

2020 IADA Application Technical Review Form Application "B"- Massachusetts

IADA Score Summary February 2020 Averages Across Five Reviewers

	possible	Application B State of Massachusetts
criteria	pts	
a1	10 or 5	4
a2	30 or 25	22.8
a3	0 or 10	9.2
a. Total	40	36
b1	5	4.4
b2	5	4.8
b3	10	9.2
b. Total	20	18.4
c1	5	5
c2	10	8.4
c. Total	15	13.4
d1	9 or 5	7.8
d2	8 or 5	7.6
d3	8 or 5	7.2
d4	0 or 10	0
d. Total	25	22.6
e1	12	8.4
e2	8	7.4
e. Total	20	15.8
Overall Total	120	106.2
Total Percent		88.5%

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Instructions:

- The Panel Monitor will provide deadlines for submitting preliminary scores and comments.
- Review and score each application independently.
- Enter preliminary scores and comments into the Preliminary TRF.
- Send completed TRF to the Panel Monitor.
- The Panel Monitor will review scores and comments and ask you to clarify or elaborate if needed, so that comments clearly reflect and justify your scores.
- All scores and comments must be completed before panel discussions can be held.
- After discussion, revise your Preliminary TRF to reflect any changes you want to make.

Writing strengths and weaknesses:

- Make clear, evaluative statements about the substance of the criterion being discussed.
- Substantiate all evaluative statements using evidence from the application narrative, evidence tables, performance measures, appendices, and/or budgets.
- You may comment on information that is missing or inconsistent with other parts of the application.
- Write for a broad audience. Avoid expressions and jargon that might not be commonly understood.

Scoring:

- You may choose to break comments down by subcriteria, which will make them easier to read and review. This is preferred but optional.
- When awarding points, you should NOT break down scores by sub-criteria. Each criterion receives one total score as directed in the TRF (for example, (a)(1)(i-ii) receives one score).
- A few criteria may not be applicable to every application. If so, follow the instructions in the TRF.

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Application B Reviewer 1

Regulatory Requirement	Determination	Explanation
<p>(a) Consultation. Evidence that the SEA or consortium has developed an innovative assessment system in collaboration with--</p> <p>(1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and</p> <p>(2) Affected stakeholders in the State, or in each State in the consortium, including--</p> <p>(i) Those representing the interests of children with disabilities, English learners, and other subgroups of students described in section 1111(c)(2) of the Act;</p> <p>(ii) Teachers, principals, and other school leaders;</p> <p>(iii) Local educational agencies (LEAs);</p> <p>(iv) Representatives of Indian tribes located in the State;</p> <p>(v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and</p> <p>(vi) Civil rights organizations.</p>	<p>(a)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>(a)(1)</p> <p>The Department of Elementary and Secondary Education (DESE) of the State of Massachusetts is applying for the Innovative Assessments Demonstration Authority (IADA) to redesign the State’s science assessments comprised of selected and constructed response items with a new innovative science assessment based on technology-enhanced performance tasks focused on mastery of challenging standards, 21st century skills, and authentic, relevant work.</p> <p>In this endeavor, DESE will work with a vendor to be selected to develop new science assessments for Grades 5 and 8 initially (and other grades later), combining an abbreviated version of the existing Massachusetts Next Generation Comprehensive Assessment System for Science and Technology/Engineering (Next Gen MCAS for STE) with interactive, engaging, and real-world science performance tasks. Additionally, DESE will also work with a new program at DESE called the Kaleidoscope Collective for Learning (KCL), an intentionally diverse statewide network of schools, to plan, develop and implement approaches to deeper learning, especially those shown to close achievement gaps, at the school and classroom levels.</p> <p>(a)(2)</p> <p>Development of the innovative assessment component will reflect the input of a variety of affected stakeholders in the State. A statewide listening tour that the State’s Commissioner of Education conducted in 2018, for example, involving focus groups with educators, school leaders, and superintendents as well as meetings with families, community members, legislators, the business community, teachers’ unions, foundations, and non-profit partners gathered their ideas for improving K-12 public education. The Commissioner further engaged the associations for superintendents, school committees, principals, charter schools, and vocational schools in regular meetings throughout the year. One major theme emanating from these consultations was the need to create state</p>

