



Understanding the Assessment Peer Review Process

Summer 2021

Assessment Team
Office of Elementary and Secondary Education

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Today's Peer Reviewer

Panelists:

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AGENDA

Part I: Overview of assessment peer review

1. Purpose of the Assessment Peer Review
2. The Peer Review Process
3. Timeline

Part II: Peer Reviewer Perspectives on Initial Submissions, Resubmissions



PART I: Overview of Assessment Peer Review

PURPOSE AND ROLE OF PEER REVIEW

- To support states in meeting statutory requirements under Title I
- To ensure states develop and implement valid and reliable coherent State assessment systems
- To review and document the assessment system's technical quality
- To ensure that assessment results are applied in a manner consistent with professional standards



WHAT NEEDS TO BE PEER REVIEWED?

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



WHAT NEEDS TO BE PEER REVIEWED?

(CONT.)

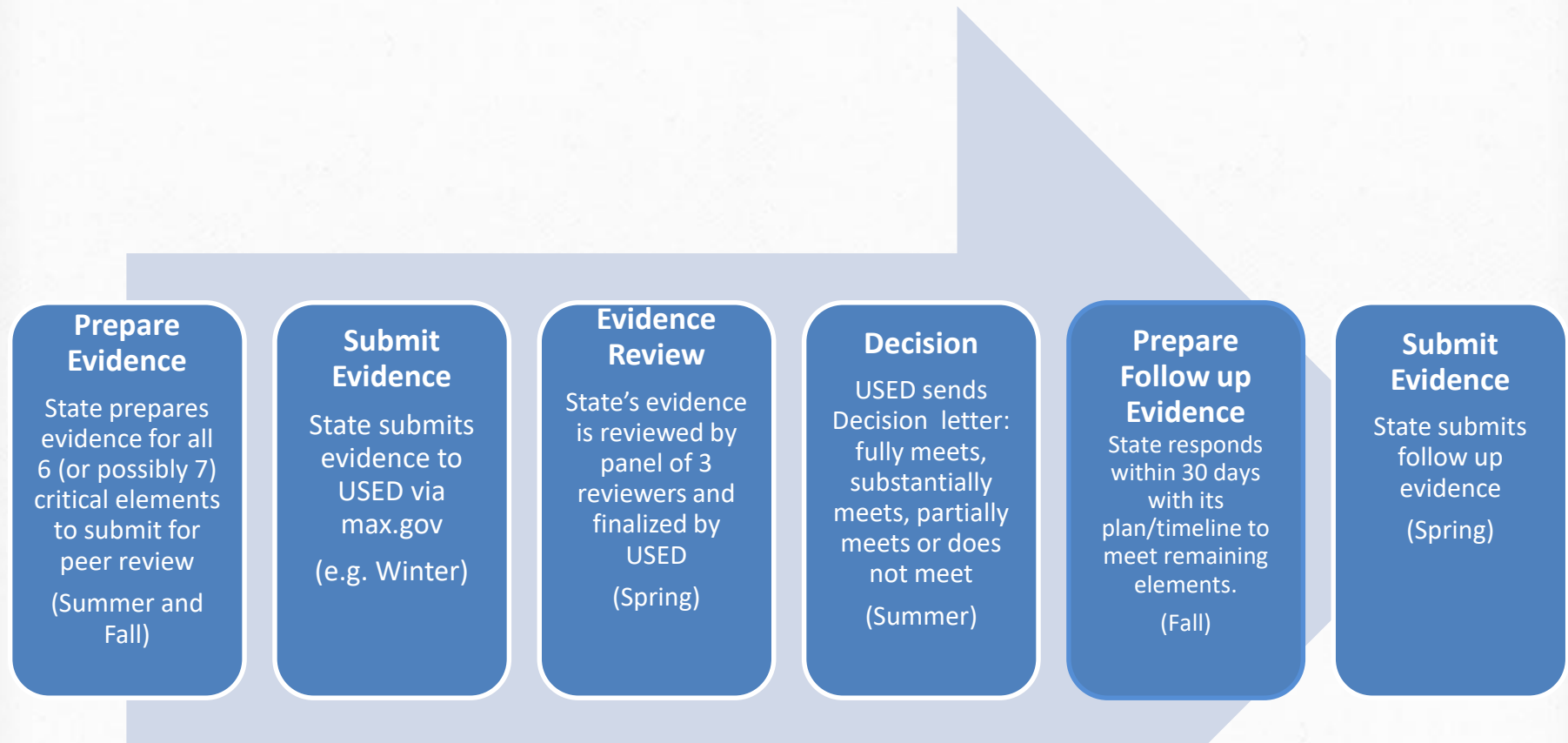
ESSA FLEXIBILITIES

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



Understanding the Process

Example of initial submission process and timeline



Understanding the Process

Preparing Evidence

Peer Review Guide

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

State Index Template and Evidence

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

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



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

