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

Summer 2021

Assessment Team
Office of Elementary and Secondary Education

Don Peasley Donald.Peasley@ed.gov

Kathleen Banks Kathleen.Banks@ed.gov

Gretchen Guffy Gretchen.Guffy@ed.gov

Expert Panelists:

Tracey Hembry

Arthur Thacker

Michelle Croft

Agenda

Part I: Debrief of Peer Review Exercise - Assessment Team & Experts

1. Overview of the Exercise
2. Peer Review Discussion of Evidence for Critical Element 5.4
3. Questions and Answers

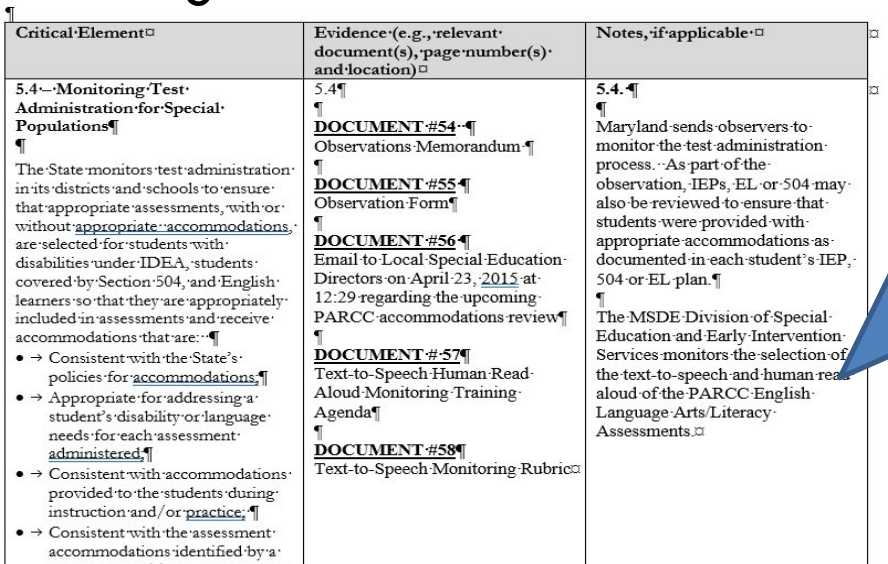
Part II: Tips and Tricks for Submitting Evidence- Experts

1. Read the Peer Review Guide and Establish Scope of Peer Review
2. Triage Needs for Evidence
3. Planning and Developing a Realistic Timeline
4. Seeking Help
5. Reviewing the Evidence Prior to Submission
6. Questions and Answers

PART I: Debrief of Peer Review Exercise

Review of the Exercise

- Review requirements for critical element 5.4
- Review evidence files for critical element 5.4
- Using the evidence files, prepare a submission Index as you would for an assessment peer review submission in the provided template
- Prepare a brief narrative of how each evidence file addresses critical element 5.4 using the index notes column