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		<p>assessments that focus on deeper learning that goes beyond the level of learning assessed on existing MCAS.</p> <p>Other consultations included experts in assessment at the Center For Assessment (also known as the National Center for the Improvement of Educational Assessment, Inc.) and consultations with advisory groups and organizations such as the Special Education Advisory Council, the English Learner/Bilingual Education Advisory Council, the Racial Imbalance Advisory Council, the Science & Technology/Engineering District Leaders Network, The Massachusetts Education Equity Partnership, the Massachusetts Association of School Superintendents, and the Massachusetts Teacher Association. In addition, the DESE Student Assessments Team and DESE’s assessments experts provided input in developing the proposal’s timeline and the considerations for meeting the needs of students with disabilities and English learners.</p> <p>The proposal does not include any references to gathering input from representatives of Indian tribes located in the State.</p>
<p><u>(b) Innovative assessment system.</u> A demonstration that the innovative assessment system does or will-- (1) Meet the requirements of section 1111(b)(2)(B) of the Act, except that an innovative assessment-- (i) Need not be the same assessment administered to all public elementary and secondary school students in the State during the demonstration authority period described in 34 CFR 200.104(b)(2) or extension period described in 34 CFR 200.108 and prior to statewide use consistent with</p>	<p>(b)(1) <u> X </u> Application demonstrates a plan to meet this requirement during the course of the authority period. <u> </u> Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p>	<p>(b)(1)(i) All students in non-participating schools will continue to take the Massachusetts academic assessments in science, the Next-Gen MCAS Science, Technology and Engineering (STE), as required under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act, and</p> <p>(b)(1)(ii) (ii) in all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 1111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period.</p>

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<p>34 CFR 200.107, if the innovative assessment system will be administered initially to all students in participating schools within a participating LEA, provided that the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered to all students in any non-participating LEA or any non-participating school within a participating LEA; and</p> <p>(ii) Need not be administered annually in each of grades 3-8 and at least once in grades 9-12 in the case of reading/language arts and mathematics assessments, and at least once in grades 3-5, 6-9, and 10-12 in the case of science assessments, so long as the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered in any required grade and subject under 34 CFR 200.5(a)(1) in which the SEA does not choose to implement an innovative assessment.</p>	<p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><u> </u> Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(2)(i) Align with the challenging State academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of</p>	<p>(b)(2)</p> <p><u> X </u> Application demonstrates a plan to meet this requirement during</p>	<p>(b)(2)(i)</p> <p>The proposed innovative science assessment system will place greater emphasis on depth, while maintaining sufficient breadth of coverage to ensure alignment with the state’s challenging academic content standards. The new assessment will be administered at the end of grades 5 and 8, the same as the existing Next-</p>

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<p>such standards, for the grade in which a student is enrolled; and (ii) May measure a student’s academic proficiency and growth using items above or below the student’s grade level so long as, for purposes of meeting the requirements for reporting and school accountability under sections 1111(c) and 1111(h) of the Act and paragraphs (b)(3) and (b)(7)-(9) of this section, the State measures each student’s academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled;</p>	<p>the course of the authority period.</p> <p><u> </u> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><u> </u> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>Gen MCAS for STE. An innovative assessment for high school science subjects (introductory physics and biology) will be introduced in the later years of the IADA period, to allow time to ensure accuracy for individual student competency determinations used as a graduation requirement.</p> <p>To ensure that abbreviated summative version of the Next-Gen MCAS for STE and the innovative technology-enhanced performance tasks, individually and when taken together, adequately address the depth and breadth of the state standards, the DESE team and selected vendor will work together to (a) create a “combined” test blueprint that ensures sufficient content coverage and depth of knowledge requirements, including an item-by-item list of what standards included in the abbreviated summative as well as the technology-enhanced performance tasks; (b) identify a subset of items aligned to standards in the blueprint for use in the abbreviated summative that are also used on the statewide MCAS in the same year and grade level to evaluate achievement level comparability and (c) the DESE team and vendor will use an Evidence-Centered Design process to iteratively develop, test, and revise tasks.</p> <p>(b)(2)(ii) While the existing MCAS for STE science assessment system includes items covering standards for both the current grade and the prior grades within the grade span, only on-grade level items are used to make determinations of a student’s academic proficiency.</p>
<p>(3) Express student results or competencies consistent with the challenging State academic achievement standards under section 1111(b)(1) of the Act and identify which students are not making sufficient progress toward, and</p>	<p>(b)(3)</p> <p><u> X </u> Application demonstrates a plan to meet this requirement during the course of the authority period.</p>	<p>DESE’s plan to attain this requirement includes:</p> <ul style="list-style-type: none"> • Giving the innovative assessment at the same time and in the same grades as the existing Next-Gen MCAS for STE science assessments, and analyzing the results of the innovative assessment to demonstrate the degree of comparability to the results of the Next-Gen MCAS for STE. • Taking deliberate steps to ensure that resulting achievement levels from the innovative assessment describe the student’s mastery of the challenging state academic standards under section 1111(b)(1) of the Act for the grade in

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<p>attaining, grade-level proficiency on such standards;</p>	<p><u> </u> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><u> </u> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>which the student is enrolled through alignment of test blueprint standards, setting comparable performance standards for performance tasks with the help of assessment experts and science teachers, and application of established psychometric methods to link the results of the innovative assessment and the Next-Gen MCAS for STE to ensure that achievement levels are comparable between the two assessments.</p> <p>Ultimately, each student in participating schools will receive an annual summative determination of achievement across the same four achievement levels used for Next-Gen MCAS for STE and accompanying academic level descriptors to allow parents, teachers, principals, and other school leaders to understand and address the specific academic needs of students.</p>
<p>(4)(i) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, to the results generated by the State academic assessments described in</p>	<p>(b)(4)</p> <p><u> X </u> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><u> </u> Application only partially demonstrates a plan</p>	<p>(b)(4)(i)(ii)</p> <p>DESE will initially use the innovative science assessment system in roughly 20 schools, including both Kaleidoscope schools and non-Kaleidoscope schools, serving approximately 1,400 students in each grade. The assessments in Grades 5 and 8 will be piloted in Spring 2021, while the Grade 10 assessments will launch in later years to allow for sufficient time to study issues of comparability and validity for determinations of graduation requirements for individual students. Throughout the IADA period, DESE will evaluate the assessment and partner with the Institute of Education Sciences (IES) to support continuous improvement, while working toward statewide implementation.</p>

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<p>34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act for such students.</p> <p>Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period in one of the following ways:</p> <p>(A) Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide assessment need not be administered to an individual student in the same school year.</p> <p>(B) Administering full assessments from both the innovative and statewide assessment systems to a demographically representative sample of all students and subgroups of students described in section</p>	<p>to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>_____ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>In the initial years, DESE will carefully study the relationship between student performance on the performance tasks and the abbreviated version of the Next Gen MCAS for STE. Once validity, reliability, and comparability of the performance tasks is established, DESE may increase the portion of the test dedicated to the performance tasks. Determination of comparability will be primarily based on the abbreviated summative portion of the innovative assessment, In accordance with method (C) to demonstrate comparability, DESE will include, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment system that have been previously pilot-tested or field-tested for use in the statewide assessment system. The length of the abbreviated assessment will be designed to ensure sufficient comparability of student achievement levels.</p>

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<p>1111(c)(2) of the Act, from among those students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample.</p> <p>(C) Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment system that, at a minimum, have been previously pilot tested or field tested for use in the statewide assessment system.</p> <p>(D) Including, as a significant portion of the statewide assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the innovative assessment system that, at a minimum, have been previously pilot tested or field tested for use in the innovative assessment system.</p>		

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<p>(E) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the statewide assessment, including for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act;</p> <p>(ii) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable, for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, among participating schools and LEAs in the innovative assessment demonstration authority. Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period;</p>		

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<p>(5)(i) Provide for the participation of all students, including children with disabilities and English learners;</p> <p>(ii) Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and</p> <p>(iii) Provide appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;</p>	<p>(b)(5) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>(5)(i) DESE is fully committed to ensuring that the new assessment proposed in this application is designed to allow all students to demonstrate their skills and knowledge, regardless of disability or language. During initial design meetings, DESE experts in assessment accommodations and accessibility have been included to ensure that the new assessment is truly accessible for all students.</p> <p>(5)(ii) DESE’s proposal requires many of the same computer-based universal accessibility features (UFs) and designated accessibility features (DFs) already in place for the computer-based Next-Gen MCAS for STE to ensure participation of all students, including children with disabilities and English learners. For example, DESE will require that the selected technology vendor includes features such as highlighters, changeable font and background, magnification and read aloud options (either by a test administrator or via text-to-speech function).</p> <p>(5)(iii) Massachusetts already has a well-defined process for determining the accommodations needed for students with IEPs, Section 504 plans and English learners necessary to measure academic achievement in a valid and reliable manner. DESE anticipates this same process being used to determine accommodations for eligible students for the new science assessment.</p>
<p>(6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act,</p>	<p>(b)(6) <input checked="" type="checkbox"/> Application demonstrates a plan</p>	<p>(b)(6) Massachusetts currently assesses only 1.5% of students via the MCAS-Alt, meaning that 98.5% of eligible students are assessed via MCAS. Massachusetts</p>

