



# **STATE SUBMISSION FOR ELP PEER REVIEW**

FEBRUARY, 2019

**Assessment Team**  
**Office of Elementary and Secondary Education**

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# AGENDA

- Overview of ELP Assessment Peer Review
  - New Requirements in ESSA
- The Peer Review Process
  - [Updated Peer Review Guide](#)
- Logistics of Submitting for Peer Review
- Frequently Asked Questions
- Additional Resources



# **OVERVIEW: ASSESSMENT PEER REVIEW FOR ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS**

**SUBMISSIONS DUE: MARCH 15**

# NEW IN ESSA: EQUAL BENEFITS FOR STUDENTS WITH DISABILITIES AND ELS

- *Equal benefits for those students using allowable assessment accommodations.* A State must ensure that the use of appropriate accommodations does not deny a student with a disability or an EL
  - (1) the opportunity to participate in the assessment; and
  - (2) any of the benefits from participation in the assessment that are afforded to students without disabilities or non-ELs.
- Example: The benefit of receiving a “college reportable” score from participation in a nationally recognized high school academic assessment used as a State assessment (34 CFR § 200.6(b)(3), (f)(2)(i)).



# REQUIREMENT FOR ALTERNATE ELP ASSESSMENT

- A State must develop an AELPA for ELs who are students with the most significant cognitive disabilities who cannot participate in the regular State ELP assessment, even with appropriate accommodations (34 CFR § 200.6(h)(5)).
- A State may choose to implement an AELPA aligned with the grade-level/grade-band achievement standards, or it may choose to implement an AELPA aligned with alternate ELP achievement standards. The alternate ELP achievement standards should reflect professional judgment of the highest ELP achievement standards possible for ELs who are students with the most significant cognitive disabilities.



# ELP ASSESSMENT

## EL STUDENTS WITH DISABILITIES

- ELs with disabilities must be provided accommodations on the ELP assessment (e.g., accessible formatting) so that these students are afforded the opportunity to demonstrate what they know and can do.
- If an EL has a disability that precludes assessment in one or more domains of the ELP assessment such that there are no appropriate accommodations for the affected domain, States must assess the student's ELP based on the remaining domains in which it is possible to assess the student.

# ADDITIONAL NEW REQUIREMENTS

- A State must conduct meaningful and timely consultation with stakeholders when developing the challenging academic standards and assessment systems and the English language proficiency (ELP) standards and assessment systems
  - Only applies to standards and assessments adopted after the passage of ESSA (December 2015)

# **The Peer Review Process**

# PURPOSE AND ROLE OF PEER REVIEW

- Support States in meeting statutory requirements under Title I
- Develop and implement valid and reliable coherent State assessment systems
- Document technical quality
- Apply assessment results in a manner consistent with professional standards



# ELP ASSESSMENTS

## NOW MUST BE PEER REVIEWED

- ELP standards and assessments are subject to peer review by the Department and must meet all applicable requirements.
- Each State must submit evidence for peer review that its ELP assessment provides valid and reliable results, is aligned with the State's ELP standards, and is consistent with nationally recognized professional and technical testing standards.



# UNDERSTANDING THE PROCESS

## WHAT IS REVIEWED?

- The assessment peer review process is:
  - **Evidence-based** – the peer review is, by nature, backward-looking in order to confirm the technical quality of the assessments based on full administration of the assessments
  - Focused on two primary aspects:
    - **Documentation** of the **process** used to develop and administer the assessments
    - **Data** to confirm the quality of the system (i.e., did the system operate as intended?)



# UNDERSTANDING THE PROCESS

- Assessment peer review is conducted by external assessment experts, including nationally recognized assessment experts, State and local assessment directors, and educators
- Each State is responsible for providing adequate and coherent documentation of the elements of its assessment system (including States participating in consortium-developed assessments) for peer review
- Reviewer panels for each State will be anonymous, but the list of approved peer reviewers will be released to the public.
- Each reviewer will create a personal notes form based on reading the State materials; the review team will merge those notes in a final peer notes form to be provided to the State.