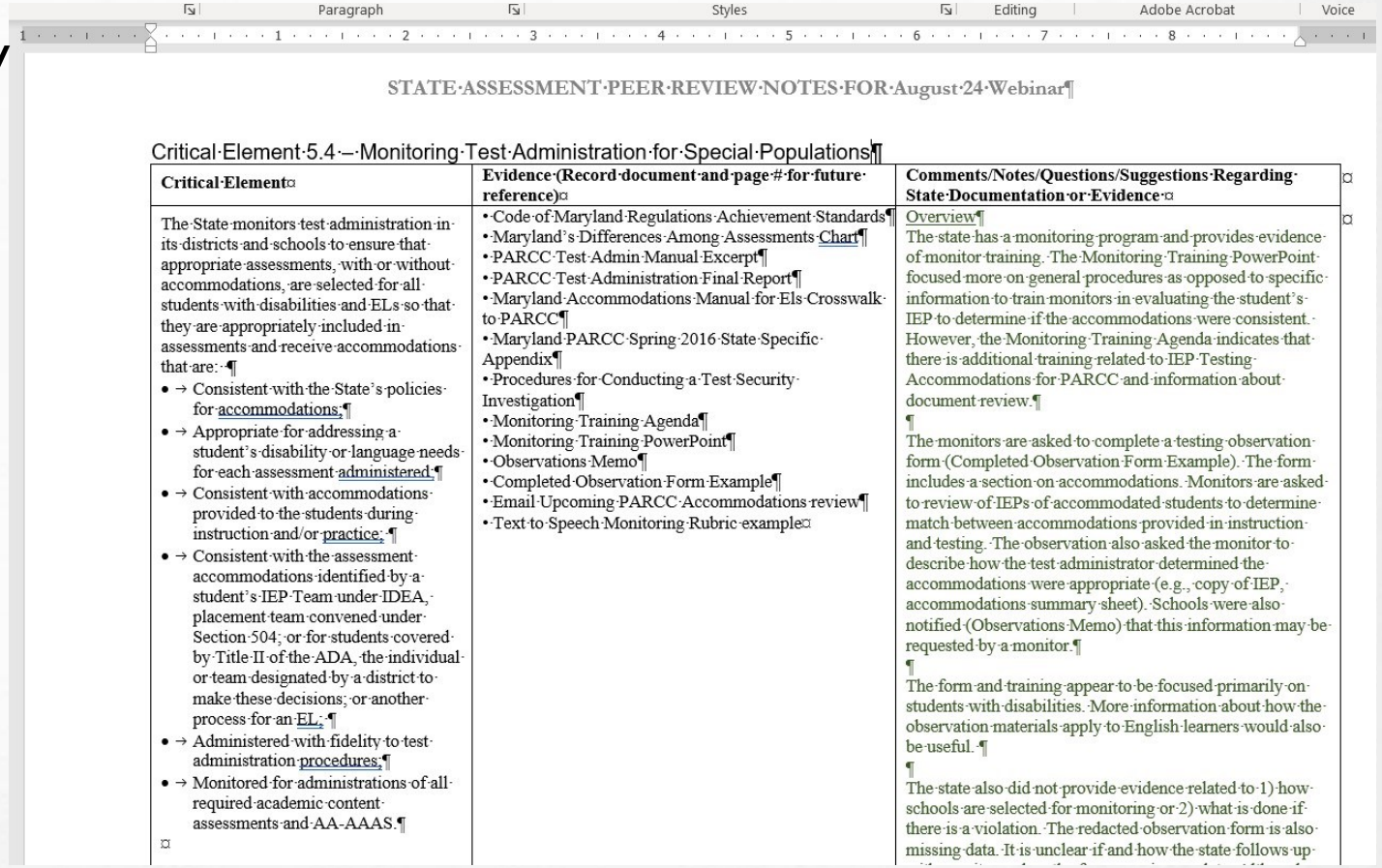
Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
5.4 – Monitoring Test Administration for Special Populations The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and English learners so that they are appropriately included in assessments and receive 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	5.4 **DOCUMENT #54** Observations Memorandum **DOCUMENT #55** Observation Form **DOCUMENT #56** Email to Local Special Education Directors on April 23, 2015 at 12:29 regarding the upcoming PARCC accommodations review **DOCUMENT #57** Text-to-Speech Human Read Aloud Monitoring Training Agenda **DOCUMENT #58** Text-to-Speech Monitoring Rubric	**5.4.** Maryland sends observers to monitor the test administration process. As part of the observation, IEPs, EL or 504 may also be reviewed to ensure that students were provided with appropriate accommodations as documented in each student's IEP, 504 or EL plan. The MSDE Division of Special Education and Early Intervention Services monitors the selection of the text-to-speech and human read aloud of the PARCC English Language Arts/Literacy Assessments.