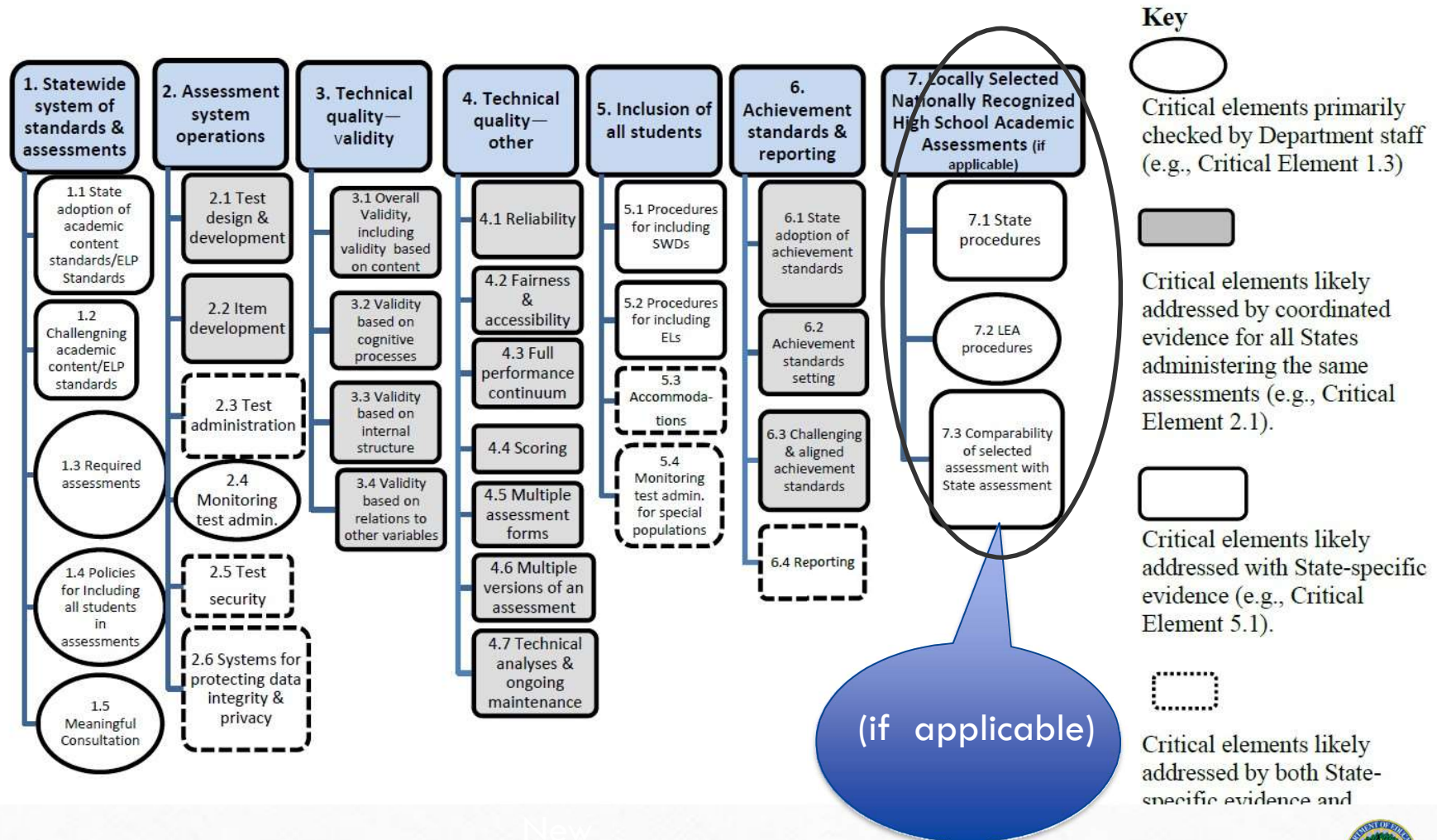
June 22, 2018



Understanding the Process

Preparing Evidence

II – CRITICAL ELEMENTS FOR STATE ASSESSMENT PEER REVIEW



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Consortium Consideration

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



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Preparing Evidence: State, vendor or both

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

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

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



Understanding the Process

Submitting Evidence

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

The screenshot shows a web browser window displaying the 'ESEA STATE ASSESSMENTS' page. The browser's address bar shows the URL <https://community.max.gov/display/EDExternal/ESEA+Stat>. The page features a blue header with navigation links: Home, Find, Help, and Contact Us. Below the header, a yellow banner reads 'MAX Analytics Upgrade: <https://go.max.gov/Analy>' and 'MAX Federal Community - including NON-FEDERAL'. The main content area has a blue navigation bar with 'Home' and 'State Assessment Systems'. The 'State Assessment Systems' tab is selected, revealing a list of assessment systems: Arizona Assessment System, Arkansas Assessment System, Dynamic Learning Maps Assessment System, Georgia Assessment System, Louisiana Assessment System, Multi-State Alternate Assessment System, and Partnership for Assessment of Readiness for College and Careers (PARCC) System. A green arrow points from the text 'Select State Assessment Systems Tab, then...' to the 'State Assessment Systems' tab. Another green arrow points from the text 'Select State Page from List' to the 'Arizona Assessment System' link in the list. On the left side of the page, there is a 'PAGE TREE' section with a search bar and a list of links including 'CDQR Data Note C004a', 'Data Note Response Form - Year to Year CC and EE 2013 2014', 'Data Notes 2017', and 'ED CSPR Data Verification'. The bottom of the page contains a welcome message: 'Welcome to the Office of State Support Web Page for ESEA State Assessments-Peer Review and Discretionary Grant Collaboration. On the blue menu bar above, use the menu option "State Systems" to access individual pages for a State assessment system.'

Select State Assessment Systems Tab, then...

Select State Page from List

Understanding the Process

Evidence Review and Peer Reviewers' Role

- Assessment peer review is conducted by external assessment experts, including nationally recognized assessment experts, State and local assessment directors, and educators.
- Reviewer panels for each State will be anonymous, but the list of approved peer reviewers will be released to the public.
- Each reviewer conducts an independent review first and develops notes based on the evidence provided by the state; the review team then meets to discuss and share notes and make collective recommendations on each critical element. These notes are provided to the State.