# ROLE OF ED, OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

- The Assistant Secretary will provide formal feedback to a State regarding whether or not the State has provided sufficient evidence to demonstrate that its assessment system meets all applicable ESEA statutory and regulatory requirements and will identify any additional evidence necessary to address the critical elements.
  - Peer notes help inform States what additional evidence may be needed
- ED staff to review selected portions of state submission
- ED is specifically prohibited from approving State standards, test items





# **Preparing and Submitting Peer Review Evidence**

# RESOURCES AND MATERIALS NEEDED

## Peer Review Guide

<https://www2.ed.gov/admins/lead/account/saa/assessmentpeerreview.pdf>

## State Index Template and Evidence

SECTION 2: ASSESSMENT SYSTEM OPERATIONS		
Critical Element	Description of Evidence	Comments/Notes/Questions Regarding State Evidence
<b>2.1 – Test Design and Development</b> The State's test design and test development process is well-rated for the content, is technically sound, aligns the assessments to the full range of the State's academic content standards, and includes: <ul style="list-style-type: none"> <li>• Statement(s) of the purposes of the assessments and the intended interpretations and uses of results;</li> <li>• Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the full range of the State's grade-level academic content standards, and support the intended interpretations and uses of the results;</li> <li>• Processes to ensure that each assessment is tailored to the knowledge and skills included in the State's academic content standards, reflects appropriate inclusion of challenging content, and equates complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills);</li> <li>• If the State administers computer-adaptive assessments, the item pool and item selection processes adequately support the test design.</li> </ul>	Prompts for Reviewers: <hr/> Each Gr. 3-5: Once in HS, ELA grade-level and AA-AAAS <hr/> Each Gr. 3-5: Once in HS, Mathematics grade-level and AA-AAAS <hr/> Once in Gr. 3-5: Once in Gr. 6-9, HS Science grade-level and AA-AAAS	
<b>Section 2.1 Summary Statement</b>		
No additional evidence is required, or The state must provide additional evidence of the additional evidence needed.		

## A State's Guide to the U.S. Department of Education's Assessment Peer Review Process



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

June 22, 2018

Dashboard / ... / New Mexico Assessment System

## NEW MEXICO ASSESSMENT PEER REVIEW

Created by Donald Peasley (ED,Ct), last modified on Jan 29, 2019

Home State Assessment Systems

Overview

Due Dates

March 15, 2019

Contacts

• Technical questions on account Community: MAX Support or MAXSupport@max.gov

This page contains links to the Submission Pages for the Assessment Peer Review. There is a page dedicated to each specific peer review. Please upload all documents (Index and evidence) to the page provided for a specific peer review. All documents are to be uploaded as attachments.

- 1. NM ELP Peer Review Submission Index and Evidence Page 2019
- NM Archive

Comments, Questions &



Max.gov secure portal to upload evidence files



# UPDATED GUIDE TO THE PEER REVIEW PROCESS

## UPDATED PER ESSA REQUIREMENTS

- The updated guide reflects changes made to the ESEA standards and assessment requirements by the ESSA.
- For the most part, the academic assessment provisions under the ESEA as amended by the ESSA remain similar to the prior assessment provisions under the ESEA as amended by the No Child Left Behind Act of 2001.
- ELP assessments are now required under Title I. ELP requirements have been integrated throughout the guide because most academic assessment peer review criteria apply to ELP as well.
- This guide will be in effect for assessments administered in 2017-18 and thereafter.

