

# Race to the Top Assessment Competition

**Peer Reviewer Training**  
U.S. Department of Education

June 30, 2010  
*Washington, DC*



# Goals for Today

- Ensure that you understand:
  - Your roles and responsibilities – and those of the ED staff who will be supporting you
  - The Race to the Top Assessment competition – its requirements, priorities, selection criteria, and definitions
  - How to score applications
  - How to write high-quality comments
  - Conflict of interest, ethics, and confidentiality issues

# Agenda

- 8:30-8:45 **Welcome and Competition Overview**
- 8:45-9:00 **Overview of the Notice**
- 9:00-9:15 **Application Review Process**
- 9:15-10:30 **Consortium Governance and Project Management**
- 10:30-10:45 **Break**
- 10:45-11:00 **Budget Tutorial**
- 11:00-12:15 **Comprehensive Assessment Systems**
- 12:15-2:00 **High School Course Assessment Program (over Lunch)**
- 2:00-3:15 **Writing Comments and Scoring**
- 3:15-3:30 **Break**
- 3:30-4:00 **Using the Application Review System (ARS)**
- 4:00-4:15 **Logistical Update**
- 4:15-4:40 **Conflict of Interest, Ethics, and Confidentiality Agreements**
- 4:40-5:00 **Closing**

# Introductions

## **Reviewer Training Team:**

- Meredith Farace, *Office of Elementary and Secondary Education*
- Jane Hess, *Office of the General Counsel*
- Rachel Peternith, *Office of the General Counsel*
- Joanne Weiss, *Director, Race to the Top Program*
- Ann Whalen, *Special Assistant to the Secretary*
- Judy Wurtzel, *Deputy Assistant Secretary, Office of Planning, Evaluation, and Policy Development*
- Beth Caron, *Office of Elementary and Secondary Education*

## **Panel Monitors:**

- Deborah Spitz, *Office of Elementary and Secondary Education*
- Kelly Rhoads, *Office of Innovation and Improvement*

# Introductions

## **Additional Competition Support Team Members:**

- Jim Butler, *Office of Elementary and Secondary Education*
- Joe Conaty, *Office of Elementary and Secondary Education*
- Jessica McKinney, *Office of Elementary and Secondary Education*
- Sue Rigney, *Office of Elementary and Secondary Education*
- Sharon Hall, *Office of Elementary and Secondary Education*

# Goals of this Competition

Support States in delivering a system of more effective, valid, and instructionally useful assessments that—

- Measure standards that are rigorous, globally competitive, and consistent across States
- Provide accurate information about what students know and can do:
  - Student achievement of standards
  - Student growth from year to year
  - On-track to college and career ready by the time of HS graduation
- Reflect and support good instructional practice
- Include all students from the outset, including English learners and students with disabilities
- Present data to each audience – students, parents, teachers, administrators, policymakers – in ways that are clear, useful, and actionable

# Expert and Public Input

- Heard input from 42 experts and 91 members of the public over 50 hours
- Received over 200 pieces of written input
- Approximately 900 people attended, including officials from 37 states and D.C.
- Hosted 10 meetings in four cities:

Boston, MA, November 12-13

- General Assessment
- Technology & Innovation
- High School Assessment

Denver, CO, December 1-2

- General Assessment
- Assessment of English Language Learners

Atlanta, GA, November 17-18

- General Assessment
- Assessment of Students with Disabilities

Washington, DC, January 13-14

- Consortium and Project Management
- Procurement
- General Assessment

# Competition Categories

## Category A: Comprehensive Assessment Systems

\$320M  
1-2 Awards

- Support assessment systems (*e.g.*, summative, interim, formative, scoring/moderation, PD)
- At a minimum, administered annually in Grades 3-8 & CCR
- Support Federal accountability – replace current ESEA assessments

## Category B: High School Course Assessment Program

\$30M  
1 Award

- Support high school improvement efforts
- Increase access to rigorous courses
- Support diverse course offerings (multiple academic content areas, career/technical)
- No Federal accountability “stakes”

# Next Generation of Assessments

Multiple grants and competitions to meet states' needs and timelines:

- Race to the Top Assessment Competition:
  - Category A: Comprehensive Assessment Systems
  - Category B: High School Course Assessment Program
- Alternate Academic Assessment (1% Assessment)
- English Language Proficiency Assessment
- Science Assessments

# Guided Tour of the Reviewer Handbook

- Competition Background
  - Background on the Competition
  - Executive Summary of the Notice Inviting Applications
- Competition Regulations
  - Notice Inviting Applications
  - Frequently Asked Questions
- Application Packages
  - Category A & Category B
- Today's Presentation
- Technical Review Forms
- Reviewer Information
  - Reviewer Roles and Responsibilities
  - General Reviewer Guidelines
  - Review Schedule

# Overview of the Notice

---

# Overview of the Notice

## ***States must meet:***

### **Eligibility Requirements:**

- Consortium size
- Proposed project management partner
- Assurances on common content standards and achievement standards

### **Application Requirements, e.g.:**

- Consortium structure
- Application signatures
- Procurement assurances
- MOUs from member States
- Application contents

### **Program/Other Requirements, e.g.:**

- Technical assistance
- Cooperate on research
- Deadlines
- Technology
- Waiver requests

## ***Applications will be evaluated based on:***

### **Priorities:**

- Absolute: Comprehensive Assessment Systems
- Competitive: Collaboration and Alignment with Higher Ed

### **Selection Criteria:**

- Consortium Governance
- Theory of Action
- Assessment System Design
- Assessment System Development
- Research and Evaluation
- Professional Capacity and Outreach
- Technology Approach
- Project Management

# Overview of the Notice

## ***States must meet:***

### **Eligibility Requirements:**

- Consortium size
- Proposed project management partner
- Assurances on common content standards and achievement standards

### **Application Requirements, e.g.:**

- Consortium structure
- Application signatures
- Procurement assurances
- MOUs from member States
- Application contents

### **Program/Other Requirements, e.g.:**

- Technical assistance
- Cooperate on research
- Deadlines
- Technology
- Waiver requests

## ***Applications will be evaluated based on:***

### **Priorities:**

Applicants must meet in order to be eligible with Higher Ed

Assessment  
Alignment

### **Selection Criteria:**

- Consortium Governance
- Theory of Action
- Assessment System Design
- Assessment System Development
- Research and Evaluation
- Professional Capacity and Outreach
- Technology Approach
- Project Management

# Overview of the Notice

## ***States must meet:***

### **Eligibility Requirements:**

- Consortium size
- Proposed project management partner
- Assurances on common content standards and achievement standards

### **Application Requirements, e.g.:**

- Consortium structure
- Application signatures
- Procurement assurances
- MOUs from member States
- Application contents

### **Program/Other Requirements, e.g.:**

- Technical assistance
- Cooperate on research
- Deadlines
- Technology
- Waiver requests

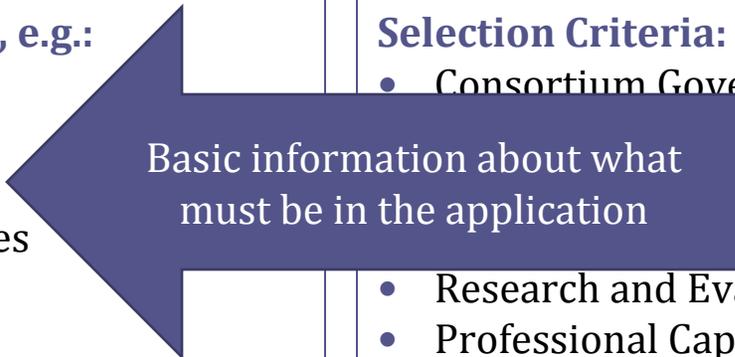
## ***Applications will be evaluated based on:***

### **Priorities:**

- Absolute: Comprehensive Assessment Systems
- Competitive: Collaboration and Alignment with Higher Ed

### **Selection Criteria:**

- Consortium Governance
- System Design
- System Development
- Research and Evaluation
- Professional Capacity and Outreach
- Technology Approach
- Project Management



# Overview of the Notice

## ***States must meet:***

### **Eligibility Requirements:**

- Consortium size
- Proposed project management partner
- Assurances on common content standards and achievement standards

### **Application Requirements, e.g.:**

- Consortium structure
- Application signatures
- Procurement assurances
- MOUs from member States
- Application contents

### **Program/Other Requirements, e.g.:**

- Technical assistance
- Cooperate on research
- Deadlines
- Technology
- Waiver requests

## ***Applications will be evaluated based on:***

### **Priorities:**

- Absolute: Comprehensive Assessment Systems
- Competitive: Collaboration and Alignment with Higher Ed

### **Selection Criteria:**

- Consortium Governance
- Theory of Action
- Assessment System Design
- Assessment System Development
- Research and Evaluation
- Professional Capacity and Outreach
- Technology Approach
- Project Management



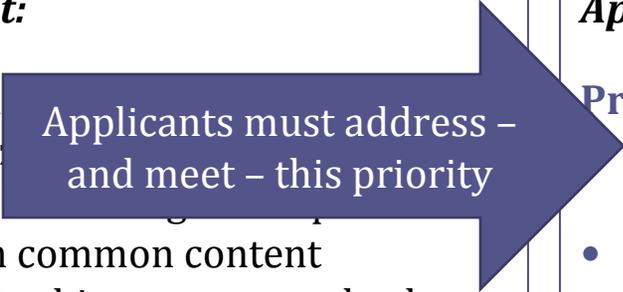
# Overview of the Notice

## ***States must meet:***

### **Eligibility Requirements:**

- Consortium structure
- Proposed project
- Assurances on common content standards and achievement standards

Applicants must address –  
and meet – this priority



### **Application Requirements, e.g.:**

- Consortium structure
- Application signatures
- Procurement assurances
- MOUs from member States
- Application contents

### **Program/Other Requirements, e.g.:**

- Technical assistance
- Cooperate on research
- Deadlines
- Technology
- Waiver requests

## ***Applications will be evaluated based on:***

### **Priorities:**

- Absolute: Comprehensive Assessment Systems
- Competitive: Collaboration and Alignment with Higher Ed

### **Selection Criteria:**

- Consortium Governance
- Theory of Action
- Assessment System Design
- Assessment System Development
- Research and Evaluation
- Professional Capacity and Outreach
- Technology Approach
- Project Management

# Overview of the Notice

## ***States must meet:***

### **Eligibility Requirements:**

- Consortium size
  - Proposed project
  - Assurances of standards and
- Optional – earns “extra” competitive preference points

### **Application Requirements, e.g.:**

- Consortium structure
- Application signatures
- Procurement assurances
- MOUs from member States
- Application contents

### **Program/Other Requirements, e.g.:**

- Technical assistance
- Cooperate on research
- Deadlines
- Technology
- Waiver requests

## ***Applications will be evaluated based on:***

### **Priorities:**

- Absolute: Comprehensive Assessment Systems
- Competitive: Collaboration and Alignment with Higher Ed

### **Selection Criteria:**

- Consortium Governance
- Theory of Action
- Assessment System Design
- Assessment System Development
- Research and Evaluation
- Professional Capacity and Outreach
- Technology Approach
- Project Management

# Overview of the Notice

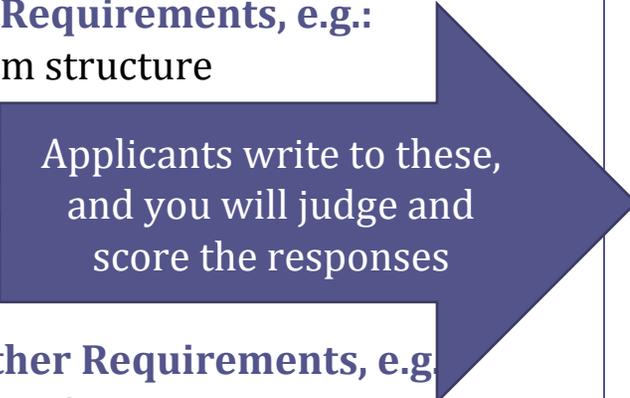
## ***States must meet:***

### **Eligibility Requirements:**

- Consortium size
- Proposed project management partner
- Assurances on common content standards and achievement standards

### **Application Requirements, e.g.:**

- Consortium structure
- Application
- Procurement
- MOUs from
- Application



Applicants write to these,  
and you will judge and  
score the responses

### **Program/Other Requirements, e.g.**

- Technical assistance
- Cooperate on research
- Deadlines
- Technology
- Waiver requests

## ***Applications will be evaluated based on:***

### **Priorities:**

- Absolute: Comprehensive Assessment Systems
- Competitive: Collaboration and Alignment with Higher Ed

### **Selection Criteria:**

- Consortium Governance
- Theory of Action
- Assessment System Design
- Assessment System Development
- Research and Evaluation
- Professional Capacity and Outreach
- Technology Approach
- Project Management

# Example...

## (A)(2) Theory of Action (up to 5 points)

**Goal:** The extent to which the eligible applicant's theory of action is **logical, coherent, and credible**, and **will result in improved student academic outcomes**.

Consider the **description of, and rationale for**—

- a) **Each component** of the proposed assessment system and the relationship of the component to other components in the system;
- b) How the assessment **results** produced by each component will be **used**;
- c) How the assessments and assessment results will be **incorporated into a coherent educational system** (i.e., a system that includes standards, assessments, curriculum, instruction, and professional development); and
- d) How the educational system as a whole will **improve student achievement and college- and career-readiness** (as defined).

Total Points  
Value

Goal

Detail and  
Supporting  
Evidence

# Interpreting the Application

Selection Criterion  
Text (in gray)

**(A)(1) Consortium Governance (up to 20 points)**

The extent to which the consortium's proposed governance structure will enable the successful design, development, and implementation of the proposed assessment system. In determining the extent to which the consortium's proposed governance structure will enable the successful design, development, and implementation of the proposed assessment system, we will consider—

- (a) The consortium's vision, goals, role, and key deliverables (e.g., assessment components, scoring and moderation system, professional development activities), and the consistency of these with the consortium's theory of action;

Directions

***Directions:*** Provide a narrative that addresses this criterion in the space below, and complete the required tables and/or attachments. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Tables & Attachments

***Required Tables and/or Attachments:***

- ❑ *Summary Table for (A)(1)(b)(ii): States' Roles in the Consortium*
- ❑ *Summary Table for (A)(1)(b)(v): Consortium's Policy and Definition Timeline*

***Optional:***

- ❑ *For (A)(1)(b)(i): A visual model that conveys the consortium's organizational structure.*

Response Length

***Recommended maximum response length: 5 pages (excluding tables and/or attachments).***

Application Narrative

[Enter text here]

# Tables and Attachments

## Summary Table for (A)(1)(b)(ii): States' Roles in the Consortium

***Directions:*** In addition to addressing the criterion in narrative, applicants must indicate in the table below the differentiated roles each member State may hold and provide a brief description of the rights and responsibilities associated with that role.

<b>Role Types of Member States</b>	<b>Description of the Rights and Responsibilities Associated with Role</b>	<b>Member States in this Role</b>



Should be filled in and **referenced** in the narrative!

Applicants were instructed to write to *all* elements of a criterion – it is possible that the tables do not include everything. Applicants are free to add other attachments which you should also consider.

# Your Role When It Comes To...

- **Application Requirements.** We'll ask you to look for some of these and flag issues if you notice them. However, these do not affect the scoring.
- **Program Requirements.** You don't need to worry about these at all. ED enforces these over the course of the grant period.
- **Absolute Priority.** After reading the proposal, you reflect across the entire thing and answer Yes/No to the question, "Did this application meet the absolute priority?"
- **Competitive Priorities.** You judge these and decide whether to award additional points.
- **Selection Criteria.** You judge these and decide how many points to award.