Special thanks to the Maryland State Department of Education for

PART I: Peer Reviewer Discussion of the Evidence for 5.4

Today's Peer Review Panel

- Tracey Hembry
- Arthur Thacker
- Michelle Croft



Paragraph | Styles | Editing | Adobe Acrobat | Voice

STATE·ASSESSMENT·PEER·REVIEW·NOTES·FOR·August·24·Webinar¶

Critical·Element·5.4·–·Monitoring·Test·Administration·for·Special·Populations¶

Critical·Element¤	Evidence·(Record·document·and·page·#·for·future·reference)¤	Comments/Notes/Questions/Suggestions·Regarding·State·Documentation·or·Evidence·¤
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·ELs·so·that·they·are·appropriately·included·in·assessments·and·receive·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;·¶ • → Administered·with·fidelity·to·test·administration·procedures;¶ • → Monitored·for·administrations·of·all·required·academic·content·assessments·and·AA-AAAS.¶ ¤	•·Code·of·Maryland·Regulations·Achievement·Standards¶ •·Maryland's·Differences·Among·Assessments·Chart¶ •·PARCC·Test·Admin·Manual·Excerpt¶ •·PARCC·Test·Administration·Final·Report¶ •·Maryland·Accommodations·Manual·for·Els·Crosswalk·to·PARCC¶ •·Maryland·PARCC·Spring·2016·State·Specific·Appendix¶ •·Procedures·for·Conducting·a·Test·Security·Investigation¶ •·Monitoring·Training·Agenda¶ •·Monitoring·Training·PowerPoint¶ •·Observations·Memo¶ •·Completed·Observation·Form·Example¶ •·Email·Upcoming·PARCC·Accommodations·review¶ •·Text·to·Speech·Monitoring·Rubric·example¤	Overview¶ The·state·has·a·monitoring·program·and·provides·evidence·of·monitor·training.·The·Monitoring·Training·PowerPoint·focused·more·on·general·procedures·as·opposed·to·specific·information·to·train·monitors·in·evaluating·the·student's·IEP·to·determine·if·the·accommodations·were·consistent.·However,·the·Monitoring·Training·Agenda·indicates·that·there·is·additional·training·related·to·IEP·Testing·Accommodations·for·PARCC·and·information·about·document·review.¶ ¶ The·monitors·are·asked·to·complete·a·testing·observation·form·(Completed·Observation·Form·Example).·The·form·includes·a·section·on·accommodations.·Monitors·are·asked·to·review·of·IEPs·of·accommodated·students·to·determine·match·between·accommodations·provided·in·instruction·and·testing.·The·observation·also·asked·the·monitor·to·describe·how·the·test·administrator·determined·the·accommodations·were·appropriate·(e.g.,·copy·of·IEP,·accommodations·summary·sheet).·Schools·were·also·notified·(Observations·Memo)·that·this·information·may·be·requested·by·a·monitor.¶ ¶ The·form·and·training·appear·to·be·focused·primarily·on·students·with·disabilities.·More·information·about·how·the·observation·materials·apply·to·English·learners·would·also·be·useful.·¶ ¶ The·state·also·did·not·provide·evidence·related·to·1)·how·schools·are·selected·for·monitoring·or·2)·what·is·done·if·there·is·a·violation.·The·redacted·observation·form·is·also·missing·data.·It·is·unclear·if·and·how·the·state·follows·up·

Questions for our panel?

PART II: Tips and Tricks for Submitting Evidence

1. Reading peer review guide/establish the scope of the peer review
2. Triage needs for evidence
3. Planning and developing a realistic timeline
4. Seeking help early and often

5. Reviewing the evidence prior to submission

Tip: Read the Peer Review Guide and Establish Scope of Peer Review

- New Assessment Submission or Resubmission?
- New submissions—begin thinking about peer review submission BEFORE the first operational administration (see pp. 13-15 of *The Guide*)
- Resubmission—**carefully review the most recent ED feedback letter** and associated peer review