# NAVIGATING THE REVISED GUIDE

## FRONT MATTER:

- Overview of ESSA Changes
- The Peer Review Process
- Preparing the Submission
- When assessments must be peer reviewed
- Terminology

## CRITICAL ELEMENTS

- Map of the Critical Elements
- Critical Element Requirements and Examples
- Critical Elements Sections 1-7



# ELP TERMINOLOGY IN THE GUIDE

- *English language proficiency (ELP) standards.*
- *English language proficiency (ELP) achievement standards.*
- *ELP standards alignment with State academic content standards.*  
ELP standards should contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State's academic content standards.
- *Alternate ELP achievement standards.* Alternate ELP achievement standards set expectations of performance that differ in scope and complexity from grade-level/grade-band achievement standards.



# CONSORTIUM CONSIDERATIONS

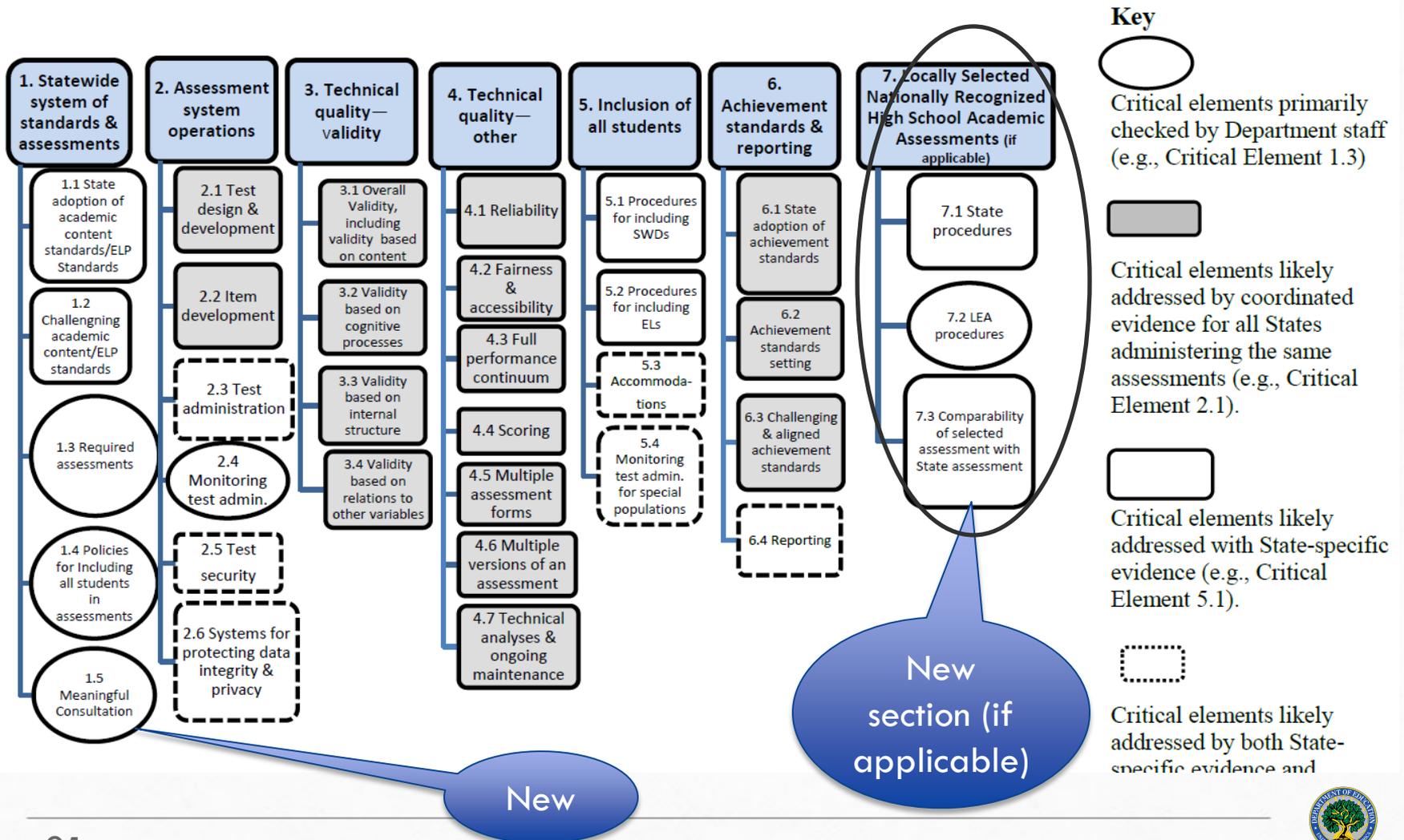
- Process used for academic assessment consortium will be applied to ELP assessment consortia (WIDA, ELPA21)
- “Common” evidence items for consortium
  - Reviewed by one panel of peers
- “State specific” items for each State
  - Reviewed by other peers, using notes from common evidence review
- Map to Critical Elements
  - Outlines which are most likely consortium specific
    - Note: this is a guide, may differ between consortia