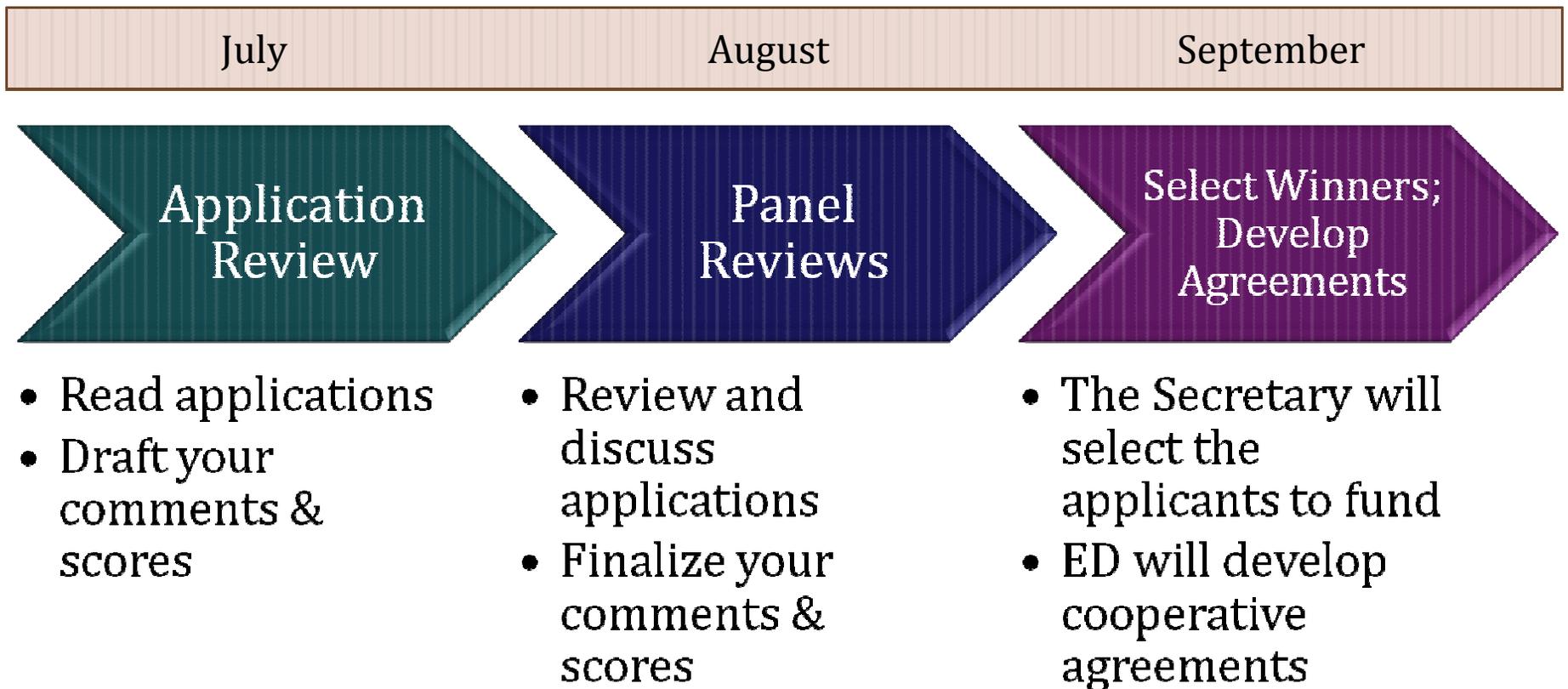
# Application Review Process

---

# The Bottom Line

- You are the experts.
- As a reviewer, your job will be to use your expert judgment to:
  - Determine if an application has met the Absolute Priority.
  - Decide how many, of the possible points, an application has earned.
  - Write comments that—
    - Justify your scores
    - Provide input to the Department about how to strengthen the implementation of an applicant's proposal; this will help inform the development of cooperative agreements for winning applicants
    - Provide feedback to applicants

# Application Review Process – The Big Picture



# Application Review Process – The Steps

1. Assigning applications
2. Training – you're getting that now!
3. Application review
4. Panel review
5. Preparing the slate
6. Developing the cooperative agreement

# Assigning Applications

- There is just one review panel for this competition, consisting of 9 reviewers.
- Each application will be assigned to these 9 reviewers and to 2 alternates. Other alternates are on standby.
- If you discover a potential conflict while reading an application, please tell us immediately so that, if necessary, we can assign applications to an alternate.

# Application Review

- When you go home, you'll read, score and write your comments independently. (We'll talk to you about the schedule for these reviews in a few minutes.)
- The ED panel monitors will provide feedback on whether the comments are clearly written, justify the scores, and are consistent with the criteria and scoring rubric.

# Panel Review

- When you return to DC for the panel review, you'll meet together for several hours to discuss each application:
  - To help focus your discussions, we'll provide the panel with data for each application showing how your scores varied for each criterion. The goal is not consensus – rather it is to ensure that your scoring differences are based on different professional judgments of quality, not on different understandings of the criteria.
  - Panel monitors will facilitate, but will not be active participants in the discussion.
- Each of you will then independently finalize your scores and comments, as necessary.
- To ensure quality:
  - Panel monitors will review all comments and scores; and
  - The competition support team (career staff expert in the program) will review all comments and scores.

# Preparing the Slate

- ED will prepare two lists of applicants – one for each competition category.
  - *For Category A:* An applicant's score will be determined by averaging the reviewers' scores on the selection criteria, then adding to this the average of the reviewers' competitive priority scores.
  - *For Category B:* An applicant's score will be determined by averaging the reviewers' scores on the selection criteria, then adding to this the competitive preference priority points for any priority the applicant has met because a majority of the panel has awarded the points.
- These scores will be used to generate two rank-ordered "slates" – one for each competition category – from which the Secretary will determine the winner(s).

# Developing the Cooperative Agreement

- ED will work with the selected grantees to develop a cooperative agreement under which this work will proceed.
- ED awards cooperative agreements rather than grants when we determine that substantial involvement between the Department and the grantee is needed to implement a collaborative project.
- Appropriate reviewer suggestions for implementation can be included in the development of the agreements up-front.

# More on Cooperative Agreements

- Some options for ED's role in developing cooperative agreements – worth keeping in mind:
  - ED may halt an activity immediately if detailed performance specifications or requirements are not met.
  - ED may review and approve one stage of work before the recipient can begin a subsequent stage.
  - ED may require the review all substantive provisions of proposed contracts.
  - ED may be involved in the selection of key personnel.

# Consortium Governance and Project Management

---

Selection Criteria (A)(1) and (B)(1)

MOUs and Procurements

Selection Criteria (A)(8) and (B)(6)

# Governance and Project Management

- Critical success factors for *consortia*—
  - Common vision and goals across members; clear roles, responsibilities, and decision making processes
  - These are codified in writing and are binding (MOU)
  - Procurement issues figured out up-front
- Critical success factors for *project management*—
  - Qualified entity responsible for day-to-day operations and management (*e.g.*, state, university, nonprofit)
  - Defined, specific workplan, timeline, budget – act as project blueprints

## Consortia – What the Code of Federal Regulations Says

- Either of the following can constitute a “consortium” —
  - The consortium establishing itself as a separate eligible legal entity and applying for a grant on its own behalf; or
  - One member of the consortium (*i.e.*, a State) applying for a grant on behalf of the consortium
- In either case, every State member of a consortium must execute a Memoranda of Understanding or other binding agreement that, among other things, binds the State to every statement and assurance made in the application.

# Category A: Key Requirements

This concerns Category A (though the definitions apply to both categories)

**Eligibility Requirement:** To be eligible to receive an award under this category, an eligible applicant must—

1. Include a **minimum of 15 States**, of which **at least 5 States** must be **governing** States (as defined);

2. Identify a consortium that is not partnered with any other consortium applying for a grant in the competition category.

3. Submit an assessment plan in the consortium's assessment plan that, to remain eligible for the award, must be approved by the consortium's governing body no later than the end of the consortium's first year of implementation (no later than September 30, 2011, for consortia that began implementation on or before September 30, 2010, and no later than the end of the consortium's first year of implementation for consortia that began implementation after September 30, 2010).

Governing State means a State that

- (a) is a member of only one consortium applying for a grant in the competition category,
- (b) has an active role in policy decision-making for the consortium, and
- (c) is committed to using the assessment system or program developed by the consortium.

is not  
award under

that, to remain  
college- and  
September 31, 2011,  
later than the

**Estimated Size of Award: \$160,000,000**

**Project Period: Up to 48 months**

# Category A: Key Requirements

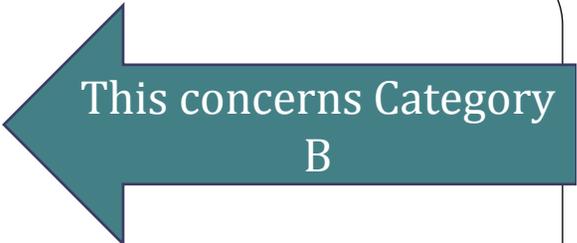
**Eligibility Requirement:** To be eligible to receive an award under this category, an eligible applicant must—

1. Include a **minimum of 15 States**, of which **at least 5 States** must be **governing** States (as defined);
2. Identify a proposed **project management partner** who is not partnered with any other consortium applying for an award under this category; and
3. Submit assurances from each State in the consortium that, to remain in the consortium, the State will adopt a **common** set of **college- and career-ready standards** (as defined) no later than December 31, 2011, and **common achievement standards** (as defined) no later than the 2014-2015 school year.

**Estimated Size of Award:** \$160,000,000

**Project Period:** Up to 48 months

ED judges eligibility before you receive the applications for review



This concerns Category  
B

## Category B: Key Requirements

**Eligibility Requirement:** To be eligible, an eligible applicant must—

1. Include a **minimum of 5 governing States** (as defined); and
2. Identify in its application a proposed **project management partner** who is not partnered with any other consortium applying for an award under this category.

**Estimated Size of Award:** \$30,000,000 (binding maximum)

**Project Period:** Up to 48 months

Again, ED judges eligibility before you  
receive the applications for review

## (A)(1) Consortium Governance (up to 20 points)



(B)(1) is worth  
up to 30 points

**Goal:** The extent to which the consortium's proposed governance structure will enable the **successful design, development, and implementation** of the proposed assessment system.

Consider—

a) The consortium's **vision, goals, role, and key deliverables** (e.g., assessment components, scoring and moderation system, professional development activities), and the consistency of these with the consortium's theory of action;

# (A)(1) Consortium Governance (cont.)

Consider—

b) The consortium's **structure and operations**, including—

- i. The **organizational structure** of the consortium and the **differentiated roles** that a member State may hold (e.g., lead State, governing State (as defined), advisory State);
- ii. For each differentiated role, the **rights and responsibilities** (including the level of commitment to adopting and implementing the assessment system) associated with the role;
- iii. The consortium's method and process (e.g., consensus, majority) for **making** different types of **decisions** (e.g., policy, operational);
- iv. The **protocols by which the consortium will operate**, including the protocols for member States to change roles or leave the consortium and for new member States to join the consortium;
- v. The consortium's plan, including the process and timeline, for **setting key policies and definitions** for the proposed assessment system, including a common set of college- and career-ready standards (as defined), a common set of performance level descriptors (as defined), a common set of achievement standards (as defined), common assessment administration procedures, common item release and test security policies, a common definition of "English learner," and a common set of policies and procedures for accommodations (as defined) and student participation; and
- vi. The consortium's plan for **managing funds** received under this grant category;

# (A)(1) Consortium Governance (cont.)

Consider—

## b) The consortium's **structure and operations**, including—

- i. The **organizational structure** of the consortium and the **differentiated roles** that a member State may hold (e.g., lead State, governing State (as defined), advisory State);
- ii. For each differentiated role, the **rights and responsibilities** (including the level of commitment to adopting and implementing the assessment system) associated with the role;
- iii. The consortium's method and process (e.g., consensus, majority) for **making** different types of **decisions** (e.g., policy, operational);
- iv. The **protocols by which the consortium will operate**, including the protocols for member States to change roles or leave the consortium and for new member States to join the consortium;
- v. The consortium's plan, including definitions for the proposed career-ready standards (as defined), a common administration process, a definition of "English learner accommodations (as defined)", and the consortium's plan for **managing funds** received under this grant category;
- vi. The consortium's plan for **managing funds** received under this grant category;

(B)(1) (b)(v) The key policies and definitions to which all member States will adhere, the rationale for choosing these policies and definitions, and the consortium's plan (including the process and timeline) for developing them.

## Table for (A)(1)(b)(ii) and (B)(1)(b)(ii)

### Summary Table for (A)(1)(b)(ii): States' Roles in the Consortium

***Directions:*** In addition to addressing the criterion in narrative, applicants must indicate in the table below the differentiated roles each member State may hold and provide a brief description of the rights and responsibilities associated with that role.

Role Types of Member States	Description of the Rights and Responsibilities Associated with Role	Member States in this Role

We have not included all of the tables in this presentation – refer to the Application Packages for a complete listing

# Table for (A)(1)(b)(v)

## Summary Table for (A)(1)(b)(v): Consortium’s Policy and Definition Timeline

**Directions:** *In addition to addressing the criterion in the (A)(1) narrative, applicants must indicate the approximate dates of initiation and completion for each policy or definition to be adopted by the consortium.*

Policy or Definition to be Adopted	Approx Date to Initiate	Approx Date to Adopt
Common set of performance level descriptors		
Common set of achievement standards		
Common assessment administration procedures		
Common item release policy		
Common test security policy		
Common definition of “English learner”		
Common policies and procedures for accommodations for English learners		
Common policies and procedures for accommodations for students with disabilities		
Common policies and procedures for student participation for English learners		
Common policies and procedures for student participation for students with disabilities		
Other (explain)		

## (A)(1) Consortium Governance (cont.)

Consider—

- c) The terms and conditions of the **Memoranda of Understanding** or other binding agreements executed by each member State, including—
  - i. The **consistency** of the terms and conditions **with the consortium's governance structure and the State's role** in the consortium; and
  - ii. The State's commitment to and plan for **identifying any existing barriers** in State law, statute, regulation, or policy to implementing the proposed assessment system and to **addressing** any such **barriers prior to full implementation** of the summative assessment components of the system; and
- d) The consortium's **procurement process**, and evidence of each member State's commitment to that process.

## (A)(1) Consortium Governance (cont.)

Consider—

c) The terms and conditions of the **Memoranda of Understanding** or other binding agreements executed by each member State, including—

- i. The **consistency** of the terms and conditions **with the consortium's governance structure and the State's role** in the consortium; and
- ii. The State's commitment to and plan for identifying any existing barriers in State law, statute, regulation, or policy that may impede the proposed assessment system and to address them prior to full implementation of the summative assessment components of the system; and

d) The consortium's **procurement process**, and evidence of each member State's commitment to that process.

(B)(1) does not include sub-criterion (c)(ii)

# MOUs – What to Look For

- You are looking at MOUs and the associated application narrative and other appendices to evaluate:
  - The **consistency of the MOU terms and conditions with the consortium's governance** structure and the State's role in the consortium (see criterion (A/B)(1)(c)(i)); and
  - *For Category A Only:* The State's plan for **identifying any barriers** (in law, statute, regulation, or policy) to implementing the proposed assessment system, and for **addressing them** (see criterion (A)(1)(c)(ii)).

# MOUs – What to Look For (cont.)

- You are looking at MOUs to ensure that basic application requirements have been met, and to flag them in your comments if they have not. The MOUs must:
  - **Detail the activities** that members of the consortium – by role – will perform (see Application Requirement 4 and FAQs);
  - **Bind** each member of the consortium to every statement and assurance made in the application, consistent with that State’s role in the consortium (see Application Requirement 4 and FAQs);
  - Include a **procurement assurance**, signed by the State’s chief procurement official (or designee), that the State has reviewed its applicable procurement rules and determined that it may participate in and make procurements through the consortium(see Application Requirement 4 and Criteria (A/B)(1)(d)); and
  - Be **signed** by the Governor, the State’s chief school officer, and, if applicable, the president of the State board of education (see Application Requirement 4).

