



# ***Webinar 2: Deep Dive into Critical Elements 5.4 and 6.4***

Summer 2021

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# Agenda

## Part I: Deep Dive into Critical Element (CE) 5.4

1. Key Details in Critical Element 5.4
2. Examples of Evidence for 5.4
3. Additional Evidence often Requests for 5.4

## Part II: Deep Dive into CE 6.4

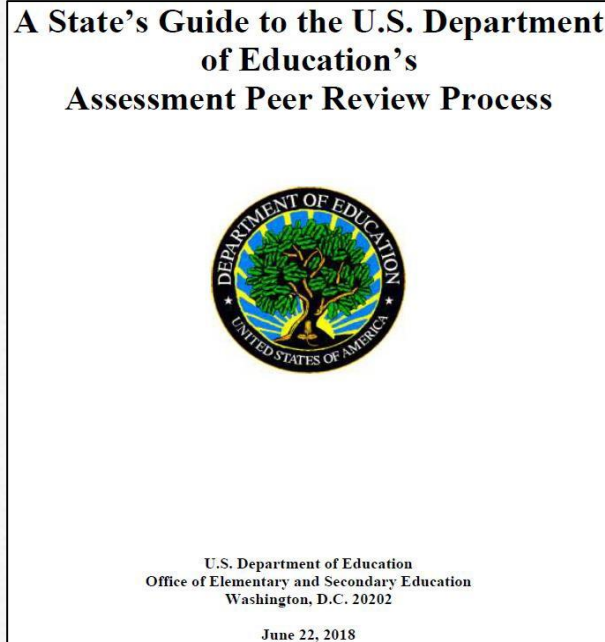
1. Repeat Steps 1-3 above for CE 6.4

## Part III: Optional Take-Home Activity (Debrief Activity during Webinar 4 on August 24)

**Reminder:** Although this webinar focuses on CEs 5.4 and 6.4, please remember that all 30 CEs must be met through the assessment peer review.



# PART I: Deep Dive into CE 5.4



## □ Section 5 – Inclusion of All Students

- **CE 5.4:** Monitoring Testing Administrations for Special Populations (pp. 64-65) in Guide.

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

- 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 5.4 – Monitoring Test Administration for Special Populations

The **State monitors test administration in its districts and schools ... accommodations** that are:

- Consistent with the State's policies for accommodations;
- Appropriate for addressing a student's disability or language needs for each assessment administered;
- Consistent with accommodations provided to the students during instruction and/or practice;
- Consistent with the assessment accommodations identified by a student's IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA, the individual or team designated by a district to make these decisions; or another process for an EL;

## Examples of Evidence

**State** guidelines for participation on State assessments for students with disabilities and ELs.

**State** Test Administration Manual (sections on providing accommodations and monitoring test administration).

**State** procedures for individualized education plans (examples showing IEPs with testing accommodations, same accommodations as for instruction).

**State** policies or regulations on testing accommodations for students with disabilities and ELs.

**State** procedures for monitoring special education programs, Title III/EL programs (desk monitoring/onsite monitoring protocols)

**Guidelines, procedures, policies should be for YOUR State.**





## CE 5.4 – Monitoring Test Administration for Special Populations

## Examples of Evidence

The **State monitors test administration in its districts and schools ...** accommodations that are:

- Administered with fidelity to test administration procedures,
- Monitored for administrations of all required academic content assessments, AA-AAAS, ELP assessments, and AELPA.

Demonstrate the procedures for desk monitoring and/or onsite monitoring protocols.

Meeting Agendas & Sign in Sheets of training to assure State accommodations policies have occurred for IEP teams, ELs, and other groups.

District Test Coordinators and Test Administrators (demonstrate that policies are communicated/implemented through training).

Examples of completed monitoring forms (redacted); or summaries of monitoring activities; or letters to LEAs (redacted) after monitoring events.

Some States author an annual report on assessment monitoring activities and use this as part of their annual improvement efforts.

Other States do annual reports on IEP/special education monitoring; and these reports often have sections that are germane to this CE demonstrating that monitoring has occurred.