# CRITICAL ELEMENTS

## SAME BASIC STRUCTURE FOR PEER REVIEW

### II – CRITICAL ELEMENTS FOR STATE ASSESSMENT PEER REVIEW



# CRITICAL ELEMENTS

## A NOTE ABOUT THE SUGGESTED “SOURCES” FOR SUBMISSION FOR CONSORTIA AND STATES USING COMMON ASSESSMENTS

Exhibit 3: Evidence for Critical Elements that Likely Will Be Addressed by Submissions of Evidence that are State-Specific, Coordinated for States Administering the Same Assessments, or a Hybrid

Evidence	Critical Elements
State-specific evidence	1.1, 1.2, 1.3, 1.4, 1.5, 2.4, 5.1, 5.2, 6.1, 7.1, 7.2 and 7.3
Coordinated evidence for States administering the same assessments	2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 6.2 and 6.3
Hybrid evidence	2.3, 2.5, 2.6, 5.3, 5.4 and 6.4

These are suggestions, based on past experience in reviewing consortium assessments; other consortium or ‘common assessments’ may have different patterns of ‘who submits what’



# CRITICAL ELEMENTS

## LEFT HAND TEXT UPDATED TO INTEGRATE ELP AND AELPA

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typeface  
specific to  
ELP  
assessments*

### Critical Element 2.1 – Test Design and Development

	Examples of Evidence
<p>The State’s test design and test development process is well-suited for the content, is technically sound, aligns the assessments to (1) <b><u>the depth and breadth of the State’s academic content standards</u></b> for the grade that is being assessed; or (2) <b><u>the full range of the State’s ELP standards</u></b>, and includes:</p> <ul style="list-style-type: none"> <li>• Statement(s) of the purposes of the assessments and the intended interpretations and uses of results;</li> <li>• Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the full range of (1) <b><u>the State’s grade-level academic content standards</u></b> or (2) <b><u>the State’s ELP standards</u></b>, and support the intended interpretations and uses of the results.</li> <li>• Processes to ensure that each academic assessment is tailored to the knowledge and skills included in <b><u>the State’s academic content standards</u></b>, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills</li> </ul>	<p>Evidence to support this critical element for the State’s assessments includes:</p> <p>For the State’s general academic content and <b><i>ELP</i></b> assessments:</p> <ul style="list-style-type: none"> <li>• Relevant portions of State code or regulations, language from contract(s) for the State’s academic and <b><i>ELP</i></b> assessments, test coordinator or test administrator manuals, or other relevant documents that describe the purposes of these assessments and the intended interpretations and uses of results;</li> <li>• Test blueprints that:             <ul style="list-style-type: none"> <li>○ Describe the structure of each <b><u>academic content</u></b> and <b><i>ELP</i></b> assessment in sufficient detail to support the development of a technically sound assessment, for example, in terms of the proportion of item types, response formats, range of item difficulties, applicable time limits;</li> <li>○ Align to either: (1) the full range of the State’s <b><u>grade-level academic content standards</u></b> or (2) <b><u>the State’s ELP standards</u></b>, and document that the design is tailored to the specific knowledge and skills in the State’s <b><u>academic content standards</u></b> or <b><u>the State’s ELP standards</u></b>; and document that the design is tailored to the specific knowledge and skills in the State’s <b><u>academic content standards</u></b> or <b><u>the State’s ELP standards</u></b> and document that the design is tailored to the specific knowledge and skills in the State’s <b><u>academic content standards</u></b> or <b><u>the State’s ELP standards</u></b>;</li> </ul> </li> <li>• Documentation that the test design is tailored to the specific knowledge and skills in: (1) <b><u>the State’s academic content standards</u></b> (e.g., includes extended response items that require demonstration of writing skills if the State’s academic content standards include writing) or (2) <b><u>the State’s ELP standards</u></b> (e.g., includes speaking, listening, reading, and writing skills and tasks found in the standards);</li> <li>• Documentation of the approaches the State uses to include challenging content and complex demonstrations or applications of knowledge and skills (i.e., items that assess higher-order thinking skills, such as item types appropriate to the content that require synthesizing and evaluating information and analytical text-based writing or multiple steps and student explanations of their work); for example, this could include test specifications or test blueprints that require a certain portion of the total score be based on item types that require complex demonstrations or applications of knowledge and skills and the rationale for that design.</li> </ul>

