



# **STATE SUBMISSION FOR ASSESSMENT PEER REVIEW**

OCTOBER 2019

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# AGENDA

## PART I:

- Overview of Assessment Peer Review
  - New Requirements in ESSA
- The Peer Review Process
- Submitting for Peer Review

## PART II:

- Using the Index
- Advice from Peer Reviewers
- MAX.gov
- Response and Resubmission



# **PART I: OVERVIEW OF ASSESSMENT PEER REVIEW**

**SUBMISSIONS DUE: DECEMBER 31, 2019**

# 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



# WHAT NEEDS TO BE PEER REVIEWED?

- General mathematics and reading/language arts for grades 3-8 and at least once in grades 9-12
- General science administered at least once in each of these grade spans: 3-5, 6-9, and 10-12
- AA-AAAS in mathematics, reading/language arts, and science for students with the most significant cognitive disabilities for the grades described above
- **(NEW)** English language proficiency (ELP) assessments for all English learners (ELs) grades K-12
- **(NEW)** Alternate ELP assessments (AELPA) for ELs with the most significant cognitive disabilities in grades K-12

# WHAT NEEDS TO BE PEER REVIEWED?

## (CONT.)

### NEW ESSA FLEXIBILITIES

- If applicable, locally selected, nationally recognized high school academic assessments
- If applicable, the more advanced high school assessments used students who take the State's high school math test in 8<sup>th</sup> grade
- If applicable, content assessments in a student's native language for ELs
- If applicable, content assessments in a Native American language

# NEW ASSESSMENT REQUIREMENTS UNDER ESSA

- Meaningful consultation in standards development
- Universal design for learning (UDL) in assessment design
- Equal benefits for students taking assessments with accommodations
- Alternate Academic Achievement Standards (AAAS) aligned with post-secondary education or employment
- Assessments may be ***partially*** delivered in the form of portfolios, projects, or extended performance tasks
  - May ***not be completely delivered*** in these forms

# 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)).



# 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**

# 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



# 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?)



# **Preparing 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-suited 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 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>	Exempts for Reviewers: <ul style="list-style-type: none"> <li>Each Gr 3-5: Once in HS_ELA grade-level and AA-AAAS</li> <li>Each Gr 3-5: Once in HS_Mathematics grade-level and AA-AAAS</li> <li>Once in Gr 3-5: Once in Gr 6-9 HS Science grade-level and AA-AAAS</li> </ul>	
<b>Section 2.1 Summary Statement</b>		
No additional evidence is required, or The state must provide additional evidence of that 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



# NAVIGATING THE REVISED GUIDE

## FRONT MATTER:

- Overview of ESSA Changes
- The Peer Review Process
- When Assessments Must Be Peer Reviewed
- Preparing the Submission
- Terminology