# MOUs – What to Look For (cont.)

- You are looking at applications to ensure that basic application requirements have been met, and to flag them in your comments if they have not. The application must:
  - *For Category A:* Ensure that the summative assessment components of the assessment system in both mathematics and English language arts are fully implemented statewide by each State [that remains] in the consortium no later than the 2014-2015 school year.
  - *For Category B:* Ensure that at least one course assessment developed under the high school course assessment program will be implemented in each State [that remains] in the consortium no later than the 2013-2014 school year and that all assessments in the assessment program will be operational no later than the 2014-2015 school year.
- In writing to this requirement in the application or MOU, applicants:
  - Describe the process by which their State will adopt and implement the assessments by the applicable dates, if the State remains in the consortium at that time; and
  - Provide additional explanatory information, if necessary, about how the State will undertake this process consistent with State law.

## (A)(8) Project Management (up to 30 points)



(B)(6) is worth  
up to 35 points

**Goal:** The extent to which the eligible applicant's project management plan will result in implementation of the proposed assessment system **on time, within budget**, and in a manner that is **financially sustainable** over time.

Consider—

a) The **quality, qualifications, and role** of the **project management partner**, as evidenced by its mission, date of founding, size, experience (including past success in implementing similar projects), and key personnel assigned to this project (including their names, curricula vitae, roles, percent of time dedicated to this project, and experience in managing similar projects);

# Guidance on Selecting Project Management Partners

- Because the project management partner is critical to the success of the program, we asked in the application for specific information about the partner.
- However, in many cases, State procurement procedures require longer timelines than were possible in preparing these applications.
- ED recommended that States, if possible, use informal or expedited acquisition procedures (consistent with 34 CFR 80.36).
- If this is not possible, ED instructed applicants to use their best judgment to provide detail on the procurement that is underway, such as:
  - The required qualifications of the partner being procured;
  - The qualifications for key staff to be assigned to the project;
  - The proposed role of the partner; and
  - Requirements placed around the partner's organizational size and experience.

(See FAQ C-3a)

## (A)(8) Project Management (cont.)

Consider—

b) The project **workplan and timeline**, including, for each key deliverable (e.g., assessment component, scoring and moderation system, professional development activities), the major **milestones, deadlines**, and entities **responsible** for execution; and the approach to identifying, managing, and mitigating **risks** associated with the project;

c) The extent to which the eligible applicant's **budget**—

- i. Clearly identifies **Level 1 budget modules** and any **Level 2 budget modules** (as defined);
- ii. Is **adequate** to support the development of an assessment system that meets the requirements of the absolute priority; and
- iii. Includes costs that are **reasonable** in relation to the objectives, design, and significance of the proposed project and the number of students to be served; and

d) For each member State, the **estimated costs** for the ongoing administration, maintenance, and enhancement of operational assessments in the proposed assessment system and a plan for how the State will **fund the assessment system over time** (including by allocating to the assessment system funds for existing State or local assessments that will be replaced by assessments in the system).

On time,  
within budget,  
financially sustainable

## (A)(8) Project Management (cont.)

Consider—

b) The project **workplan and timeline**, including, for each key deliverable (e.g., assessment component, scoring and moderation system, professional development activities), the major milestones, deadlines, and entities responsible for execution; and the approach to identifying, managing, and mitigating risks associated with the project;

c) The extent to which the eligible applicant's **budget**—

- i. Clearly identifies Level 1 budget modules and any Level 2 modules;
- ii. Is adequate to support the development of an assessment system that meets the requirements of the absolute priority; and
- iii. Includes costs that are reasonable in relation to the objectives, design, and significance of the proposed project and the number of students to be served; and

d) For each member State, the estimated costs for the ongoing administration, maintenance, and enhancement of operational assessments in the proposed assessment system and a plan for how the State will **fund the assessment system over time** (including by allocating to the assessment system funds for existing State or local assessments that will be replaced by assessments in the system).

(B)(6) does not include  
sub-criterion (c)(i)

On time,  
within budget,  
financially sustainable

## Table for (A)(8)(b) and (B)(6)(b) Project Workplan and Timeline

- Again, there is a summary table, but it does not include all of the information applicants were asked to provide in their narrative response.

Major Milestones	Associated Tasks	Start Date	End Date	Responsible Entity

# Budget Tutorial

---

# Category A – Level 1 Budget Modules

A Level 1 budget module means a budget module that (a) is necessary to delivering operational summative assessments in both mathematics and English language arts no later than school year 2014-2015, or (b) is otherwise necessary to the eligible applicant's proposed project and consistent with the eligible applicant's theory of action.

- A Level 1 budget may consist of one or more “modules,” which, in aggregate, cannot exceed \$150M in total funds requested.
- Level 1 budget modules should include all of the budget items required to meet the absolute priority and deliver operational summative assessments by SY2014-2015.
- **You will write comments on, but not score, the Level 1 budget.**

## Category A – Level 2 Budget Modules

- Proposals that cannot be fully funded within \$150 million can include Level 2 budget modules. If there is funding available, the Department will fund Level 2 budgets modules, informed by the applicant’s prioritization of the modules **and feedback from you.**
- No individual Level 2 budget module may exceed \$10 million in total funds requested. There is no limit on how many Level 2 budget modules may be included in an application.
- The applicant should assign each Level 2 budget module a unique priority, where “1” is the highest priority.
- **You will write comments on, but not score, EACH Level 2 module.**

Level 2 budget module means any budget module for which an eligible applicant is seeking funds under the Comprehensive Assessment Systems grant category other than a Level 1 budget module. An eligible applicant must prioritize Level 2 budget modules in the order of importance to the implementation of the proposed project.

# Budget Formats

- *For Category A Only:* Applicants must submit a detailed budget table and narrative for each proposed Level 1 and Level 2 budget module.
- *For Category B Only:* Applicants must submit one budget table and one narrative for the entire project. The total funds requested may not exceed \$30 million.

# Category A – Budget Formats

- **Budget Summary (Budget Part A)**
  - *Budget Summary Table.* Cover sheet that summarizes the total budget requested for each Level 1 and Level 2 budget module.
- **Level 1 Budget Modules (Budget Part B)**
  - *Level 1 Budget Modules – Summary Table.* Total budget requested across all Level 1 budget modules, by budget category and for each year in which funds will be expended.
  - *Level 1 Budget Module – Detailed Table.* Budget for each Level 1 budget module, by budget category and for each year in which funds will be expended.
  - *Level 1 Budget Module – Detailed Narrative.* Narrative providing backup detail associated with each budget category.
- **Level 2 Budget Modules (Budget Part C)**
  - *Level 2 Budget Module – Detailed Table.* Budget for each Level 2 budget module, by budget category and for each year in which funds will be expended.
  - *Level 2 Budget Module – Detailed Narrative.* Narrative providing backup detail associated with each budget category.

# Category A – Level 1 Budget Module

## Detailed Narrative

The detailed narrative for each Level 1 budget module should include this information:

- **Name:** The name or identifier used to refer to this Level 1 budget module in the application.
- **Associated Workplan:** The workplan items associated with and developed under this Level 1 budget module.
- **Rationale:** The rationale for why this is a Level 1 budget module, describing why the work done under this budget module (a) is necessary to delivering operational summative assessments in both mathematics and English language arts no later than school year 2014-2015, or (b) is otherwise necessary to the eligible applicant's proposed project and consistent with the eligible applicant's theory of action.
- **Line Item Explanation:** A detailed explanation of each expenditure requested in each budget category.

# Detailed Narrative – Line Items Guidance

## Examples of Detail Level to be Provided

- Personnel – Line 1

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Project Director (1): Jane Doe will be responsible for the overall leadership and management of the States working on the mathematics assessments. She has twelve years of experience in this field, and had leadership roles in XYZ. She will report to ABC. Her qualifications are described in detail in the project management plan on page D-24 of the Appendix.	100%	\$85,000/yr	\$85,000/yr

- Travel – Line 3

Travel: Travel expenses average \$500/person, in addition to an amount of per diem of \$50.	# Trips	\$ per Trip	Total
Quarterly in-person governance meetings for all governing States, lasting two days each. (See criterion (A)(1) for more information about these governance meetings.)	2 people/State x 7 governing States x 4 mtgs/yr	\$600/person	\$336,000

# Category A – Level 1 Budget Module Detailed Table

Look for one table and one narrative for each budget module (with the name at the top)

<b>Budget Part B: Level 1 Budget Module – Detailed Table</b>					
<b>Name:</b> <i>[indicate the identifier used when referring to this budget module]</i>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (add lines 1-8)					
10. Indirect Costs					
11. Total Costs (add lines 9-10)					
12. Other Funds Allocated Toward this Work					
13. Total Funds Requested (subtract line 12 from line 11)					

For each module, there should be a budget by category for each year of the grant

Other funds received may be deducted

Total funds requested

# Category A – Level 1 Budget Modules Summary Table

Budget Part B: Level 1 Budget Modules – Summary Table					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (add lines 1-8)					
10. Indirect Costs					
11. Total Costs (add lines 9-10)					
12. Other Funds Allocated Toward this Work					
13. Total Funds Requested (subtract line 12 from line 11)					

The total for each budget category across all Level 1 budget modules should appear on this Level 1 Budget Modules – Summary Table.

Total Funds Requested cannot exceed \$150M

# Category A – Level 2 Budget Module Detailed Narrative

You should see one complete “Level 2 Budget Module – Detailed Table” and one accompanying “Level 2 Budget Module – Detailed Narrative” for each Level 2 budget module that the applicant proposes.

The detailed narrative should include:

- **Name:** The name or identifier used in the application to refer to this Level 2 budget module.
- **Associated Workplan:** The workplan items associated with and developed under this Level 2 budget module.
- **Priority/Rationale:** The priority assigned to this module and the rationale for assigning this priority.
- **Line Item Explanation:** A detailed explanation of each expenditure requested in each budget category.

# Category A – Level 2 Budget Module Detailed Table

- Level 2 Budget Module – Detailed Table looks just like the Level 1 Detailed Table.
- Look for a budget table for each Level 2 budget module, by budget category and for each year in which funds will be expended.
- Look for the name of the budget module and its priority at the top.

<b>Budget Part III: Level 2 Budget Module – Detailed Table</b>					
<b>Name:</b> [indicate the identifier used when referring to this budget module]					
<b>Priority:</b> [indicate the unique priority assigned to this budget module, where Priority 1 is the highest]					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (add lines 1-8)					
10. Indirect Costs					
11. Total Costs (add lines 9-10)					
12. Other Funds Allocated Toward this Work					
13. Total Funds Requested (subtract line 12 from line 11)					

# Category A – Summary Budget Table

Budget Part A: Summary Budget Table					
Budget Module	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
<b>Level 1 Budget Modules</b>					
1. [insert Level 1 budget module name]					
2. [insert additional rows as required]					
3. <b>Total Funds Requested – Level 1 Budget Modules</b> (lines 1-5)					
<b>Level 2 Budget Modules</b>					
4. [insert Level 2 budget module name] Priority 1					
5. [insert additional rows as required]					
6. <b>Total Funds Requested – Level 2 Budget Modules</b> (lines 7-11)					
7. <b>Total Funds Requested for Comprehensive Assessment System</b> (lines 6 plus 12)					

Look for each Level 1 budget module

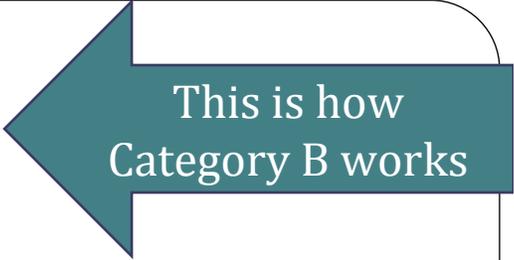
Level 1 total may not exceed \$150M

Each Level 2 budget module should be included, listed in priority order – no row may exceed \$10 M

This is the grand total requested – should not exceed \$350M

Look for the budget for each budget module for each year of the grant (line 13 from each Budget Module Detail Table)

# Category B – Budget Summary Narrative



This is how  
Category B works

You should see one “Budget Summary Table” and one accompanying “Budget Summary Narrative” for Category B.

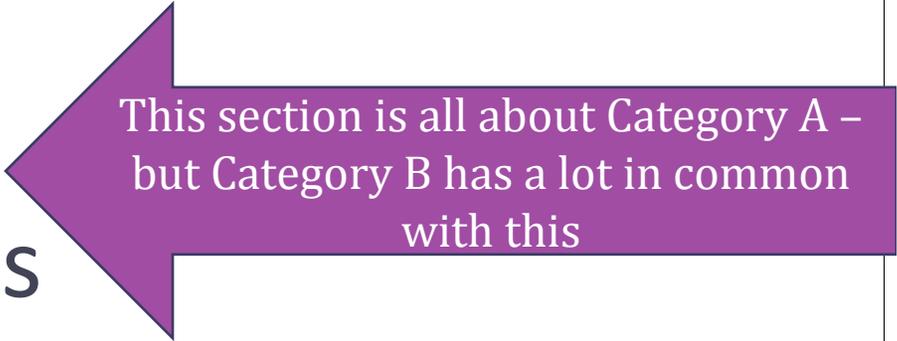
- The **workplan** items associated with each budget item.
- The **rationale** describing why the work done is necessary should be included in the detailed narrative.
- A **detailed explanation of each line item expenditure** requested in each budget category.

# Category B – Budget Summary Table

- The Category B Budget Summary Table looks just like the Level 1 Detailed Table.
- The total funds requested may not exceed \$30M.

Summary Budget Table					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (add lines 1-8)					
10. Indirect Costs					
11. Total Costs (add lines 9-10)					
12. Other Funds Allocated Toward this Work					
13. Total Funds Requested (subtract line 12 from line 11)					

# Comprehensive Assessment Systems



This section is all about Category A –  
but Category B has a lot in common  
with this

Eligibility and Other Requirements

Absolute and Competitive Priorities

Other Selection Criteria—(A)(2) through (A)(7)

## **Overview:**

# Comprehensive Assessment Systems Grants

## **Priorities**

*Absolute Priority:* Comprehensive Assessment Systems Measuring Student Achievement Against Common College- and Career-Ready Standards

*Competitive Preference Priority:* Collaboration and Alignment with Higher Education

## **Selection Criteria**

(A)(1) Consortium Governance (up to 20 points)

(A)(2) Theory of Action (up to 5 points)

(A)(3) Assessment System Design (up to 55 points)

(A)(4) Assessment System Development (up to 35 points)

(A)(5) Research and Evaluation (up to 30 points)

(A)(6) Professional Capacity and Outreach (up to 15 points)

(A)(7) Technology Approach (up to 10 points)

(A)(8) Project Management (up to 30 points)

# Absolute Priority: Comprehensive Assessment Systems

**Directions:** *The absolute priority cuts across the entire application and should not be addressed separately. You will assess it, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.*

**Goal:** The Department supports the development of new assessment systems that—

- Will be **used by multiple States**;
- Are **valid, reliable, and fair** for their intended purposes and for all student subgroups; and
- Measure student knowledge and skills against a **common set of college- and career-ready standards in mathematics and English language arts.**

## Absolute Priority (cont.)

Applicant must demonstrate that it will develop and implement an assessment system that—

a) Measures student knowledge and skills against a common set of college- and career-ready standards (as defined) in mathematics and English language arts in a way that—

- i. **Covers the full range** of those standards, including standards against which student achievement has traditionally been difficult to measure;
- ii. As appropriate, elicits complex student **demonstrations or applications** of knowledge and skills;
- iii. Provides an accurate measure of student achievement across the **full performance continuum**, including for high- and low-achieving students; and
- iv. Provides an accurate measure of student growth **over a full academic year or course**;

## Absolute Priority (cont.)

Applicant must demonstrate that it will develop and implement an assessment system that—

- b) Consists of assessment components in mathematics and in English language arts that include, for each subject, one or more summative assessment components that—
  - i. Are administered **at least once** during the academic year in **grades 3 through 8** and **at least once in high school**\*; and
  - ii. Produce **student achievement data** and **student growth data** (both as defined) that can be used to determine whether individual students are college- and career-ready (as defined) or on track to being college- and career-ready (as defined);

\* Assessment components, including summative components, may be administered more than once during an academic year. High school assessments under this category may be course-specific or comprehensive or both.