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specific to  
academic  
assessments**



# CRITICAL ELEMENTS

RIGHT HAND TEXT UPDATED TO SPECIFY SPECIFIC ELP AND AELPA EXAMPLES

## Critical Element Test Design and Development

	Examples of Evidence
<p>Evidence to support this critical element for all of the assessments designed for the State's academic and ELP assessments includes the following:</p> <ul style="list-style-type: none"> <li>Statement(s) of the purposes of the assessments and the intended interpretations and uses of results;</li> <li>Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the full range of (1) <b><u>the State's grade-level academic content standards</u></b> or (2) <b><u>the State's ELP standards</u></b>, and support the intended interpretations and uses of the results.</li> <li>Processes to ensure that each academic assessment is tailored to the knowledge and skills included in <b><u>the State's academic content standards</u></b>, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills</li> </ul>	<p>Evidence to support this critical element for all of the assessments designed for the State's academic and ELP assessments includes the following:</p> <ul style="list-style-type: none"> <li>Relevant sections of State code or regulations, laws, policies, assessment plans, test coordinator or test administrator manuals, and other documentation that states the purposes of these assessments and the intended interpretations and uses of results; and</li> <li>Test blueprints that:             <ul style="list-style-type: none"> <li>Describe the structure of each <b><u>academic content standard</u></b> and <b><u>ELP standard</u></b> in sufficient detail to support the development of a technically sound assessment, for example, the number of items, item types, the proportion of item types, response formats, range of item difficulties, type of scoring procedures, and applicable time limits;</li> <li>Align to either: (1) the full range of the State's <b><u>grade-level academic content standards</u></b> in terms of balance of content (i.e., knowledge and linguistic process, cognitive complexity); or (2) <b><u>the State's grade-level (or grade-band) ELP standards</u></b> in terms of content (i.e., knowledge and linguistic process), the full range of the State's grade-level/grade-band standards and balance of content; and documentation that the test design is tailored to the specific knowledge and linguistic skills in the State's ELP standards, and reflects academic language complexity appropriate for each grade-level/grade-band;</li> </ul> </li> <li>Documentation that the test design that is tailored to the specific knowledge and skills in: (1) <b><u>the State's academic content standards</u></b> (e.g., includes extended response items that require demonstration of writing skills if the State's reading/language arts academic content standards include writing) or (2) <b><u>the State's ELP standards</u></b> (e.g., includes speaking, listening, reading, and writing skills and tasks found in the standards);</li> <li>Documentation of the approaches the State uses to include challenging content and complex demonstrations or applications of knowledge and skills (i.e., items that assess higher-order thinking skills, such as item types appropriate to the content that require synthesizing and evaluating information and analytical text-based writing or multiple steps and student explanations of their work); for example, this could include test specifications or test blueprints that require a certain portion of the total score be based on item types that require complex demonstrations or applications of knowledge and skills and the rationale for that design.</li> </ul>

