Webinar 3: Deep Dive into Critical Elements 2.1 and 3.1

Summer 2021

Assessment Team
Office of Elementary and Secondary Education

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Agenda

<u>Part I:</u> Deep Dive into Critical Element (CE) 2.1 - Assessment Team

1. Key Details in Critical Element 2.1

2. Additional Evidence often Requests for CE 2.1

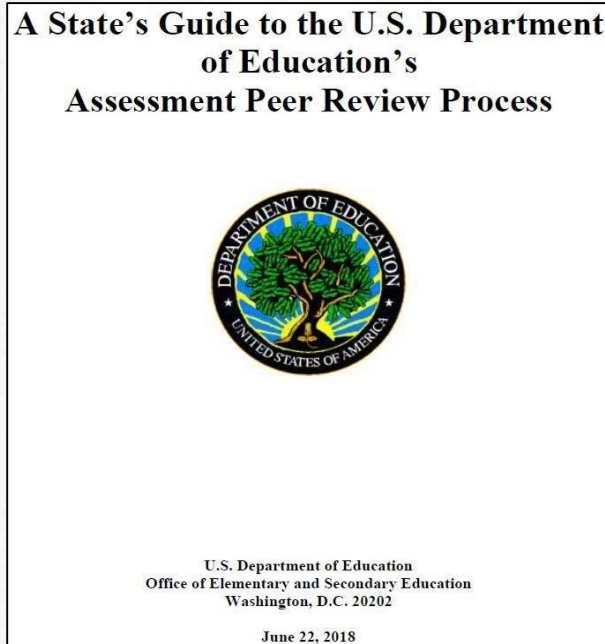<u>Part II:</u> Deep Dive into CE 3.1 - Assessment Team

✞ Repeat Steps 1 and 2 above for CE 3.1

<u>Part III:</u> Overlap between CEs 2.1 and 3.1 - **Experts** (Melissa Gholson, Arthur Thacker, Phoebe Winter)

Reminder: Although this webinar focuses on CEs 2.1 and 3.1, please remember that <u>all</u> <u>30 CEs</u> must be met through the assessment peer review.

PART I: Deep Dive into CE 2.1

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

✈ **Section 2** – Assessment System Operations

- o **CE 2.1:** Test Design and Development (pp. 36-38) in Guide.

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

Advice:

- Understand the meaning of each requirement.
- Locate relevant evidence that demonstrates the requirements.
- Assemble evidence that on the whole addresses all of the requirements.

CE 2.1 (Test Design & Development)	
Academic Content Assessment **State's test design and test development process ... aligns the assessments to the depth and breadth of the State's academic content standards ... and includes:**	**ELP Assessment** **State's test design and test development process ... aligns the assessments to the depth and breadth of the State's ELP standards and includes:**
• <u>Statements</u> of the purposes of the assessments and the intended interpretations and uses of results	
• <u>Test blueprints</u> ... that ... measure the depth and breadth of the State's grade-level academic content standards, and support the intended interpretations and uses of the results	• <u>Test blueprints</u> ... that ... measure the depth

and breadth of the State's ELP standards, and support the intended interpretations and uses of the results

- Processes to ensure that each academic assessment is tailored to the knowledge and skills included in 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 or HOTS)

- Processes to ensure that ELP assessment is tailored to the knowledge and skills in the State's ELP standards and reflects appropriate inclusion of the range of complexity found in the standards

- If the State administers <u>computer-adaptive assessments</u>, the item pool and item selection procedures adequately support the test design and intended uses and interpretations of results
- If the State administers <u>computer-adaptive assessments</u>, it makes proficiency determinations with respect to the grade in which the student is enrolled

- If the State administers … <u>portfolios</u>, such assessment … may not be *entirely* administered through a portfolio

