



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Honorable Steven L. Paine, Ed.D.
State Superintendent of Schools
West Virginia Department of Education
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305

March 20, 2019

Dear Superintendent Paine:

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 Every Student Succeeds Act (ESSA). I appreciate the efforts of the West Virginia Department of Education (WVDE) to prepare for the peer review, which occurred in December 2018 and January 2019. Specifically, WVDE submitted evidence regarding the ACT, which WVDE requested to permit interested local educational agencies (LEAs) to administer as a locally selected, nationally recognized high school academic assessment in reading/language arts, mathematics and science, in place of the statewide high school assessments.

Section 1111(b)(2)(H) of the ESEA, as amended by the ESSA, permits a State to allow its LEAs to select and use, in lieu of the statewide assessment, a nationally recognized high school academic assessment in reading/language arts, mathematics, and science. As defined in 34 C.F.R. § 200.3(d), a nationally recognized high school academic assessment is "an assessment of high school students' knowledge and skills that is administered in multiple States and is recognized by institutions of higher education in those or other States for the purposes of entrance or placement into courses in postsecondary education or training programs." WVDE is offering its LEAs the option to administer the ACT in reading/language arts, mathematics and science in place of its statewide assessments in those subjects.

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

External peer reviewers and Department staff carefully evaluated WVDE's submission and the Department found, based on the evidence received, that the components of your assessment system meet many, but not all of the statutory and regulatory requirements of section 1111(b)(1) and (2) of the ESEA, as amended by the ESSA. Based on the recommendations from this peer review and our own analysis of the State's submission, I have determined the following:

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

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

- The ACT **substantially meets requirements** as locally selected, nationally recognized high school academic assessments in reading/language arts, mathematics and science in West Virginia.

Substantially meets requirements means that these components meet most of the requirements of the statute and regulations but some additional information is required. Because the ACT substantially meets requirements, and consistent with the information provided to States on May 17, 2017 (available here: <https://www2.ed.gov/admins/lead/account/saa/locallyselected72117.pdf>), WVDE may permit LEAs to administer the ACT in place of the statewide assessment beginning in the 2018-2019 school year.

The specific list of items required for WVDE to submit is enclosed with this letter. Within 30 days of receipt of this letter, WVDE must provide to the Department a plan and timeline by which it will submit the additional documentation. If adequate progress is not made in providing this information, the Department may take additional action.

In addition, the full peer review notes from the review are enclosed. These recommendations to the Department formed the basis of our determination. Please note that the peers' recommendations may differ from the Department's feedback; we encourage you to read the full peer notes for additional suggestions and recommendations for improving your assessment system beyond what is noted in the Department's feedback. 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.

If you have any questions, please contact my staff at: OSS.WestVirginia@ed.gov.

Sincerely,

/s/

Frank T. Brogan
Assistant Secretary for
Elementary and Secondary Education

Enclosures

cc: Vaughn Rhudy, Executive Director of Assessment

Critical Elements Where Additional Evidence is Needed to Meet the Requirements for West Virginia’s Use of the ACT as a Locally Selected Nationally Recognized High School Assessment

Critical Element	Additional Evidence Needed
1.2 – Coherent and Rigorous Academic Content Standards	<ul style="list-style-type: none"> Evidence that the State’s challenging academic content standards are aligned with entrance requirements for credit-bearing coursework in the State’s system of higher education and relevant State career and technical standards.
2.1 – Test Design and Development	<ul style="list-style-type: none"> Evidence that the ACT is aligned to the West Virginia academic content standards (e.g., an alignment study of the ACT with the State’s academic content standards). Evidence of the test design for the ACT that includes a balance of the cognitive demand (as expressed through depth of knowledge that is representative of the cognitive demand found within the State’s academic content standards).
3.1 – Overall Validity, including Validity Based on Content	<ul style="list-style-type: none"> The evidence requested for critical element 2.1 will also address this critical element. Evidence that the content of operational forms of the ACT is aligned with the State’s academic content standards.
3.2 – Validity Based on Cognitive Processes	<ul style="list-style-type: none"> Evidence of validity that the ACT taps the intended cognitive processes as represented in the State’s content standards (e.g., think-aloud labs, item analysis protocols, and surveys following test items).
4.1 – Reliability	<ul style="list-style-type: none"> Given the low reliability estimates for many subscale scores, if the State chooses to report subscales in each content area, West Virginia Department of Education (WVDE) must report the subscales with confidence intervals. Reliability and overall and CSEM by student group are needed.
4.7 – Technical Analysis and Ongoing Maintenance	<ul style="list-style-type: none"> Evidence that WVDE makes information about the technical quality of the ACT public, including on the State’s website.
5.2 – Procedures for Including English Learners	<ul style="list-style-type: none"> Evidence that all of the supports and accommodations available to English learners on the State’s high school assessment (the SAT) are also available to students in a local educational agency that participates in the ACT as a locally selected option.
5.3 – Accommodations	<ul style="list-style-type: none"> Evidence that the accommodations provided on the ACT do not alter the construct being assessed and allow meaningful interpretation of results. Evidence that the use of any non-allowable accommodations on the ACT will result in an invalid individual score result.
6.1 – State Adoption of Academic Achievement Standards for All Students	<ul style="list-style-type: none"> Evidence that the State has formally adopted academic achievement standards for the ACT science test, and applies these standards to all grades to which they apply. These standards must have at least three levels of achievement, descriptions of competencies associated with each, and scores differentiating among the levels.
6.2 – Achievement Standards-Setting	<ul style="list-style-type: none"> Evidence of a technically sound method and process that involved panelists with appropriate experience and expertise for setting

Critical Element	Additional Evidence Needed
	<p>academic achievement standards for the ACT science test that are comparable with standards from the State’s high school science assessment.</p> <ul style="list-style-type: none"> • Evidence to support the establishment of achievement standards for the State’s high school tests (the SAT) so that the comparability of the ACT’s concordant achievement standards can be evaluated.
<p>6.3 – Challenging and Aligned Academic Achievement Standards</p>	<ul style="list-style-type: none"> • Evidence of cut scores and achievement level descriptors on the ACT for all content areas (reading/language arts, mathematics, and science). • As noted in critical element 6.2, evidence to support the establishment of achievement standards for the State’s high school tests (the SAT) so that the comparability of the ACT’s concordant achievement standards can be more readily evaluated.
<p>6.4 – Reporting</p>	<ul style="list-style-type: none"> • Evidence that student reports: <ul style="list-style-type: none"> ○ Include the student’s academic achievement in terms of the State’s academic achievement standards. ○ Provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students. ○ Are provided in an understandable and uniform format. ○ To the extent practicable, are available in alternative formats (e.g., oral or written translations and accessible formats as needed).
<p>7.1 – State Procedures for the Use of Locally Selected, Nationally Recognized High School Academic Assessments</p>	<ul style="list-style-type: none"> • Evidence that the State has established technical criteria to use in its review of any submission of a locally selected, nationally recognized high school academic assessment; and • Evidence the State completed this review using its established technical criteria and found the ACT meets its criteria. • Evidence for critical elements 1.2, 2.1, and 3.1 are needed for this critical element in order to consider if the State has evaluated the alignment of the locally selected nationally recognized test.
<p>7.3 – Comparability of the Locally Selected Nationally Recognized High School Academic Assessments with the State Assessments</p>	<ul style="list-style-type: none"> • Evidence of comparability between the ACT and the statewide high school assessments (the SAT) (e.g., tables comparing reliability coefficients for the tests, in addition to correlations between the two tests already provided). • Evidence requested for critical elements 2.1, 3.1, and 6.2 are also needed to address this critical element.

STATE ASSESSMENT PEER REVIEW NOTES FOR West Virginia ACT Locally Selected

U. S. DEPARTMENT OF EDUCATION

Peer Review of State Assessment Systems

December 2018 State Assessment Peer Review Notes

for the West Virginia administration of the ACT as a locally selected nationally recognized high school test



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 WEST VIRGINIA

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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.

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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 WEST VIRGINIA

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

Critical Element 1.1 – State Adoption of Academic Content Standards for All Students

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic content standards:</u></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 schools and public school students in the State.</p>	<p>WV Evidence 01 – <i>WVBE Policy 2510 (2014), Assuring the Quality of Education: Regulations for Education Programs</i> §126-42-4.1.a.1, p. 3, indicates the West Virginia Board of Education’s responsibility for establishing high quality education standards for all education programs.</p> <p>WV Evidence 02 – WVBE Board Meeting Minutes Adoption of Policy 2520.3C, Next Generation Content Standards and Objectives for Science in West Virginia Schools, Section XXIX, p.9</p> <p>WV Evidence 03 – WVBE Board Meeting Minutes Adoption of Policies 2520.1A and 2520.2B College- and Career-Readiness Standards for English Language Arts and Mathematics respectively, Sections VII and VIII, pp. 3-4</p> <p>WV Evidence 04 – <i>Revision Process Documentation for West Virginia Board of Education Policies 2520.1A and 2520.2B</i>, December 2015, pp. 4-94</p> <p>WV Evidence 05 – <i>WVBE Policy 2520.1A, West Virginia College- and Career-Readiness Standards for English Language Arts</i>, §126-44AA, p. 3</p> <p>WV Evidence 06 – <i>WVBE Policy 2520.2B, West Virginia College- and Career-Readiness Standards for Mathematics</i>, §126-44BB, p. 3</p> <p>WV Evidence 07 – <i>WVBE Policy 2520.3C, Next Generation content Standards and Objectives for Science in West Virginia Schools</i>, §126-44CC, p. 3</p>	<p>Standards were adopted in all three content areas. [WV02, WV03]</p> <p>West Virginia University conducted academic spotlight meetings. The meetings involved independent reviews by educators and K-12 administrators, not by anybody in higher education. The spotlight meetings included an extensive focus on comparing WV’s 2011 standards with WV’s 2015 standards. The reviews were formative in that they led to changes in the 2015 standards, rather than being summative and focused on whether final standards are challenging or aligned with college entrance requirements. [WV04, WV23]</p> <p>WV01, WV02, and WV03 provide adequate evidence that the State has adopted rigorous content standards in reading/language arts, mathematics, and science. The additional evidence provided by the State [WV4-7, WV23] reflects the organization and comprehensive nature of the standards and stakeholder review and input.</p> <p>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 WEST VIRGINIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	WV Evidence 23 – Academic Spotlight Educator Review Committee	
Section 1.1 Summary Statement		
<input checked="" type="checkbox"/> No additional evidence is required		

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

STATE ASSESSMENT PEER REVIEW NOTES FOR WEST VIRGINIA

Critical Element 1.2 – Challenging Academic Content Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic content standards:</u> The State’s challenging academic content standards in reading/language arts, mathematics, and science are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards.</p>	<p>WV Evidence 04 – <i>Revision Process Documentation for West Virginia Board of Education Policies 2520.1A and 2520.2B</i>, December 2015, pp. 4-94</p> <p>WV Evidence 05 – <i>WVBE Policy 2520.1A, West Virginia College- and Career-Readiness Standards for English Language Arts</i>, §126-44AA, p. 3</p> <p>WV Evidence 06 – <i>WVBE Policy 2520.2B, West Virginia College- and Career-Readiness Standards for Mathematics</i>, §126-44BB, p. 3</p> <p>WV Evidence 07 – <i>WVBE Policy 2520.3C, Next Generation content Standards and Objectives for Science in West Virginia Schools</i>, §126-44CC, p. 3</p>	<p>Additional evidence is needed to show these standards are aligned with college readiness (e.g., Independent review of the standards in each content area by an expert or experts at institutions of higher education). As currently stated, the involvement of institutions of higher education in the review process with regard to the final standards is unclear.</p> <p>West Virginia University and Marshall University hosted the academic spotlight meetings. The meetings involved independent reviews by educators and K-12 administrators, not by anybody in higher education. The spotlight meetings included an extensive focus on comparing WV’s 2011 standards with WV’s 2015 standards. The reviews were formative in that they led to changes in the 2015 standards, rather than being summative and focused on whether final standards are challenging or aligned with college entrance requirements. [WV04, WV23]</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"> Additional evidence the State’s content standards are aligned with college readiness (e.g., Independent review of the standards in each content area by an expert or experts at institutions of higher education). As currently stated, the involvement of institutions of higher education in the review process with regard to the final standards is unclear. 		