***Bold Italic typeface specific to ELP assessments***

**Bold underlined typeface specific to academic assessments**



# SUGGESTIONS ON PREPARING EVIDENCE

- States should organize both procedural AND confirmatory evidence for critical elements:
  - For example, if evidence of training for test administrators is presented (slide decks, manuals); there should also be evidence that training occurred (sign-in sheets, assurance forms, or identification of individuals responsible for tracking attendance)
  - Or, if providing evidence of a TAC discussion, don't just provide an agenda, provide meeting notes to show what was actually discussed.



# SUGGESTIONS ON PREPARING EVIDENCE

- States should consider consolidation of evidence documents.
  - For example, submit ONE copy of a technical manual; and reference it as many times as necessary throughout the submission index with specific page/section references.
- Use the index document to clearly direct peer reviewers to the documentation you want them to look at. Have a clear naming/numbering system, reference specific page numbers, and explain in the index WHY a document is relevant.



# USING THE INDEX TEMPLATE

## SECTION 2: ASSESSMENT SYSTEM OPERATIONS



Critical Element	Description of Evidence	Comments/Notes/Questions Regarding State Evidence
<p><b>2.1 – Test Design and Development</b></p> <p>The State's test design and test development process is well-suited for the content, is technically sound, aligns the assessments to the full range of the State's academic content standards, and includes:</p> <ul style="list-style-type: none"> <li>• Statement(s) of the purposes of the assessments and the intended interpretations and uses of results;</li> <li>• Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the full range of the State's grade-level academic content standards, and support the intended interpretations and uses of the results;</li> <li>• Processes to ensure that each assessment is tailored to the knowledge and skills included in the State's academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills);</li> <li>• If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design.</li> </ul>	<p>Prompts for Reviewers:</p> <hr/> <p style="text-align: center;">Each Gr. 3-8: Once in HS ELA grade-level and AA-AAAS</p> <hr/> <p style="text-align: center;">Each Gr. 3-8: Once in HS Mathematics grade-level and AA-AAAS</p> <hr/> <p style="text-align: center;">Once in Gr. 3-5: Once in Gr. 6-9 HS Science grade-level and AA-AAAS</p>	

### Section 2.1 Summary Statement

No additional evidence is required; or The state must provide additional evidence of [list additional evidence needed]



# USING THE INDEX TEMPLATE-ELP VERSION

## 2. Standards and Assessments Peer Review

- [new](#) A State's Guide to the U.S. Department of Education's Assessment Peer Review Process (September 24, 2018)  PDF (736 KB)
- [new](#) Academic Assessment Peer Review Cover Sheet and Index Submission Template (October 3, 2018) (Word) (887KB)
- [new](#) ELP Assessment Peer Review Cover Sheet and Index Submission Template (October 3, 2018) (Word) (783KB)

### ▪ Critical Element 1.3-- Required Assessments

□	Evidence□	Notes□
<p>The State's assessment system includes an <i>annual-general-and-alternate-ELP-assessment</i> (aligned with State ELP standards) administered to:</p> <ul style="list-style-type: none"> <li>• → All ELs in grades K-12.</li> </ul>	□	□

### ▪ Critical Element 1.4-- Policies for Including All ELs in ELP Assessments

□	Evidence□	Notes□
<ul style="list-style-type: none"> <li>○ → Policies require the inclusion of <i>all-public-elementary-and-secondary-ELs-in-the-State's-ELP-assessment</i>, including ELs with disabilities.</li> </ul>	□	□