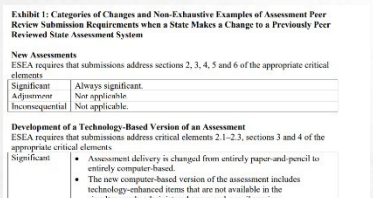


Exhibit 1: Categories of Changes and Non-Exhaustive Examples of Assessment Peer Review Submission Requirements when a State Makes a Change to a Previously Peer Reviewed State Assessment System

New Assessments

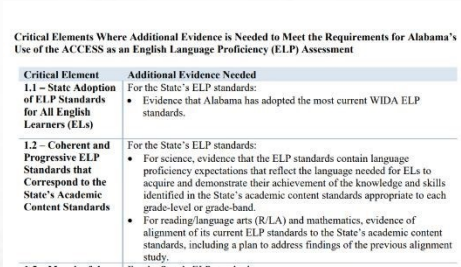
ESEA requires that submissions address sections 2, 3, 4, 5 and 6 of the appropriate critical elements

Significant	Always significant.
Adjustment	Not applicable
Inconsequential	Not applicable.

Development of a Technology-Based Version of an Assessment

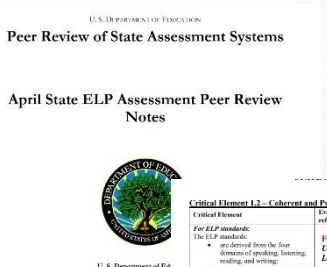
ESEA requires that submissions address critical elements 2.1–2.3, sections 3 and 4 of the appropriate critical elements

Significant	• Assessment delivery is changed from entirely paper-and-pencil to entirely computer-based. • The new computer-based version of the assessment includes technology-enhanced items that are not available in the



Critical Elements Where Additional Evidence is Needed to Meet the Requirements for Alabama's Use of the ACCESS as an English Language Proficiency (ELP) Assessment

Critical Element	Additional Evidence Needed
1.1 – State Adoption of ELP Standards for All English Learners (ELs)	For the State's ELP standards: • Evidence that Alabama has adopted the most current WIDA ELP standards.
1.2 – Coherent and Progressive ELP Standards that Correspond to the State's Academic Content Standards	For the State's ELP standards: • For science, evidence that the ELP standards contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State's academic content standards appropriate to each grade-level or grade-band. • For reading/language arts (R/LA) and mathematics, evidence of alignment of its current ELP standards to the State's academic content standards, including a plan to address findings of the previous alignment study.



U.S. DEPARTMENT OF EDUCATION

Peer Review of State Assessment Systems

April State ELP Assessment Peer Review Notes

Critical Element 1.2 – Coherent and Progressive ELP Standards that Correspond to the State's Academic Content Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
For ELP standards: The ELP standards: • are derived from the four domains of speaking, listening, reading, and writing;	**FOLDER: 1 (1.2-1)** ***Understanding the WIDA English Language Proficiency Standards***	1(1.2-4) • The evidence of 1.2-4 is only relevant if Alabama uses the Common Core State Standards for ELA & Math. Does Alabama use Common Core ELA

notes (remember: **ED feedback letter** is the **official** requirement).

Tip: Triage Needs for Evidence

- Develop an overall logical, coherent plan for the evidence
- Identify the evidence that is easiest to gather (or that can be gathered relatively quickly)
- Identify the evidence that is most difficult to gather (or that will take the longest amount of time)

- Organize and sort all of the remaining evidence between the two extremes above—this should help guide the overall timeline for completion

Tip: Planning and Developing a Realistic Timeline

- New Assessment Submission or Resubmission?
- What procurement/contracting is necessary to complete validation studies or other data collection?
- When does testing vendor/partner complete technical report and other post-administrative analysis?
- Work with ED over any timeline issues