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 WEST VIRGINIA

Critical Element 1.3 – Required Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State’s assessment system includes annual general and alternate assessments aligned with <u>grade-level academic achievement standards</u> or alternate academic achievement standards in:</p> <ul style="list-style-type: none"> • Reading/language arts (R/LA) and mathematics in each of grades 3-8 and at least once in high school (grades 9-12); • Science at least once in each of three grade spans (3-5, 6-9 and 10-12). <p>AND</p> <p>The State’s <u>academic content assessments</u> must be the same assessments administered to all students in the tested grades, with the following exceptions:</p> <ul style="list-style-type: none"> • Students with the most significant cognitive disabilities may take an alternate assessment aligned with alternate academic achievement standards. • A State may permit an LEA to administer a nationally recognized high school academic assessment in lieu of the State high school assessment if certain conditions are met. • A State that administers an end-of-course high school mathematics assessment may exempt an 8th grade student from the mathematics assessment typically administered in 	<p>WV Evidence 10 – WVBE Policy 2340, West Virginia Measures of Academic Progress, §126-14-4, pp. 8 – 10</p> <p>WV Evidence 11 – Guidelines for Participation in West Virginia State Assessments, p. 15</p> <p>WV Evidence 12 – WV Code §18-2E-5, Administration of High School assessment at grade 11, pp. 3 - 4</p> <p>WV Evidence 13 – WV House Bill 2711 - Legislation changing code regarding assessing students in Grade 11, p. 8</p> <p>WV Evidence 14 – WVBE Board Meeting Minutes 2 14 18</p> <p>WV Evidence 25 – Procedures for Handling District Requests to Use ACT in lieu of SAT School Day</p> <p>WV Evidence 26 – Survey of Local Districts regarding administration of the ACT instead of the state-provided SAT School Day</p> <p>WV Evidence 27 – Survey Results regarding Administration of ACT instead of the state-provided SAT School Day</p> <p>WV Evidence 32 – Letter from State Superintendent regarding possible use of ACT instead of SAT School Day that accompanied the survey materials.</p>	<p>evidence indicates that all required grades and subjects are assessed, and that all students are provided the same general assessments (or the same alternate assessments, as applicable). the one exception is the State’s allowing the use of the ACT in lieu of the SAT for high school testing in LEAs that wish to pursue that flexibility.</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 WEST VIRGINIA

<p>eighth grade and allow the student to take the State end-of-course mathematics test instead.</p> <ul style="list-style-type: none"> • The Department may have approved the State, under the Innovative Assessment Demonstration Authority, to permit students in some LEAs to participate in a demonstration assessment system in lieu of participating in the State assessment. 		
Section 1.3 Summary Statement		
x <input type="checkbox"/> No additional evidence is required.		

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

STATE ASSESSMENT PEER REVIEW NOTES FOR WEST VIRGINIA

Critical Element 1.4 – Policies for Including All Students in Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<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, policies state that all students with disabilities in the State, including those children 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 ELs: <ul style="list-style-type: none"> ○ Policies state that all ELs must be included in all aspects of the content assessment system, unless the State has chosen the statutory option for recently arrived ELs under which such ELs are exempt from one administration of its reading/ language arts assessment. ○ If a State has developed native language assessments for ELs in R/LA, ELs must be assessed in R/LA 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 	<p><u>WV Evidence 10 – WVBE Policy 2340, West Virginia Measures of Academic Progress, §126-14-4, pp. 8-9</u></p> <p><u>WV Evidence 11 – Guidelines for Participation in West Virginia State Assessments, p. 16, p. 26, pp. 37 – 66, 67 – 75</u></p> <p><u>WV Evidence 15 – Agenda for District Test Coordinator Meeting December 2017</u></p> <p><u>WV Evidence 17 – Weekly Wednesday Webinar PowerPoint, 2 28 2018</u></p> <p>WV Evidence 18 – WVBE Policy 2419, Regulations for the Education of Students with Exceptionalities, pp. 1, 2, 10, 56.</p> <p>WV Evidence 19 – Navigating the Online IEP Accommodations component</p> <p>WV Evidence 20 – W.Va. Code §18-20-1 (b), Education of Exceptional Children, p. 2</p>	<p>Evidence clearly establishes that the State requires the inclusion of all public elementary and secondary school students in the assessment system, including students with disabilities (including children with disabilities publicly placed in private schools) and English learners.</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 WEST VIRGINIA

<p>language assessments for a period not to exceed two additional consecutive years.</p> <ul style="list-style-type: none"> ○ If the State uses the flexibility for Native American language schools and programs: (1) the State provides the content assessment in the Native American language to all students in the school or program; (2) the State submits such content assessment for peer review as part of its State assessment system; and (3) the State continues to provide ELP assessments and services for ELs as required by law. The State must assess in English the students' achievement in R/LA in high school. 		
<p>Section 1.4 Summary Statement</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 WEST VIRGINIA

Critical Element 1.5 – Meaningful Consultation in the Development of Challenging State Standards and Assessments

(Note: this is a new requirement under ESSA, so it does not apply to standards and assessments adopted prior to the passage of ESSA (December 2015)).

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State has developed or amended challenging academic standards and assessments, the State has conducted meaningful and timely consultation with:</p> <ul style="list-style-type: none"> • State leaders, including the Governor, members of the State legislature and State board of education (if the State has a State board of education). • Local educational agencies (including those located in rural areas). • Representatives of Indian tribes located in the State. • Teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents. 	<p>WV Evidence 04 – <i>Revision Process Documentation for West Virginia Board of Education Policies 2520.1A and 2520.2B</i></p> <p>WV Evidence 13 – WV House Bill 2711, p. 8</p> <p>WV Evidence 21 – Press Releases November 2015 through 2017 regarding the changes to standards and assessments in WV</p> <p>WV Evidence 22 – Screen Shot of Academic Spotlight Website that addressed questions regarding standards raised during stakeholder meetings across the state in the fall of 2015.</p>	<p>In developing, revising, and adopting new academic content standards, evidence indicates that the State did conduct consultation with State leaders, local educational agencies, educators and parents. The evidence is not clear if representatives of Indian tribes located in the state were consulted.</p>
Section 1.5 Summary Statement		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that representatives of Indian tribes located in the state were consulted in the development of academic content standards. 		

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

STATE ASSESSMENT PEER REVIEW NOTES FOR WEST VIRGINIA

SECTION 2: ASSESSMENT SYSTEM OPERATIONS

Critical Element 2.1 – Test Design and Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State’s test design and test development process is well-suited for the content, is technically sound, aligns the assessments to <u>the depth and breadth of the State’s academic content standards</u> for the grade that is being assessed 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 depth and breadth of <u>the State’s grade-level academic content standards</u> and support the intended interpretations and uses of the results. • Processes to ensure that each academic assessment is tailored to the knowledge and skills included in <u>the State’s academic content standards</u>, 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 and intended uses and interpretations of results. 	<p>ACT has submitted, on behalf of the State of West Virginia, narrative and supporting evidence related to 2.1 – Test Design and Development. Please refer to the response in Critical Element 2.1 within ACT’s submission for peer review.</p> <p>Alignment:</p> <ul style="list-style-type: none"> • Evidence #[1]: How ACT Assessments Align with State College and Career Readiness Standards. • Evidence #[2]: ACT Independent Alignment Report. • Evidence #[3]: ACT Alignment Updates. • Evidence #[4a]: ACT Crosswalk Study Memo • Evidence #[4b]: ACT Crosswalk Study Appendix <p>Statement of purpose and intended interpretations:</p> <ul style="list-style-type: none"> • Evidence #[5]: ACT Technical Manual for the statement of purpose (see pp. 1.1-1.7) and information about the College Readiness Benchmarks (pp. 8.9-8.10). • Evidence #[6]: Using Your ACT Results, which is written for students to understand score interpretations and reporting. <p>Test blueprints:</p> <ul style="list-style-type: none"> • Evidence #[5]: ACT Technical Manual includes <ul style="list-style-type: none"> ○ English Test Blueprint (pp. 3.1-3.3) ○ Mathematics Test Blueprint (pp. 3.4-3.10) ○ Reading Test Blueprint (pp. 3.10-3.12) ○ Writing Test Blueprint (pp. 3.15-3.20) ○ Scoring procedures (p. 2.9-2.11). <p>Processes:</p> <ul style="list-style-type: none"> • Evidence #[5]: ACT Technical Manual 	<p>The State defers much of this evidence to ACT. ACT provides evidence of alignment between WV standards and Wisconsin (WI) standards, and then provides evidence of alignment of the ACT tests to the WI standards.</p> <p>One post-doctoral scholar and one doctoral student systematically analyzed alignment between WV and WI high school ELA and mathematics standards. They concluded the standards are “not substantially different.” [ACT04a].</p> <p>The March 2018 Peer Review notes list the following is needed:</p> <ul style="list-style-type: none"> • For R/LA AA-AAAS in grades 3-8 and high school (DLM-YE), WVDE must provide: <ul style="list-style-type: none"> ○ Evidence that the assessment design measures the State’s academic content standards, including the language domain, or presents an explanation as to why this domain was not included. <p>Evidence 28 provides an explanation for why the speaking and listening domain has not been included, however, it is unclear if sufficient evidence has been provided for these criteria in relation to the ACT.</p> <p>The Wisconsin alignment study, conducted by Davis-Becker and Wiley, does not directly support the alignment of WV standards to the ACT College and Career Readiness (CCR) standards. The alignment memo, produced by the University of Iowa under contract with ACT, indicates that findings from a cross-walk study of the Wisconsin standards and the West Virginia CCR Standards for Mathematics had some differences. [Of the individual standards compared, 110 (68%) have no difference; 46</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 WEST VIRGINIA