# USING MAX.GOV

## SECURE WEBSITE TO SUBMIT EVIDENCE FILES

- Used for assessment peer review since 2017
- Each State assessment contact will receive email with the specific links to upload evidence beginning 2/15/19; submission deadline 3/15/19
  - If States need new max.gov users to upload ELP assessment evidence, they can request them at that time
- Youtube videos on uploading evidence at:  
<https://www.youtube.com/watch?v=z8P8XQoYAts&feature=youtu.be>

Dashboard / ... / New Mexico Assessment System

### NEW MEXICO ASSESSMENT PEER REVIEW

Created by Donald Peasley (ED,Ctr) , last modified on Jan 29, 2019

Home State Assessment Systems

#### Overview

This page contains links to the Submission Pages for the Assessment Peer Review. There is a page dedicated to each specific peer review. Please upload all documents (index and evidence) to the page provided for a specific peer review. All documents are to be uploaded as attachments.

- 1. NM ELP Peer Review Submission Index and Evidence Page 2019
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#### Due Dates

March 15, 2019

#### Contacts

- Technical questions on access: MAX Support (Community) or MAXSupport@max.gov

Comments, Questions &



# **Frequently Asked Questions**

# What Critical Elements Most Often Need Additional Evidence (from Academic Assessment Peer Reviews 2016-18)?

- 2.1 Test Design (General and Alternate).
- 3.1 Content Validity (General and Alternate).
- 3.3 Internal Structure (Alternate).
- 3.4 External Validity (Alternate).
- 4.1 Reliability (Alternate).
- 4.4 Scoring (Alternate).
- 5.1 Procedures for Including Students with Disabilities (Alternate).
- 5.4 Monitoring Test Administration for Special Populations (General and Alternate).
- 6.4 Reporting (General and Alternate).



# Do We Include Information on our ELP Screener?

No, the peer review is limited to the assessment that measures annual English language proficiency.

# **We are in a Consortium. Do We Include Copies of the Evidence Submitted by the Consortium in Our State Specific Submission?**

No. It is preferred (and recommended) that only one copy of common evidence be submitted by the consortium on behalf of the member States.

Peers reviewing state-specific evidence for a State's submission will only be looking that the subset of critical elements that apply to a State.



# RESOURCES

# RESOURCES

- ED Standards and Assessment:  
<https://www2.ed.gov/admins/lead/account/saa.html>
- Office of English Language Acquisition:  
<https://www2.ed.gov/about/offices/list/oela/>
- Office of State Support:  
<https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/englishlearners.html>
- National Center on Educational Outcomes:  
[https://nceo.info/Assessments/elp\\_assessment](https://nceo.info/Assessments/elp_assessment)
- Title III Guidance:  
<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguideenglishlearners10219.pdf>



# ASSESSMENT PEER REVIEW SEMINAR

AUGUST 2018 MEETING MATERIALS

Seminar Website Materials Archived at:

<https://apps1.seiservices.com/oss-sapr/Materials.aspx>

WELCOME

AGENDA

LOGISTICS

MATERIALS

REGISTRATION

CONTACT

## State Assessment Peer Review Seminar Meeting Materials

### Plenary Session One: Updated Guide to State Assessment Peer Review

**Presenters:** Donald Peasley and Deborah Spitz, Office of State Support, U.S. Department of Education

- [Session Slides](#)
- [Session Summary Notes](#)
- [Streaming Video](#)

### Session A-1 State Critical Elements: Test Operations and Maintenance

**Panelists:** Heather Peltier, John Olson, and June Zack

**Moderator:** Mario Nunez, Office of State Support, U.S. Department of Education

- [Session Summary Notes](#)
- [Streaming Video](#)

### Session A-2 Best Practices in Assembling Peer Review Submissions

**Panelists:** Lou Fabrizio, Sharon Hall, Vince Verges, and Tammy Howard

**Moderator:** Elizabeth Witt, Office of State Support, U.S. Department of Education

- [Session Summary Notes](#)





# Questions?

