.</p> <p>Comments on earlier critical elements addressing representation across the scale are relevant here as well.</p> <p>Index pp. 76-78 calls attention to lack of items at the low end, impacting the test’s ability to test those students. SBAC should follow through on stated plans to enrich the item bank at the low end.</p>
<p>Section 4.3 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <p>4.3 Documentation that Smarter Balanced has enriched the item bank such that the assessments can provide a more precise estimate of student performance for low-achieving students.</p> <p>The following evidence is needed from individual member states:</p> <p>4.3</p> <p> a. If a state is not using the Smarter Balanced Proprietary adaptive algorithm, state-specific evidence is needed to support this critical element using the process the state has chosen.</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 SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>4.4 – Scoring</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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>70</p>	<p>Evidence 70: The scoring module was not ready, per this document. We would like evidence that the implementation readiness package was made available and the dates on which each module was released, especially the scoring module.</p> <p>We would like additional evidence of standardized scoring procedures and protocols, specifically with respect to the use of the same CAT algorithm across states. (Scoring and item selection for test forms are interdependent for CATs.)</p>
<p>Section 4.4 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <p>4.4 Evidence of established and documented standardized scoring procedures and protocols, specifically:</p> <ul style="list-style-type: none"> a. Documentation that the implementation readiness package was made available and the dates on which each module was released, especially the scoring module. A plan to ensure timely future delivery of materials and modules necessary for third party administration vendors. b. Documentation of reliable and accurate scoring for alternate test forms (i.e. paper and pencil, paper braille). <hr/> <p>The following evidence is needed from individual member states:</p> <p>4.4</p> <ul style="list-style-type: none"> a. If a state is not using the Smarter Balanced Proprietary adaptive algorithm, state-specific evidence is needed to support this critical element using the process the state has chosen. 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>4.5 – Multiple Assessment Forms</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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p>	<p>Simulation studies provided evidence regarding adherence to blueprint (and those simulations did not always produce conforming forms).</p> <p>Need evidence that operational forms always produce conforming forms for all students.</p>
<p>Section 4.5 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <p>4.5</p> <p>a. Documentation that the assessment system always produces blueprint conforming forms for all students who took an operational form or test event, regardless of format or accommodation.</p>		
<p>The following evidence is needed from individual member states:</p> <p>4.5</p> <p>a. If a state is not using the Smarter Balanced Proprietary adaptive algorithm, state-specific evidence is needed to support this critical element using the process the state has chosen.</p>		

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STATE ASSESSMENT PEER REVIEW NOTES FOR SMARTER BALANCED

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>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"> Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments; Documented adequate evidence of comparability of the meaning and interpretations of the assessment results. 	<p>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>42 49a 49b 50 51 70 130d 143 145 169</p>	<p>This critical element is largely redundant with the prior one, because of CAT. However, it is relevant to the paper-pencil version, Spanish version, ASL, and Braille versions.</p> <p>Noted systematic reviews for Spanish translations. Expected evidence of analogous reviews for ASL and Braille.</p> <p>We found no empirical evidence of this. For example, there was no analysis comparing descriptive statistics on students taking different versions, and discussion of results to address comparability. Some comparisons, for example adaptive Braille versus paper Braille versus CAT, are especially relevant.</p> <p>(We would expect to see this for operational data, now that it is available.)</p> <p>Has SBAC attended to comparability across devices empirically? Can it? (Is device information collected for test events?)</p>
<p>Section 4.6 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <p>4.6</p> <ol style="list-style-type: none"> Documentation that the Consortium followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments (i.e. evidence of systemic checking the ASL and Braille versions of items.) Documented adequate evidence of comparability of the meaning and interpretations of the assessment results (i.e. evidence of comparability between standard Smarter Balanced assessments, ASL, Braille, Spanish, and other versions of the assessment using operational data). Documented adequate evidence of comparability of the meaning and interpretations of the assessment results (i.e. evidence of comparability across the different devices allowed for standard Smarter Balanced assessments.) 		
<p>The following evidence is needed from individual member states:</p> <p>4.6</p>		

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STATE ASSESSMENT PEER REVIEW NOTES FOR SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
a. If a state is not using the Smarter Balanced Proprietary adaptive algorithm, state-specific evidence is needed to support this critical element using the process the state has chosen.		

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 SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>4.7 – Technical Analysis and Ongoing Maintenance</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>Evaluate for all factors in left hand column —all tests and grades documented on cover sheet</p> <p>Index 155</p>	<p>Useful to have advisory groups for different student populations.</p> <p>Evidence 155: Many of the proposed analyses seem standard for a tech report.</p> <p>Index (pp. 97-98): Outline of the review cycle.</p> <p>Unclear to the Peers whether a complete 2014-2015 Technical Report exists. We would like a complete technical report for 2014-2015 or an explanation for why it is still in process.</p> <p>For States using SBAC: 4.7 is covered by the SBAC submission.</p>
<p>Section 4.7 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale: 4.7</p> <p>a. To support that the Consortium has a system for monitoring and maintaining, and improving as needed, the quality of its assessment system, a complete technical report for the operational administration of the Smarter Balanced assessments in 2014-15.</p>		
<p>The following evidence is needed from individual member states: None.</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 SMARTER BALANCED

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
<p>5.1 – Procedures for Including Students with Disabilities</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"> • 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; • 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; • 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 information on accessibility tools and features available to students in general and assessment accommodations available for 	<p>Evaluate for all factors in left hand column — Addresses general assessments w or w/o accommodations and AA-AAAS</p> <p>11a 11b 97 98 128</p>	<p>11a: SBAC should provide guidance when use of the SBAC test is not appropriate. This is not provided. (States also need to provide their specific guidance on this critical element for alternate assessment.)</p> <p>This critical element should be provided in the state-specific submission.</p> <p>126: This is met with respect to accommodations. See first bullet above.</p> <p>97 and 98: Evidence of this is provided. (States need to provide evidence that they have given appropriate guidance to their IEP teams.)</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 SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>students with disabilities;</p> <ul style="list-style-type: none"> • Provides guidance regarding selection of appropriate accommodations for students with disabilities; • 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; • 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); • 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. 		<p>128: Evidence of this is provided. (States need to provide evidence that they have given appropriate guidance to their IEP teams.) This is provided.</p> <p>Evidence of these last three critical elements should come from the state-specific or alternative assessment submissions.</p>
Section 5.1 Summary Statement		
<p><u> X </u> No additional evidence is required of SBAC</p>		
<p>The following evidence is needed from individual member states:</p> <p>5.1.1</p> <p> a. States need to provide specific guidance associated with their AA-AAS.</p> <p>5.1.2</p> <p> a. All.</p> <p>5.1.3</p>		

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STATE ASSESSMENT PEER REVIEW NOTES FOR SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
5.1.4	a. States need to provide specific guidance associated with their AA-AAS.	
	a. States need to provide evidence of specific guidance provided to IEP teams.	
5.1.5	a. Documentation that the state adheres to the SBAC Usability, Accessibility, and Accommodations Guidelines, or state-specific evidence to address this part of the critical element.	
5.1.6	a. All.	
5.1.7	a. All.	
5.1.8	a. All.	

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 SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>5.2 – Procedures for including ELs</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"> • 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. 	<p>Evaluate for all factors in left hand column — Addresses general assessments w or w/o accommodations and AA-AAAS</p> <p>11a 11b 97 98 126 128</p>	<p>Evidence 97: Guidance unclear and not helpful. Steps 3 and 4 do not help schools determine whether an English learner should be assessed with accommodations, and if so, which accommodations are appropriate.</p> <p>Evidence 128: Provided as evidence, but does not pertain to ELs</p> <p>Evidence 126: Provides a framework, but needs operationalization to meet this critical element</p>
<p>Section 5.2 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <p>5.2</p> <p>a. Documentation regarding how schools determine whether an English learner should be assessed with accommodations, and if so, which accommodations are appropriate.</p>		
<p>The following evidence is needed from individual member states:</p> <p>5.2</p> <p>a. Documentation that the state adheres to the SBAC Usability, Accessibility, and Accommodations Guidelines, or state-specific evidence to address this part of the critical 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 SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>5.3 – Accommodations</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"> 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; Ensures that appropriate accommodations are available for English learners (EL); 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; Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. 	<p>Evaluate for all factors in left hand column — Addresses general assessments w or w/o accommodations and AA-AAAS;</p> <p>11a 11b 65a 97 98 100a 100b 126 129</p>	<p>If a state excludes some accommodation tools, then the State needs to provide a rationale that it is still meeting this critical element.</p> <p>Points (i) and (ii) are not shown. Claim (iii) is not made or stated. There is no comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations. (And a discussion relevant to comparability in light of findings.)</p> <p>Suggestion: Meeting with the appropriate advisory group with information relevant to this critical element and soliciting their advice re need for follow-up investigation.</p> <p>65a: Consortium has a process, p. 15, which depends on the State having a process. The State needs to provide their process for requesting and reviewing.</p>
<p>Section 5.3 Summary Statement</p>		
<p><u> </u>X_ The following additional evidence is needed/provide brief rationale: 5.3.3</p>		

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STATE ASSESSMENT PEER REVIEW NOTES FOR SMARTER BALANCED

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. Documentation that the Consortium 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. b. Documentation that the Consortium has determined that the accommodations it provides 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 (e.g., a comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations, and a discussion relevant to comparability in light of findings). 		
<p>The following evidence is needed from individual member states:</p>		
5.3.1	<ul style="list-style-type: none"> a. If the State does not adhere to the SBAC Usability, Accessibility, and Accommodations Guidelines, state-specific evidence to address this critical element. If a state excludes some accommodation tools, then the State needs to provide a rationale that it is still meeting this critical element. 	
5.3.2	<ul style="list-style-type: none"> a. If the State does not adhere to the SBAC Usability, Accessibility, and Accommodations Guidelines, state-specific evidence to address this critical element. If a state excludes some accommodation tools, then the State needs to provide a rationale that it is still meeting this critical element. 	
5.3.4		
All.		

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STATE ASSESSMENT PEER REVIEW NOTES FOR SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>5.4 – Monitoring Test Administration for Special Populations</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"> • Consistent with the State’s policies for accommodations; • Appropriate for addressing a student’s disability or language needs for each assessment administered; • Consistent with accommodations provided to the students during instruction and/or practice; • 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; • Administered with fidelity to test administration procedures. 	<p>Evaluate for all factors in left hand column — Addresses general assessments w or w/o accommodations and AA-AAAS;</p> <p>96 97 98 99 126</p>	<p>Monitoring compliance with accommodation policies and procedures: State responsibility</p> <p>Monitoring appropriateness of accommodation (that they are continuing to function as intended): Consortium responsibility</p>
<p>Section 5.4 Summary Statement</p>		
<p><u> X </u> No additional evidence is required of SBAC</p>		
<p>The following evidence is needed from individual member states:</p> <p>5.4</p> <p>a. Documentation of all aspects of this critical element as it relates to monitoring compliance with accommodation policies and procedures</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 SMARTER BALANCED

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>6.1 – State Adoption of Academic Achievement Standards for All Students</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"> • 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; • 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; • 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. 	<p>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>49 86 95</p>	<p>States are responsible for first two critical elements.</p> <p>Evidence 86: This critical element is met for SBAC.</p>
<p>Section 6.1 Summary Statement</p> <p><u> X </u> No additional evidence is required of SBAC</p> <hr/> <p>The following evidence is needed from individual member states:</p> <p>6.1.1 a. All.</p> <p>6.1.2</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 SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
a. All.		
6.2 – Achievement Standards-Setting	Evaluate for all factors in left hand column —all tests and grades documented on cover sheet	
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.		Evidence of a technically sound procedure has been provided. Please provide information re what the Consortium was targeting w/r/t panelist ethnicity distribution.
Section 6.2 Summary Statement		
x No additional evidence is required of SBAC		
<p>The following evidence is needed from individual member states:</p> <p>6.2.</p> <p>a. If a state is not using the Smarter Balanced Proprietary adaptive algorithm, state-specific evidence is needed to support this critical element using the process the state has chosen.</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 SMARTER BALANCED

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</p> <p>(1) 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>(2) 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>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p> <p>86 106 107</p>	<p>The Consortium provided the evidence that could reasonably be expected of them at this early stage in the program. This critical element should be addressed more fully as the program develops – for example, through additional validity studies.</p> <p>This critical element is not relevant at the SBAC Consortium level. However, this needs to be addressed by states in their state-specific submission or through the submission of the alternate assessment consortium.</p>
<p>Section 6.3 Summary Statement</p>		
<p><u> X </u> No additional evidence is required of SBAC</p>		
<p>The following evidence is needed from individual member states:</p> <p>6.3.</p> <ol style="list-style-type: none"> a. If a state is not using the Smarter Balanced Proprietary adaptive algorithm, state-specific evidence is needed to support this critical element using the process the state has chosen. 		

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 SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>6.4 – Reporting</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"> • 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; • 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; • 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"> ○ Provide valid and reliable information regarding a student’s achievement; ○ Report the student’s achievement in terms of the State’s grade-level academic achievement standards (including performance-level descriptors); ○ Provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students; ○ Are available in alternate formats (e.g., Braille or large print) upon request and, to the extent practicable, in a native language 	<p>Evaluate for all factors in left hand column—all tests and grades documented on cover sheet</p>	<p>Responsibility for meeting this critical element lies principally with the State.</p> <p>There is evidence that SBAC had a plan to develop a tool (with Amplify) for reporting. States need to produce evidence to meet this critical element.</p> <p>The SBAC reporting system appears to meet sub-bullets 1 and 2. However, the states not using the SBAC reporting tools need to provide evidence to meet sub-bullets 1 and 2.</p> <p>All states need to provide evidence showing that sub-bullets 3 and 4 are being met.</p> <p>In regards to sub-bullet 4, the SBAC system provides Spanish and Vietnamese reports upon request.</p> <p>All states need to provide evidence of report 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 SMARTER BALANCED

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p style="text-align: center;">that parents can understand;</p> <ul style="list-style-type: none"> • 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. 		<p>States must provide evidence for this critical element.</p>
<p>Section 6.4 Summary Statement</p>		
<p><u>X</u> No additional evidence is required of SBAC</p>		
<hr/> <p>The following evidence is needed from individual member states:</p> <p>6.4.1 a. All.</p> <p>6.4.2 b. All.</p> <p>6.4.3 a. All documentation under this bullet and sub-bullets as it pertains to delivery of reports.</p> <p>6.4.3.1 a. All, if the state is not using the Smarter Balanced-hosted reporting system and the Smarter Balanced Assessment Consortium reporting system user guide.</p> <p>6.4.3.2 a. All, if the state is not using the Smarter Balanced-hosted reporting system and the Smarter Balanced Assessment Consortium reporting system user guide.</p> <p>6.4.3.3 a. All.</p> <p>6.4.3.4 a. All.</p> <p>6.4.4 a. All.</p>		

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