## Absolute Priority (cont.)

Applicant must demonstrate that it will develop and implement an assessment system that—

c) Assesses all students, including **English learners** (as defined) and **students with disabilities** (as defined); and

English learner means a student who is an English learner as that term is defined by the consortium. The consortium must define the term in a manner that is uniform across member States and consistent with section 9101(25) of the ESEA.

Student with a disability means, for purposes of this competition, a student who has been identified as a student with a disability under the Individuals with Disabilities Education Act, as amended (IDEA), except for a student with a disability who is eligible to participate in alternate assessments based on alternate academic achievement standards consistent with 34 CFR 200.6(a)(2).

Fully includes  
the “2%”  
students

## Absolute Priority (cont.)

Applicant must demonstrate that it will develop and implement an assessment system that—

- c) Assesses all students, including **English learners** (as defined) and **students with disabilities** (as defined); and
- d) Produces data, including student achievement data and student growth data, **that can be used to inform—**
  - i. Determinations of **school effectiveness** for purposes of accountability under Title I of the ESEA;
  - ii. Determinations of individual **principal and teacher effectiveness** for purposes of evaluation;
  - iii. Determinations of principal and teacher **professional development and support needs**; and
  - iv. **Teaching, learning, and program improvement.**

# Evaluating Whether the Absolute Priority Has Been Met

- The Absolute Priority is the one part of the application that is **about an applicant meeting a reasonable threshold for quality**.
- An application does not need to respond to every single sub-criterion in the selection criteria, but it must have a reasonable response to each item specified in the priority.
- You make a yes/no determination – you do not assign a numeric score.
- If a majority (5+ members) of the panel believe that an application does not meet the absolute priority, the priority will be considered not to have been met.

## Competitive Preference Priority:

### Collaboration and Alignment with Higher Education

**Goal:** Promote **collaboration and alignment between** member States' public **K-12** systems **and** their public **IHEs**.

- Applicant must provide, for each IHE or IHE system, a **letter of intent** that—
  - a) Commits the **IHE** or IHE system to **participate with the consortium** in the design and development of the consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness;
  - b) Commits the IHE or IHE system to implement policies, once the final high school summative assessments are implemented, that **exempt from remedial courses** and place into credit-bearing college courses any student who meets the consortium-adopted achievement standard (as defined) for each assessment and any other placement requirement established by the IHE or IHE system;
  - c) Indicates the total **number of direct matriculation students** (as defined) in the partner IHE or IHE system in the 2008-2009 school year; and
  - d) Is **signed** by the State's higher education executive officer (if the State has one) and the president or head of each participating IHE or IHE system.

## Competitive Preference Priority (cont.): Collaboration and Alignment with Higher Education

- Up to 20 points can be awarded based on:
  - **Strength of commitment** demonstrated in the letters of intent; and
  - **Percentage of direct matriculation students served** by the public IHEs in the member States who are direct matriculation students in the partner IHEs or IHE systems.
- **To receive full points**, letters of intent must:
  - **Demonstrate strong commitment** from each partner IHE or IHE system; and
  - **Represent at least 30% of direct matriculation students in public IHEs across the consortium as a whole**;
- **No points** can be awarded for the priority if letters of intent:
  - **Represent fewer than 10%** of direct matriculation students in public IHEs in member States.

## Table for Competitive Preference Priority

State (List all in Consortium)	Name of Participating IHEs	IHE Committed to Participating w/Consortium? (Y/N)	IHE Committed to Exempting Students from Remediation? (Y/N)	LOI Signed by IHE Leader(s)? (Y/N)	Number of Direct Matriculation Students in IHE in 2008-2009	Total Direct Matriculation Students in State in 2008-2009	Direct Matriculation Students in Participating IHEs as % of State Total
<b>TOTAL</b>	n/a	n/a	n/a	n/a	[total across participating IHEs]	[total in <b>all</b> public IHEs in all member States]	[percent participating IHEs are of all IHEs]

## **Selection Criteria:**

### **Comprehensive Assessment Systems Grants**

(A)(1) Consortium Governance (up to 20 points)

(A)(2) Theory of Action (up to 5 points)

(A)(3) Assessment System Design (up to 55 points)

(A)(4) Assessment System Development (up to 35 points)

(A)(5) Research and Evaluation (up to 30 points)

(A)(6) Professional Capacity and Outreach (up to 15 points)

(A)(7) Technology Approach (up to 10 points)

(A)(8) Project Management (up to 30 points)

## (A)(2) Theory of Action

(up to 5 points)

**Goal:** The extent to which the eligible applicant's theory of action is **logical, coherent,** and **credible,** and **will result in improved student academic outcomes.**

Consider the **description of, and rationale for—**

- a) **Each component** of the proposed assessment system and the relationship of the component to other components in the system;
- b) How the assessment **results** produced by each component will be **used;**
- c) How the assessments and assessment results will be **incorporated into a coherent educational system** (i.e., a system that includes standards, assessments, curriculum, instruction, and professional development); and
- d) How the educational system as a whole will **improve student achievement and college- and career-readiness** (as defined).

## (A)(3) Assessment System Design (up to 55 points)

**Goal:** The extent to which the design of the eligible applicant's proposed assessment system is **innovative**, **feasible**, and **consistent with the theory of action**.

Consider—

a) The **number and types of components** (e.g., through-course summative assessments (as defined), end-of-year summative assessments, formative assessments, interim assessments) in mathematics and in English language arts in the assessment system;

Through-course summative assessment means an assessment system component or set of assessment system components that is administered periodically during the academic year. A student's results from through-course summative assessments must be combined to produce the student's total summative assessment score for that academic year.

## (A)(3) Assessment System Design (cont.)

Consider—

b) **For the assessment system as a whole—**

- i. How the assessment system will **measure** student knowledge and skills:
  - Against the **full range of the college- and career-ready standards**, including the standards against which student achievement has traditionally been difficult to measure;
  - Provide an **accurate measure of student achievement**, including for high- and low-performing students; and
  - Provide an **accurate measure of student growth** over a full academic year or course;
- ii. How the assessment system will **produce** the required student performance data (i.e., **student achievement data** and **student growth data** (both as defined)) that can be used to determine whether individual students are **college- and career-ready** (as defined) **or on track** to being college- and career-ready (as defined);

Innovative, feasible,  
consistent with  
theory of action

## (A)(3) Assessment System Design

### Pause for Definitions...

Student achievement data means data regarding an individual student's mastery of tested content standards. Student achievement data from summative assessment components must be reported in a way that can be reliably aggregated across multiple students at the subgroup, classroom, school, LEA, and State levels.

Student growth data means data regarding the change in student achievement data (as defined) between two or more points in time. Student growth data from summative assessment components must be reported in a way that can be reliably aggregated across multiple students at the subgroup, classroom, school, LEA, and State levels and over a full academic year or course.

Student subgroups are used as defined in section 1111(b)(3)(C)(xiii) of the ESEA (i.e., by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged).

Innovative, feasible,  
consistent with  
theory of action

## (A)(3) Assessment System Design

### Pause for Definitions... (cont.)

College- and career-ready means, with respect to a student, that the student is prepared for success, without remediation, in credit-bearing entry-level courses in an IHE, as demonstrated by an assessment score that meets or exceeds the achievement standard (as defined) for the final high school summative assessment in mathematics or English language arts.

On track to being college- and career-ready (used in place of the term “proficient”) means that the student is performing at or above grade level such that the student will be college- and career-ready (as defined) by the time of high school graduation.

## (A)(3) Assessment System Design (cont.)

Consider—

### b) For the assessment system as a whole—

- i. How the assessment system will be accessible to all students, including **English learners** and **students with disabilities**, and include appropriate accommodations (as defined) for students with disabilities and English learners; and
- ii. **How and when during the academic year** different types of student data will be available to inform and guide instruction, interventions, and professional development; and

## (A)(3) Assessment System Design (cont.)

Consider—

c) **For each component** in mathematics and in English language arts in the assessment system—

- i. The **types of data produced** by the component, including student achievement data (as defined), student growth data (as defined), and other data;
- ii. The **uses of the data** produced by the component, including:
  - Determining whether individual students are college- and career-ready (as defined) or on track to being college- and career-ready (as defined);
  - Informing determinations of school effectiveness for the purposes of accountability under Title I of the ESEA;
  - Informing determinations of individual principal and teacher effectiveness for the purposes of evaluation;
  - Informing determinations of principal and teacher professional development and support needs;
  - Informing teaching, learning, and program improvement; and
  - Other uses;

## (A)(3) Assessment System Design (cont.)

Consider—

- c) **For each component** in mathematics and in English language arts in the assessment system—
- iii. The **frequency and timing of administration** of the component, and the rationale for these;
  - iv. The **number and types of items** (e.g., performance tasks, selected responses, brief or extended constructed responses) and the **distribution of item types** within the component, including the extent to which the items will be varied and elicit complex student demonstrations or applications of knowledge and skills (descriptions should include a **concrete example of each item type** proposed); and the **rationale** for using these item types and their distributions;

## (A)(3) Assessment System Design (cont.)

Consider—

- c) **For each component** in mathematics and in English language arts in the assessment system—
- v. The component's **administration mode** (e.g., paper-and-pencil, computer-based, or other electronic device), and the rationale for the mode;
  - vi. The methods for **scoring student performance** on the component, the estimated **turnaround times** for scoring, and the rationale for these; and
  - vii. The **reports** produced based on the component, and for each report, its intended use, target audience (e.g., students, parents, teachers, administrators, policymakers), and the key data it presents.

## Table for (A)(3)(c): ELA and Math

- This summary table does not include all of the information applicants were asked to provide in their narrative response.
- Applicants were asked to provide examples of item types, which may be submitted on CD.

Grade	Type of Component	Types of data produced / how used	Frequency and timing of administration	Number and types of items, and distribution of item types	Administration mode	Scoring method and estimated turnaround time	Report(s) produced, intended use, audience

## (A)(4) Assessment System Development (up to 35 points)

**Goal:** The extent to which the eligible applicant’s plan for developing the proposed assessment system will ensure that the assessment system is ready for wide-scale administration in a manner that is **timely, cost-effective**, and **consistent with** the **proposed design** and incorporates a **process** for ongoing feedback and improvement.

Consider—

a) The **approaches for developing** assessment items (e.g., evidence centered design, universal design for learning) and the rationale for using those approaches; the **development phases and processes** to be implemented consistent with the approaches; and the types of **personnel involved** in each development phase and process (e.g., practitioners, content experts, assessment experts, experts in assessing English learners, experts in assessing students with disabilities, psychometricians, cognitive scientists, IHE representatives, career and technical education experts);

Timely,  
cost-effective,  
consistent with design,  
improvement process

## (A)(4) Assessment System Development (cont.)

Consider—

- b) The approach and strategy for designing and developing **accommodations** (as defined), accommodation policies, and methods for standardizing the use of those accommodations for—
  - i. English learners; and
  - ii. Students with disabilities;
- c) The approach and strategy for ensuring scalable, accurate, and

Accommodations means changes in the administration of an assessment, including but not limited to changes in assessment setting, scheduling, timing, presentation format, response mode, and combinations of these changes, that do not change the construct intended to be measured by the assessment or the meaning of the resulting scores. Accommodations must be used for equity in assessment and not provide advantage to students eligible to receive them.

Timely,  
cost-effective,  
consistent with design,  
improvement process

## (A)(4) Assessment System Development (cont.)

Consider—

- b) The approach and strategy for designing and developing **accommodations** (as defined), accommodation policies, and methods for standardizing the use of those accommodations for—
  - i. English learners; and
  - ii. Students with disabilities;
- c) The approach and strategy for ensuring **scalable, accurate, and consistent scoring** of items, including the approach and moderation system (as defined) for any human-scored items that are part of the summative assessment components and the **extent to which teachers are trained and involved** in the scoring of assessments;

Timely,  
cost-effective,  
consistent with design,  
improvement process

## (A)(4) Assessment System Development (cont.)

Consider—

- d) The approach and strategy for developing the **reporting system**; and
- e) The overall approach to **quality control**; and the strategy for **field testing** assessment items, accommodations, scoring systems, and reporting systems, including, with respect to assessment items and accommodations, the use of **representative sampling** of all types of student populations, taking into particular account high- and low-performing students and different types of English learners and students with disabilities.

## (A)(5) Research and Evaluation

(up to 30 points)

**Goal:** The extent to which the eligible applicant's research and evaluation plan will ensure that the assessments developed are **valid, reliable,** and **fair** for their intended purposes and for all student subgroups.

Consider—

- a) The plan for identifying and employing psychometric techniques suitable to verify, as appropriate to each assessment component, its construct, consequential, and predictive **validity**; external validity; **reliability**; **fairness**; **precision** across the full performance continuum; and **comparability** within and across grade levels; and
- b) The plan for determining whether the assessments are being **implemented as designed** and the theory of action is being realized, including whether the **intended effects** on individuals and institutions are being achieved.

## (A)(6) Professional Capacity and Outreach (up to 15 points)

**Goal:** The extent to which the eligible applicant's plan for implementing the proposed assessment system is **feasible, cost-effective,** and **consistent with the theory of action.**

Consider—

- a) The plan for **supporting teachers and administrators** in implementing the assessment system and for developing, in an ongoing manner, the professional capacity to use the assessments and results to inform and improve instructional practice; and
- b) The strategy and plan for **informing the public and key stakeholders** (including legislators and policymakers) **in each member State** about the assessment system and for building support for the system from the public and those stakeholders.

## (A)(7) Technology Approach (up to 10 points)

**Goal:** The extent to which the eligible applicant is using technology effectively to **improve the quality, accessibility, cost-effectiveness, and efficiency** of the proposed assessment system.

Consider—

a) The description of, and rationale for—

- i. The **ways in which technology will be used** in assessment design, development, administration, scoring, and reporting;
- ii. The **types of technology to be used** (including whether the technology is existing and commercially-available or is being newly developed); and
- iii. How other States or organizations can **re-use** in a cost effective manner any technology platforms and technology components developed under this grant;

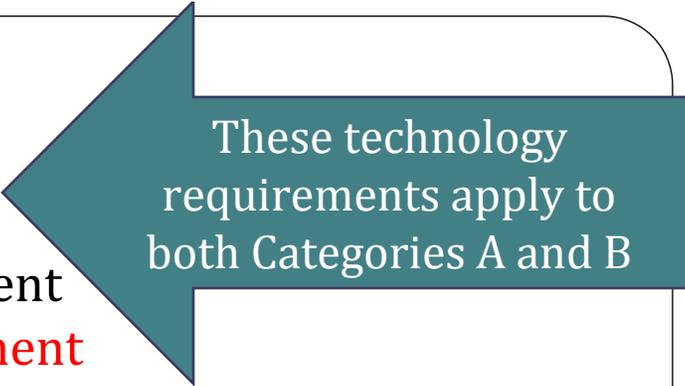
b) How technology-related **implementation or deployment barriers** will be addressed (e.g., issues relating to local access to internet-based assessments).

# Technology-Related Program Requirements

An eligible applicant awarded a grant under this category must—

- **Use technology to the maximum extent** appropriate to develop, administer, and score assessments and report assessment results (Program Requirement 7).