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USED's Role and Review

- The Assistant Secretary will provide formal feedback to a State regarding whether the State has provided sufficient evidence to demonstrate that its assessment system meets all applicable ESEA statutory and regulatory requirements and will identify any additional evidence necessary to address the critical elements
 - Peer notes help inform States what additional evidence may be needed
- ED staff to review selected portions of state submission
- ED is specifically prohibited from approving State standards, test items



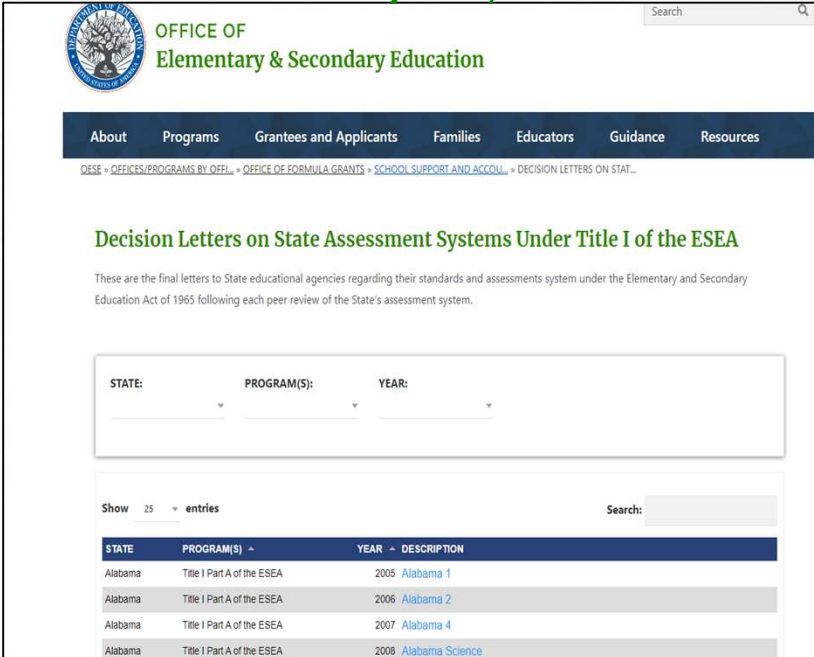
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Decision Letter

- States will receive a decision letter from USED informing states whether their assessments:
 - Fully meets requirements
 - Substantially meets requirements
 - Partially meets requirements
 - Does not meet requirements

Decision Letters:

<https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/decision-letters-on-state-final-assessment-system/>



The screenshot shows the website of the Office of Elementary & Secondary Education (OESE). The header includes the OESE logo and the text "OFFICE OF Elementary & Secondary Education". Below the header is a navigation bar with links: About, Programs, Grantees and Applicants, Families, Educators, Guidance, and Resources. A breadcrumb trail reads: OESE > OFFICES/PROGRAMS BY OFFEL > OFFICE OF FORMULA GRANTS > SCHOOL SUPPORT AND ACCOUL > DECISION LETTERS ON STAT... The main heading is "Decision Letters on State Assessment Systems Under Title I of the ESEA". Below this is a paragraph: "These are the final letters to State educational agencies regarding their standards and assessments system under the Elementary and Secondary Education Act of 1965 following each peer review of the State's assessment system." There is a search bar and a filter section with dropdowns for STATE, PROGRAM(S), and YEAR. Below the filter section is a table with 4 columns: STATE, PROGRAM(S), YEAR, and DESCRIPTION. The table shows 4 entries for Alabama, all for Title I Part A of the ESEA, with years 2005, 2006, 2007, and 2008. Each entry has a link to the decision letter.

STATE	PROGRAM(S)	YEAR	DESCRIPTION
Alabama	Title I Part A of the ESEA	2005	Alabama 1
Alabama	Title I Part A of the ESEA	2006	Alabama 2
Alabama	Title I Part A of the ESEA	2007	Alabama 4
Alabama	Title I Part A of the ESEA	2008	Alabama Science



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Decision Letter, cont.