**Embed monitoring into your State's existing processes.**

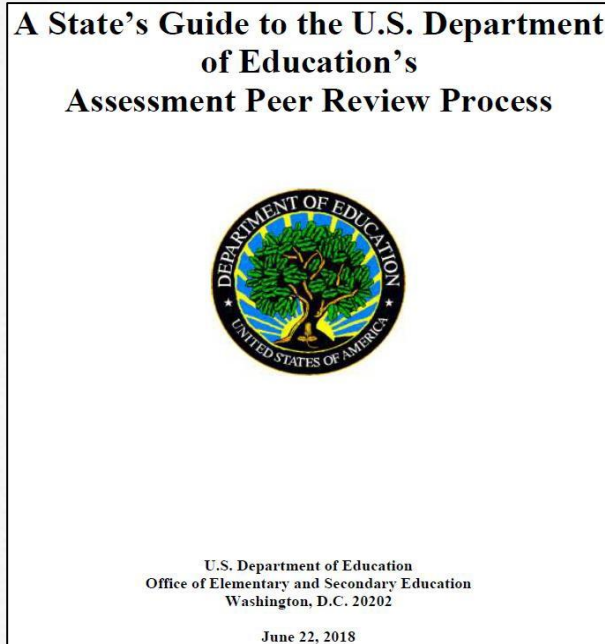


# Additional Evidence often Requested for CE 5.4

- Evidence that the State monitors test administration in its districts and schools and that the accommodations provided to students are: consistent with the State's policies for accommodations, appropriate for addressing a student's disability or language needs, consistent with instruction and/or practice, and consistent with a student's IEP, section 504 plan, and the like (e.g., State policy documents assuring these aspects).
- Evidence that the State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and English learners (e.g., evidence of monitoring test administration for special populations such as with redacted letters to districts and schools).



# PART II: Deep Dive into CE 6.4



- ❑ **Section 6 – Academic and ELP Achievement Standards and Reporting**
  - **CE 6.4: Reporting**  
(pp. 71-73) in Guide.

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

- 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 6.4 – Reporting

## Examples of Evidence

The **State reports its assessment results for all students assessed**, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public.

The **State reports to the public its assessment results on:** (1) Student academic achievement for all students and each student group at each achievement level **and** (2) English language proficiency for all ELs including the number and percent of ELs attaining ELP.

For **academic content assessments**, the **State reports assessment results, including itemized score analyses, to districts and schools** so that parents, teachers, principals, and administrators can interpret the results and address the specific academic needs of students, **and the State also provides interpretive guides** to support appropriate uses of the assessment results.

**When going through a CE, do NOT skip over the paragraphs that come before the bullets. You could be ignoring information that needs to be submitted.**

### **First paragraph:**

Information also listed in bulleted section.

### **Second paragraph:**

Academic Achievement: results for all students, each student group, at each achievement level.

ELP: number and percent of ELs attaining ELP.

### **Third paragraph:**

Itemized score analyses for districts and schools.

Interpretive Guides.



## CE 6.4 – Reporting

- The **State provides for the production and delivery** of individual student interpretive, descriptive, and diagnostic reports after each administration of its academic content assessments that: *[paraphrased below]*
  - Valid and reliable information;
  - Reported in terms of State's grade-level academic achievement standards;
  - Provide information to help parents, teachers, principals interpret test results;
  - Provided in understandable and uniform format;
  - Written in language parents and guardians can understand or are orally translated;
  - Upon request by a parent provided in an alternative format.

## Examples of Evidence

Individual Student Reports that show performance levels; sub-scores; performance level descriptors, communicate reliability/error of measurement; includes a key to interpret report.

Reports in native language; plain language, or through translation service. Districts, schools, parents know how to request translation services from the State.

Use multiple ways to communicate to parents/guardians that reports can be provided in alternative forms like: on State's website, in Test Administration and Test Coordinator Manuals, train on it, ensure LEAs communicate to parents/guardians about this, use Newsletters, give constant reminders.

**States do not have to submit translated reports for peer review, but should demonstrate that reports are made accessible to parents/guardians.**



## CE 6.4 – Reporting

- The **State follows a process and timeline** for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration.