# Technology-Related Program Requirements (cont.)



These technology requirements apply to both Categories A and B

- Unless otherwise protected by law or agreement as proprietary information, **make any assessment content** (*i.e.*, assessments and assessment items) developed with funds from this grant category **freely available to States, technology platform providers**, and others that request it **for purposes of administering assessments (provided they comply with consortium or State requirements for test or item security and with privacy laws)** (Program Requirement 6).
- **Maximize the interoperability** of assessments across technology platforms and the **ability for States to switch** their assessments from one technology platform to another by (Program Requirement 5)—
  - Developing **all assessment items** to an industry-recognized, open-licensed interoperability standard that is approved by the Department during the grant period, without non-standard extensions or additions; and
  - Producing **all student-level** data in a manner consistent with an industry-recognized open-licensed interoperability standard that is approved by the Department during the grant period.

# High School Course Assessment Program

Eligibility and Other Requirements  
Absolute and Competitive Priorities  
Other Selection Criteria—(B)(2) through (B)(5)



Now it's all about  
Category B

# Overview: High School Course Assessment Program Grants

## Priorities

*Absolute Priority:* High School Course Assessment Programs

*Competitive Preference Priority 1:* Focus on Preparing Students for Study in STEM-Related Fields

*Competitive Preference Priority 2:* Focus on Career Readiness and Placement

## Selection Criteria

(B)(1) Consortium Governance (up to 30 points)

(B)(2) Theory of Action (up to 5 points)

(B)(3) Course Assessment Program Design and Development (up to 60 points)

(B)(4) Research and Evaluation (up to 25 points)

(B)(5) Course Assessment Program Implementation (up to 45 points)

(B)(6) Project Management (up to 35 points)

## Absolute Priority:

### High School Course Assessment Programs

*Directions: The absolute priority cuts across the entire application and should not be addressed separately. It is assessed, after the proposal has been fully reviewed and evaluated, to ensure that the application has met the priority.*



Judged the same way as  
Category A's Absolute Priority

**Goal:** The Department supports the development of—

- **New or adapted assessments** for high school courses;
- That are **used by multiple States**; and
- Are **valid, reliable, and fair** for their intended purposes and students.

## Absolute Priority (cont.):

### High School Course Assessment Programs

Similar to  
Category A but  
“lighter”

Applicant must demonstrate that it will develop and implement a high school course assessment program that—

a) For each course in the assessment program—

- i. Measures student knowledge and skills against standards from a **common** set of college- and career-ready standards (as defined) in subjects for which such a set of standards exists, or otherwise against State or other **rigorous standards**;
- ii. As appropriate, elicits complex student **demonstrations or applications** of knowledge and skills;
- iii. Produces **student achievement data** (as defined) and **student growth data** (as defined) over a full academic year or course that can be used to inform—
  - A. Determinations of individual principal and teacher effectiveness and development and support needs; and
  - B. Teaching, learning, and program improvement; and
- iv. Is designed to assess the **broadest possible range of students**, including **English learners** (as defined) and **students with disabilities** (as defined);

## Absolute Priority (cont.):

### High School Course Assessment Programs

Applicant must demonstrate that it will develop and implement a high school course assessment program that—

- b) Includes assessments for multiple courses that will be implemented in each member State at a **scale** that will enable significant **improvements in student achievement outcomes statewide**; and
- c) Includes a **process for certifying the rigor** of each assessment in the assessment program and for ensuring that assessments of **courses covering similar content have common expectations for rigor**.

# Competitive Preference Priority 1:

Focus on Preparing Students for Study in STEM-Related Fields

**Goal:** Develop, with input from one or more four-year degree-granting IHEs, assessments for high school courses that comprise a **rigorous course of study** that is designed to **prepare high school students for postsecondary study and careers in the STEM fields**, including technology and engineering. Any such course of study may include cross-cutting or interdisciplinary STEM courses (e.g., computer science, information technology, bioengineering) and be designed to address the needs of underrepresented groups.

## Competitive Preference Priority 1 (cont.):

Focus on Preparing Students for Study in STEM-Related Fields

- Applicant must address the priority throughout the application narrative, and must provide a separate plan that describes—
  - a) The **courses** for which assessments will be developed\*;
  - b) How the courses comprise a **rigorous course of study** that is designed to prepare high school students for postsecondary study and careers in the STEM fields; and
  - c) How **input from** one or more four-year degree-granting **IHEs** will be obtained in developing assessments for the courses.
- You will award **zero or 10 points** to applicants that meet this priority (“all or nothing”).

## Competitive Preference Priority 2:

### Focus on Career Readiness and Placement

**Goal:** Develop, with relevant business community participation and support, assessments for high school courses that comprise a **rigorous course of study in career and technical education** that is designed to **prepare high school students for success on technical certification examinations or for postsecondary education or employment.**

## Competitive Preference Priority 2 (cont.):

### Focus on Career Readiness and Placement

- Applicant must address the priority throughout the application narrative, and must provide a separate plan that describes—
  - a) The **courses** for which assessments will be developed\*;
  - b) How the courses comprise a **rigorous course of study** in career and technical education that is designed to prepare high school students for success on technical certification examinations or for postsecondary education or employment; and
  - c) How relevant **business community participation** and support will be obtained in developing assessments for the courses.
- You will award **zero or 10 points** to applicants that meet this priority (“all or nothing”).

# Selection Criteria: High School Course Assessment Program Grants

(B)(1) Consortium Governance (up to 30 points)

(B)(2) Theory of Action (up to 5 points)

(B)(3) Course Assessment Program Design and Development  
(up to 60 points)

(B)(4) Research and Evaluation (up to 25 points)

(B)(5) Course Assessment Program Implementation (up to 45 points)

(B)(6) Project Management (up to 35 points)

We highlight only those areas that are significantly different from the Category A competition.

## **(B)(2) Theory of Action**

(up to 5 points)

**Goal:** The extent to which the eligible applicant's theory of action is **logical, coherent,** and **credible,** and **will result in improved academic outcomes** for high school students **across** the States in the **consortium.**

Logical,  
coherent, credible,  
result in improved  
outcomes across  
consortium

## (B)(2) Theory of Action (cont.)

Consider the description of and rationale for—

- a) How the proposed high school course assessment program will be **incorporated into a coherent high school educational system** (i.e., a system that includes standards, assessments, curriculum, instruction, and professional development);
- b) How the assessment program's **rigor will be demonstrated and maintained** over time;
- c) How the assessment program will **cover diverse course offerings** that provide a variety of pathways to students; and
- d) How the assessment program will be implemented at a **scale** that, across the States in the consortium, increases **access** to rigorous courses for students who have not typically had such access, and **broadly improves student achievement** and college and career readiness (as defined).

## **(B)(3) Course Assessment Program Design and Development (up to 60 points)**

**Goal:** The extent to which the design and development of the eligible applicant's proposed high school assessment program is **feasible, scalable, and consistent with the theory of action.**

Consider—

a) The **high school courses** for which the consortium will implement assessments; the **rationale** for selecting those courses, including a need to increase access to rigorous courses for students who have not typically had such access; and the **processes by which new high school course assessments will be added** to the assessment program over time and existing course assessments will be **updated and refreshed**;

## (B)(3) Course Assessment Program Design and Development (cont.)

Consider—

b) How the assessments will measure student knowledge and skills against standards from a common set of college- and career-ready standards (as defined) in subjects for which such a set of standards exists, or otherwise against State or other rigorous standards;

c) How the consortium will **certify the rigor** of each assessment in the assessment program, whether the assessment is new or adapted; and how the consortium will **maintain** consistent and high levels of rigor over time; and

## (B)(3) Course Assessment Program Design and Development (cont.)

Feasible, scalable, consistent with theory of action

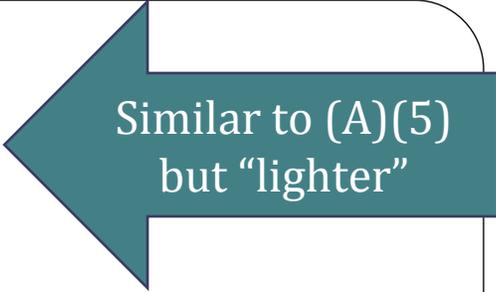
Consider—

d) The general design and development approach for course assessments, including—

- i. The number and types of components (e.g., mid-term tests, through-course summative assessments (as defined), end-of-course assessments) in a high school course assessment;
- ii. The extent to which, and, where applicable, the approach for ensuring that, assessment items will be varied and elicit complex student demonstrations or applications of knowledge and skills;
- iii. How the assessments will produce student achievement data (as defined) and student growth data (as defined);
- iv. The approach and strategy for ensuring scalable, accurate, and consistent scoring of assessments, and the extent to which teachers are trained and involved in the scoring of assessments; and
- v. How the course assessments will be accessible to the broadest possible range of students, including English learners and students with disabilities, and include appropriate accommodations (as defined) for students with disabilities and English learners.

Similar to (A)(3) and (A)(4) but “lighter”

## **(B)(4) Research and Evaluation** (up to 25 points)



Similar to (A)(5)  
but “lighter”

**Goal:** The extent to which the eligible applicant’s research and evaluation plan will ensure that the assessments developed are **valid, reliable,** and **fair** for their intended purposes and for all students.

Consider—

- a) The plan for verifying validity, reliability, and fairness; and
- b) The plan for determining whether the assessments are being implemented as designed and the theory of action is being realized, including whether the intended effects on students and schools are being achieved.

## **(B)(5) Course Assessment**

### **Program Implementation (up to 45 points)**

**Goal:** The extent to which the eligible applicant's plan for implementing the proposed high school course assessment program will result in **increased student enrollment in courses in the assessment program (and therefore improved student academic outcomes) in each member State.**

## (B)(5) Course Assessment Program Implementation (cont.)

Consider—

a) The **approach to be used in each member State for promoting participation** in the high school course assessment program by high schools, by teachers, and by students (e.g., voluntary participation, mandatory participation, incentive programs); the **plan for implementing** the approach, including goals, major activities, timelines, and entities responsible for execution; and the **expected participation levels in each member State** and across the consortium overall, including—

- i. The number and percentage of high schools expected to implement at least one of the assessments in the high school course assessment program in each of five consecutive years beginning with the 2013-2014 school year;
- ii. For each assessment in the assessment program, the number and percentage of high schools expected to implement the assessment in each of five consecutive years beginning with the 2013-2014 school year; and
- iii. The unduplicated number and percentage of high school students expected to take at least one assessment in the assessment program in each of five consecutive years beginning with the 2013-2014 school year; and

Increased enrollment,  
improved outcomes  
in each State

## Tables for (B)(5)(a)(i), (ii) and (iii)

*By State, the number and percentag of high schools expected to implement at least one of the assessments each year beginning SY2013-2014.*

State in Consortium	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	#	%	#	%	#	%	#	%	#	%

*By State and for each assessment in the assessment program, the number and percentage of high schools expected to implement the assessment each year beginning SY2013-2014.*

State in Consortium	Course Assessments	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
		#	%	#	%	#	%	#	%	#	%

*By State, the unduplicated number and percentage of high school students expected to take at least one assessment each year beginning SY2013-2014.*

State in Consortium	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	#	%	#	%	#	%	#	%	#	%

## (B)(5) Course Assessment Program Implementation (cont.)

Consider—

b) The plan for supporting teachers and administrators in implementing the high school course assessment program and for developing, in an ongoing manner, the professional capacity to use the assessments and results to inform and improve instructional practice.

Increased enrollment,  
improved outcomes  
in each State



Similar to  
(A)(6)(a) but  
“lighter”

# Writing Comments and Scoring

---

# Goals

- Develop a basic approach to scoring
- Use the Technical Review Form
- Understand what makes a comment high quality

# Scoring

- You will allot points to each criterion based on the quality of the applicant's response.
- You will use your expert and independent judgment, though all decisions must be anchored in what the criterion says and what the scoring rubric says.
- You will assign points using this table to guide you:

Maximum Point Value	Quality of Applicant's Response		
	Low	Medium	High
60	0-15	16-44	45-60
55	0-14	15-40	41-55
45	0-11	12-33	34-45
35	0 – 9	10 – 25	25 – 35
30	0 – 8	9 - 21	22 – 30
25	0 – 7	8-18	19 – 25
20	0-5	6-14	15-20
15	0-4	5-10	11-15
10	0-2	3-7	8-10
5	0-1	2-3	4-5

# More About Scoring

- You will score at the criterion (not the sub-criterion) level.
- For each criterion, you are evaluating the overall quality with which the applicant's response addressed the criterion goal.
- The sub-criteria are designed to provide you with detailed explanations and evidence, in a consistent way, to help you evaluate the overall quality of the applicant's response.

# Example...

## (A)(2) Theory of Action (up to 5 points)

**Goal:** The extent to which the eligible applicant's theory of action is **logical, coherent, and credible**, and **will result in improved student academic outcomes**.

Consider the **description of, and rationale for**—

- a) **Each component** of the proposed assessment system and the relationship of the component to other components in the system;
- b) How the assessment **results** produced by each component will be **used**;
- c) How the assessments and assessment results will be **incorporated into a coherent educational system** (i.e., a system that includes standards, assessments, curriculum, instruction, and professional development); and
- d) How the educational system as a whole will **improve student achievement and college- and career-readiness** (as defined).

Total Points  
Value

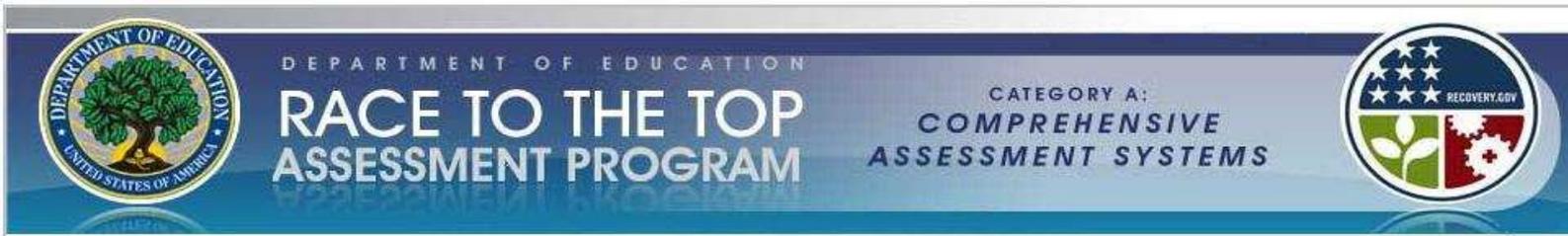
Goal

Detail and  
Supporting  
Evidence

# How to Think About Scoring

- Getting Organized
  - For each criterion, assemble and review all relevant materials: application narrative, evidence tables, referenced appendices, and related budget modules
- Scoring and Commenting
  - Review the response and decide whether it is high, medium, or low quality.
  - If the point range for that band is large, decide within the band where the response lies – that is, is it a high-medium, a true medium, or a low-medium.
  - As you draft your comments to support your scoring decision, keep testing your evaluation.