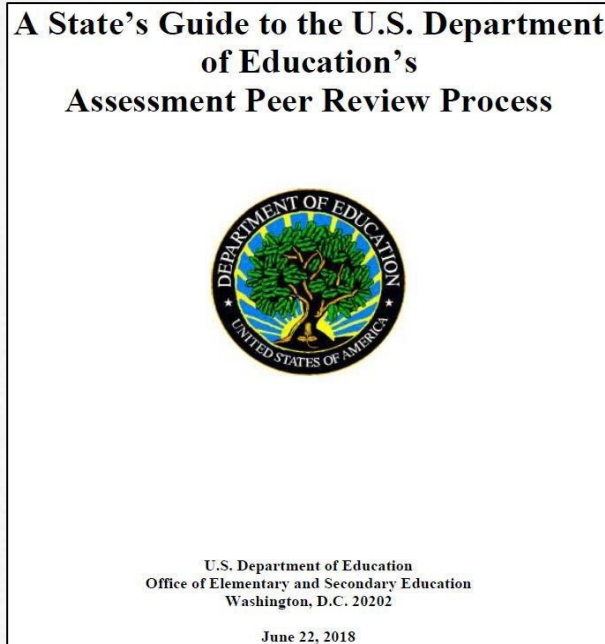|	
- <u>Note</u> alternate academic content assessments are based on alternate academic achievement standards	- <u>Note</u> alternate ELP assessments are based on alternate ELP standards

Additional Evidence often Requested for CE 2.1

- Evidence of an explicit rather than implicit description of the purposes and interpretations of the uses and assessment results.

- Evidence that the assessment reflects the State's test blueprints by measuring the breadth and depth of the State's grade-level academic content standards, balance of content, cognitive complexity for each academic content standard, and range of item difficulty levels for each academic content standard.

- A plan and a timeline to address the test blueprint alignment issues (aligning test blueprint with standards) identified in the existing alignment studies, particularly in mathematics.

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PART II: Deep Dive into CE 3.1

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

⤴ **Section 3** – Technical Quality – Validity

  ○ **CE 3.1**: Overall Validity, Including Validity Based on Content (pp. 47-49) in Guide.

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

Advice

- Understand the meaning of each requirement.
- Locate relevant evidence that demonstrates the requirements.
- Assemble evidence that on the whole addresses all of the requirements.

CE 3.1 (Overall Validity, Including Validity Based on Content)	
Academic Content Assessment	**ELP Assessment**
State has documented adequate overall validity evidence for its assessments consistent with nationally recognized professional and technical testing standards	
State's validity evidence **includes evidence that:**	
State's academic assessments measure the knowledge and skills specified in the State's academic content standards, **including:**	**State's ELP assessments measure the knowledge and skills specified in the State's ELP standards, including:**

- Documentation of adequate alignment between the State's assessments and the academic content standards ... in terms of content (i.e., knowledge and process), balance of content, and cognitive complexity)

- Documentation of adequate alignment between the State's ELP assessment and the ELP standards ... in terms of language knowledge and skills, the depth and breadth of the State's ELP standards ...

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• <u>Documentation</u> that the assessments address the depth and breadth of the content standards	• <u>Documenta</u> <u>tion</u> of alignment between the State's ELP standards and the language demands ... in, the State's academic content standards
• <u>If</u> the State has adopted alternate academic achievement standards and administers <u>alternate</u> <u>assessments</u> ... the assessments show adequate alignment to the State's academic content standards ... in terms of content match (i.e., no unrelated content) and the breadth of content and cognitive complexity ... appropriate for students with the most significant cognitive disabilities	• <u>If</u> the State administers an <u>AELPA</u> (Alternate ELP Assessment) ... the assessment shows adequate

linkage to the State's ELP standards in terms of content match (i.e., no unrelated content) and that the breadth of content and linguistic complexity ... is appropriate for ELs who are students with the most significant cognitive disabilities

AdditionalEvidence often Requested for CE 3.1

- Evidence of adequate validity based on test content, specifically that gaps in the test content, as identified in the alignment study, have been resolved.