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



Understanding the Process

Follow up evidence and resubmission

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

- This is a request for how a state plans to collect the evidence, NOT a request for the evidence itself
- States may request a phone call to discuss results
- States may request more time to respond

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

- States should submit evidence when all critical elements can be addressed
- ED will typically hold a summer and winter peer review



TIMELINE FOR THE 2021-22 PEER REVIEW

- Now: prepare your submission
- Mid-November: look for an email with information about MAX registration and submission. Consider which 1-2 staff will need MAX access. Register in MAX!
- November-December 31: upload evidence and indices
- Early January to March: peer review. ED may reach out to you about missing or unclear evidence
- March-August: ED will prepare peer review results and send the SEA the decision letter and peer notes. Can discuss with SEA as needed
- +30 days: SEA to respond with plan and timeline for collecting and resubmitting additional evidence (e.g. end of year 2021 or summer 2022)



PART II: Peer Reviewer Perspectives on Initial Submissions, Resubmissions

Overarching Ideas-New Submissions

- Planning and Scheduling
- Involving your Technical Advisory Committee
 - Special Population
- Other Key Resources
 - Annual Technical Report
 - Assessment contractor
 - Special Education and EL
- Applying lessons learned/best practices across submissions (general education assessments, alternate assessments, English language proficiency assessments)
 - Ex: Special ed monitoring



Planning and Scheduling

- Peer Review cycles allow approximately a year for states to plan their submissions
- Plan around test administration, scoring, and reporting tasks for the current year
 - Assists with time management for mission-critical tasks as well as evidence gathering
 - Prepares other offices to focus PD, instruction/intervention, accommodation, alternate format
- Schedule “gates” around completion of tasks needed for peer review
 - Identify specific personnel responsibility
 - Integrate monitoring tasks required
- Periodically review progress toward completion of submission
 - Communicate updates to all constituency groups



Involving Your Technical Advisory Committee

- Provide them with timelines and assessments scheduled for submission
 - Ensure special population consideration
- Gather TAC input on plans/methodology for responding to Critical Elements
 - If possible, provide sufficient lead time for TAC to weigh in on methodologies so that feedback can be incorporated into the process
 - Ensure continuous monitoring and improvement process documented
- Ensure feedback is captured in TAC notes, including SEA's planned response



Other Key Resources

- Annual Technical Report
 - Contents and organization can be structured for Peer Review
 - Ensure special populations are thoroughly addressed in technical report and administration manual
- Assessment contractor
 - Ensure contract stipulates and allows resources/time for assisting with Peer Review
 - Involve the contractor in TAC discussions and work
 - If alternate assessment contractor is not the same as general, include them in all key planning, implementing, and reporting processes



Applying Lessons Learned/Best Practices

- Scheduling tasks, involving the TAC, structuring Technical Reports, and working with respective assessment contractors should all be done as consistently as possible across ALL assessment systems.
- Consistency can relieve pressure on staff, contractors, and peer reviewers, and usually improves the quality of all submissions.
- Improvements to assessment and Peer Review processes in one system may lead to improvements in others.
 - Processes and procedures currently used in one system, such as special education, may be expanded to address all assessments



Critical Elements

- Address all requirements within each critical element
- Match the provided evidence to the requirement
- Understand the meaning of the requirement



Critical Elements – An Example

- Address all requirements within each critical element
- Match the provided evidence to the requirement
- Understand the meaning of the requirement

Critical Element 2.3 – Test Administration

The State implements policies and procedures for standardized test administration; specifically, the State:

- Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations;
- Has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities;
- If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration.



Critical Elements – An Example

- Address all requirements within each critical element

Match the provided evidence to the requirement

Understand the m

Are there standardized administration procedures?
Are they clear?
Are they thorough?
Do they include administration with accommodations?
Are these procedures communicated to educators?

Critical Element 2.3 – Test Administration

The State implements policies and procedures for standardized test administration; specifically, the State:

- Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations:



Critical Elements – An Example

Address all requirements within each critical element

- Match the provided evidence to the requirement

Common evidence = Training Presentation

Understand that Training Presentation alone does not provide sufficient evidence

Critical Element 2.3 – Test Administration

The State implements policies and procedures for standardized test administration; specifically, the State:

- Has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities;

Also include evidence that staff received training



Critical Elements – An Example

Address all requirements within each critical element

Match the provided evidence to the requirement

Understand the meaning of the requirement

Contingency plan ≠ Capabilities of delivery platform

If there is a technology challenge during administration, then what?