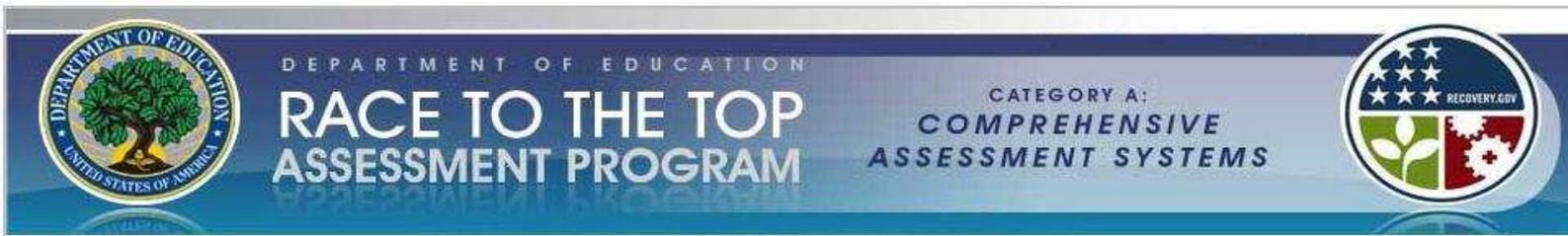
# Technical Review Form



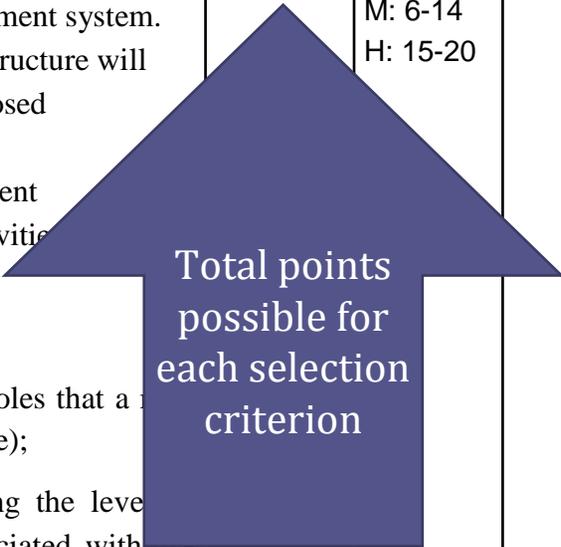
Selection Criteria			
<b>(A)(1) Consortium Governance</b>	Availabl e	Ranges	Score
<p>The extent to which the consortium’s proposed governance structure will enable the successful design, development, and implementation of the proposed assessment system. In determining the extent to which the consortium’s proposed governance structure will enable the successful design, development, and implementation of the proposed assessment system, we will consider—</p> <p>(a) The consortium’s vision, goals, role, and key deliverables (<i>e.g.</i>, assessment components, scoring and moderation system, professional development activities), and the consistency of these with the consortium’s theory of action;</p> <p>(b) The consortium’s structure and operations</p> <p>(i) The organizational structure of the consortium, including the differentiated roles that a member may hold (<i>e.g.</i>, lead State, governing State, participating State, or advisory State);</p> <p>(ii) For each differentiated role, the level of commitment to adopting and implementing the assessment system associated with the role;</p> <p>(iii) The consortium’s method and process for making different types of decisions (<i>e.g.</i>, policy, operational, or financial) for making different</p>	20	L: 0-5 M: 6-14 H: 15-20	

Full text of all selection criteria and priorities (from the application)

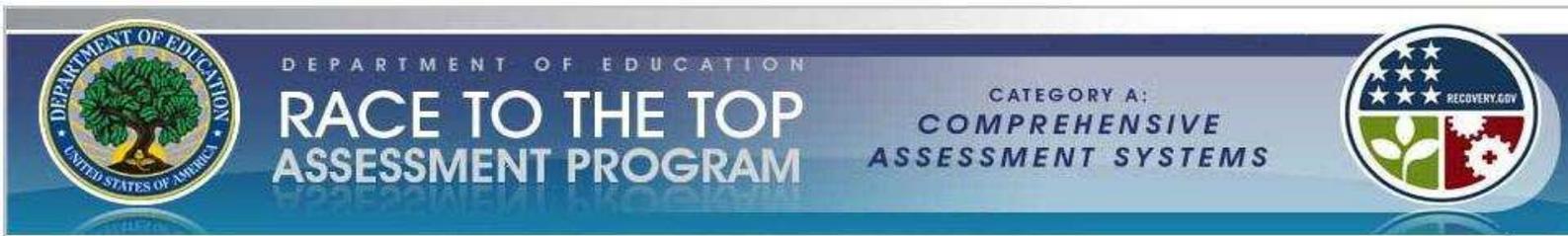
# Technical Review Form



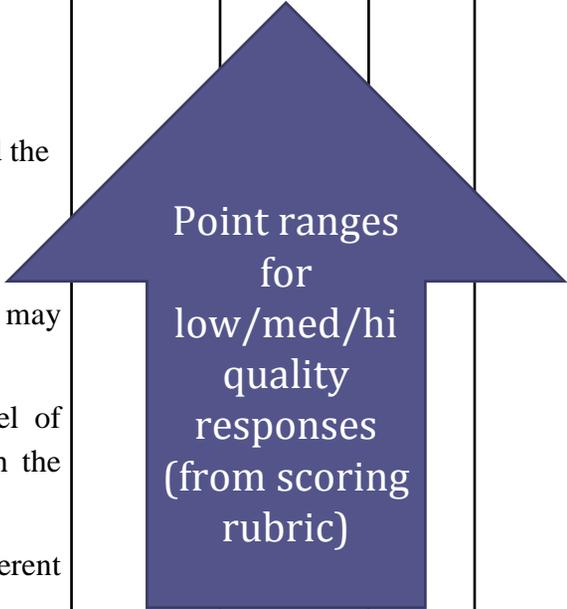
Selection Criteria	Available	Ranges	Score
<b>(A)(1) Consortium Governance</b>	Available 20	L: 0-5 M: 6-14 H: 15-20	
<p>The extent to which the consortium’s proposed governance structure will enable the successful design, development, and implementation of the proposed assessment system. In determining the extent to which the consortium’s proposed governance structure will enable the successful design, development, and implementation of the proposed assessment system, we will consider—</p> <p>(a) The consortium’s vision, goals, role, and key deliverables (<i>e.g.</i>, assessment components, scoring and moderation system, professional development activities) consistency of these with the consortium’s theory of action;</p> <p>(b) The consortium’s structure and operations, including—</p> <p>(i) The organizational structure of the consortium and the differentiated roles that a hold (<i>e.g.</i>, lead State, governing State (as defined in the NIA), advisory State);</p> <p>(ii) For each differentiated role, the rights and responsibilities (including the level of commitment to adopting and implementing the assessment system) associated with the role;</p> <p>(iii) The consortium’s method and process (<i>e.g.</i>, consensus, majority) for making different types of decisions (<i>e.g.</i>, policy, operational);</p>			



# Technical Review Form



Selection Criteria			
<b>(A)(1) Consortium Governance</b>	Available	Ranges	Score
<p>The extent to which the consortium’s proposed governance structure will enable the successful design, development, and implementation of the proposed assessment system. In determining the extent to which the consortium’s proposed governance structure will enable the successful design, development, and implementation of the proposed assessment system, we will consider—</p> <p>(a) The consortium’s vision, goals, role, and key deliverables (<i>e.g.</i>, assessment components, scoring and moderation system, professional development activities), and the consistency of these with the consortium’s theory of action;</p> <p>(b) The consortium’s structure and operations, including—</p> <p>(i) The organizational structure of the consortium and the differentiated roles that a may hold (<i>e.g.</i>, lead State, governing State (as defined in the NIA), advisory State);</p> <p>(ii) For each differentiated role, the rights and responsibilities (including the level of commitment to adopting and implementing the assessment system) associated with the role;</p> <p>(iii) The consortium’s method and process (<i>e.g.</i>, consensus, majority) for making different types of decisions (<i>e.g.</i>, policy, operational);</p>	20	L: 0-5 M: 6-14 H: 15-20	



# Writing Comments: Your Audiences

- U.S. Department of Education
  - Comments must provide clear and objective justifications for your scores and a rationale for the number of points you awarded.
  - Comments should also provide input to the Department about how to strengthen the implementation of an applicant's proposal – this will help inform the development of cooperative agreements with winning applicants.
- Race to the Top Assessment Applicants
  - Comments will provide concrete feedback that can inform the project for grantees.
- General Public
  - Comments will be posted on the web and will be scrutinized by interested members of the public and the media.

# The Basics

Each comment should:

1. Make clear, evaluative statements about the substance of the criterion being discussed.
2. Substantiate all evaluative statements using evidence from the application narrative, evidence tables, appendices, and/or budgets.
3. Write for a broad audience. Use paragraphs, bullets, etc., to organize related evaluative statements clearly.
4. Draw clear conclusions that are consistent with your evaluative statements and match the score you gave.
5. Use the criterion language and the scoring rubric as your ultimate guidelines – make sure your scores and comments match these!

# Sample Structure for Comments

1. Evaluative statement #1 (topic sentence)
  - Supporting evidence from the application narrative
  - Supporting evidence from evidence tables, appendices, electronic submissions, and budgets
2. Evaluative statement #2 (topic sentence)
  - Supporting evidence from the application narrative
  - Supporting evidence from evidence tables, appendices, electronic submissions, and budgets

*(More evaluative statements and evidence, as appropriate)*

3. Judgment (points awarded and justification)
4. Recommendations for strengthening the assessment system (optional)
  - Present your recommendations, if any, for how to strengthen the assessment system if it is funded (see next slide)

# Comments that will Help Us with the Cooperative Agreement

- To give us insights into how to negotiate the cooperative agreement, be **specific** and **constructive** in your criticism, and provide **rationales**:
  - Make clear what you like as-is, and what you would revise and how.
  - If you believe key elements are missing, explain what's missing and how the problem could be addressed.
  - If an element is extraneous, note that too.
  - If there are “yellow flags” – areas that you recommend we pay particular attention – say so.
- Use the absolute priority comment to address big picture, cross-cutting, or systemic issues.
- Provide specific comments on the budgets:
  - For the Comprehensive Assessment System Level 1 budget and the High School Course Assessment Program budget, provide your specific comments and recommendations for changes.
  - For each Level 2 budget module, give us your thoughts on the priority/importance of the work proposed, your rationale for this prioritization, and any changes you would suggest.

# Putting it Together—

## Comments and Scoring: Do's and Don'ts

- DO evaluate the quality of the applicant's response. DO NOT simply summarize the response.
- DO explain why you reached the conclusions you did.
- DO use the evidence tables, materials submitted electronically, appendices, and budgets to support and verify the application narrative.
- DO point to specific information in the application that helped you reach your conclusion.
- DO NOT do independent research or use as evidence information that is not in the application. Applicants were instructed not to include any live links – but if they did, please do not visit their websites.
- DO provide your thoughts how to improve the proposed plan or budget. Be as specific as possible and explain your rationale.

# Putting it Together—

## Comments and Scoring: Do's and Don'ts

- DO make sure your scores and comments match one another.
- DO make sure your scores and comments are consistent with what the criterion asks and what ED's reviewer guidance says.
- DO use complete sentences with proper grammar and spelling.
- DO be professional, tactful, and constructive.
- DO NOT talk to others about the applications, your scores or reviews during the review process, this includes fellow peer reviewers outside of the structured peer review convenings.

# Quick Activity

## Critique of Example Comments

- Review “problematic” comments
- Discuss what’s wrong with each
  - Comment #1
  - Comment #2
  - Comment #3
- When you get a moment...take a look at the “fixed” comments

# Using the Application Review System (ARS)

---

## Next: Off-Site Review Process

- You will receive your applications early next week.
- At home, read applications and enter preliminary scores and comments in Application Review System (ARS).
  - Be sure you have the correct applications.
  - Double check for conflicts of interest (real or perceived).
- Remember:
  - Review applications in non-public locations only.
  - Do not discuss applications, the review process, or other information.
- Alternates, you could be called at any point during the review process!

# Submission Benchmarks

July 2010						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Reviewers begin reading	2 Reviewers read	3
4	5 <b>FOURTH OF JULY HOLIDAY – ED OFFICES CLOSED</b>	6 Reviewers read	7 Reviewers read	8 Reviewers read	9 Reviewers read	10
11	12 Reviewers read	13 Reviewers read	14 Reviewers read	15 Reviewers read	16 Reviewers read	17
18	19 Reviewers read	20 Reviewers read	21 Reviewers read	22 Reviewers read	23 Reviewers read	24
25	26 Reviewers read	27 <b>Reviewer Scores and Comments Due – mail boxes to Miko</b>	28	29	30	31

# Application Review System (ARS) Log In Screen

DEPARTMENT OF EDUCATION  
**RACE TO THE TOP  
ASSESSMENT PROGRAM**

Logged in as: tester - Logout

CATEGORY A:  
**COMPREHENSIVE  
ASSESSMENT SYSTEMS**

RECOVERY.GOV

Home

**Log In**

Email:

Password:

← Enter Password

© 2009 Miko Group, Inc.  
316 S. Peters Ave.  
Norman, OK 73069

Phone: (877) 645-6477  
Email: [support@mikogroup.com](mailto:support@mikogroup.com)

# Adding Your Applications



**Begin New Application Review**

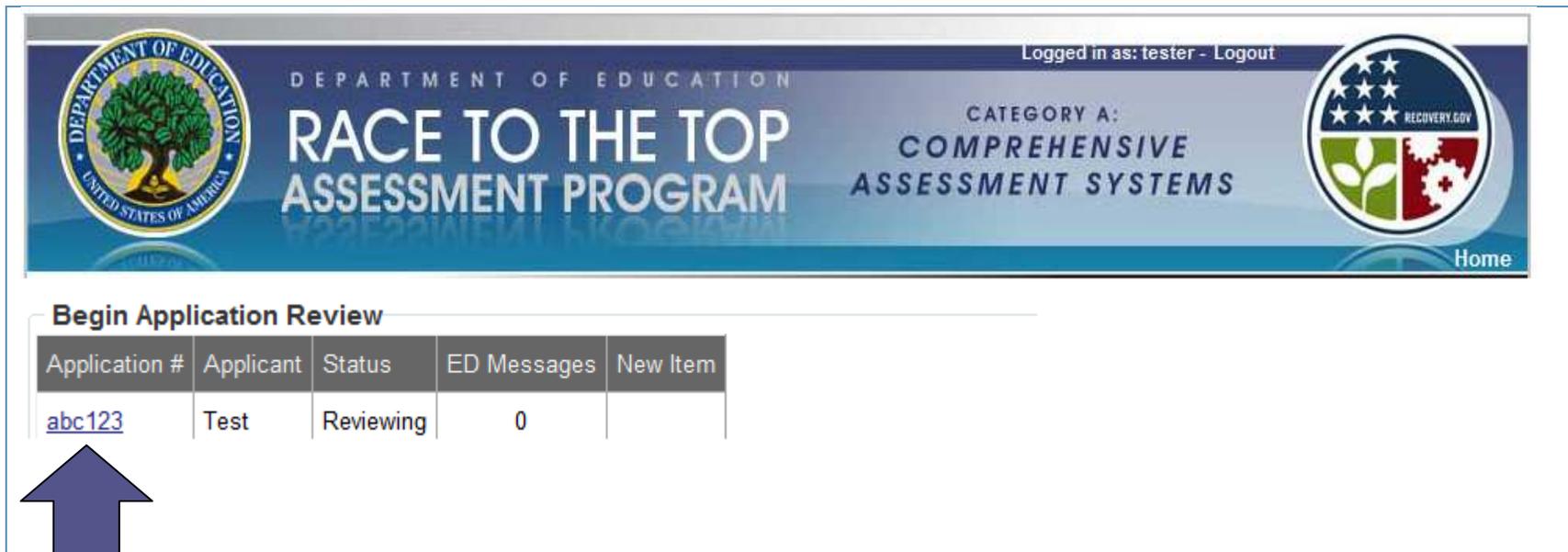
Application Number  Applicant:

Add Application Number

Select Applicant from List

Then click "Begin Review"

# Once you have added your applications



DEPARTMENT OF EDUCATION  
**RACE TO THE TOP  
ASSESSMENT PROGRAM**

Logged in as: tester - Logout

CATEGORY A:  
**COMPREHENSIVE  
ASSESSMENT SYSTEMS**

Home

**Begin Application Review**

Application #	Applicant	Status	ED Messages	New Item
<a href="#">abc123</a>	Test	Reviewing	0	

Click on the application number to begin reviewing

# Viewing an Application Page

DEPARTMENT OF EDUCATION  
**RACE TO THE TOP**  
ASSESSMENT PROGRAM

Logged in as: tester - Logout

CATEGORY A:  
COMPREHENSIVE  
ASSESSMENT SYSTEMS

Home

Race to the Top Application Review for Test Application #abc123 is reviewed by Tester [Print All Sections](#)

Selection Criteria	Available	Score
(A)(1) Consortium Governance ( <a href="#">Edit</a> / <a href="#">Print</a> )	20	!
(A)(2) Theory of Action ( <a href="#">Edit</a> / <a href="#">Print</a> )	5	!
(A)(3) Assessment System Design ( <a href="#">Edit</a> / <a href="#">Print</a> )	55	!
(A)(4) Assessment System Development ( <a href="#">Edit</a> / <a href="#">Print</a> )	35	!
(A)(5) Research and Evaluation ( <a href="#">Edit</a> / <a href="#">Print</a> )	30	!