## CRITICAL ELEMENTS

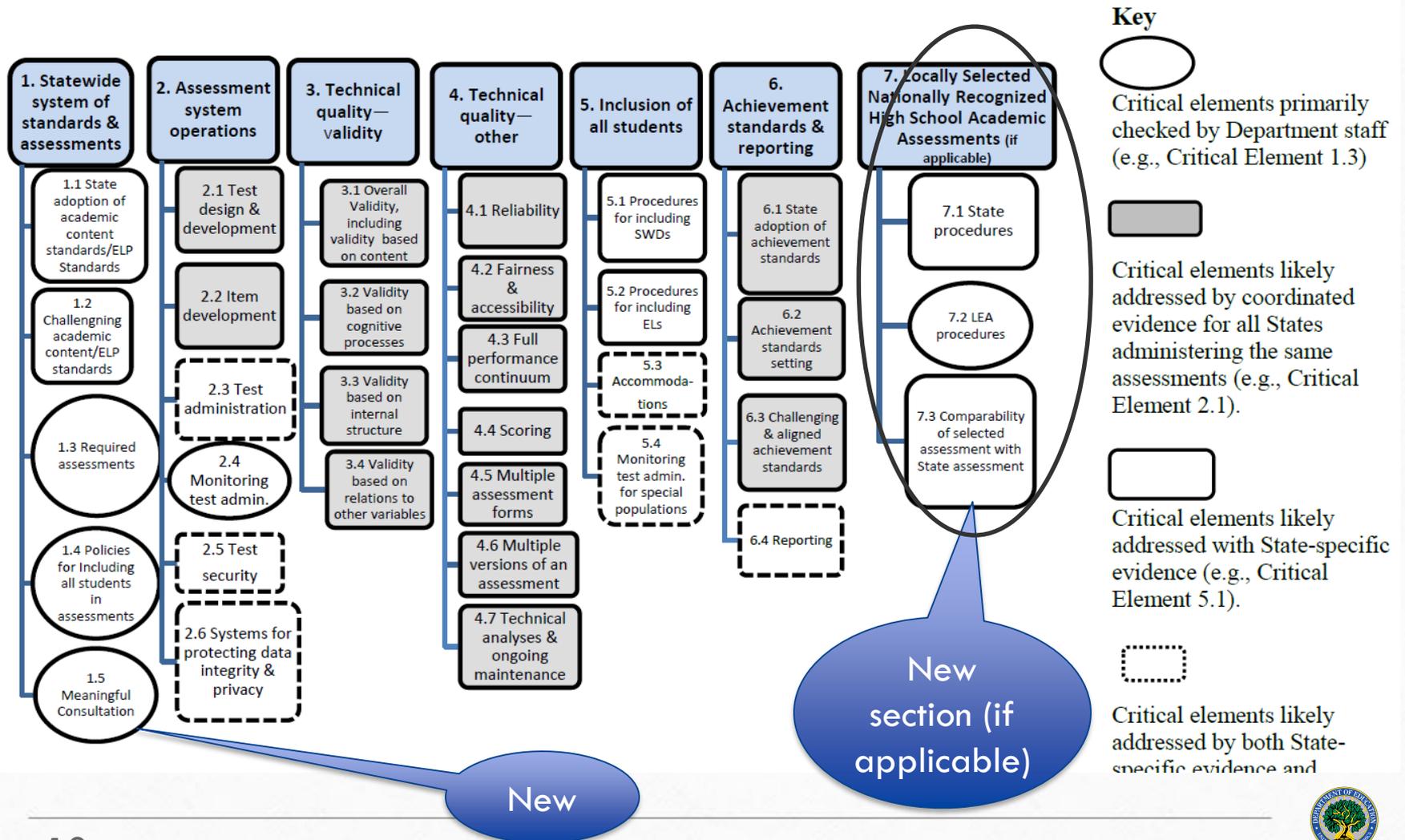
- Map of the Critical Elements
- Critical Elements Sections 1-7



# CRITICAL ELEMENTS

## SAME BASIC STRUCTURE FOR PEER REVIEW

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



# CRITICAL ELEMENTS

## LEFT HAND TEXT UPDATED TO INTEGRATE ELP AND AELPA

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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 for 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, type of questions, 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> or (2) <b><i>the State’s ELP standards</i></b> in terms of content (i.e., knowledge, cognitive process, cognitive skills) and skills (i.e., speaking, listening, reading, and writing) of the State’s grade-level/grade-band standards and the intended interpretations and uses of the results; and documentation that the test design is tailored to the specific knowledge and skills in the State’s <b><i>ELP standards</i></b> and the intended interpretations and uses of the results;</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><i>the State’s ELP standards</i></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 for the State's academic and ELP standards.</p> <p>For the State's general <b><u>academic</u></b> content and <b><u>ELP</u></b> assessments, test coordinator or test administrator documentation that states the purposes of these assessments and the intended interpretations and uses of results; 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 all of the assessments for the State's academic and ELP standards.</p> <p>For the State's general <b><u>academic</u></b> content and <b><u>ELP</u></b> assessments, test coordinator or test administrator documentation that states the purposes of these assessments and the intended interpretations and uses of results; and includes:</p> <p>Test blueprints that:</p> <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, number of items, item types, the proportion of item types, response formats, range of item difficulties, 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> <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>

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# 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

## 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’



# **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 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 at the subset of critical elements that apply to a State.