- Evidence that the test design aligns the assessments to the full depth and breadth for all of the academic content standards.

PART III: Overlap between CEs 2.1 and 3.1

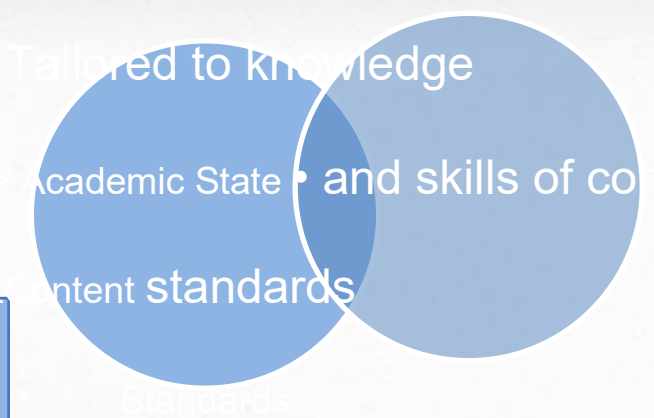CE 2.1 Test Design & Development

CE 3.1 Overall Validity, Including Validity Based on Content
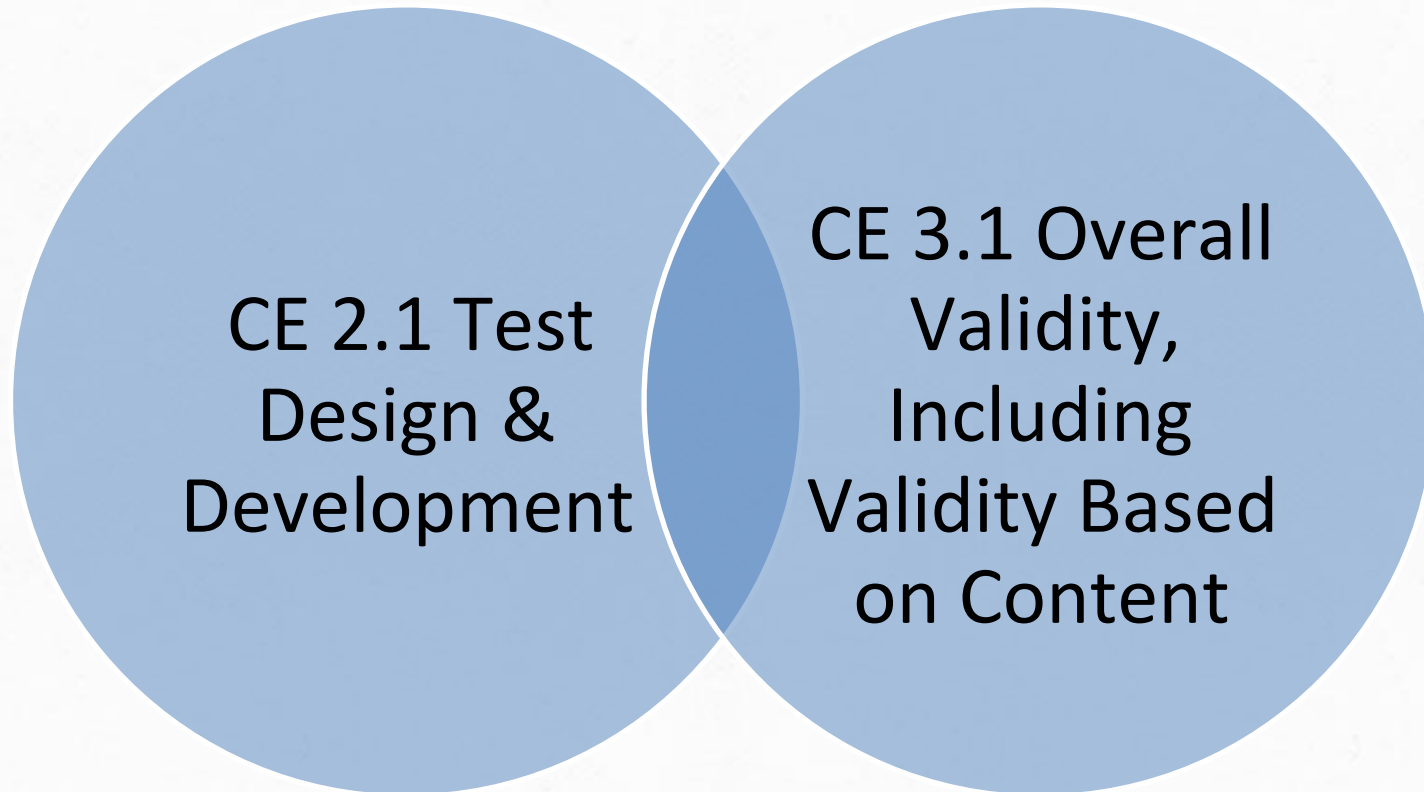
Statements of:

- Purposes of assessment.

- Intended interpretations

State Academic State

2.1 Academic Content Assessment Content standards

Tailored to knowledge

- and skills of content and uses of results.

Standards

assessment is:

- Reflects appropriate inclusion of

challenging content.

- Requires complex

Test Blueprints that:

- Measure depth and breadth of content standards

- Support Intended demonstrations or interpretations and uses of results. **2.1** For CAT, items pools and itemselection procedures
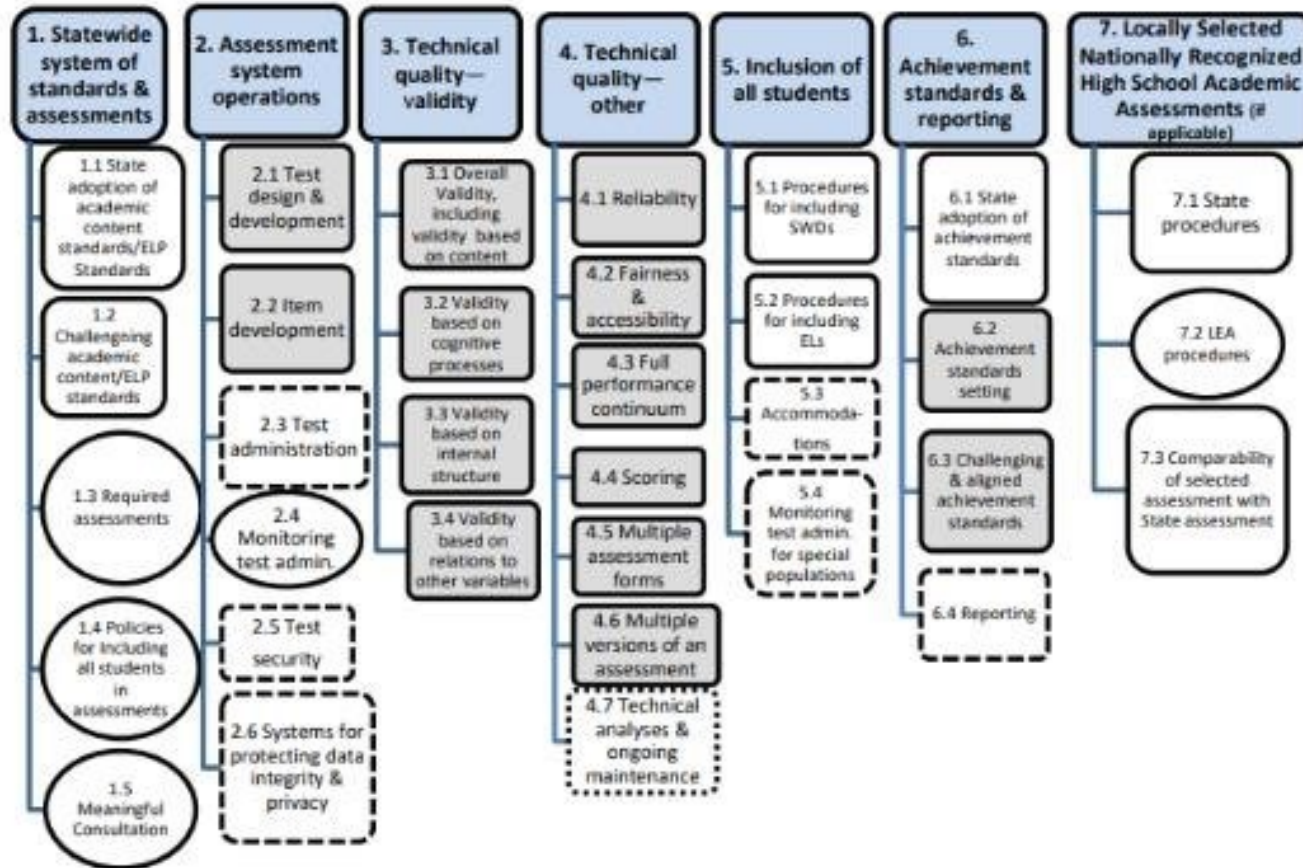
applications of knowledge and skills

adequately support:

(i.e., HOTS). 2.1

- Test design Documentation of adequate
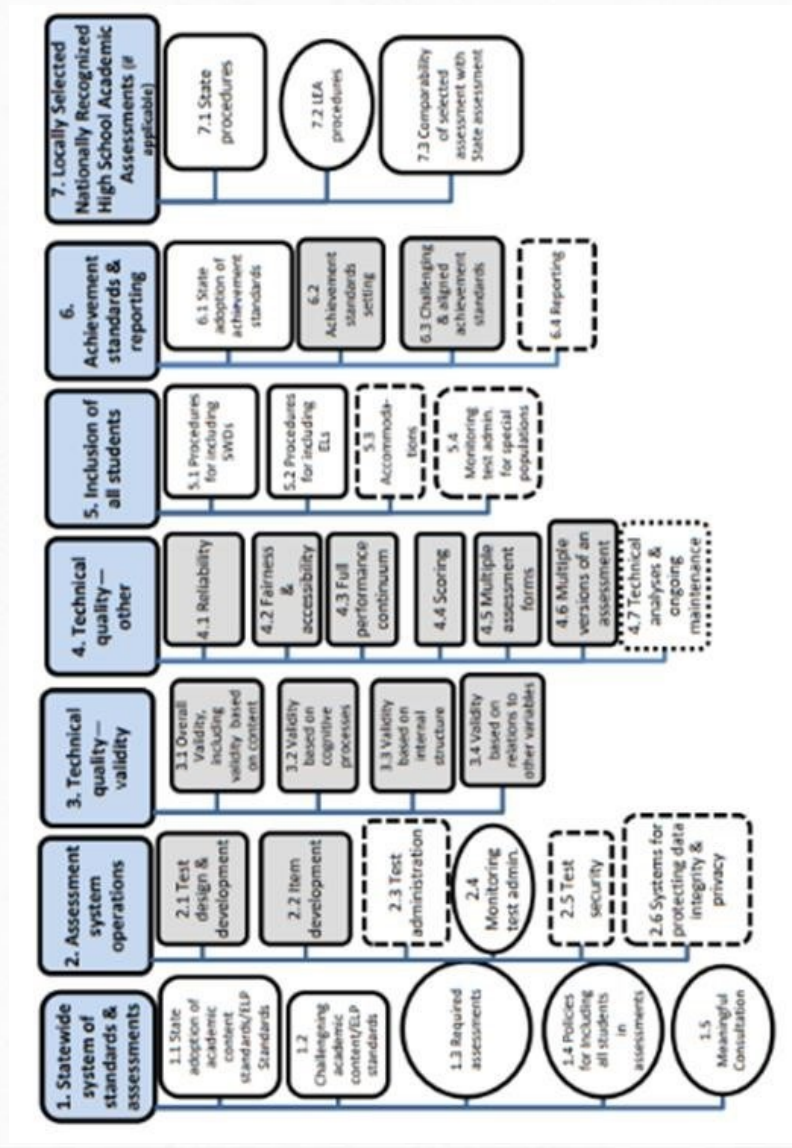
- Intended uses.

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Critical Elements For State Assessment Peer Review

U.S. Department of Education (2018). *A State's Guide to the U.S. Department of Education's Assessment Peer Review Process. Page 27. Washington, D.C. located at* https://www2.ed.gov/admins/lead/account/saa/assessmentpeerreview.pdf

A Foundational Approach

Integration/Overlap of CEs 2.1 and 3.1

2.1 Test Design	3. 1 Overall Validity, Including Validity Based on Content
Statement(s) of the purposes of the assessments and the intended interpretations and uses of results	Evidence of alignment adds to documenting the degree to which the purpose statement is met. (Evidence for CE3.2, 3.3, 3.4, 4.2 and other CEs also contribute to the degree to which the purpose statement is met.)

2.1 Test Design	3. 1 Overall Validity, Including Validity Based on Content
Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of (1) the State's grade level academic content standards or (2) the State's ELP standards and support the intended interpretations and uses of the results.	Blueprints provide part of the documentation that assessments address the depth and breadth of standards. For alternate assessments, the blueprint provides part of the evidence that the standards assessed are grade level standards and that no unrelated content is included in the test. For ELP assessments, the blueprint provides information about intended coverage of the standards and links to the language demand in the state's academic standards.
2.1 Test Design	3. 1 Overall Validity, Including Validity Based on Content

Processes to ensure that each academic 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., higherorder thinking skills).

Processes to ensure that the ELP assessment is tailored to the knowledge and skills included in the State's ELP standards and reflects appropriate inclusion of the range of complexity found in the standards.

If the state considers alignment in test design and development, it's more likely that the independent alignment study will show evidence that the assessment is aligned as intended. Item writers should have information about the content of items needed, the desired range of cognitive or linguistic complexity, and the types of items that are appropriate for the targeted standard.

Clear processes and guidelines will prevent issues in alternate assessment items, including the likelihood that an item measures something other than the targeted standard. For ELP assessments, there should be clear specifications of the domains and modalities targeted by an item or task, as well as the academic language targeted.

Item reviews can be used to identify weaknesses in item development. Item writers can learn from any general patterns in items that have been found to need revision or are deleted from the pool.

2.1 Test Design	3. 1 Overall Validity, Including Validity Based on Content
If the State administers computer adaptive assessments, the item pool and item selection procedures adequately support the test design and intended uses and interpretations of results. If the State administers a computer adaptive assessment, it makes proficiency determinations with respect to the grade in which the student is enrolled and uses that determination for all reporting	For computer adaptive assessments, solid planning in the design and development phase is absolutely necessary. States are required to provide empirical evidence that the size of the item pool and the characteristics, both non-statistical (e.g., content, cognitive/linguistic complexity) and statistical, of items it contains are appropriate for the test design and adequately reflect the blueprint so that the breadth and depth of the standards are adequately addressed in each test instance.

Questions?

Upcoming Webinar

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/tJ0rfGorT0sG9NHuDDMb9k53KrZWhzIj2mU)

RESOURCES

- 2014 Standards for Educational and Psychological Testing
- ED Standards and Assessment: https://www2.ed.gov/admins/lead/account/saa.html

- 2017 CCSSO Paper on Alignment -- https://edcount.com/wp-content/uploads/2019/05/ccsso_tilsa_forte_evaluating_alignment_2017.pdf

- 2018 Assessment Seminar Materials and Video: https://apps1.seiservices.com/oss-sapr/Materials.aspx

  - Includes several sessions on validity