# Entering Scores and Comments



DEPARTMENT OF EDUCATION  
**RACE TO THE TOP**  
ASSESSMENT PROGRAM

Logged in as: tester - Logout

CATEGORY A:  
**COMPREHENSIVE**  
ASSESSMENT SYSTEMS



Home

**Race to the Top Application Review for Test Application #abc123 as reviewed by Tester** Printable Version

**Reviewer's Score**

(A)(6) Professional Capacity and Outreach	Available	Ranges	Score
<p>The extent to which the eligible applicant's plan for implementing the proposed assessment system is feasible, cost-effective, and consistent with the theory of action. In determining the extent to which the implementation plan has these attributes, we will consider—</p> <p>(a) The plan for supporting teachers and administrators in implementing the assessment system and for developing, in an ongoing manner, the professional capacity to use the assessments and results to inform and improve instructional practice; and</p> <p>(b) The strategy and plan for informing the public and key stakeholders (including legislators and policymakers) in each member State about the assessment system and for building support for the system from the public and those stakeholders.</p>	15	L: 0-4 M: 5-10 H: 11-15	<input style="width: 100px; height: 20px;" type="text"/>

**(A)(6) Reviewer Comments:**



# Entering Scores and Comments

DEPARTMENT OF EDUCATION  
**RACE TO THE TOP**  
ASSESSMENT PROGRAM

Logged in as: tester - Logout

CATEGORY A:  
COMPREHENSIVE  
ASSESSMENT SYSTEMS

Home

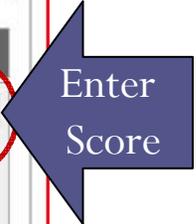
Race to the Top Application Review for Test Application #abc123 as reviewed by Tester [Printable Version](#)

Reviewer's Score

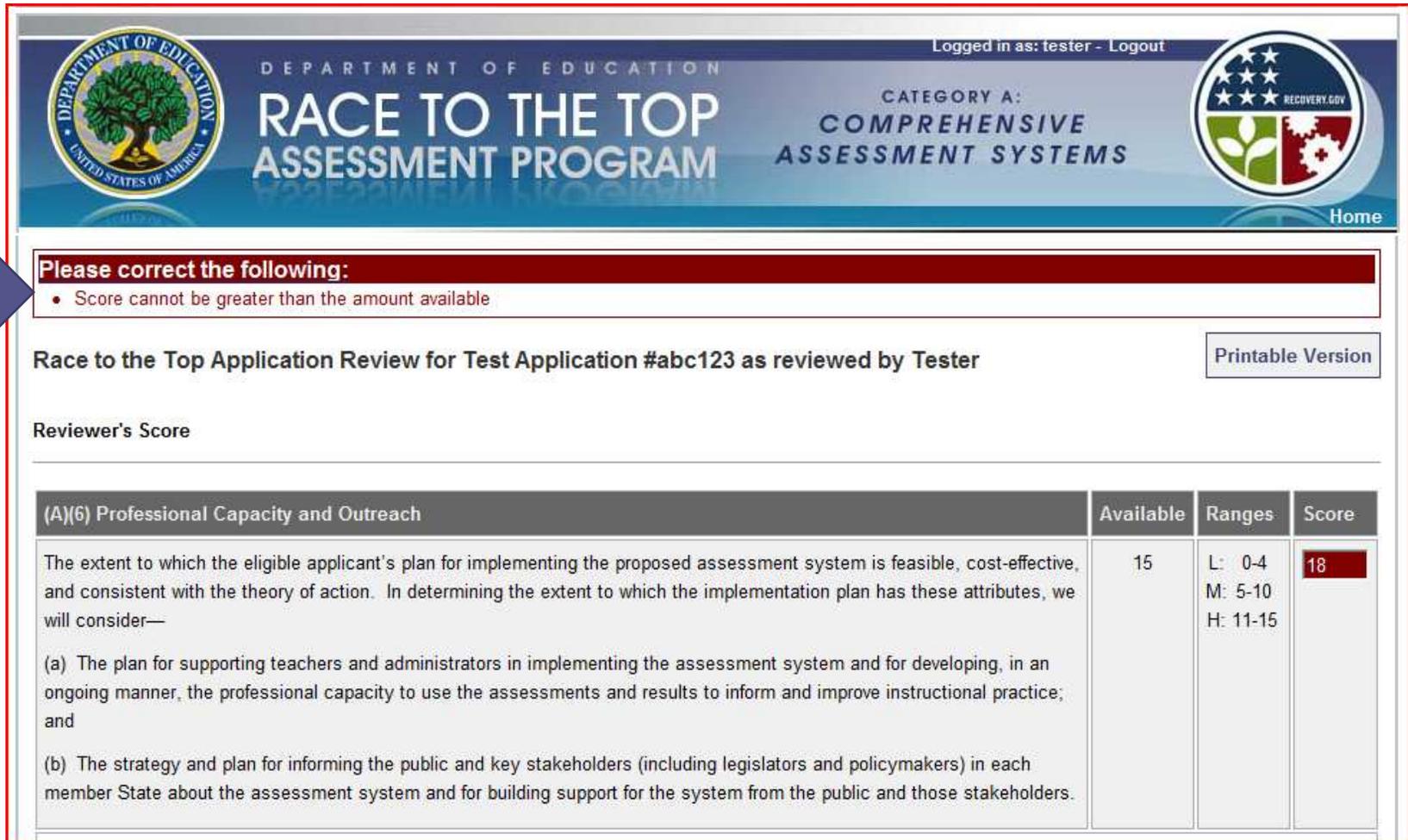
(A)(6) Professional Capacity and Outreach	Available	Ranges	Score
<p>The extent to which the eligible applicant's plan for implementing the proposed assessment system is feasible, cost-effective, and consistent with the theory of action. In determining the extent to which the implementation plan has these attributes, we will consider—</p> <p>(a) The plan for supporting teachers and administrators in implementing the assessment system and for developing, in an ongoing manner, the professional capacity to use the assessments and results to inform and improve instructional practice; and</p> <p>(b) The strategy and plan for informing the public and key stakeholders (including legislators and policymakers) in each member State about the assessment system and for building support for the system from the public and those stakeholders.</p>	15	L: 0-4 M: 5-10 H: 11-15	<input type="text"/>

(A)(6) Reviewer Comments:





# Error Messages



The screenshot shows the top navigation bar of the RACE TO THE TOP ASSESSMENT PROGRAM. It includes the Department of Education logo, the program title, the category 'CATEGORY A: COMPREHENSIVE ASSESSMENT SYSTEMS', and a 'Home' link. A user is logged in as 'tester'. A red error message box is highlighted with a blue arrow pointing to it. The error message states: 'Please correct the following: Score cannot be greater than the amount available'. Below the error message, the page title is 'Race to the Top Application Review for Test Application #abc123 as reviewed by Tester' and there is a 'Printable Version' button. The main content area shows a table with a header row: '(A)(6) Professional Capacity and Outreach', 'Available', 'Ranges', and 'Score'. The table contains one row with the following data: 'The extent to which the eligible applicant's plan for implementing the proposed assessment system is feasible, cost-effective, and consistent with the theory of action. In determining the extent to which the implementation plan has these attributes, we will consider—', '15', 'L: 0-4, M: 5-10, H: 11-15', and '18'.

DEPARTMENT OF EDUCATION  
RACE TO THE TOP  
ASSESSMENT PROGRAM

Logged in as: tester - Logout

CATEGORY A:  
COMPREHENSIVE  
ASSESSMENT SYSTEMS

Home

**Please correct the following:**

- Score cannot be greater than the amount available

Race to the Top Application Review for Test Application #abc123 as reviewed by Tester [Printable Version](#)

Reviewer's Score

(A)(6) Professional Capacity and Outreach	Available	Ranges	Score
The extent to which the eligible applicant's plan for implementing the proposed assessment system is feasible, cost-effective, and consistent with the theory of action. In determining the extent to which the implementation plan has these attributes, we will consider—  (a) The plan for supporting teachers and administrators in implementing the assessment system and for developing, in an ongoing manner, the professional capacity to use the assessments and results to inform and improve instructional practice; and  (b) The strategy and plan for informing the public and key stakeholders (including legislators and policymakers) in each member State about the assessment system and for building support for the system from the public and those stakeholders.	15	L: 0-4 M: 5-10 H: 11-15	18

# Entering Comments

- (a) The plan for supporting teachers and administrators in implementing the assessment system and for developing, in an ongoing manner, the professional capacity to use the assessments and results to inform and improve instructional practice; and
- (b) The strategy and plan for informing the public and key stakeholders (including legislators and policymakers) in each member State about the assessment system and for building support for the system from the public and those stakeholders.

## (A)(6) Reviewer Comments:

The screenshot shows a text editor window with a toolbar at the top containing icons for undo, redo, bold, italic, underline, and other text formatting options. Below the toolbar is a large, empty text area where comments can be entered. A red oval is drawn around this text area. A blue arrow points from the left side of the screen towards the text area, with the word "Comments" written inside the arrow's shaft.

Save Save & Exit Cancel

### ED Messages

There are no ED messages on file.

# Spell-check option

DEPARTMENT OF EDUCATION  
**RACE TO THE TOP**  
ASSESSMENT PROGRAM

Logged in as: tester - Logout

CATEGORY A:  
COMPREHENSIVE  
ASSESSMENT SYSTEMS

Home

Race to the Top Application Review for Test Application #abc123 as reviewed by Tester [Printable Version](#)

Reviewer's Score

(A)(6) Professional Capacity and Outreach	Available	Ranges	Score
<p>The extent to which the eligible applicant's plan for implementing the proposed assessment system is feasible, cost-effective, and consistent with the theory of action. In determining the extent to which the implementation plan has these attributes, we will consider—</p> <p>(a) The plan for supporting teachers and administrators in implementing the assessment system and for developing, in an ongoing manner, the professional capacity to use the assessments and results to inform and improve instructional practice; and</p> <p>(b) The strategy and plan for informing the public and key stakeholders (including legislators and policymakers) in each member State about the assessment system and for building support for the system from the public and those stakeholders.</p>	15	L: 0-4 M: 5-10 H: 11-15	15

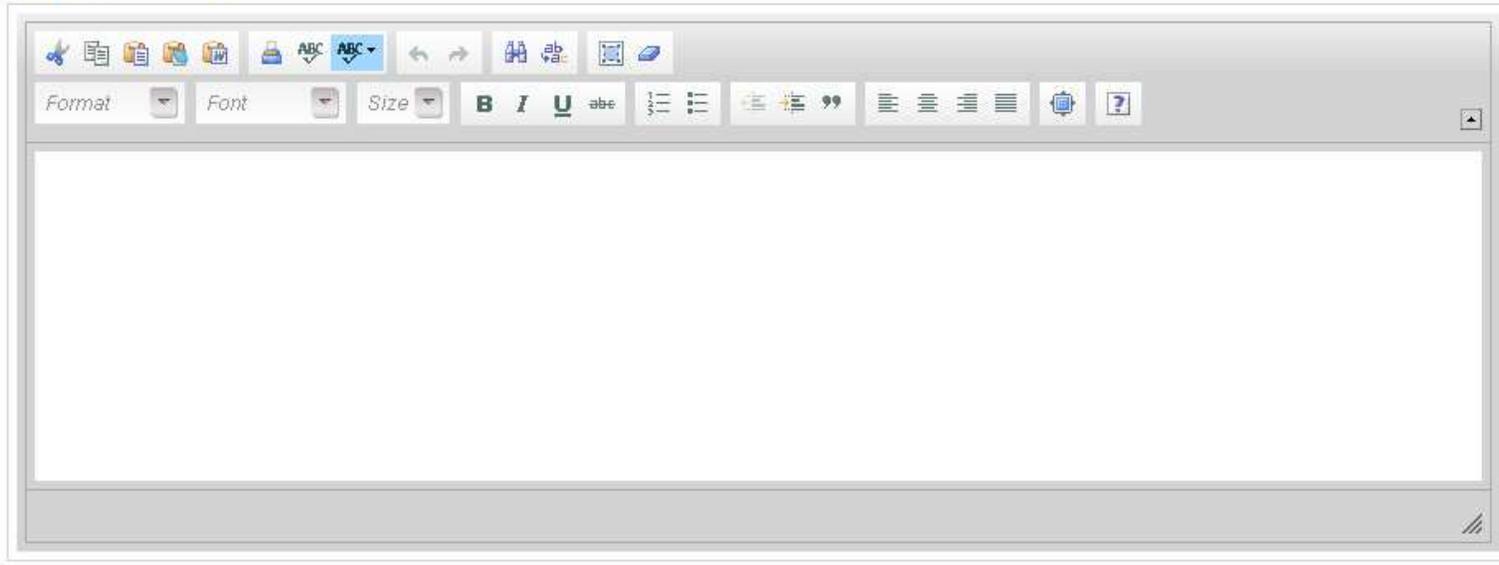
(A)(6) Reviewer Comments:

Format

# Saving and Exiting

- (a) The plan for supporting teachers and administrators in implementing the assessment system and for developing, in an ongoing manner, the professional capacity to use the assessments and results to inform and improve instructional practice; and
- (b) The strategy and plan for informing the public and key stakeholders (including legislators and policymakers) in each member State about the assessment system and for building support for the system from the public and those stakeholders.

## (A)(6) Reviewer Comments:



The screenshot shows a rich text editor window. At the top, there is a toolbar with various icons for editing, including undo, redo, bold, italic, underline, and text color. Below the toolbar is a menu bar with options for Format, Font, and Size. The main area of the editor is a large, empty text box. At the bottom of the editor, there are three buttons: Save, Save & Exit, and Cancel. The Save and Save & Exit buttons are circled in red.

Save Save & Exit Cancel

## ED Messages

There are no ED messages on file.