Tip: Seeking Help–Early and Often

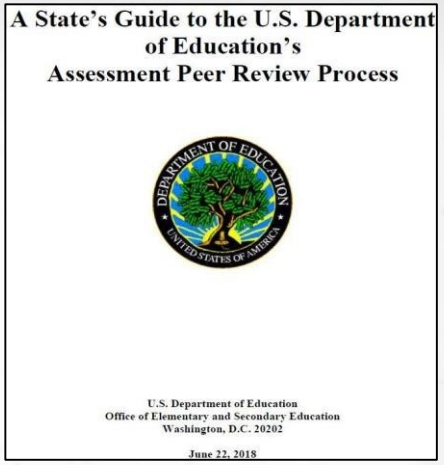
- Internal help: other units within SEA (special education, Title III, legal counsel)?
- External help:
  - Other SEA assessment offices
  - ED staff: utilize early and frequently to help clarify questions (don't "assume")
  - Testing vendor/partner staff and resources
  - Technical Advisory Committee (TAC)
  - Other external consultants

Tip: Reviewing the Evidence Prior to Submission

- Is the submission organized and easy to follow (use Index and evidence document naming conventions)?
- Have all requirements within each CE been addressed?
- Is it clear how the evidence relates to the CE (use narrative to make this explicit)?
- Can the information be readily understood by someone who does not work on the assessment?

Questions?

RESOURCES


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

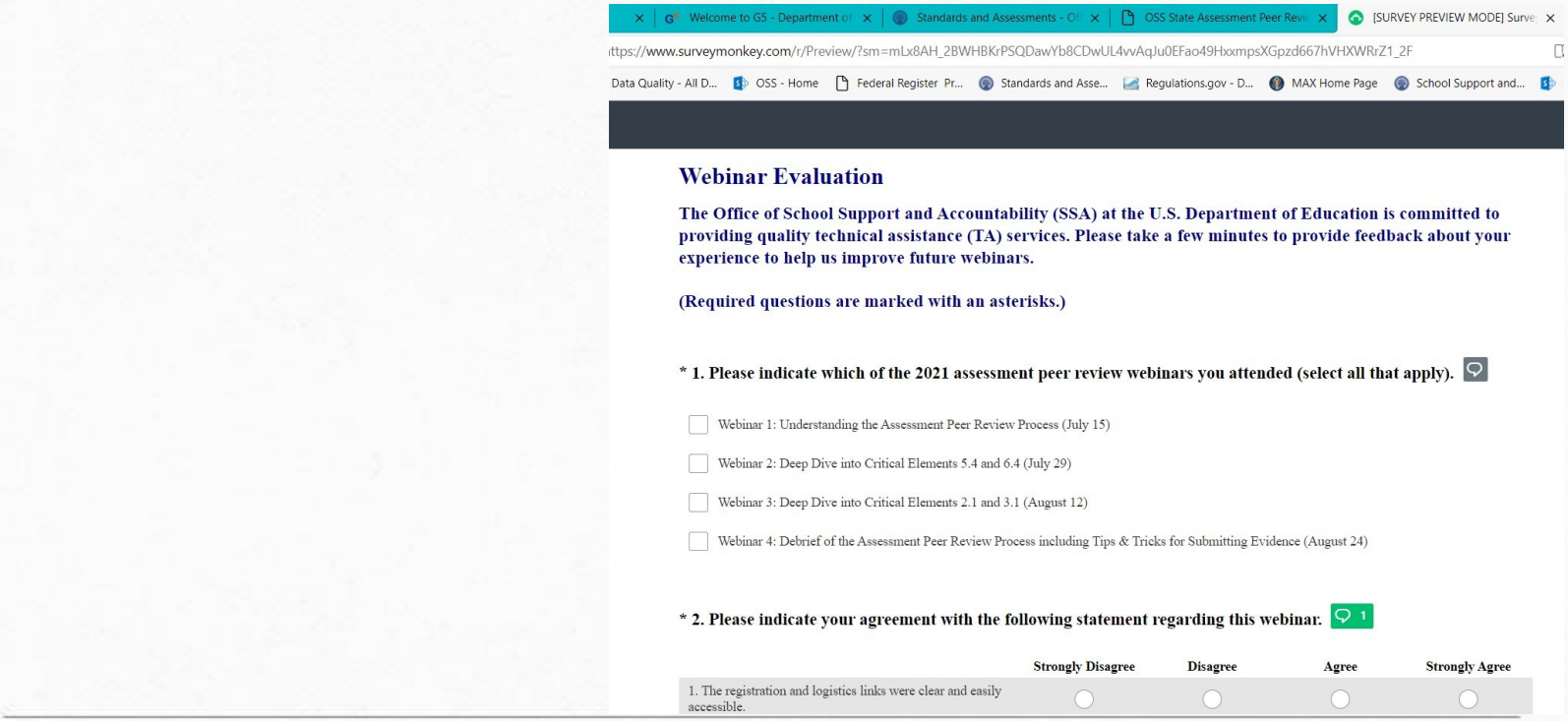
- ED Standards and Assessment Page: https://www2.ed.gov/admins/lead/account/saa.html
- Guide to the Assessment Peer Review: https://www2.ed.gov/admins/lead/account/saa/assessmentpeerreview.pdf
- 2018 Assessment Seminar Materials and Video: https://apps1.seiservices.com/oss-sapr/Materials.aspx
  - Includes several sessions on submission planning and best practices