# 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?

# **PART II: Submitting for Peer Review**

- Using the Index Template
- Advice from Peer Reviewers
- Navigating MAX.gov
- Response and Resubmission

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**Guest Speakers:**

**Dan Farley (OR)**

**Lynn Vasquez (NM)**



# USING THE INDEX TEMPLATE

Suggestions:

- Organize evidence by test and by sub-elements of each critical element.
- Label each item with a unique identifier and a name that explains its relevance.
- Provide explanatory notes in the third column; explain why you've included each item.
- Note whether a consortium is also providing evidence.



## Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy

	Evidence	Notes
<p><b>CE 2.6.1</b></p> <p>The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically:</p> <ul style="list-style-type: none"> <li>To protect the integrity of its test-related data in test administration, scoring, storage and use of results</li> </ul>	<p><b>CE 2.6.1</b></p> <ul style="list-style-type: none"> <li><a href="#">Evidence#OR1.3.1_2017_18_TAM</a></li> <li><a href="#">Evidence#OR2.6.1.1_AIRContract</a></li> </ul>	<p><b>CE 2.6.1</b></p> <p>ODE communicates to school districts about test security protocols through its Test Administration Manual (<a href="#">Evidence#OR1.3.1_2017_18_TAM, Pages 22-33, 104-111</a>). ODE's contract the American Institutes for Research (AIR) also contains requirements around how our vendor handles secure test data (<a href="#">Evidence#OR2.6.1.1_AIRContract; Section 7</a>).</p>
<p><b>CE 2.6.2</b></p> <ul style="list-style-type: none"> <li>To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools</li> </ul>	<p><b>CE 2.6.2</b></p> <ul style="list-style-type: none"> <li><a href="#">Evidence#OR1.3.1_2017_18_TAM</a></li> <li><a href="#">Evidence#OR2.6.2.1_HB2715</a></li> <li><a href="#">Evidence#OR2.6.2.2_ExecutiveNumberedMemo005-2015-16</a></li> <li><a href="#">Evidence#OR2.6.2.3_ODEPolicy_581-101</a></li> <li><a href="#">Evidence#OR2.6.2.4_ODEPolicy_581-116</a></li> <li><a href="#">[See ELPA21 Consortium Submission for Supplemental Evidence and Notes]</a></li> </ul>	<p><b>CE 2.6.2</b></p> <p>ODE communicates to school districts about protocols for protecting student privacy and confidentiality through its Test Administration Manual (<a href="#">Evidence#OR1.3.1_2017_18_TAM, Page 26</a>). In addition, ODE has communicated to school districts about the requirements under House Bill 2715 that prohibits school district employees or volunteers from posting, publishing, or otherwise making publicly</p>