For the **ELP assessment**, the **State provides coherent and timely information** about each student's attainment of the State's ELP standards to parents that: *[paraphrased below]*

- Reports EL's ELP in terms of State's grade-level/grade-band ELP standards (including perf. level descriptors);
- Provided in understandable and uniform format;
- Written in language parents and guardians can understand or are orally translated;
- Upon request by a parent are provided in alternative format.

## Examples of Evidence

District Test Coordinator Newsletter that has schedule for Individual Student Report (ISR) distribution.

**How does YOUR State know that reports are distributed by LEAs in a timely manner?**

ELP assessment examples are similar to what is listed on slide 10.



# Additional Evidence often Requested for CE 6.4

- Evidence that the State's reports (individual student reports) display the student's academic achievement in terms of the State's grade-level academic achievement standards.
- Evidence that, upon request by a parent who is an individual with a disability as defined by the ADA, as amended, these parents are provided with an alternative format accessible to that parent (e.g., public-facing, parent-friendly communication regarding the procedures for requesting reports in an alternative format).
- Evidence that the State follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration (e.g., complete the Assessment & Accountability Reporting Schedule and make it available to schools and districts; complete the parent reports and make them available to parents).



## PART III: Optional Take-Home Activity

- After this webinar, you will receive an email with a blank Submission Index and State evidence for CE 5.4. Download the files. Give each piece of evidence a unique identifier (e.g., 5.4-Completed Monitoring Form).
- 1) In column 1 of the Submission Index, you will see a description of CE 5.4.
- 2) In column 2 of the Submission Index, you will list the evidence that you believe goes with that critical element (e.g., 5.4-Test Administration Manual pp. 10-15, 5.4-Completed Monitoring Form).
- 3) In column 3 of the Submission Index, you will provide a brief narrative of how the evidence addresses that CE. For example, 5.4-Test Administration Manual pp. 10-15 describes the participation criteria for X assessment and the State's policy on providing appropriate accommodations to students with disabilities and ELs.





**Exhibit 2: Examples of a Prepared State Index for Selected Critical Elements**  
**Critical Element 4.2 – Fairness and Accessibility (EXAMPLE)**

	Evidence	Notes
<p><i>For all State academic content and ELP assessments</i>, assessments should be developed, to the extent practicable, using the principles of universal design for learning. “Universal design for learning” means a scientifically valid framework for guiding educational practice that--</p> <p>(A) Provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and</p> <p>(B) Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and ELs.</p> <p><u>For academic content assessments</u>, the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments;</p> <p><i>For ELP assessments</i>, the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all EL students and fair across student groups, including EL students with disabilities, in the design, development, and analysis of its assessments.</p>	<p><b>General assessments in reading/language arts and mathematics:</b></p> <p>Evidence #24: Technical Manual (2015). The technical manual for the State assessments documents steps taken to ensure fairness:</p> <ul style="list-style-type: none"> <li>Pp. 30-37 discuss steps taken during design and development.</li> <li>Pp. 86-92 discuss analyses of assessment data.</li> </ul> <p>Evidence #25: Summary of follow-up to differential item functioning (DIF) analysis.</p> <p>Evidence #26: Amendment to assessment contract requiring additional bias review for items and added instructions for future item development.</p> <p><b>Alternate assessments in reading/language arts and mathematics:</b></p> <p>The Example State’s alternate assessments were developed by the ABC assessment consortium. Evidence for the assessments was submitted on this State’s behalf by State X. (See State Assessment Peer Review Submission Cover Sheet)</p>	<p><b>General assessments in reading/language arts and mathematics:</b></p> <ul style="list-style-type: none"> <li>DIF analyses showed differences by gender for several items in reading/language arts assessments for the grades 3 and 4. Examination of the items showed they all involved reading informational text. To address this for the next test administration, a sensitivity review of all grade 3 and 4 reading/language passages involving informational text will undergo an additional bias review. Instructions for item development in future years will be revised to address this as well.</li> </ul> <p><b>Alternate assessments in reading/language arts and mathematics:</b></p> <p>No notes.</p>





# Questions?

# Upcoming Webinars

## **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>

## **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>



# RESOURCES

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