<ul style="list-style-type: none"> • If the State administers a computer-adaptive assessment, it makes proficiency determinations with respect to the grade in which the student is enrolled and uses that determination for all reporting. • If the State administers a content assessment that includes portfolios, such assessment may be partially administered through a portfolio but may not be <i>entirely</i> administered through a portfolio. 	<ul style="list-style-type: none"> ○ Test development process (pp. 2.1-2.9) ○ College and Career Readiness Standards (pp. 8.1-8.9) ○ Technical Characteristics of State and District Test (p. 16.5) <ul style="list-style-type: none"> • Evidence #[7]: Fairness Report for the ACT Tests (pp. 2-5). <p>Evidence #[8]: National Curriculum Survey (2012). Figure 1 illustrates different processes and sources of evidence used to inform ACT test blueprints (p. 2, Figure 1).</p> <p>In addition to the evidence submitted by ACT, West Virginia offers the following additional evidence in support of Critical Element 2.1:</p> <p><u>WV Evidence 10 – WVBE Policy 2340, West Virginia Measures of Academic Performance.</u></p> <ul style="list-style-type: none"> • §126-14-2, Page 1, includes a statement of the purpose of the assessment program. <p>WV Evidence 12 – WV Code 18-2E-5d – Establishment of a statewide student assessment program, p. 3</p> <p>WV Evidence 28 – Waiver Letter for Speaking and Listening from USDE</p> <p>WV Evidence 29 – Extension of Waiver for Speaking and Listening through 2018-19 from USDE</p> <ul style="list-style-type: none"> • Page 2 indicates the waiver applies to 2016-2017, 2017-2018, and 2018-2019 	<p>(28%) have some, non-substantive differences; and 6 (4%) standards used in West Virginia are not in the Wisconsin standards.] Comparisons to West Virginia’s High School English Language Arts Standards indicate that of the Grade 11 standards compared, 8 (20%) have no difference, and 33 (80%) have some, non-substantive differences. Of the Grade 12 standards compared, 4 (10%) have no difference and 37 (90%) have some, non-substantive differences. Another concern is that evidence provided indicates that 4% of the West Virginia standards were not included in the Wisconsin standards. Though this is a small percentage of standards, it is unclear how and if these standards are assessed on the ACT. If these standards are not assessed on the ACT, it is unclear how this evidence addresses the criteria of having processes to ensure that each academic assessment is tailored to the knowledge and skills included in West Virginia’s content standards.</p> <p>It is unclear why West Virginia did not conduct an alignment study that directly examines the alignment of the ACT standards with State standards, in order to provide evidence that each academic assessment is tailored to the knowledge and skills included in the State’s academic content standards. Although ACT is planning to address gaps and weaknesses in alignment with Wisconsin standards, as noted in the ACT Alignment Updates document, the provided evidence does not clearly meet the criteria for critical element 2.1 for WV.</p> <p>Based on the evidence provided, peers have concerns related to the cross-walk study that relates the WV standards to the WI standards; specifically, peers have questions about what constitutes a “non-substantive” difference.</p> <p>A statement of purpose is included [ACT05].</p> <p>Blueprints depict percentages by reporting categories and DOK levels (as well as by formats). Blueprints do not show</p>
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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.

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		<p>item frequencies or percentages by “category by DOK level combination.” [ACT05]</p> <p>The State indicated in their peer review submission that only the paper form is currently used.</p> <p>The criteria for critical element 2.1 states “The State’s test design and test development process is well-suited for the content, is technically sound, aligns the assessments to <u>the depth and breadth of the State’s academic content standards</u> for the grade that is being assessed.” To meet this criteria, clear evidence is needed of a balance of DOK within the blueprint for the WV description of the test. The evidence provided is confusing, because the ACT uses a 3-point classification scale for DOK and the WI alignment study uses a 4-point classification scale for DOK. Evidence that the test blueprint is representative of the DOK of WV content standards is needed.</p>
Section 2.1 Summary Statement		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that supports the ACT is aligned to WV content standards (e.g., Alignment study between the ACT tests and WV standards). • Clear evidence of a balance of DOK that is representative of the WV content standards within the blueprint for the WV description of the test. 		

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 WEST VIRGINIA

Critical Element 2.2 – Item Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State uses reasonable and technically sound procedures to develop and select items to:</p> <ul style="list-style-type: none"> Assess student achievement based on the <u>State's academic content standards</u> in terms of content and cognitive process, including higher-order thinking skills. 	<p>NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT</p>	<p>NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT</p>
<p>Section 2.2 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required or NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT</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 WEST VIRGINIA

Critical Element 2.3 – Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<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 general and special education teachers, paraprofessionals, teachers of ELs, specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities; • 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>ACT has submitted, on behalf of the State of West Virginia, narrative and supporting evidence related to 2.3 – Test Administration. Refer to the response in Critical Element 2.3 within ACT’s submission for peer review.</p> <ul style="list-style-type: none"> • Evidence #[9]: The ACT Test Administration Manual: State and District Testing <ul style="list-style-type: none"> ○ ACT state and district testing policies and procedures (pp. 1-3). ○ Test facility requirements (pp. 4-6). ○ Testing staff requirements (pp. 7-9). ○ Test administrator training session outline and topics for discussion (pp. 66-68). <p>Training:</p> <ul style="list-style-type: none"> • Evidence #[10]: Test Coordinator Information Manual <ul style="list-style-type: none"> ○ Test coordinator is expected to participate in training conducted by ACT (if previously untrained) (pp. 14-15). ○ Test coordinator is responsible for training room supervisors and proctors (pp. 19-21). • Evidence #[9]: ACT Test Administration Manual: State and District Testing <ul style="list-style-type: none"> ○ All staff are expected to participate in training (p. 8). <p>Training session outline and topics for discussion for the training conducted by the test coordinator (pp. 66-68).</p> <p>In addition to the evidence submitted by ACT, West Virginia offers the following additional evidence in support of Critical Element 2.3:</p> <p>WV Evidence 10 – WVBE Policy 2340, Measures of</p>	<p>Standardized procedures are clear, thorough, and consistent. [ACT09, WV10]</p> <p>Training procedures are established for administering assessments including use of appropriate accommodations. [ACT10, WV10]</p> <p>The State indicated in their peer review submission that only the paper form is currently used.</p> <p>The evidence presented for this critical element is sufficient to meet the requirements.</p> <p>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 WEST VIRGINIA

	<p><i>Academic Progress</i>, §126-14-5 through §126-14-7, pp. 10-17, includes specific procedures and requirements to ensure 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.</p> <p><u>WV Evidence 11 – Guidelines for Participation in West Virginia State Assessments, p. 16</u></p> <p><u>WV Evidence 24 – West Virginia Statewide Assessment Technology Contingency Plan</u></p> <p><u>WV Evidence 31 – PowerPoint from December 2017 DTC Meeting</u></p> <p><u>WV Evidence 33 – District Test Coordinators Meeting Agenda 9 14 2018</u></p> <p><u>WV Evidence 34 – Scribe Verification Form</u></p>	
Section 2.3 Summary Statement		
<input checked="" type="checkbox"/> No additional evidence is required		

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

STATE ASSESSMENT PEER REVIEW NOTES FOR WEST VIRGINIA

Critical Element 2.4 – Monitoring Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<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. Monitoring of test administration should be demonstrated for all assessments in the State system: the general academic assessments and the AA-AAAS.</p>	<p>Standardization of administration: •Evidence #[9]: ACT Test Administration Manual: State and District Testing Information on test room starting time, general announcement to examinees, distribution of test materials, sequence of tests, timing of tests, checking calculators during Test 2, calculators, checking for prohibited behavior, breaks, examinees who leave a test and return, guessing (pp. 30-35). Verbal instructions for standard time testing (pp. 42-57). Authorized observers where the district is provided opportunity for site visits on the day of testing (p. 2).</p> <p>In addition to the evidence submitted by ACT, West Virginia offers the following additional evidence in support of Critical Element 2.4:</p> <p>WV Evidence 10 – WVBE Policy 2340, West Virginia Measures of Academic Progress, §126-14-5.2d, p. 11.</p> <p>WV Evidence 11 – Guidelines for Participation in West Virginia State Assessments, p. 16.</p> <p>WV Evidence 17 – Weekly Wednesday Webinar PowerPoint, 2 28 2018</p> <p>WV Evidence 35 – WVS.326 monitoring form</p> <p>WV Evidence 36 – WVGSA School Test Administration Monitoring Checklist</p>	<p>Evidence indicates that the State monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.</p>
<p>Section 2.4 Summary Statement</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 WEST VIRGINIA

Critical Element 2.5 – Test Security

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<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 (both during test development and at time of test administration), 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. • Application of test security procedures to all assessments in the State system: the general academic assessments and the AA-AAAS. 	<p>ACT has submitted, on behalf of the State of West Virginia, narrative and supporting evidence related to 2.5 – Test Security. Refer to the response in Critical Element 2.5 within ACT’s submission for peer review.</p> <p>Prevention:</p> <ul style="list-style-type: none"> • Evidence #[9]: ACT Test Administration Manual: State and District Testing <ul style="list-style-type: none"> ○ Preparing facilities for the test (pp. 4-6). ○ Testing staff requirements (pp. 7-9). ○ Information about securing test materials before, during, and after testing and secure distribution of test materials (pp. 10, 25, 30-34, 61-65). ○ Instructions for test day, including admitting examinees and prohibited items (pp. 26-29). <ul style="list-style-type: none"> ○ Information about test administration procedures (pp. 30-35). ○ Verbal instructions for standard test administration (pp. 42-57). ○ Anonymous security hotline as well as ACT test security principles (p. 73). <p>Training:</p> <ul style="list-style-type: none"> • Evidence #[10]: Test Coordinator Information Manual <ul style="list-style-type: none"> ○ Test coordinator is expected to participate in training conducted by ACT (if previously untrained) (pp. 14-15). ○ Test coordinator is responsible for training room supervisors and proctors (pp. 19-21). • Evidence #[9]: ACT Test Administration Manual: State and District Testing <ul style="list-style-type: none"> ○ All staff are expected to participate in 	<p>The evidence is detailed and sufficient for prevention of assessment irregularities. [ACT09, ACT10]</p> <p>The procedures for detection of test irregularities are appropriate. [ACT09, ACT11]</p> <p>The procedures for remediation of test irregularities are appropriate. [ACT11]</p> <p>The evidence of investigation procedures include requirement that all staff cooperate, an online submission form for irregularities, and a blank table for recording irregularities. [ACT09, WV37, WV38]</p> <p>Test security is thoroughly addressed in WV legal policy. [WV10]</p> <p>The evidence presented for this critical element is thorough and adequate.</p> <p>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 WEST VIRGINIA

	<p>training (p. 8).</p> <ul style="list-style-type: none"> ○ Training session outline and topics for discussion for the training conducted by the test coordinator (pp. 66-68). <p>Detection:</p> <ul style="list-style-type: none"> ● Evidence #[11]: Procedures for Investigating Testing Irregularities and Questioned Test Scores <ul style="list-style-type: none"> ○ Describes irregularities that may result in a review of an individual’s test scores and how the irregularities are identified and reviewed (pp. 1-2). <p>Irregularities:</p> <ul style="list-style-type: none"> ● Evidence #[9]: ACT Test Administration Manual: State and District Testing <ul style="list-style-type: none"> ○ Reporting incidents (irregularities) (pp. 71-73). ○ Irregularities and the cancelling of scores (p. 36-41). ○ Consequences for violations of test security (p. 10). ● Evidence #[12]: Terms and Conditions: Testing Rules and Policies for the ACT <ul style="list-style-type: none"> ○ Non-scoring and cancelling scores (pp. 2-3). <p>Remediation:</p> <ul style="list-style-type: none"> ● Evidence #[11]: Procedures for Investigating Testing Irregularities and Questioned Test Scores <ul style="list-style-type: none"> ○ Options for examinees whose scores are reviewed (pp. 3-4). <p>Investigation:</p> <ul style="list-style-type: none"> ● Evidence #[9]: ACT Test Administration Manual: State and District Testing <ul style="list-style-type: none"> ○ Expectations for staff cooperation in any investigations (p. 1). 	
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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 WEST VIRGINIA

	<p>In addition to the evidence submitted by ACT, West Virginia offers the following additional evidence in support of Critical Element 2.5:</p> <p><u>WV Evidence 10 – WVBE Policy 2340, West Virginia Measures of Academic Progress</u>, §126-14-7, pp. 15 -17, and §126-14-8, pp. 17 – 20.</p> <p>WV Evidence 36 – WVGSA School Test Administration Monitoring Checklist</p> <p>WV Evidence 37 – Test Security Incident Log</p> <p>WV Evidence 38 – WV Office of Assessment Investigative Database</p>	
<p>Section 2.5 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 WEST VIRGINIA

Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<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-related data in test administration, scoring, 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>ACT has submitted, on behalf of the State of West Virginia, narrative and supporting evidence related to 2.6 – Systems for Protecting Data Integrity and Privacy. Refer to the response in Critical Element 2.6 within ACT’s submission for peer review.</p> <p>Testing Materials:</p> <ul style="list-style-type: none"> • Evidence #[9]: ACT Test Administration Manual: State and District Testing. <ul style="list-style-type: none"> ○ Information about securing test materials before, during, and after testing and secure distribution of test materials (pp. 10, 25, 30-34, 61-65). <p>Test-related data and personally identifiable information:</p> <p>ACT has two policies for protecting student-level data and personally identifiable information.</p> <ul style="list-style-type: none"> • Evidence #[13]: ACT Privacy Policy, which provides detail to examinees on the use and protection of data. <p>Evidence #[14]: ACT Information Security Policy. ACT Information Security Program Summary. The document is for internal ACT staff to protect test materials, test-related data, and personally identifiable information.</p> <p>In addition to the evidence submitted by ACT, West Virginia offers the following additional evidence in support of Critical Element 2.6:</p> <p>WV Evidence 10 – WVBE Policy 2340, West Virginia Measures of Academic Progress, §126-14-7, pp. 15 -17 and §126-14-8, pp. 17 – 20.</p> <p>WV Evidence 39 – Data Access and Management</p>	<p>Documents collectively indicate WV has procedures in place to protect the integrity and confidentiality of the assessments and the students. [WV10, WV39-45, ACT09, ACT13, ACT14]</p> <p>Per the peer review submission, data is redacted for groups of fewer than 10. WV staff also engage in suppression of small cell size percentages that could be calculated using simple arithmetic.</p> <p>The evidence presented for this critical element is thorough and complete.</p>

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

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	<p>Guidance</p> <p>WV Evidence 40 – <i>WVBE Policy 4350, Procedures for the Collection, Maintenance, and Disclosure of Student Information</i></p> <p>WV Evidence 41 – WV Code §18-2-5h, the Student Data Accessibility, Transparency, and Accountability Act</p> <p>WV Evidence 42 – AIR – WV Student Data Agreement (sample of data agreement required of testing vendors)</p> <p>WV Evidence 43 – ZoomWV/Edvantage Solution Security Document</p> <p>WV Evidence 44 – Data Privacy PowerPoint</p> <p>WV Evidence 45 – WV Data Use Agreement Example</p>	
<p>Section 2.6 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 WEST VIRGINIA

SECTION 3: TECHNICAL QUALITY – VALIDITY

Critical Element 3.1 – Overall Validity, Including Validity Based on Content

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate overall validity evidence for its assessments consistent with nationally recognized professional and technical testing standards. The State’s validity evidence includes evidence that:</p> <p><u>The State’s academic assessments</u> 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), , balance of content, and cognitive complexity; • Documentation that the assessments address the depth and breadth of the content standards; • If the State has adopted alternate academic achievement standards and administers alternate assessments aligned with those standards, the assessments show adequate alignment to the State’s academic content standards for the grade in which the student is enrolled in terms of content match (i.e., no unrelated content) and the breadth of content and cognitive complexity determined 	<p>ACT has submitted, on behalf of the State of West Virginia, narrative and supporting evidence related to 3.1 – Overall Validity, Including Validity Based on Content. Refer to the response in Critical Element 3.1 within ACT’s submission for peer review.</p> <p>Alignment</p> <ul style="list-style-type: none"> • Evidence #[2]: ACT Independent Alignment Report. • Evidence #[3]: ACT Alignment Updates. • Evidence #[4a]: ACT Crosswalk Study Memo • Evidence #[4b]: ACT Crosswalk Study Appendix <p>Content Validity</p> <ul style="list-style-type: none"> • Evidence #[5]: ACT Technical Manual. <ul style="list-style-type: none"> ○ The technical manual for the ACT assessment includes a chapter on Validity Evidence, which provides descriptions of studies providing validity evidence for the use and interpretation of ACT Assessment test scores (Chapter 11, pp. 11.1-11.95). ○ ACT scores are comparable across National and State administrations (p. 16.11) • Evidence #[15]: ACT Writing Test Technical Report. Includes results of various studies that demonstrate overall validity of the optional Direct Writing (ACT-W) Test. <ul style="list-style-type: none"> ○ Relationship between ACT-W scores and writing-intensive college courses (pp. 13-17). • Evidence #[7]: Fairness Report for the ACT Tests. Includes information about the reviews of items and forms (pp. 3-10). 	<p>The State defers much of this evidence to ACT. ACT provides evidence of alignment between WV standards and Wisconsin (WI) standards, and then provides evidence of alignment between the ACT tests and the WV standards.</p> <p>One post-doctoral scholar and one doctoral student systematically analyzed alignment between WV and WI high school ELA and mathematics standards. They concluded the standards are “not substantially different.” [ACT04a].</p> <p>This strategy is not as direct as an alignment study between the ACT tests and the WV standards.</p> <p>Peers do not feel the alignment study between the ACT tests and the WI standards is sufficient for WV. In addition, multiple concerns were noted in the WI alignment study: a) In mathematics some ACT CCR standards (44%) and items (25%) targeted lower grade levels; b) although WI standards targeted DOK 2 and 3 exclusively in English and Mathematics, ACT items/tasks targeted DOK 1 through 4; and c) the amount of alignment varied across standards resulting in “some standards and domains not meeting the criteria recommended for Webb’s alignment criteria.” [ACT02]</p> <p>The process for authoring items with the intended content is described. [ACT05]</p> <p>See similar comments under critical element 2.1.</p> <p>In addition to the concerns expressed for critical element 2.1, peers have a concern about the depth of knowledge coverage of the WV standards by the ACT items.</p>

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

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in test design to be appropriate for students with the most significant cognitive disabilities.	<ul style="list-style-type: none"> • Evidence #[16]: Content Review Panel Instructions (Reading) 	
Section 3.1 Summary Statement		
___ No additional evidence is required or _X_ The following additional evidence is needed/provide brief rationale: Evidence is needed to support content validity of the ACT. This need is indicated by the lack of evidence of alignment between the ACT tests and the WV content standards; the following are requested as stated in critical element 2.1: <ul style="list-style-type: none"> • Evidence that supports the ACT is aligned to WV content standards (e.g., Alignment study between the ACT tests and WV standards). • Clear evidence of a balance of DOK that is representative of the WV content standards within the blueprint for the WV description of the test. 		

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

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Critical Element 3.2 – Validity Based on Cognitive Processes

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<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>ACT has submitted, on behalf of the State of West Virginia, narrative and supporting evidence related to 3.2 – Validity Based on Cognitive Processes. Refer to the response in Critical Element 3.2 within ACT’s submission for peer review.</p> <p>Expert judgment.</p> <ul style="list-style-type: none"> • Evidence #[5]: ACT Technical Manual. <ul style="list-style-type: none"> ○ Information about item reviews (pp. 2.6 - 2.7 and p. 2.8). • Evidence #[7]: Fairness Report for the ACT Tests. <ul style="list-style-type: none"> ○ Guidelines and qualifications for review panels (pp. 14-16). ○ Review of field test items (p. 4-10). 	<p>The State did not provide evidence of validity based on students using the intended cognitive processes to complete assessments. Strong examples of such evidence include think aloud labs, item analysis protocols (i.e., prompts to students to describe their thought processes following item completion), and surveys following test items that directly address cognitive strategies used.</p> <p>See reviewers’ comments related to critical elements 2.1 and 3.1 regarding the alignment to WV’s academic content standards.</p>
<p>Section 3.2 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale: Evidence of validity based on students using the intended cognitive processes to complete assessments. Strong examples of such evidence include think aloud labs, item analysis protocols (i.e., prompts to students to describe their thought processes following item completion), and surveys following test items that directly address cognitive strategies used.</p>		

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

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Critical Element 3.3 – Validity Based on Internal Structure

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<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 <u>academic content standards</u>.</p>	<p>ACT has submitted, on behalf of the State of West Virginia, narrative and supporting evidence related to 3.3 – Validity Based on Internal Structure. Refer to the response in Critical Element 3.3 within ACT’s submission for peer review.</p> <p>Subscore structures and DIF:</p> <ul style="list-style-type: none"> • Evidence #[17]: Peer Review Report on the ACT for West Virginia <ul style="list-style-type: none"> ○ Correlation matrices (pp. 1-4) ○ Factor analysis (pp. 4-6) ○ Differential item functioning (pp. 10-13). <p>English and Writing Subscores:</p> <ul style="list-style-type: none"> • Evidence #[15]: ACT Writing Test Technical Report (2009). Includes results of analyses that demonstrate overall validity of the optional Direct Writing (ACT-W) Test. <p>Relationship between ACT-W scores and writing-intensive college courses (Tables 9-12, pp. 13-17).</p>	<p>Correlations among mathematics, science, and English or reading scores were acceptable (r's > .80). Correlations among reporting areas within content areas (i.e., subscale scores) were also mostly acceptable. Confirmatory factor analytic results were appropriate (RMSEA < .04) in each content area. Overall evidence was strong in this element for these content areas. [ACT17]</p>
<p>Section 3.3 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • 		

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

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Critical Element 3.4 – Validity Based on Relations to Other Variables

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.	NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT	NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT
Section 3.4 Summary Statement		
<input checked="" type="checkbox"/> No additional evidence is required or NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT		

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

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SECTION 4: TECHNICAL QUALITY – OTHER

Critical Element 4.1 – Reliability

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<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 consistent with nationally recognized professional and technical testing standards. If the State’s assessments are implemented in multiple States, measures of reliability for the assessment overall and each student group consistent with nationally recognized professional and technical testing standards, 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, including any domain or component sub-tests, as applicable; • Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results; • For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of <u>a student’s academic achievement</u>. 	<p>ACT has submitted, on behalf of the State of West Virginia, narrative and supporting evidence related to 4.1 – Reliability. Refer to the response in Critical Element 4.1 within ACT’s submission for peer review.</p> <p>Overall reliability, including standard error of measurement:</p> <ul style="list-style-type: none"> • Evidence #[5]: ACT Technical Manual. The technical manual for the ACT assessment includes a chapter on reliability evidence, (Chapter 10, pp. 10.1-10.17). Reliability evidence includes: <ul style="list-style-type: none"> ○ Reliability and SEM for the ACT Test Scores (pp. 10.1-10.2) ○ Reliability and SEM for ACT Reporting Scores (pp. 10.2-10.4) ○ Conditional Standard Errors of Measurement for the ACT (pp. 10.5-10.6) ○ Reliability, CSEM, and Agreement Indices for the ACT Writing Test (pp. 10.6-10.8) ○ CSEM for Composite Scores (pp. 10.8-10.10) ○ CSEM for STEM and ELA Scores (pp. 10.11-10.14) • Evidence #[17]: Peer Review Report on the ACT Assessment for West Virginia (pp. 7-8). <p>Classification consistency:</p> <ul style="list-style-type: none"> • Evidence #[17]: Peer Review Report on the ACT Assessment for West Virginia (pp. 9-10). • Evidence #[5]: ACT Technical Manual <ul style="list-style-type: none"> ○ Classification consistency analysis (pp. 10.4-10.5) 	<p>Median reliabilities for content areas were acceptable ($r's \geq .85$). Median reliabilities for some reporting areas (i.e., subscales) were too low; one area of English, all five areas of mathematics, two areas of reading, and two areas of science had reliabilities below .7. Many were below .6. [ACT05]</p> <p>Agreement indices were acceptable across writing domain scores (perfect agreement $> .5$, perfect + adjacent agreement $> .9$). Based on a 2003 reliability study, inter-rater agreement was high ($r's = .92$ to $.94$), the generalizability coefficient was .64, the variance component for persons was 63%, and the reliability component of an English/Writing composite was .91. [ACT15]</p> <p>The overall and conditional SEMs were acceptable across content areas. [ACT05].</p> <p>The median classification consistencies were acceptable ($> .80$) across content areas. The median classification consistencies were too low ($< .70$) on four of five subscales in mathematics and on one subscale in reading. [ACT05]</p> <p>Classification consistencies were acceptable ($> .80$ for two levels) for reading and mathematics across genders and ethnicities. [ACT17]</p> <p>Student group information was not included for test reliability or for overall and conditional SEM.</p>

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

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>Inter-rater reliability:</p> <ul style="list-style-type: none"> • Evidence #[5]: ACT Technical Manual <ul style="list-style-type: none"> ○ Agreement Indices for the ACT Writing Test (pp. 10.6-10.8) • Evidence #[15]: ACT Writing Test Technical Report <p>Inter-rater reliability and measurement precision information (pp. 1-2).</p>	
Section 4.1 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Subscales within content areas should be reported with confidence intervals, or not reported at all, given the low reliability estimates for many subscale scores. • Reliability and overall and conditional SEM by student group are needed. 		

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

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Critical Element 4.2 – Fairness and Accessibility

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>For all State academic assessments, assessments should be developed, to the extent practicable, using the principles of universal design for learning (UDL) (see definition¹).</i></p> <p>For academic content assessments, the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in their design, development and analysis.</p>	<p>NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT</p>	<p>NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT</p>
<p>Section 4.2 Summary Statement</p> <p><input checked="" type="checkbox"/> No additional evidence is required or NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT</p>		

Critical Element 4.3 – Full Performance Continuum

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for academic assessments, including performance for high- and low-achieving students.</p>	<p>NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT</p>	<p>NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT</p>
<p>Section 4.3 Summary Statement</p> <p><input checked="" type="checkbox"/> No additional evidence is required or</p>		

¹ see page 28 of “A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process”, September 24, 2018 available at: www.ed.gov/admins/lead/account/saa.html

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

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NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT

Critical Element 4.4 – Scoring

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State’s <u>academic achievement standards</u> .	NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT	NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT

Section 4.4 Summary Statement

No additional evidence is required or
 NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT

Critical Element 4.5 – Multiple Assessment Forms

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
If the State administers multiple forms of <u>academic assessments</u> within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State’s <u>academic content standards</u> and yield consistent score interpretations such that the forms are comparable within and across school years.	NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT	NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT

Section 4.5 Summary Statement

No additional evidence is required or
 NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT

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

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Critical Element 4.6 – Multiple Versions of an Assessment

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State administers any of its assessments in multiple versions within a subject area (e.g., online versus paper-based delivery; <u>or a native language version of the academic content assessment</u>), 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>NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT</p>	<p>NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT</p>
<p>Section 4.6 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required or NOTE TO PEERS—this critical element has been found to have sufficient evidence supporting the use of the ACT as a State assessment in prior peer reviews of the ACT</p>		

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

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Critical Element 4.7 – Technical Analysis and Ongoing Maintenance

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State:</p> <ul style="list-style-type: none"> • Has a system for monitoring, 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), and • Evidence of adequate technical quality is made public, including on the State’s website. 	<p>ACT has submitted, on behalf of the State of West Virginia, narrative and supporting evidence related to 4.7 – Technical Analysis and Ongoing Maintenance. Refer to the response in Critical Element 4.7 within ACT’s submission for peer review.</p> <p>Maintenance</p> <ul style="list-style-type: none"> • Evidence #[18]: Overview of Technical Advisory Committee • Evidence #[8]: National Curriculum Survey (2012). <ul style="list-style-type: none"> ○ Figure 1 illustrates how the National Curriculum Survey is used to update the ACT (pp. 1-2). • Evidence #[5] ACT Technical Manual: The ACT technical manual discusses the ongoing review process (pp. 1.7, 2.9). 	<p>An excellent technical advisory committee (TAC) and acceptable system of improving the quality of assessment is in place for the ACT tests. [ACT18, ACT08]</p> <p>It is unclear whether WV has a process for monitoring, maintaining, and improving the ACT tests as part of the WV assessment system. It is also unclear what evidence of adequate technical quality will be made public on the State’s website.</p>
<p>Section 4.7 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p>		
<ul style="list-style-type: none"> • Evidence that indicates the State uses a process (i.e., including the State’s TAC) for monitoring, maintaining, and improving the assessment. • Evidence of how adequate technical quality is made public, including on the State’s website. 		

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

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SECTION 5: INCLUSION OF ALL STUDENTS

Critical Element 5.1 – Procedures for Including Students with Disabilities

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<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. Decisions about how to assess students with disabilities must be made by a student’s IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student’s individual abilities and needs.</p> <p>If a State adopts alternate academic achievement standards for students with the most significant cognitive disabilities and administers an alternate assessment aligned with those standards under ESEA section 1111(b)(1)(E) and (b)(2)(D), respectively, the State must:</p> <ul style="list-style-type: none"> • Establish guidelines for determining whether to assess a student with an AA-AAAS, including: <ul style="list-style-type: none"> ○ A State definition of “students with the most significant cognitive disabilities” that addresses factors related to cognitive functioning and adaptive behavior; • Provide information for IEP Teams to inform decisions about student assessments that: 	<p>ACT has submitted, on behalf of the State of West Virginia, narrative and supporting evidence related to 5.1 – Procedures for Including Students with Disabilities. Refer to the response in Critical Element 5.1 within ACT’s submission for peer review.</p> <p>ACT Accommodations:</p> <ul style="list-style-type: none"> • Evidence #[5]: ACT Technical Manual (Chapter 4, Accessibility, pp. 4.1-4.18) <ul style="list-style-type: none"> ○ The chapter is a general overview of ACT’s process to include accessibility into the design of the assessment. ○ Table of supports (Table 4.4, pp. 4.10-4.15). • Evidence #[19]: ACT Policy for Accommodations Documentation. Includes the documentation requirements for students with disabilities seeking accommodations. • Evidence #[20]: ACT Test Accessibility and Accommodations System (TAA) User Guide. Provides information on how to request accommodations. <p>In addition to the evidence submitted by ACT, West Virginia offers the following additional evidence in support of Critical Element 5.1:</p> <p>WV Evidence 01 – WVDE Policy 2510 §126-42-5.4.i.1, p. 25</p> <p>WV Evidence 10 – WVBE Policy 2340, <i>West Virginia Measures of Academic Progress</i>, §126-14-2.1, p. 1, §126-14-4., pp.8 -10, §126-14-5.6 and 5.6a, p. 13, §126-</p>	<p>Decisions regarding how to assess students are made by the IEP team or the 504 placement team. [WV11]</p> <p>The State has established guidelines for AA-AAAS participation indicating students with the most significant cognitive disabilities have significantly impacted intellectual functioning and adaptive behavior. [WV11]</p> <p>Alternate academic achievement standards are defined and contrasted with grade level academic achievement standards. IEP teams are informed participation in the AA-AAAS could lead to an alternate diploma. Students receiving an alternate diploma are encouraged to continue their education until they are 21. The State indicates parents and students must be informed of the AA-AAAS and related implications before assignment to this assessment. [WV11]</p> <p>WV policy – like IDEA – indicates all students have access to the general education curriculum. [WV18]</p> <p>The State and ACT promote the use of accommodations by students with disabilities. [ACT5, WV11]</p> <p>The State has in place implementation guidelines and monitors which students take the AA-AAAS. [WV11, WV48]</p> <p>The information guide for parents/guardians does not mention a) that the AA-AAAS will not preclude a student from pursuing a regular diploma (until the age 21) and does not mention b) continued access to the State’s grade level content standards. [WV51]</p>

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

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<ul style="list-style-type: none"> ○ Provides a clear explanation of the differences between assessments aligned with grade-level academic achievement standards and those aligned with alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an AA-AAAS, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma; • Ensure that parents of students assessed with an AA-AAAS are informed that their child's achievement will be measured based on alternate academic achievement standards; • Not preclude a student with the most significant cognitive disabilities who takes an AA-AAAS from attempting to complete the requirements for a regular high school diploma; and • Promote, consistent with requirements under the IDEA, the involvement and progress of students with the most significant cognitive disabilities in the general education curriculum that is based on the State's academic content standards for the grade in which the student is 	<p><i>14-3.58, p. 7, and §126-14-4.3, 4.3.a-c, p. 9,</i></p> <p>WV Evidence 11 – <i>Guidelines for Participation in West Virginia State Assessments</i>, Sections II, IV, and V.</p> <p>WV Evidence 18 – <i>WVBE Policy 2419, Regulations for the Education of Students with Exceptionalities</i>, pp. 51,56 – 59, 91</p> <p>WV Evidence 36 – WVGSA School Test Administration Monitoring Checklist</p> <p>WV Evidence 46 – WVEIS Directions for Administrators to Verify Accommodations</p> <p>WV Evidence 47 – WVS.326 and ACCM.14 app training</p> <p>WV Evidence 48 – Navigating the Online IEP Accommodations Section</p> <p>WV Evidence 49 – Section 504 Record</p> <p>WV Evidence 50 – SAT School Day Parent Letter – 2018</p> <p>WV Evidence 51 – WV Alternate Assessment Parent Brochure – 2018</p> <p>WV Evidence 52 – WV Alternate Assessment Parent Letter – 2018</p>	

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

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>enrolled; and</p> <ul style="list-style-type: none"> • Develop, disseminate information on, and promote the use of appropriate accommodations to ensure that a student with the most significant cognitive disabilities who does not take an AA-AAAS participates in academic instruction and assessments for the grade in which the student is enrolled. • The State has in place and monitors implementation of guidelines for IEP teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards, if applicable. Such guidelines must be developed in accordance with 34 CFR § 200.6(d).² 		
Section 5.1 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Add language to the AA-AAAS guide for parents indicating their child will still have access to grade level content standards and the opportunity to pursue a regular diploma until the age of 21. 		