### Critical Element 5.3 – Accommodations

	Evidence	Notes
<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"> <li>• Ensures that appropriate accommodations are available for ELs;</li> <li>• 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;</li> <li>• Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.</li> <li>• Ensures that accommodations for all required assessments do not deny students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment.</li> </ul>	<p><b>Appropriate accommodations available for ELs</b> (General information regarding availability of appropriate accommodations on ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs also submitted by WIDA on behalf of the consortium.)</p> <ul style="list-style-type: none"> <li>• <b>Evidence 1.4.d – <i>DTC_Manual_Jan2019-1</i></b> <ul style="list-style-type: none"> <li>○ pp. 117-119 (pdf pp. 124-126) – List of accommodations and accommodations resources for ACCESS for ELLs 2.0</li> </ul> </li> <li>• <b>Evidence 5.1.g – <i>ACCESS-Accessibility-Accommodations-Supplement.pdf</i></b> <ul style="list-style-type: none"> <li>○ Describes accessibility framework and lists all available accommodations for ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs</li> </ul> </li> <li>• <b>Evidence 5.1.a - <i>NMPED Accommodations_Manual_-2.2019.pdf</i></b> <ul style="list-style-type: none"> <li>○ p. 3 (pdf p. 4) – Directs users to WIDA’s accommodations information for ACCESS for ELLs 2.0</li> </ul> </li> </ul> <p><b>Has determined that accommodations are appropriate for meeting students’ needs; do not alter the construct being assessed; and allow meaningful interpretation of results</b></p> <ul style="list-style-type: none"> <li>• <b>Evidence 5.1.g – <i>ACCESS-Accessibility-Accommodations-Supplement.pdf</i></b> <ul style="list-style-type: none"> <li>○ p. 7 (pdf p. 9) – Describes the WIDA accessibility and accommodations framework</li> </ul> </li> <li>• <b>Evidence 5.3.b – <i>ACCESS Accommodations</i></b></li> </ul>	<p>Appropriate accommodations for students with disabilities, as described in manuals for ACCESS for ELLs 2.0 (DTC training materials), Accommodations Supplement for ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs 2.0, and Mexico’s Accommodations Supplement. Mexico uses WIDA’s protocols for accommodations.</p> <p>After the post-administration report is received, NMPED is able to identify accommodations used. NMPED tracks changes over time for the accommodations used in schools for on-site monitoring. NMPED compares IELT accommodations provided</p>

### Critical Element 2.4 – Monitoring Test Administration

	Evidence	Notes
<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><b>RI Specific Evidence – All Tests:</b></p> <p><u>School Observation Resources</u></p> <ul style="list-style-type: none"> <li>• <b>RI 17:</b> Test Coordinator Handbook - Appendix C: Test Administration Monitoring Visits, p. 29-31</li> <li>• <b>RI 62:</b> RI School Visit Initial Email Template</li> <li>• <b>RI 63:</b> RI State Assessment Site Visit Checklist</li> <li>• <b>RI 64:</b> Sample Completed Site Visit Checklist</li> <li>• <b>RI 65:</b> School Visit Planning Spreadsheet</li> </ul> <p><b>RICAS RI Specific Evidence:</b></p> <ul style="list-style-type: none"> <li>• <b>RI 23:</b> RICAS Test Coordinator Manual, p. 2, 78</li> <li>• <b>RI 68:</b> RICAS Vendor Scope of Work, p. 28, 31</li> </ul> <p><b>DLM:</b> <i>See DLM evidence submitted by West Virginia.</i></p> <p><b>SAT:</b> <i>See SAT evidence submitted by College Board.</i></p>	<p>Effective procedures are in place to monitor test and employs a variety of methods to ensure standardized procedures.</p> <p>RI has an observation protocol as well as a pre-visit topics and questions to help ensure the school is ready for administration that is used for all state assessment visits. RI visit pre-selected schools and observe all aspects of test materials are stored, distributed and collected; access to test and classroom observation before, during, and after assessments, each LEA is visited at least once every year at schools to ensure elementary, middle, and high schools. For each LEA, schools are either randomly selected or selected based on such as:</p> <ul style="list-style-type: none"> <li>• Reported incidents from previous administration</li> <li>• Self-selection (school requests a visit); and/or</li> <li>• Whether they have not had any visits for any years.</li> </ul> <p>The Principal's Certification of Proper Test Administration is a document signed by principals to certify a proper contractor monitors whether schools sign the PCF and Rhode Island for follow-up with schools (RI 23).</p> <p>The testing contractor monitors return shipments of test materials. All secure materials have been returned and inventoried. In addition, <u>Cayon Test Security</u> will monitor on</p>

# **Suggestions on Preparing Evidence for Submission**

# SUGGESTIONS ON PREPARING EVIDENCE

- Organize both procedural AND confirmatory evidence:
  - If providing training materials, there should also be evidence that training occurred OR is required (assurance forms, identification of individuals responsible for tracking attendance)
  - If providing evidence of a TAC discussion, don't just provide an agenda, provide meeting notes to show what was actually discussed.
  - If providing a monitoring protocol, provide a sample letter to an LEA and a calendar of monitoring visits