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<p>annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act of at least 95 percent of all students, and 95 percent of students in each subgroup of students described in section 1111(c)(2) of the Act, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;</p>	<p>to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>expects similar numbers for the innovative assessment, so that the state will annually measure at least 95% of students and 95% of students in each subgroup as required</p>
<p>7) Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the</p>	<p>(b)(7) __X__ Application demonstrates a plan to meet this requirement during</p>	<p>(b)(7)(i) All students in Grades 5 and 8 required to take a science MCAS will continue to be included in accountability measures, regardless of whether they take the Next-Gen MCAS for FTE or the proposed innovative assessment. As described in Section (b)(3) above, the innovative assessment will be given at the same time and in the same grades as the existing Next-Gen MCAS for STE science</p>

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<p>demonstration authority that describes--</p> <p>(i) The student’s mastery of the challenging State academic standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled; or</p> <p>(ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, the student’s mastery of those standards;</p>	<p>the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>assessments, and the results of the innovative assessment will be comparable to the results of the Next-Gen MCAS for STE. Ultimately, each student in participating schools will receive an annual summative determination of on-grade achievement across the same four achievement levels and accompanying academic level descriptors used for Next-Gen MCAS to allow parents, teachers, principals, and other school leaders to understand and address the specific academic needs of students</p> <p>(b)(7)(ii) Students with the most significant cognitive disabilities will take the MCAS-Alt, aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, rather than the innovative assessment proposed here. DESE does not propose to create an innovative assessment version of the MCAS-Alt during the period of the IADA.</p>
<p>(8) Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, including timely data for teachers, principals and other school leaders, students, and parents consistent with</p>	<p>(b)(8) __X__ Application demonstrates a plan to meet this requirement during the course of the authority period.</p>	<p>(b)(8) DESE will work with the selected assessment vendor to ensure that student results on the innovative assessment can be disaggregated by each subgroup and that individual student interpretive, descriptive, and diagnostic reports are provided on a similar timeline as the existing MCAS. The State will continue to use the same racial/ethnic subgroups described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act it has used in its district and school accountability system. Massachusetts does not report any</p>

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<p>34 CFR 200.8 and section 1111(b)(2)(B)(x) and (xii) and section 1111(h) of the Act, and provide results to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e);</p>	<p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>enrollment data for a group with fewer than six students, does not report assessment results for any group with fewer than ten students, and does not include any group with fewer than 20 students in its accountability system.</p> <p>Although the State’s accountability system provides public reporting of achievement on statewide and LEA report cards, including school and district report cards and online profiles for parents and other stakeholders,.</p> <p>See Assurance 4 about a description of individual student reports to inform parents.</p>
<p>(9) Provide an unbiased, rational, and consistent determination of progress toward the State’s long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for all students and each subgroup of students described in section 1111(c)(2) of the Act and a comparable measure of student performance on the Academic Achievement indicator under section</p>	<p>(b)(9)</p> <p><u> X </u> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>____ Application only partially demonstrates a plan</p>	<p>(b)(9)(i) The state’s accountability system includes indicators through which it makes distinctions in school and district effectiveness. The system also includes parent-friendly school and district report cards and online profiles. We are committed to providing families and the public with a robust picture of each school and district. These online profiles and report cards include a wider range of indicators than what is included in the accountability index.</p> <p>(b)(9)(ii) DESE and the vendor will conduct linking analysis to ensure that achievement levels are valid and comparable between the two assessments. This will allow to</p>

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<p>1111(c)(4)(B) of the Act for participating schools relative to non-participating schools so that the SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for--</p> <p>(i) Accountability under sections 1003 and 1111(c) and (d) of the Act, including how the SEA will identify participating and non-participating schools in a consistent manner for comprehensive and targeted support and improvement under section 1111(c)(4)(D) of the Act; and</p> <p>(ii) Reporting on State and LEA report cards under section 1111(h) of the Act.</p>	<p>to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>validly and reliably aggregate data from the innovative assessment and the statewide Next-Gen MCAS for STE at the same grade level to provide:</p> <ul style="list-style-type: none"> • Determination of progress for individual students toward the state’s challenging standards. • Aggregated school-level determination of progress on academic achievement indicator for the purposes of the state’s accountability system (in accordance with Massachusetts’s approved ESSA plan). • Public reporting of achievement on statewide and LEA report cards, including school and district report cards and online profiles for parents and other stakeholders.