² See the full regulation at 34 CFR § 200.6(d) (online at https://www.ecfr.gov/cgi-bin/text-idx?SID=07e168e9e7a6c5931b4549cc15547ee9&mc=true&node=se34.1.200_16&rgn=div8)

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

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Critical Element 5.2 – Procedures for Including English Learners in Academic Content Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has in place procedures to ensure the inclusion of all ELs in public elementary and secondary schools in the State’s academic content assessments 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 EL should be assessed with a linguistic accommodation(s); • Information on accessibility tools and features available to all students and assessment accommodations available for ELs; • Assistance regarding selection of appropriate linguistic accommodations for ELs, including to the extent practicable, assessments in the language most likely to yield accurate and reliable information on what those students know and can do to determine the students’ mastery of skills in academic content areas until the students have achieved English language proficiency. 	<p>ACT has submitted, on behalf of the State of West Virginia, narrative and supporting evidence related to 5.2 Test Administration. Refer to the response in Critical Element 5.2 within ACT’s submission for peer review.</p> <p>ACT Accommodations:</p> <ul style="list-style-type: none"> • Evidence #[5]: ACT Technical Manual (Chapter 4, Accessibility, pp. 4.1-4.18) <ul style="list-style-type: none"> ○ The chapter is a general overview of ACT’s process to include accessibility into the design of the assessment. ○ Table of supports (Table 4.4, pp. 4.10-4.15). ○ Enhancements for English Learners (pp. 4.15-4.17) • Evidence #[20]: ACT Test Accessibility and Accommodations System (TAA) User Guide. Provides information on how to request EL supports. • Evidence #[21]: ACT Approved EL Supports Guide. Includes information on types of supports provided and how to request the supports (pp. 1-5). <ul style="list-style-type: none"> • Evidence #[22]: ACT Policy for English Learner Supports Documentation. Details the principles for determining supports, criteria for establishing English learner status, and procedures for implementation (pp. 2-3). <p>In addition to the evidence submitted by ACT, West Virginia offers the following additional evidence in support of Critical Element 5.2:</p> <p>WV Evidence 08 – Policy 2417 – Regulations and English Language Proficiency Standards for English Learners §126-15-3.5, and §126-15-3.6, p. 2</p> <p>WV Evidence 09 – WVBE Board Meeting Minutes</p>	<p>The State includes ELs in access to academic content standards. [WV08-10]</p> <p>The State and ACT include procedures for determining whether an EL should be assessed with a linguistic accommodation. [ACT05, ACT20-22, ACT11]</p> <p>The State and ACT provide information on accessibility features for all students and accommodations available for ELs. [ACT05, ACT20-22, ACT11]</p> <p>The State provides assistance in the selection of appropriate linguistic accommodations, including assessments in the native language until the students reach English proficiency. Translation of instructions into 12 languages is available as an accommodation on the ACT. Translation of the ACT does not appear to be available; this feature is only available for the AA-AAAS. [ACT11]</p> <p>Evidence should be provided that supports how students taking the ACT, who have not reached English proficiency, will be able to do so in a way that yields reliable scores from which valid inferences may be drawn. Solely translating the directions is not enough in mathematics and science, since English skills are required to access these tests. All of the content would need to be translated to yield accurate scores. A rationale should be provided if this accommodation is not allowable.</p>

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

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>Adoption of Policy 2417 Section XI (page 4)</p> <p>WV Evidence 10 – WVBE Policy 2340, West Virginia Measures of Academic Progress §126-14-4.2.a-c, p. 8 and §126-14-5.6, p.13</p> <p>WV Evidence 11 – <i>Guidelines for Participation in West Virginia State Assessments</i>, Sections III, IV, and V and appendices O, P and Q.</p> <p>WV Evidence 17 – WWW Presentation 2 28 18 WV Evidence 33 – District Test Coordinators Meeting Agenda 9 14 2018 WV Evidence 46 – WVEIS Directions for Administrators to Verify Accommodations WV Evidence 48 – Navigating the Online IEP Accommodations Section WV Evidence 53 – Screenshot of EL Plan</p>	
Section 5.2 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> Evidence that students taking the ACT, who have not reached English proficiency, will be able to do so in a way that yields reliable scores from which valid inferences may be drawn. Solely translating the directions is not enough in mathematics and science, since English skills are required to access these tests. All of the content would need to be translated to yield accurate scores. A rationale should be provided if this accommodation is not allowable. 		

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 WEST VIRGINIA

Critical Element 5.3 – Accommodations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and ELs, including ELs with disabilities. Specifically, the State:</p> <ul style="list-style-type: none"> • Ensures that appropriate accommodations, such as, interoperability with, and ability to use, assistive technology, are available to measure the academic achievement of students with disabilities. • Ensures that appropriate accommodations are available for ELs; • Has determined that the accommodations it provides (1) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) 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. • Ensures that accommodations for all required assessments do not deny 	<p>ACT has submitted, on behalf of the State of West Virginia, narrative and supporting evidence related to 5.3 -- Accommodations. Refer to the response in Critical Element 5.3 within ACT’s submission for peer review.</p> <p>Accommodations</p> <ul style="list-style-type: none"> • Evidence #[5]: ACT Technical Manual (Chapter 4, Accessibility, pp. 4.1-4.18) <ul style="list-style-type: none"> ○ The chapter is a general overview of ACT’s process to include accessibility into the design of the assessment. ○ Table of supports (Table 4.4, pp. 4.10-4.15). • Evidence #[19]: ACT Policy for Accommodations Documentation. Includes the documentation requirements for students with disabilities seeking accommodations. • Evidence #[21]: ACT Approved EL Supports Guide. Includes information on types of supports provided and how to request the supports (pp. 1-5). • Evidence #[22]: ACT Policy for English Learner Supports Documentation. Details the principles for determining supports, criteria for establishing English learner status, and procedures for implementation (pp. 2-3). • Evidence #[20]: ACT Test Accessibility and Accommodations System (TAA) User Guide. Provides information on how to request accommodations. <p>In addition to the evidence submitted by ACT, West Virginia offers the following additional evidence in support of Critical Element 5.3:</p>	<p>The State ensures appropriate accommodations including assistive technology are available to students with disabilities. [ACT05, WV11]</p> <p>The State ensures appropriate accommodations are available for ELs. [ACT05, ACT21, ACT22, WV11]</p> <p>The State ensures accommodations it provides are individualized, are intended to not alter the construct, and are intended to allow meaningful interpretations. [ACT19, WV11]</p> <p>Reliability and validity evidence disaggregated by whether students received accommodations would provide clearer evidence that the construct is preserved and interpretations are meaningful.</p> <p>The State has a process to individually review exceptional requests. [ACT05, WV11]</p> <p>Accommodations allow students with disabilities and ELs to participate and receive all benefits. From ACT05 p. 4.8, “Allowed accommodations are available to users who have been qualified by the local governing school or employment authority to use them.” ACT will not count scores as reportable from accessibility supports that are not approved. [ACT05, WV11]</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 WEST VIRGINIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment.</p>	<p>WV Evidence 10 – <i>WVBE Policy 2340, West Virginia Measures of Academic Progress, §126-14-4.3 p. 9, §126-14-5.6, p.13 and Appendix I</i></p> <p>WV Evidence 11 – <i>Guidelines for Participation in West Virginia State Assessments, Sections I, II, III and Appendix K</i></p> <p>WV Evidence 18 – <i>WVBE Policy 2419, Regulations for the Education of Students with Exceptionalities, p.55</i></p> <p>WV Evidence 33 – District Test Coordinators Meeting Agenda 9 14 2018</p> <p>WV Evidence 46 – WVEIS Directions for Administrators to Verify Accommodations</p> <p>WV Evidence 49 – Section 504 Record</p> <p>WV Evidence 54 – W. Va. Code 18-20-1d, Education of Exceptional Children</p> <p>WV Evidence 55 – Section 504 Guidance Brochure</p>	
<p>Section 5.3 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Reliability (e.g., coefficient alpha, SEMs) and/or validity evidence (e.g., predictive validity correlations, factor analytic results) that is disaggregated by whether students received accommodations or not would provide clear evidence that the construct is preserved and interpretations are meaningful. 		

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 WEST VIRGINIA

Critical Element 5.4 – Monitoring Test Administration for Special Populations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs 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 under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA, the individual or team designated by a district to make these decisions; or another process for an EL; • Administered with fidelity to test administration procedures; • Monitored for administrations of all required academic content assessments and AA-AAAS. 	<p>ACT has submitted, on behalf of the State of West Virginia, narrative and supporting evidence related to 5.4 – Monitoring Test Administration for Special Populations. Refer to the response in Section 5.4 within ACT’s submission for peer review.</p> <p>Accommodations:</p> <ul style="list-style-type: none"> • Evidence #[5]: ACT Technical Manual (Chapter 4, Accessibility, pp. 4.1-4.18) <ul style="list-style-type: none"> ○ The chapter is a general overview of ACT’s process to include accessibility into the design of the assessment. ○ Table of supports (Table 4.4, pp. 4.10-4.15). • Evidence #[19]: ACT Policy for Accommodations Documentation. Includes the documentation requirements for students with disabilities seeking accommodations. • Evidence #[21]: ACT Approved EL Supports Guide. Includes information on types of supports provided and how to request the supports (pp. 1-5). • Evidence #[22]: ACT Policy for English Learner Supports Documentation. Details the principles for determining supports, criteria for establishing English learner status, and procedures for implementation (pp. 2-3). • Evidence #[20]: ACT Test Accessibility and Accommodations System (TAA) User Guide. Provides information on how to request accommodations. <p>Monitoring accommodations:</p> <ul style="list-style-type: none"> • Evidence #[9]: The ACT Test Administration Manual: State and District Testing 	<p>The State ensures assessments and accommodations are consistent with State policies. [WV08, WV10, WV11, WV18]</p> <p>The State ensures assessments and accommodations are appropriate for addressing each student’s disability or language needs. [ACT05, ACT19, ACT21, ACT22, WV11]</p> <p>WV30, WV46, WV48, WV49, and WV53 show how accommodations are linked to IEPs and other plans. The assumption is made the IEP automatically links to classroom instruction. The critical element indicates these are two different issues: only linking to the IEP is insufficient for proving a link to classroom instruction.</p> <p>The State ensures accommodations are consistent with IEP or other plans. [WV30, WV46, WV48, WV49, and WV53]</p> <p>The State ensures assessments and accommodations are administered with fidelity. [ACT09, WV11, WV15]</p> <p>Assessments and accommodations are monitored for all administrations including for AA-AAAS. [ACT20, WV11, WV30, WV46, WV48, WV49, and WV53]</p>