Critical Element 2.3 – Test Administration

The State implements policies and procedures for standardized test administration; specifically, the State:

- If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration.



Critical Elements – An Example

- Expectation is not perfection
 - Understanding of and experience with statewide assessments
 - ... but also, don't forget next steps/efforts of improvement
- Transparency
 - It is acceptable to say that you don't have evidence yet
 - Include future plans
- Review, when possible
 - Completeness
 - Sufficient program information
 - Connection between Critical Element and evidence submitted



PART II, cont: A Peer Reviewer's Perspective

Assessment Peer Review Re-submissions

Initial Submission Feedback

- Identify which critical elements for each assessment require additional evidence
- Review Peer notes and feedback to understand what is requested in the resubmission
 - If needed, seek clarification from OESE
 - Peer notes may include examples of evidence
 - Suggestions and examples, not requirements
- Identify the required evidence
 - Consult with vendor and TAC, as needed



Organization for Resubmission

- Identify program(s) and staff to address specific requests
 - Include special education and EL staff for specific areas
 - Review with staff, TAC, vendor
 - Assign responsibilities for collection and preparation
- Prepare draft
 - Not necessary to restate submission materials that were reviewed
 - Ensure additional information is provided to address the feedback
- Review
 - TAC, vendor program, staff
 - Consider non-participating staff to review submission for clarity to evidence



Specific Critical Element Examples

- Including Students with Disabilities and English Learners
 - Item Development
 - Test Administration
 - Monitoring Test Administration
 - Accommodations
 - Standard Setting
 - Reporting
- Coordination necessary to address all components
 - SWD and EL collect and report on assessment data to other offices
 - Staff monitor districts on a regular basis and can add specific general assessment to the process





Questions?

Upcoming Webinars

Webinar 2: Deep Dive into Critical Elements 5.4 and 6.4

Thursday, July 29, 2021, 2:30 – 4:00 p.m. EST

Registration Link:

[https://seiservices.zoom.us/meeting/register/tJYtd2srjltH9Cf3kmyJdScqinVE8FmxXi1](https://seiservices.zoom.us/join/https://seiservices.zoom.us/meeting/register/tJYtd2srjltH9Cf3kmyJdScqinVE8FmxXi1))

Webinar 3: Deep Dive into Critical Elements 2.1 and 3.1

Thursday, August 12, 2021, 2:30 – 4:00 p.m. EST

Registration Link:

[https://zoom.us/meeting/register/tJUrdOqgpjMuGNNj583mNaJLdhVGxSpntSdf](https://zoom.us/join/https://zoom.us/meeting/register/tJUrdOqgpjMuGNNj583mNaJLdhVGxSpntSdf))

Webinar 4: Debrief of the Assessment Peer Review Process including Tips & Tricks for Submitting Evidence

Tuesday, August 24, 2021, 2:30 – 4:00 p.m. EST

Registration Link:

[https://zoom.us/meeting/register/tJ0rfGorT0sG9NHuDDMb9k53KrZWHzlj2mU](https://zoom.us/join/https://zoom.us/meeting/register/tJ0rfGorT0sG9NHuDDMb9k53KrZWHzlj2mU))



RESOURCES

- ED Standards and Assessment:
<https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/standards-and-assessments/>
- 2018 Assessment Seminar Materials and Video:
<https://apps1.seiservices.com/oss-sapr/Materials.aspx>
- Center on Standards and Assessment Implementation:
<https://www.csai-online.org/spotlight/peer-review-state-assessment-systems>
 - Critical Elements Analysis Chart
 - Guidance for Supporting Assessment Peer Review Submissions
 - Evidence Organizer
 - Peer Review and State Assessment Administration: A Resource for State Assessment Directors
 - Peer Review of State Assessment Systems Outcomes Report