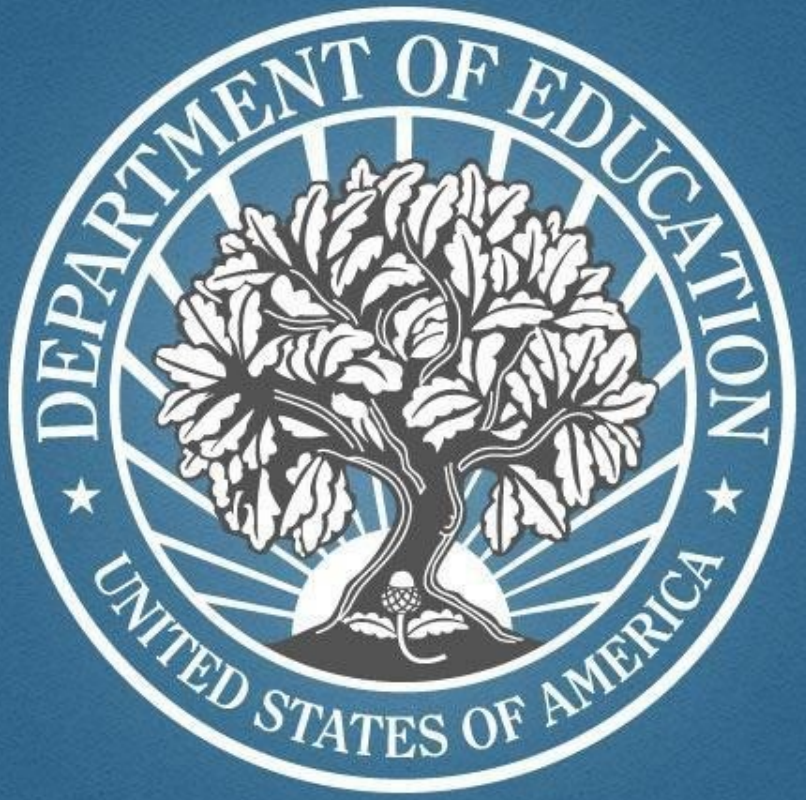
- Standards for Educational and Psychological Testing-open access downloads: https://www.testingstandards.net/open-access-files.html

STANDARDS
for Educational and Psychological Testing

Help Us Improve!!!

- After this webinar, you will receive an email with a link to a web-survey that asks for feedback on this webinar series
- Please provide us any helpful feedback using this survey (you can give us and our panelists kudos, too!)




DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA