**2023-24 Assessment Peer Reviewer Application Checklist & Conflict of Information Form**

Thank you for your interest in serving as an assessment peer reviewer of State assessment systems. Please complete all four parts of the application checklist below and submit along with your **up-to-date** curriculum vitae (or resume) by e-mail attachment to [esea.assessment@ed.gov](mailto:donald.peasley@ed.gov) **It is required to send both** this completed application **and** a current vita/resume). Applications are accepted on a rolling basis.

**Part I: Contact Information**

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| **Date:** |  | | |
| **Name** |  | | |
| **Phone number** |  | | |
| **Email address** |  | | |
| **Street** |  | | |
| **Street** |  | | |
| **City** |  | | |
| **State** |  | **Zip code** |  |

The U.S. Department of Education (ED) is seeking educators and other assessment experts to serve as peer reviewers for State assessment systems who have strong technical expertise necessary for reviewing State assessment systems and practical experiences in applying that expertise to the operation of State assessment systems. Each assessment peer reviewer is selected by ED based on the individual’s experience and expertise, with an emphasis on knowledge of technical aspects of large-scale assessments, experience with the operation of State assessment systems, and relevant specialized expertise (such as developing accessible assessments for special populations such as students with disabilities and English learners, designing technology-based assessments, developing alternate assessments based on alternate academic achievement standards, scoring and reporting assessments, or reading/language arts, mathematics, or science content knowledge, or strong knowledge in the area of English language development).

**Part II: Experience--**

No individual possesses the all of the experience and skill identified below. The purpose of this checklist is to identify your particular knowledge and skills, which can then be used to develop the panel of experts that will review documents for a State from the complete list of assessment peer reviewers.

**Check all that apply with respect to your experience with summative assessments**:

Experience in the design and development of a large-scale State or national assessment program.

Experience in the design and development of assessments that employ multiple approaches to assess student achievement (e.g., through year assessments, performance assessments, assessments that utilize matrix sampling of content; competency based assessments, multi-stage adaptive testing). Please briefly list specific examples of your experience with one or more these approaches below (use additional space as necessary):

Experience in developing content for academic (Reading/language arts, mathematics, or science) assessments in grades 3-12, including playing a leadership role in a test item development process that began with content standards as the input and developed, through a clear process, valid, reliable, and fair assessment items used for school accountability and improvement

Experience in developing content English language proficiency (ELP) assessments in grades K-12, including playing a leadership role in a test item development process that began with content standards as the input and developed, through a clear process, valid, reliable, and fair assessment items used for school accountability and improvement

Experience as an educator teaching the State’s academic content in reading/language arts, mathematics, and science in the tested grades and experience designing or developing district-wide or Statewide assessments

Experience as an educator teaching English learners, using English language development /English language proficiency standards in grades K-12 and experience designing or developing district-wide or Statewide ELP assessments

Experience in the design, development, or research of item types that elicit complex student responses and demonstrations of student knowledge and skills

Expertise and experience in testing students with disabilities, demonstrated in areas such as: developing inclusive assessments; the provision of accommodations in testing; and interpretation of test results

Expertise and experience in testing English learners, demonstrated in areas such as: developing inclusive assessments; the provision of accommodations in testing; and interpretation of test results

Experience in large-scale assessment psychometrics and measurement, including in evaluating and researching the validity, reliability, and fairness of assessments used for school accountability and improvement

Experience in designing, developing, and administrating computer-administered assessments

Experience in designing, developing, and administrating computer-adaptive assessments

Expertise in developing and/or implementing test security systems and protocols and data integrity systems

Expertise in the system-level administration or operational design of a large-scale assessment system

Experience in the development and implementation of large-scale judgment-based scoring systems involving moderation and auditing

Experience in using technology to design, develop, administer, score, and/or report assessment results

**Part III: Assessment Peer Review Conflict of Interest**

The selection process for assessment peer reviewers to serve on a panel for any particular State will include a review for possible, apparent, and/or actual conflict of interest. A conflict of interest for any particular review does not necessarily mean an individual cannot be included in the pool of peer reviewers and may be selected for reviews for which he/she does not have a conflict. Please provide information to disclose any potential conflicts of interest, as defined below. A conflict of interest occurs when you, or certain individuals and entities with whom you have or have had a relationship, have or have had a financial interest in a State educational agency or the assessments or assessment system being administered in the State.

In particular, a direct conflict of interest occurs if:

* You served as an employee, consultant, advisor, contractor, or volunteer for a State educational agency; or
* You helped develop, design, administer, or evaluate the assessment system for a State educational agency, even if you have no financial interest in the outcome of the peer review of the State’s assessment system.

A conflict of interest could also result if certain entities or individuals with whom you have a relationship have or have had a financial interest in a State educational agency’s assessment system being reviewed. Specifically, there is a conflict of interest if any of the following apply:

* Your spouse, child, or a member of your household, or any relative with whom you have a close relationship served as an employee, consultant, advisor, contractor, or volunteer for the State educational agency;
* Any employer you have served within the last 12 months; your business partner; an organization that you have served as an officer, director or trustee within the last 12 months; or an organization that you serve as an active volunteer participated in activities for a State educational agency;
* Any person or organization with whom you are negotiating or have an arrangement concerning future employment participated in activities for State educational agency related to the State assessment system;
* Any professional associate – including any colleague, scientific mentor, or student – with whom you are currently conducting research or other professional activities or with whom you have conducted such activities within the last twelve months participated in activities for a State educational agency; or
* Any individual with whom you have or have had a personal relationship participated in activities for a State educational agency where the nature, duration or timeliness of that relationship would impair your ability to impartially review any application in the competition.

The above list it is not exhaustive. Please also consider other circumstances that might cause someone to question your impartiality, including financial interests as described above or any other non-financial factors such as a close professional association with a particular methodology or practice, in serving as a reviewer for a State assessment system. You will be asked to complete a conflict of interest form again before being asked to serve as a reviewer for any State’s assessment system. You should notify ED if you become aware of any other possible conflicts of interest or, if, while reviewing a State’s assessment system, you discover that you may have a conflict of interest.

Please identify any State’s assessment system or particular assessments (e.g., ACT, SAT, PARRC, Smarter Balanced Assessment Consortium, Dynamic Learning Maps, Multi-State Alternate Assessment, WIDA consortium, ELPA21 consortium) for which you believe you may have a conflict of interest. For each, please add any relevant notation, such as nature of the potential conflict (employed by State educational agency or local educational agency in the State, serve on the State’s technical advisory committee, etc.) and the timeframe (start-date/end-date) in which your potential conflict occurred.

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| --- | --- | --- |
| **Name** |  | |
| **Phone number** |  | |
| **Email address** |  | |
| **State(s) or assessment(s)**  (Add rows as necessary) | 1. | Note: |
| 2. | Note: |
| 3. | Note: |
| 4. | Note: |

**Part IV: Preferred Areas of Interest for Reviews:**

There are multiple opportunities to serve as an expert assessment peer reviewer. These opportunities are based upon specific program requirements for State assessments. Please select as many of the opportunities below in which you have interest in serving as a reviewer.

***State academic assessment (reading/language arts, mathematics, and science) general and alternate assessment peer reviews.*** These reviews typically occur one to two times each year (winter/spring and late summer).

***State academic assessment (reading/language arts, mathematics, and science) general and alternate assessment peer reviews which utilize multiple approaches to assessing student achievement (e.g., through year assessments, performance assessments, assessments that utilize matrix sampling of content; competency based assessments, multi-stage adaptive testing).*** These reviews typically occur one to two times each year (winter/spring and late summer).

***State ELP assessment (ELPA) general and alternate ELP assessment (AELPA) peer reviews.*** These reviews will typically occur once each year (winter/spring or late summer).

***State Innovative Assessment Demonstration Authority (IADA) application peer reviews.*** These reviews will typically occur once each year (winter/spring). (see <https://www2.ed.gov/admins/lead/account/iada/index.html> for program information)

***Competitive Grant for State Assessments (CGSA) application peer reviews.***  These reviews are dependent upon funding for the State assessments grant program and will occur no more than once each year (spring or summer). This program is new under the Every Student Succeeds Act, and replaces the Enhanced Assessment Grant program which was offered under the No Child Left Behind Act. (see <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/competitive-grants-for-state-assessments/> for program information).