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

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<ul style="list-style-type: none"> ○ Accommodations coordinator (p. 66). <p>In addition to the evidence submitted by ACT, West Virginia offers the following additional evidence in support of Critical Element 5.4:</p> <p>WV Evidence 08 – <i>WVBE Policy 2417, Regulations and English Language Proficiency Standards for English Learners</i>, §126-15-3.5, and §126-15-3.6, p. 2</p> <p>WV Evidence 10 – <i>WVBE Policy 2340, West Virginia Measures of Academic Progress</i>, §126-14-3.1, p. 1; §126-14-5 pp.10 – 13, §126-14-3.57, p.7; §126-14-4.2 p. 8; §126-14-4.3 p. 9, §126-14-5.6, p.13 and Appendices A-I, pp.21-36</p> <p>WV Evidence 11 – <i>Guidelines for Participation in West Virginia State Assessments</i>, Sections I, II, III, V, VI, VII and Appendices K, M and N.</p> <p>WV Evidence 15 – Agenda of District Test Coordinator Meeting Dec. 2017</p> <p>WV Evidence 18 – <i>WVBE Policy 2419, Regulations for the Education of Students with Exceptionalities</i>, pp. 55 – 56.</p> <p>WV Evidence 30 – <i>Evidence Regarding Monitoring Test Administration for Special Populations for West Virginia State Assessments</i></p> <p>WV Evidence 33 – District Test Coordinators Meeting Agenda 9 14 2018</p> <p>WV Evidence 46 – <i>WVEIS Directions for Administrators to Verify Accommodations</i></p>	

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

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	WV Evidence 49 – Section 504 Record WV Evidence 48 – Navigating the Online IEP Accommodations Section WV Evidence 53 – Screenshot of EL Plan	
Section 5.4 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence of a plan and forms for collecting information (e.g., monitoring of classrooms, self-report by teachers) linking the accommodations actually used during classroom instruction with the accommodations in the IEP and used during testing. This is necessary to show assessment accommodations are “Consistent with accommodations provided to the students during instruction and/or practice.” 		

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

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SECTION 6: ACADEMIC ACHIEVEMENT STANDARDS AND REPORTING

Critical Element 6.1 – State Adoption of Academic Achievement Standards for All Students

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>For academic content standards:</p> <p>The State formally adopted <u>challenging academic achievement standards</u> in reading/language arts, mathematics, and 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, alternate academic achievement standards for students with the most significant cognitive disabilities; • The State applies its 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; <p>The State’s academic achievement standards and, as applicable, alternate academic achievement standards, include: (1) at least three levels of achievement, with two for high achievement and a third for lower achievement; (2) descriptions of the competencies associated with each achievement level; and (3) achievement scores that differentiate among the achievement levels.</p>	<p>WV Evidence 10 – <i>WVBE Policy 2340, West Virginia Measures of Academic Progress, §126-14-4.1, p. 8; §126-14-4.6.5.a, p. 14; §126-14-4.6.5.b, p. 15.</i></p> <p>WV Evidence 33 – District Test Coordinators Meeting Agenda 9 14 2018</p> <p>WV Evidence 56 – WV Scaled Score/Performance Descriptor Information https://wvde.us/assessment/scaled-score-information/</p>	<p>State formally adopted academic achievement standards. [WV10]</p> <p>State applies standards to all grades to which they apply. [WV10]</p> <p>The standards have four levels of achievement, descriptions of competencies associated with each, and scores differentiating among the levels. [WV56]</p> <p>This critical element is thoroughly addressed.</p>

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

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 6.1 Summary Statement		
<p><input checked="" type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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

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Critical Element 6.2 – Achievement Standards Setting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting:</p> <ul style="list-style-type: none"> • <u>Academic achievement standards and, as applicable, alternate academic achievement standards.</u> 	<p>WV Evidence 57 – SAT to ACT Concordance Chart</p> <p>WV Evidence 63 – SAT Standard Setting Agenda Writing</p> <p>WV Evidence 72 – SAT Standard Setting Agenda Math</p> <p>WV Evidence 73 – SAT Standard Setting Agenda ERW</p> <p>WV Evidence 74 – SAT Standard Setting Agenda Science</p> <p>WV Evidence 76 – Establishing Comparability between the ACT tests and SAT Scores for West Virginia</p>	<p>The correlations between scores from the SAT tests and from the ACT tests were .88 or higher across ELA and mathematics. Using the concordance chart seems reasonable. The actual cut scores based on the concordance chart were not included. [WV57]</p> <p>WV has not yet developed cut scores for science and may seek ACT’s assistance in doing so. [WV76]</p> <p>No standard setting report for SAT (with a description of the process) was provided. No evidence that a previous peer review has approved critical element 6.2 for the SAT was provided, either. Some such evidence is needed to support the argument that the achievement standards for the ACT are equivalent to the SAT achievement standards. This is because the State has based its evidence for critical element 6.2 in this review on the claims that a) SAT achievement standards are sound AND b) ACT achievement standards are equivalent to SAT achievement standards.</p>
Section 6.2 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Report of a process for setting achievement standards for the ACT science test that are comparable with standards from the State’s high school science assessment. • Evidence of the State’s cut scores for the ACT tests for all content areas. Providing cut scores for both the ACT tests and the SAT tests will allow peer reviewers to determine whether minimum requirements for college entrance in WV are being addressed. • Evidence of a standard setting (with details about the process) of the State tests (SAT) of ELA and mathematics in WV to help inform judgments about the inferences from the concordance table. 		

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

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Critical Element 6.3 – Challenging and Aligned Academic Achievement Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic achievement standards:</u></p> <p>The State’s academic achievement standards are challenging and aligned with the State’s academic content standards and with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards such that a 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 adopted alternate academic achievement standards for students with the most significant cognitive disabilities, the alternate academic achievement standards (1) are aligned with the State’s challenging academic content standards for the grade in which a student is enrolled; (2) promote access to the general curriculum consistent with the IDEA; (3) reflect professional judgment as to the highest possible standards achievable for such students; (4) are designated in the IEP for each student for whom alternate academic achievement standards apply; and (5) are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or competitive</p>	<p>WV Evidence 58 – WV HEPC Series 21 §133-21-4.1.b, p. 2, §133-21-5.1.b, p. 4</p> <p>WV Evidence 59 – WV CCTCE Series 21 §135-21-4.1.b, p. 2, §135-21-5.1.b, p. 4).</p> <p>WV Evidence 60 – ACT Crosswalk Study Memo Wisconsin and West Virginia</p> <p>WV Evidence 61 – ACT Appendix Crosswalk Study Wisconsin and West Virginia</p> <p>WV Evidence 62 – Wisconsin ACT Peer review approval letter from USDE</p> <p>WV Evidence 76 – Establishing Comparability between the ACT tests and SAT Scores for West Virginia</p>	<p>Minimum scores on the ACT and SAT tests in mathematics and reading, necessary for college entry, are provided. [WV58, WV59]. It would be helpful if the State would provide explicit proficiency cut scores on the ACT tests for comparison.</p> <p>See reviewers’ comments from critical element 6.2.</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.

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
integrated employment.		
Section 6.3 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Similar to critical element 6.2: The State’s cut scores (<u>with achievement level descriptors</u>) on the ACT tests for all content areas. Providing cut scores for both the ACT tests and the SAT tests will allow peer reviewers to determine whether minimum requirements for college entrance in WV are being addressed. 		

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

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Critical Element 6.4 – Reporting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State reports its assessment results for all students assessed, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public.</p> <p>The State reports to the public its assessment results on <u>student academic achievement for all students and each student group at each achievement level³</u></p> <p>For <u>academic content assessments</u>, 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 <u>specific academic needs of students</u>, and the State also provides interpretive guides to support appropriate uses of the assessment results.</p> <ul style="list-style-type: none"> The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its academic content assessments that: 	<p>ACT has submitted, on behalf of the State of West Virginia, narrative and supporting evidence related to 6.4 Test Administration. Refer to the response in Section 6.4 within ACT’s submission for peer review.</p> <p>Reporting results</p> <ul style="list-style-type: none"> Evidence #[5]: ACT Technical Manual <ul style="list-style-type: none"> Student Report (p. 15.1-15.3). High School Report (p. 15.3-15.5). College Report (p. 15.5-15.7). Evidence #[23]: 2017-2018 Profile Report Evidence #[24]: State and District Record Layout <p>Interpretations</p> <ul style="list-style-type: none"> Evidence #[6]: Using Your ACT Results <ul style="list-style-type: none"> Describes for students how the composite scores are calculated and explain how scores are related to the ACT College Readiness Benchmarks (pp. 3-5). Evidence #[25]: ACT Score Report Descriptions <p>In addition to the evidence submitted by ACT, West Virginia offers the following additional evidence in support of Critical Element 6.4:</p> <p>WV Evidence 10 – WVBE Policy 2340 West Virginia Measures of Academic Progress §126-14-6.1, p. 13</p> <p>WV Evidence 64 -- ZoomWV State Assessment</p>	<p>The ACT reports to the State performance for all students and for groups based on ethnicity and gender. [ACT23]</p> <p>The State reports to the public results for all students with a filtering option to focus on specific groups. [WV64-65]</p> <p>The reports for the ACT tests and the State include itemized score analyses specific to academic needs of students. The State provides valid and reliable information on each student <u>to the extent</u> the scores from the tests are reliable and lead to valid inferences. Limitations in reliability involve subscale scores and are addressed in critical element 4.1. These scores are reported without error bands; reporting such scores without error bands may not be helpful to students, given the lack of reliability. [ACT05, WV66, WV68]</p> <p>The State reports achievement based on grade level standards. [WV66, WV68]</p> <p>The ACT offers translation of reports as needed into multiple languages. [ACT05]</p> <p>The State included information on translation of the reports into Spanish and Chinese. [WV70-71] It is unclear how parents are informed of the translation options.</p> <p>It is unclear whether alternative formats are available for parents with disabilities.</p> <p>The State and the ACT describe a process and a timeline</p>

³ Although all students with disabilities must be included in a State’s assessment system, requirements for public reporting in ESEA section 1111(h)(1)(C)(ii) apply only to children with disabilities as defined in section 602(3) of the IDEA.

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 WEST VIRGINIA

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"> ○ Provide valid and reliable information regarding a <u>student’s academic achievement</u>; ○ Report the <u>student’s academic achievement</u> in terms of the State’s grade-level academic achievement standards; ○ Provide information to help parents, teachers, and principals interpret the test results and address the specific <u>academic needs of students</u>; ○ Are provided in an understandable and uniform format; ○ Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian; ○ Upon request by a parent who is an individual with a disability as defined by the ADA, as amended, are provided in an alternative format accessible to that parent. ● 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>Summary screenshot https://zoomwv.k12.wv.us/Dashboard/portalHome.jsp.</p> <p>WV Evidence 65 -- Screenshot of ZoomWV with access of filter sort of assessment data</p> <p>WV Evidence 66 -- PowerPoint presentation for Understanding SAT School Day Parent Reports</p> <p>WV Evidence 67 – Superintendents Memo regarding training opportunities for SAT School Day Reports and Data Analysis</p> <p>WV Evidence 68 – Grade 11 Sample Parent Report SAT School Day</p> <p>WV Evidence 69 – Timely Release of Reports Memo</p> <p>WV Evidence 70 – Translation Contract for Chinese</p> <p>WV Evidence 71 – Translation Contract for Spanish</p>	<p>for reporting. [ACT25, WV10]</p> <p>WV indicates that they have the same expectations for ACT reporting that they have for SAT reporting.</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 WEST VIRGINIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 6.4 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <p>The following criteria were addressed <u>for the SAT</u>; peer reviewers need evidence addressing these criteria regarding the production of student reports that:</p> <ul style="list-style-type: none"> ○ Provide valid and reliable information regarding a <u>student's academic achievement</u> for the ACT; ○ Report the <u>student's academic achievement</u> in terms of the State's grade-level academic achievement standards for the ACT; ○ Provide information to help parents, teachers, and principals interpret the test results and address the specific <u>academic needs of students</u> for the ACT; ○ Are provided in an understandable and uniform format for the ACT. <p>The following evidence was <u>not</u> fully addressed for the SAT; for the current peer review, the following evidence needs to be provided <u>for the ACT</u>:</p> <ul style="list-style-type: none"> ● Evidence that reports are available in alternative formats for persons with disabilities. ● Evidence of ACT reports to parents and students including interpretive information, similar to the SAT reports for WV. ● Evidence that parents are informed that accessible formats (e.g., language translations and alternative formats as needed) of score reports are available. <p>Also, <u>for the ACT</u>:</p> <ul style="list-style-type: none"> ● Per critical element 4.1: Subscales within content areas should be reported with confidence intervals, or not reported at all, given the low reliability estimates for many subscale scores. 		

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 WEST VIRGINIA

SECTION 7: LOCALLY SELECTED NATIONALLY RECOGNIZED HIGH SCHOOL ACADEMIC ASSESSMENTS

(if applicable; evidence for this section would be submitted in ADDITION to evidence for sections 1 through 6)

Critical Element 7.1 – State Procedures for the Use of Locally Selected, Nationally Recognized High School Academic Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has established technical criteria to use in its review of any submission of a locally selected, nationally recognized high school academic assessment. The State has completed this review using its established technical criteria and has found the assessment meets its criteria prior to submitting for the Department’s assessment peer review.</p> <p>The State’s technical criteria include a determination that the assessment:</p> <ul style="list-style-type: none"> • Is aligned with the challenging State academic standards; and • Addresses the depth and breadth of those standards. <p>AND</p> <p>The State has procedures in place to ensure that a district that chooses to use a nationally recognized high school academic assessment administers the same assessment to all high school students in the district except for students with the most significant cognitive disabilities who may be assessed with an AA-AAAS.</p> <p>AND</p>	<p>WV Evidence 10 – <i>WVBE Policy 2340, West Virginia Measures of Academic Progress</i>, §126 – 14, pp. 1-36.</p> <p>WV Evidence 26 – Survey given to Local Districts regarding administration of the ACT instead of the SAT assessment</p> <p>WV Evidence 27 – Survey Results regarding Administration of ACT instead of SAT</p> <p>WV Evidence 60 – Crosswalk Study Memo for Wisconsin and West Virginia Standards</p> <p>WV Evidence 61 – Appendix to WV and WI crosswalk study</p> <p>WV Evidence 62 – Wisconsin Approval of ACT from USDE</p> <p>WV Evidence 75 – Accommodations Quick Guide ACT vs WV</p>	<p>With regard to equal benefits, there may be a contradiction between ACT05 which states on p. 4.8 “Allowed accommodations are available to users who have been qualified by the local governing school or employment authority to use them” and WV75 which indicates some accommodations are allowable in WV and not on ACT for a college-reportable score. For example, it is unclear what happens when a local governing school in WV approves a multiplication table; ACT05 implies this is acceptable for a college reportable score and WV75 indicates it is not.</p> <p>Although evidence is provided regarding procedures for considering district requests to use the ACT, evidence of alignment of the assessment to challenging State academic standards is needed, as described in critical elements 1.2, 2.1 and 3.1.</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 WEST VIRGINIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The technical criteria established by the State in reviewing a locally selected, nationally recognized high school academic assessment must ensure that the use of appropriate accommodations does not deny a student with a disability or an EL—</p> <ul style="list-style-type: none"> • The opportunity to participate in the assessment; and • Any of the benefits from participation in the assessment that are afforded to students without disabilities or students who are not ELs. 		
<p>Section 7.1 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • The State should provide evidence of meetings conducted with an assessment Technical Advisory Committee to determine technical criteria to use in its review of any submission of a locally selected, nationally recognized high school academic assessment; the State should subsequently provide evidence the ACT was accepted as a locally selected, nationally recognized high school academic assessment based on the process described. • Per critical element 1.2: Additional evidence the State’s content standards are aligned with college readiness (e.g., Independent review of the standards in each content area by an expert or experts at institutions of higher education). As currently stated, the involvement of institutions of higher education in the review process with regard to the final standards is unclear. • Per critical elements 2.1 & 3.1: Evidence that supports the ACT is aligned to WV content standards (e.g., Alignment study between the ACT tests and WV standards). • Per critical elements 2.1 & 3.1: Clear evidence of a balance of DOK that is representative of the WV content standards within the blueprint for the WV description of the test. • Clarification is needed regarding whether all accommodations decisions will be made by IEP teams and whether all accommodations approved by IEP teams are allowable for college-reportable scores. It is understood that the ACT may verify whether school/IEP team approval has occurred; however, the extent of the involvement by the ACT in accommodations decisions beyond this determination is unclear. 		

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 WEST VIRGINIA

Element 7.2 –State Monitoring of Districts Regarding the Use of Locally Selected, Nationally Recognized High School Academic Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State must have procedures in place to ensure that:</p> <p>Before a district requests approval from the State to use a nationally recognized high school academic assessment, the district notifies all parents of high school students it serves—</p> <ul style="list-style-type: none"> • That the district intends to request approval from the State to use a nationally recognized high school academic assessment in place of the statewide academic assessment; • Of how parents and, as appropriate, students may provide meaningful input regarding the district’s request (includes students in public charter schools who would be included in such assessments); and • Of any effect of such request on the instructional program in the district. 	<p>WV Evidence 25 – Procedures for Handling District Requests to Use ACT in lieu of SAT School Day</p> <p>WV Evidence 26 – Memo and Survey given to Local Districts regarding administration of the ACT instead of the SAT assessment</p> <p>WV Evidence 27 – Survey Results regarding Administration of ACT instead of SAT</p>	<p>The State will notify parents of high school students of the intent to adopt the ACT, allow for meaningful input on this decision, and describe any meaningful impact on instructional programming. [WV25-27]</p> <p>The evidence provided meets the criteria for this critical element.</p>
<p>Section 7.2 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 WEST VIRGINIA

Element 7.3 –Comparability of the Locally Selected Nationally Recognized High School Academic Assessments with the State Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The locally selected, nationally recognized high school academic assessment:</p> <ul style="list-style-type: none"> • Is equivalent to or more rigorous than the statewide assessment, with respect to— <ul style="list-style-type: none"> ○ The coverage of academic content; ○ The difficulty of the assessment; ○ The overall quality of the assessment; and ○ Any other aspects of the assessment that the State may establish in its technical criteria; • Produces valid and reliable data on student academic achievement with respect to all high school students and each subgroup of high school students in the district that— <ul style="list-style-type: none"> ○ Are comparable to student academic achievement data for all high school students and each subgroup of high school students produced by the statewide assessment at each academic achievement level; ○ Are expressed in terms consistent with the State’s academic achievement standards; and ○ Provide unbiased, rational, and consistent differentiation among schools within the State for the purpose of the State determined accountability system including calculating the Academic Achievement indicator and annually meaningfully differentiating between schools. 	<p>ACT has submitted, on behalf of the State of West Virginia, narrative and supporting evidence related to 7.3 – Comparability of the Locally Selected Nationally Recognized High School Academic Assessments with the State Assessments. Refer to the response in Critical Element 7.3 within ACT’s submission for peer review.</p> <ul style="list-style-type: none"> ○ Evidence #[26]: Guide to the 2018 ACT/SAT Concordance <p>In addition to the evidence submitted by ACT, West Virginia offers the following additional evidence in support of Critical Element 7.3:</p> <p>WV Evidence 57 – SAT to ACT Concordance Chart</p> <p>WV Evidence 60 – Crosswalk Study Memo for Wisconsin and West Virginia Standards</p> <p>WV Evidence 61 – Appendix to WV and WI crosswalk study</p> <p>WV Evidence 62 -- Wisconsin Approval of ACT from USDE</p> <p>WV Evidence 76 – Establishing Comparability between the ACT tests and SAT Scores for West Virginia</p>	<p>As indicated in critical element 6.2, scores from the reading and mathematics tests of the ACT and SAT correlate around .88. This indicates equivalence of content, to a certain degree. [ACT26]</p> <p>Given the State seeks to set cut scores based on concordance, rigor of the two tests should be considered relatively equivalent. [ACT26]</p> <p>Because the scores are highly correlated and cut scores are to be set based on concordance, differentiation between schools using the ACT tests and schools using the SAT tests should be possible. [ACT26]</p> <p>Results appear to be expressed in terms consistent with the State’s academic achievement standards as indicated in critical element 6.2. Provision of the cut scores across content areas would be required. [ACT26]</p> <p>Overall quality and production of valid and reliable academic achievement data on individuals and groups of students are NOT compared between the ACT tests and the SAT tests. Making these comparisons requires validity and reliability evidence for the SAT to compare with the evidence currently provided for the ACT.</p> <p>Evidence is lacking that meets the criteria for demonstrating that student data is comparable for all WV high school students that take the SAT tests or the ACT tests.</p> <p>See reviewer comments for critical elements 2.1, 3.1, and 6.2 regarding a) the alignment of the ACT tests to WV academic content standards and b) the validity and reliability evidence relevant to the ACT test scores in relation to equating with WV’s SAT results.</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 WEST VIRGINIA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>ACT Evidence 17 provides relevant evidence regarding the results of an evaluation of the interrelationship among subjects and reporting categories, internal structure, test reliability, classification consistency, and differential item functioning (DIF) of the ACT tests for English, Mathematics, Reading, and Science.</p>
Section 7.3 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence of comparability between the ACT tests and the SAT tests (e.g., tables comparing reliability and validity coefficients for the tests, in addition to correlations between the two tests already provided). This evidence addresses whether the ACT tests are equivalent to – or better than - the State tests, with respect to the overall quality of assessment. • A detailed report of an equating study between the ACT tests and the SAT tests. This evidence addresses whether the ACT tests are equivalent to – or better than - the State tests, with respect to the overall quality of assessment. • Per critical elements 2.1 & 3.1: Evidence that supports the ACT is aligned to the WV content standards (e.g., Alignment study between the ACT tests and the WV standards). • Per critical elements 2.1 & 3.1: Clear evidence of a balance of DOK that is representative of the WV content standards within the blueprint for the WV description of the test. • Per critical element 6.2: Report of a process for setting achievement standards for the ACT science test that are comparable with standards from the State’s high school science assessment. • Per critical element 6.2: Evidence of the State’s cut scores for the ACT tests for all content areas. Providing cut scores for both the ACT tests and the SAT tests will allow peer reviewers to determine whether minimum requirements for college entrance in WV are being addressed. 		

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.