# SUGGESTIONS ON PREPARING EVIDENCE

- 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.
- States should consider consolidation of evidence documents.
  - (example on next slide)

# SUGGESTIONS ON PREPARING EVIDENCE

- 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.**

Critical Element	Evidence
2.1-Test Design/Blueprints	File 10-Tech Manual, pp. 28-42 (Test Specifications)
2.2-Item Development	File 10-Tech Manual, pp. 51-64 (Item Review Procedures)
3.3-Internal Structure	File 10-Tech Manual pp. 284-99 (Dimensionality Analysis)
3.4-Relationships w/Other Variables	File 10-Tech Manual pp.347-351 (External Relationships)
4.1-Reliability	File 10-Tech Manual pp.369-394 (Reliability; Decision Consistency and Accuracy)



“File 10: Technical Manual 2018-19”



# SUGGESTIONS ON PREPARING EVIDENCE

- In a long document, direct the peer reviewers to exactly what you want them to see. It's helpful when States highlight or flag specific passages within a PDF.
- If you provide a report, like an alignment study, be prepared to show how you are addressing issues raised in that report. Peers appreciate a state acknowledging what it has learned and what it is trying to improve.
- For a resubmission, focus on the evidence requested. Provide background context only as needed.

# SUGGESTIONS ON PREPARING EVIDENCE

We advise States **not** to use links to online evidence but submit **actual documents**. Here's why:

- Often links will take peer reviewers to a site that is password protected.
- Websites can be changed, leading to dead links or information that is different from what you intended.
- Too much information; it may be unclear to reviewers what part of a site you intend them to look at.

A link may be helpful for limited critical elements to demonstrate how you are communicating with the public. Use sparingly!

# ADVICE FROM OUR PEER REVIEWERS

These are the most common suggestions from our peer reviewers:

- 1) Label evidence clearly and in a way that is easy to identify. For example, beginning each evidence name with a number allows it to be easily sorted.
- 2) More isn't better! Focus on each part of the critical element, using the specific language of each part.
- 3) Explain your evidence using the third column in the index. Think about what you want your reviewers to understand.
- 4) Clearly differentiate evidence for different assessments.
- 5) Have staff review submission for clarity and completeness. Sometimes documents are left out or mislabeled, or the wrong page number is provided.



# ADVICE FROM OUR PEER REVIEWERS

**To sum up: organization counts!**

Rule number 1: don't annoy the peer reviewers.  
Respect their time.

Rule number 2: if peers can't find the evidence, you may not get credit for it.

Rule number 3: consider applying to be a peer reviewer. You will get a much better understanding of the process.



# Using MAX.gov

Direct URL to State Assessment Home Page in Max.gov = <https://community.max.gov/x/Rg2WSg>

MAX Analytics Upgrade: <https://go.max.gov/Analy>

MAX Federal Community - including NON-FEDERAL

Home Find Help Contact Us

Edited By Don

PERMISSIONS RESTRICTED Dashboard Dept of E Home ESEA State Assessments (7)

DEPT OF EDUCATION-EXTERNAL  
**ESEA STATE ASSESSMENTS**

PAGE TREE

SEARCH

- CDQR Data Note C004a
- Data Note Response Form - Year to Year CC and EE 2013 2014
- Data Notes 2017
- ED CSPP Data Verification

Home State Assessment Systems

Arizona Assessment System Arkansas Assessment System Dynamic Learning Maps Assessment System Georgia Assessment System Louis

Multi-State Alternate Arizona Assessment System for Assessment of Readiness for College and Careers (PARCC) System Pennsylvania Assess

Welcome to the Office of State Support Web Page for ESEA State Assessments-Peer Review and Discretionary Grant Collaboration

On the blue menu bar above, use the menu option "State Assessment Systems" to access individual pages for a State assessment system.

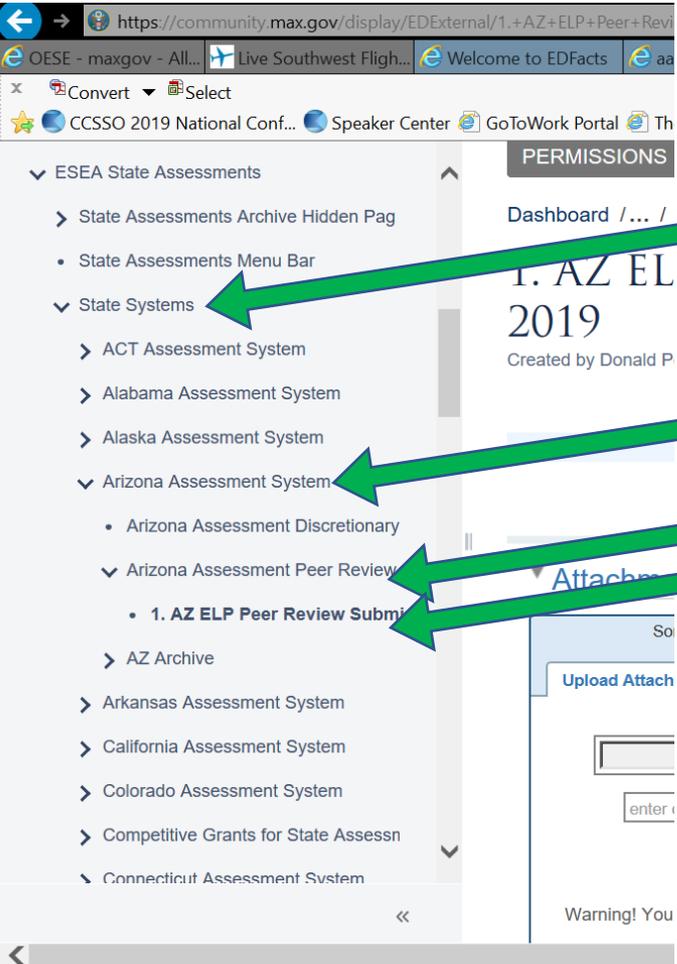
Select State Assessment Systems Tab, then . .

Select State Page from List.

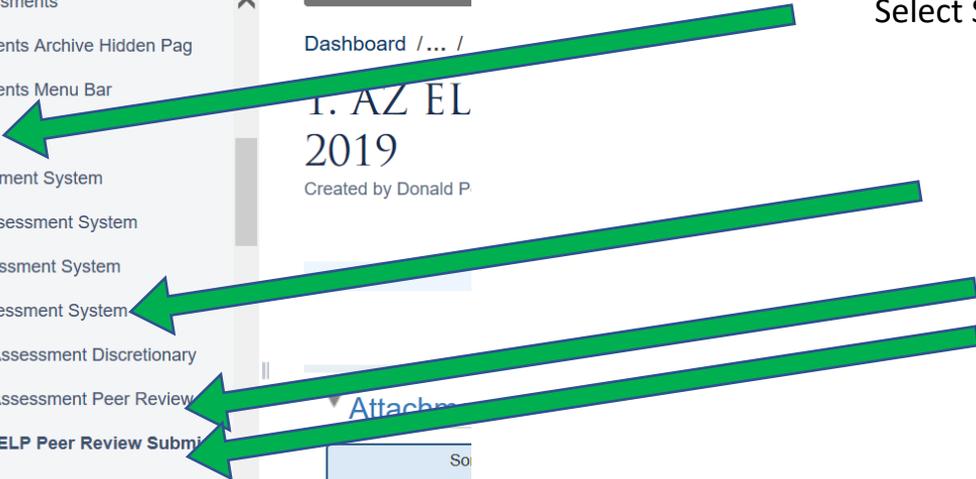
- Under the “State Peer Review” page, there will be a page titled “State Peer Review Submission Index and Evidence Page Winter 2020”—access this page to upload index and evidence