# You'll Exit Back to Here...



DEPARTMENT OF EDUCATION

## RACE TO THE TOP ASSESSMENT PROGRAM

Logged in as: tester - Logout

CATEGORY A:  
COMPREHENSIVE ASSESSMENT SYSTEMS



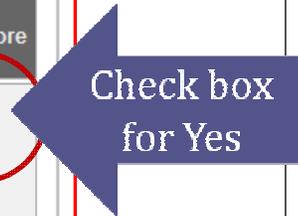
Home

Race to the Top Application Review for Test Application #abc123 as reviewed by Tester [Print All Sections](#)

Selection Criteria	Available	Score
(A)(1) Consortium Governance ( <a href="#">Edit</a> / <a href="#">Print</a> )		
	20	7
(A)(2) Theory of Action ( <a href="#">Edit</a> / <a href="#">Print</a> )		
	5	3
(A)(3) Assessment System Design ( <a href="#">Edit</a> / <a href="#">Print</a> )		
	55	43
(A)(4) Assessment System Development ( <a href="#">Edit</a> / <a href="#">Print</a> )		
	35	24
(A)(5) Research and Evaluation ( <a href="#">Edit</a> / <a href="#">Print</a> )		
	30	21
(A)(6) Professional Capacity and Outreach ( <a href="#">Edit</a> / <a href="#">Print</a> )		
	15	15

# Scoring the Absolute Priority

Absolute Priority – Comprehensive Assessment Systems Measuring Student Achievement Against Common College- and Career-Ready Standards.	Score
<p>Under this priority, the Department supports the development of new assessment systems that will be used by multiple States; are valid, reliable, and fair for their intended purposes and for all student subgroups; and measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts. To meet this absolute priority, an eligible applicant must demonstrate in its application that it will develop and implement an assessment system that—</p> <p>(a) Measures student knowledge and skills against a common set of college- and career-ready standards (as defined in the NIA) in mathematics and English language arts in a way that—</p> <ul style="list-style-type: none"><li>(i) Covers the full range of those standards, including standards against which student achievement has traditionally been difficult to measure;</li><li>(ii) As appropriate, elicits complex student demonstrations or applications of knowledge and skills;</li><li>(iii) Provides an accurate measure of student achievement across the full performance continuum, including for high- and low-achieving students; and</li><li>(iv) Provides an accurate measure of student growth over a full academic year or course;</li></ul> <p>(b) Consists of assessment components in mathematics and in English language arts that include, for each subject, one or more summative assessment components that—</p>	<input type="checkbox"/>



# Budget Comments

The screenshot displays the 'Race to the Top Budgets for Test Application #abc123 as reviewed by Tester' page. At the top, there is a header with the Department of Education logo, the program name 'RACE TO THE TOP ASSESSMENT PROGRAM', the category 'CATEGORY A: COMPREHENSIVE ASSESSMENT SYSTEMS', and a 'Home' link. The main content area is titled 'Race to the Top Budgets for Test Application #abc123 as reviewed by Tester'. It contains two sections: 'Level 1 Budget' and 'Level 2 Budgets'. Each section has a 'Name:' input field and a rich text editor with a toolbar. The toolbar includes icons for undo, redo, bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, and help. The text editor area is currently empty.

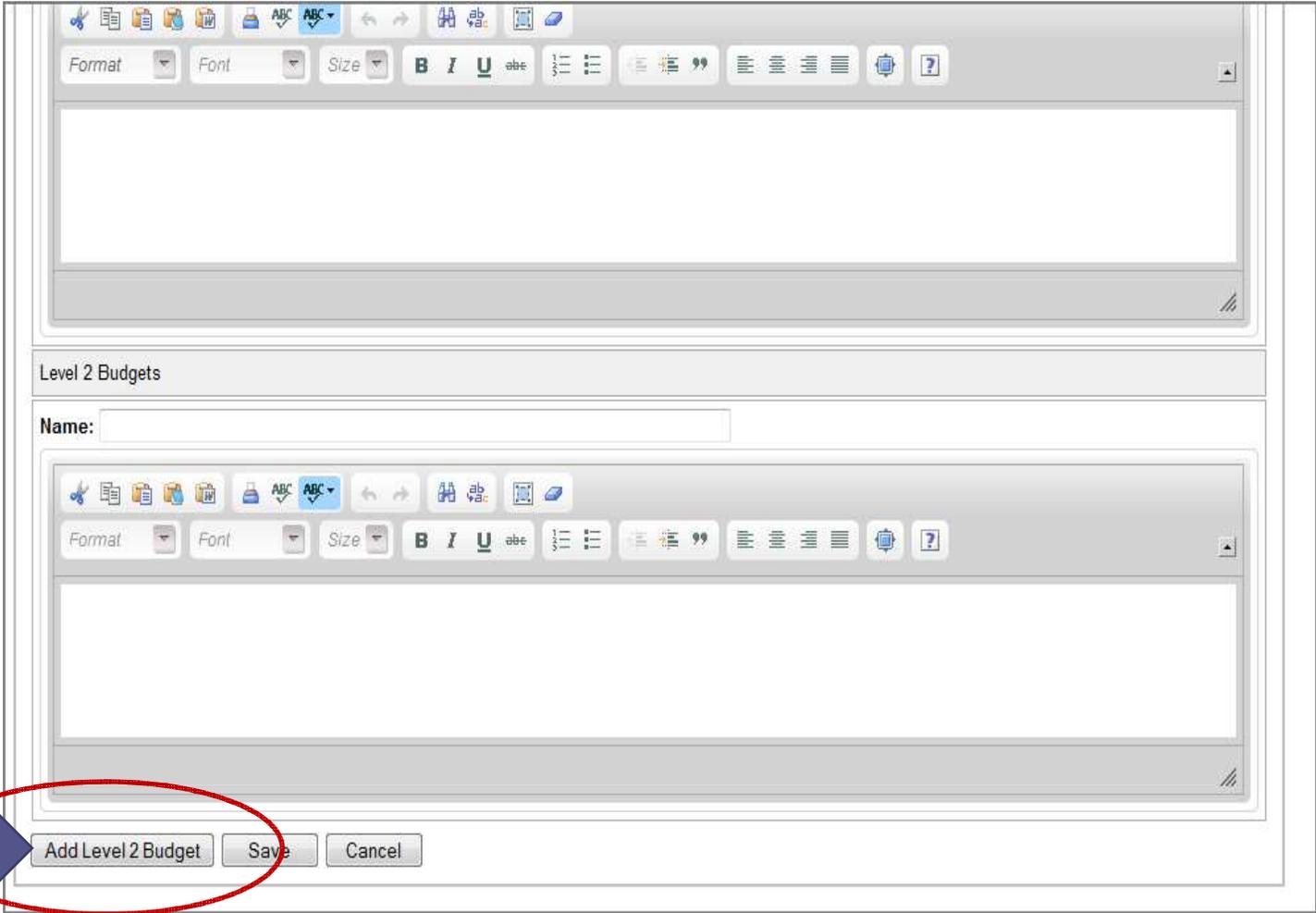
Enter Level 1 Budget Module Name

Enter Level 2 Budget Module Name

Level 1 Comments

Level 2 Budgets (A only)

# Additional Level 2 Budget Module Comments



Add Additional  
Level 2 Budget  
Comments

# Return to Home Page

DEPARTMENT OF EDUCATION  
**RACE TO THE TOP  
ASSESSMENT PROGRAM**

Logged in as: tester - Logout

CATEGORY A:  
**COMPREHENSIVE  
ASSESSMENT SYSTEMS**

Home

Race to the Top Application Review for Test Application #abc123 as reviewed by Tester [Print All Sections](#)

Selection Criteria	Available	Score
(A)(1) Consortium Governance ( <a href="#">Edit</a> / <a href="#">Print</a> )	20	
(A)(2) Theory of Action ( <a href="#">Edit</a> / <a href="#">Print</a> )	5	3
(A)(3) Assessment System Design ( <a href="#">Edit</a> / <a href="#">Print</a> )	55	43
(A)(4) Assessment System Development ( <a href="#">Edit</a> / <a href="#">Print</a> )	35	24
(A)(5) Research and Evaluation ( <a href="#">Edit</a> / <a href="#">Print</a> )	30	
(A)(6) Professional Capacity and Outreach ( <a href="#">Edit</a> / <a href="#">Print</a> )	15	15

# Submit for ED Review

- (b) Consists of assessment components in mathematics and in English language arts that include, for each subject, one or more summative assessment components that—
- (i) Are administered at least once during the academic year in grades 3 through 8 and at least once in high school; and
  - (ii) Produce student achievement data and student growth data (both as defined in the NIA) that can be used to determine whether individual students are college- and career-ready (as defined in the NIA) or on track to being college- and career-ready (as defined in the NIA);
- (c) Assesses all students, including English learners (as defined in the NIA) and students with disabilities (as defined in the NIA); and
- (d) Produces data, including student achievement data and student growth data, that can be used to inform—
- (i) Determinations of school effectiveness for purposes of accountability under Title I of the ESEA;
  - (ii) Determinations of individual principal and teacher effectiveness for purposes of evaluation;
  - (iii) Determinations of principal and teacher professional development and support needs; and
  - (iv) Teaching, learning, and program improvement.

Submit for ED Review

Back

Windows Internet Explorer



This will finalize this part of your review. Are you sure you would like to do this?

OK

Cancel

# New Messages from ED



DEPARTMENT OF EDUCATION  
**RACE TO THE TOP  
ASSESSMENT PROGRAM**

Logged in as: tester - Logout

CATEGORY A:  
**COMPREHENSIVE  
ASSESSMENT SYSTEMS**

Home

## Begin Application Review

Application #	Applicant	Status	ED Messages	New Item
<a href="#">abc123</a>	Test	Reviewing	2	*

An asterisk means new messages from your panel monitor or new comments you have entered

Number of messages from your panel monitor

# Messages from your Panel Monitor

 DEPARTMENT OF EDUCATION  
**RACE TO THE TOP**  
ASSESSMENT PROGRAM

CATEGORY A:  
COMPREHENSIVE  
ASSESSMENT SYSTEMS



Race to the Top Application Review for Test Application #abc123 as reviewed by Tester

Selection Criteria	Available	Score
(A)(1) Consortium Governance ( <a href="#">Edit</a> / <a href="#">Print</a> )	ED Message Available	
	20	
(A)(2) Theory of Action ( <a href="#">Edit</a> / <a href="#">Print</a> )		
	5	5
(A)(3) Assessment System Design ( <a href="#">Edit</a> / <a href="#">Print</a> )	ED Message Available	
	55	
(A)(4) Assessment System Development ( <a href="#">Edit</a> / <a href="#">Print</a> )		
	35	28

# Check the ARS for Messages from Panel Monitors



Race to the Top Application Review for Test Application #abc123 as reviewed by Tester

Selection Criteria	Available	Score
(A)(1) Consortium Governance ( <input type="button" value="Edit"/> / <input type="button" value="Print"/> )	ED Message Available	
	20	
(A)(2) Theory of Action ( <input type="button" value="Edit"/> / <input type="button" value="Print"/> )		
	5	5
(A)(3) Assessment System Design ( <input type="button" value="Edit"/> / <input type="button" value="Print"/> )	ED Message Available	
	55	
(A)(4) Assessment System Development ( <input type="button" value="Edit"/> / <input type="button" value="Print"/> )		
	35	28

# Check the ARS for Messages from Panel Monitors

(A)(7) Reviewer Comments:

Format Font Size **B** *I* U abc 1 2 3 4 5 6 7 8 9 10 11 12 [?] [?]

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

- Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.
- Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur.

Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt "mollit anim id est laborum."

Save Save & Exit Cancel

**ED Messages**  
8/4/2010 – John Doe – Lorem ipsum dolor sit amet. Consectetur adipiscing elit. Nam sit amet neque et sapien cursus tempor.

# Printing

DEPARTMENT OF EDUCATION  
**RACE TO THE TOP**  
ASSESSMENT PROGRAM

Logged in as: tester - Logout

CATEGORY A:  
COMPREHENSIVE  
ASSESSMENT SYSTEMS

Home

Race to the Top Application Review for Test Application #abc123 as reviewed by Tester

[Print All Sections](#)

Selection Criteria	Available	Score
(A)(1) Consortium Governance ( <a href="#">Edit</a> / <a href="#">Print</a> )		
	20	7
(A)(2) Theory of Action ( <a href="#">Edit</a> / <a href="#">Print</a> )		
	5	3
(A)(3) Assessment System Design ( <a href="#">Edit</a> / <a href="#">Print</a> )		
	55	43
(A)(4) Assessment System Development ( <a href="#">Edit</a> / <a href="#">Print</a> )		
	35	24
(A)(5) Research and Evaluation ( <a href="#">Edit</a> / <a href="#">Print</a> )		
	30	21
(A)(6) Professional Capacity and Outreach ( <a href="#">Edit</a> / <a href="#">Print</a> )		
	15	15

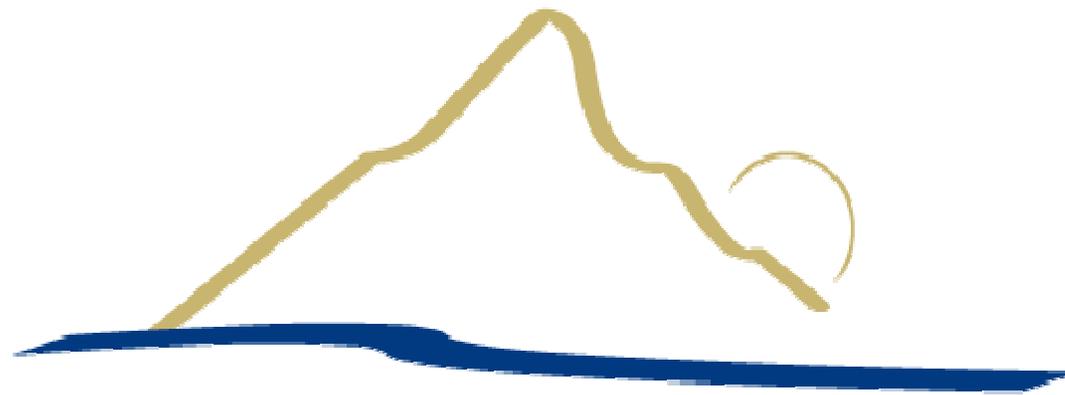
If you have questions about the  
ARS System, contact:

Kathy Robertson, Toll free:

Redacted

# Logistical Updates

---



MIKO GROUP, INC.

# Miko Contacts

Redacted

# RTT Assessment Websites

Rejected

## Application Review System (ARS)

<http://www.mikogroup.com/rtta-hs>

<http://www.mikogroup.com/rtta-comp>

You will receive these links and passwords by Monday via email.

For assistance or to change your password, contact



## Review Member Portal (RMP)

<http://www.mikogroup.com/reviewerportal/>

You should have received an email notifying you of access to the RMP already. For assistance, contact



# When will I receive my applications?

- Application shipments will arrive by the end of this week.
- The shipment includes:
  1. Your Applications
    - Printed Copy
    - Electronic CD Copy
  2. A supply kit to assist with the review
  3. A Logistics Packet
- Please review all materials in the shipment upon receipt. Contact Miko if you have any questions.

## May I ship the application binders back for Onsite Review?

- Yes! The application shipment you receive contains the UPS label and instructions for returning your materials.
- You may choose to keep the electronic copy of the applications and any vital notes you may need to reference if your panel monitor should need to discuss anything with you after you ship your materials.
- You must schedule the UPS pick up of your shipment on or before **July 27<sup>th</sup>**. If you miss this deadline, you will need to plan to bring your materials with you. No shipments can go out later than July 27<sup>th</sup>.
- You will be able to pick up your shipped materials from Miko on Sunday, August 1<sup>st</sup>. Instructions will be provided to you in July.

## How do I receive my per diem and expense reimbursements?

- This information has been emailed out to you, however you will find the forms and instructions in the Logistics Packet in the shipment you will receive by the end of this week.

Redacted

- If you have any questions, please contact Margo O'Mealey for assistance at



# When am I to book my travel?

- For those with application assignments, please book your August travel by contacting the travel agent as soon as you are able next week.
- The Onsite review will be held at a different location. We will be meeting at the Marriott Wardman Park. You will receive an email with location and reservation information in the week before you travel.

# Can you ship my training binders home for me?

- Yes! We will be glad to take care of that for you. Please drop off your training materials at the end of training to the Miko team.
- Please note that these materials will ship tomorrow so you should receive them by Monday.

# Conflict of Interest, Ethics, and Confidentiality Agreements

---

# Closing

---

If you have questions about the  
ARS System, contact:

Kathy Robertson: [REDACTED]  
[REDACTED]

If you have questions during your  
off-site review, contact:

Meredith Farace: [REDACTED]

Deborah Spitz: [REDACTED]

RaceTotheTop.AssessmentReview@ed.gov