The screenshot shows the Arizona Assessment System website. At the top, there is a navigation bar with links for Home, Find, Help, and Contact Us. Below this is a header section with the Department of Education-External logo and a search bar. The main content area displays the title "ARIZONA ASSESSMENT SYSTEM" and a breadcrumb trail: "Dashboard / ... / State Systems". A secondary navigation bar highlights "State Assessment Systems". The main menu includes "Arizona Assessment Discretionary Grant Page", "Arizona Assessment Peer Review" (indicated by a green arrow), and "AZ Archive". Under "Arizona Assessment Peer Review", there is a sub-link "1. AZ ELP Peer Review Submission Index and Evidence Page 2019" (indicated by a green arrow). The footer contains links for Home, Frequently Asked Questions, and Policies.

# Another Easy Navigation Tool—Use the “tree” on the left side of page:



Select State Page from List..... Then select ‘sub-pages’



# 1. AZ ELP PEER REVIEW SUBMISSION INDEX AND EVIDENCE PAGE 2019

Created by Donald Peasley (ED,Ctr) yesterday at 12:33 PM

Show MAX hidden elements

Attachments (0)

Sort Show Details Add Attachment(s)

Show MAX hidden elements

Attachments (0) Add Attachment(s) Sort Show Details

There are no attachments

Upload Attachment(s) Create New Attachment Bulk Upload

+  Browse...

enter optional comment

Add additional attachment (Show all 10)

Warning! You cannot attach files with names containing '&', '+', '?', '=' or '|'.

Upload Attachment(s) Create New Attachment Bulk Upload

Select and Upload Multiple Files

Drag your attachment(s) to this area to upload

Close

- Assessment team staff have found that when uploading multiple files, **it may be advisable to select 10 files at a time and upload files in batches.** The MAX.GOV system provides a virus check of each file put in an upload queue.

# **Timelines and Resources**

# TIMELINE FOR THE 2019-20 PEER REVIEW

- Now: prepare your submission.
- Mid-November: look for an email with information about MAX registration and submission. Consider which 1-2 staff will need MAX access. Register in MAX!
- November-December 31: upload evidence and indices.
- Early January to March: peer review. ED may reach out to you about missing or unclear evidence.
- March-June: ED will prepare peer review results and send the SEA the decision letter and peer notes. Can discuss with SEA as needed.
- +30 days: SEA to respond with plan and timeline for collecting and resubmitting additional evidence (e.g. end of year 2020 or summer 2021).



# THE DECISION LETTER

Your State will receive a letter from the Department along with any relevant sets of peer review notes.

- The table in the letter represents the official request for additional evidence.
- This table may not agree with all of the recommendations made in the peer notes. ED standardizes all of the decision letters so they are consistent with ESSA requirements and across States.
- Use the peer notes as constructive suggestions, but **respond to the items in the table in the letter.**



# THE STATE'S RESPONSE

You will be asked to provide a PLAN and TIMELINE within 30 days.

- This is a request for how you plan to collect the evidence, NOT a request for the evidence itself.
- You may ask for a phone call discussion of the results. You may also ask for more time for the response.

We prefer that follow-up evidence come in together, not piecemeal.

- So, you should plan to submit evidence when all critical elements can be addressed.
- ED will typically hold a summer and winter peer review.



# RESOURCES

- ED Standards and Assessment:  
<https://www2.ed.gov/admins/lead/account/saa.html>
- 2018 Assessment Seminar Materials and Video:  
<https://apps1.seiservices.com/oss-sapr/Materials.aspx>
- Center on Standards and Assessment Implementation:  
<https://www.csai-online.org/spotlight/peer-review-state-assessment-systems>
  - Critical Elements Analysis Chart
  - Guidance for Supporting Assessment Peer Review Submissions
  - Evidence Organizer
  - Peer Review and State Assessment Administration: A Resource for State Assessment Directors
  - Peer Review of State Assessment Systems Outcomes Report





# Questions?