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<p>(d) <u>Assurances.</u></p> <p>This application contains assurances that the lead SEA and each SEA applying as a consortium will:</p> <p>(1) Continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act--</p> <p style="padding-left: 40px;">(i) In all non-participating schools; and</p> <p style="padding-left: 40px;">(ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 1111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;</p>	<p>(d)(1)</p> <p><u> X </u> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><u> </u> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><u> </u> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>(d)(1)</p> <p>DESE will continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act--</p> <p>(i) In all non-participating schools; and</p> <p>(ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 1111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;</p>
<p>(2) Ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in</p>	<p>(d)(2)</p> <p><u> X </u> Application demonstrates a plan</p>	<p>(d)(2)</p> <p>DESE will ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in participating schools are held to the same</p>

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<p>participating schools are held to the same challenging State academic standards under section 1111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 1111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;</p>	<p>to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>challenging State academic standards under section 1111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 1111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards</p>
<p>(3) Report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:</p> <p style="padding-left: 40px;">(i) An update on implementation of the</p>	<p>(d)(3)</p> <p>__X__ Application demonstrates a plan to meet this requirement during</p>	<p>(d)(3)</p> <p>DESE will ensure to report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:</p> <p>(i) An update on implementation of the innovative assessment demonstration authority, including--</p>

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Regulatory Requirement	Determination	Explanation
<p>innovative assessment demonstration authority, including--</p> <p>(A) The SEA’s progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and</p> <p>(B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA’s progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.</p> <p>(ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the</p>	<p>the course of the authority period.</p> <p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>A. The SEA’s progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and</p> <p>B. If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA’s progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.</p> <p>(ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information.</p> <p>(iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA’s benchmarks described in 34 CFR 200.106(a)(3)(iii).</p> <p>(iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system</p>

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<p>innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information. 18 (iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent</p>		

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Regulatory Requirement	Determination	Explanation
<p>with the SEA’s benchmarks described in 34 CFR 200.106(a)(3)(iii). (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;</p>		
<p>(4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the beginning of each school year during which an innovative assessment will be implemented. Such information must be--</p> <ul style="list-style-type: none"> (i) In an understandable and uniform format; (ii) To the extent practicable, written in a language that parents can understand or, if 	<p>(d)(4) ___X___ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement</i></p>	<p>(d)(4) DESE will ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the beginning of each school year during which an innovative assessment will be implemented. Such information must be--</p> <ul style="list-style-type: none"> i. In an understandable and uniform format; ii. To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and iii. Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent

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<p>it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and</p>	<p><i>were not or addressed by the application).</i> ___Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(5) Coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.</p>	<p>(d)(5) __X__ Application demonstrates a plan to meet this requirement during the course of the authority period. ___Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p>	<p>(d)(5) DESE will ensure to coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.</p>

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	<p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p><u>(e) Initial implementation in a subset of LEAs or schools. If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State--</u> (1) A description of each LEA, and each of its participating schools, that will initially participate, including demographic information and its most recent LEA report card under section 1111(h)(2) of the Act; and (2) An assurance from each participating LEA, for each year that the LEA is participating, that the LEA will comply with all requirements of this section.</p>	<p>(e) __X__ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan</p>	<p>(e)(1)(2) In total, 27 LEAs provided letters of assurance and support to signal their interest to participate in the assessment pilot. From this pool, DESE has developed a proposed list of initial participating schools with relevant demographic information (included in the proposal).</p>

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Regulatory Requirement	Determination	Explanation
	to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i> OR This requirement is not applicable to this application	
<p><u>(f)Application from a consortium of SEAs.</u> If an application for the innovative assessment demonstration authority is submitted by a consortium of SEAs--</p> <p>(1) A description of the governance structure of the consortium, including--</p> <p>(i) The roles and responsibilities of each member SEA, which may include a description of affiliate members, if applicable, and must include a description of financial responsibilities of member SEAs;</p> <p>(ii) How the member SEAs will manage and, at their discretion, share intellectual property developed by the consortium as a group; and</p> <p>(iii) How the member SEAs will consider requests from SEAs to join or leave the consortium and ensure</p>	<p>(f)</p> <p>___Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___Application does not demonstrate a plan</p>	Not applicable. Massachusetts is not applying as part of a consortium of SEAs.

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Regulatory Requirement	Determination	Explanation
<p>that changes in membership do not affect the consortium’s ability to implement the innovative assessment demonstration authority consistent with the requirements and selection criteria in this section and 34 CFR 200.106.</p> <p>(2) While the terms of the association with affiliate members are defined by each consortium, consistent with 34 CFR 200.104(b)(1) and paragraph (f)(1)(i) of this section, for an affiliate member to become a full member of the consortium and to use the consortium’s innovative assessment system under the demonstration authority, the consortium must submit a revised application to the Secretary for approval, consistent with the requirements of this section and 34 CFR 200.106 and subject to the limitation under 34 CFR 200.104(d).</p>	<p>to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p> <p>OR</p> <p>This requirement is not applicable to this application</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>(a) Project narrative. The quality of the SEA’s or consortium’s plan for implementing the innovative assessment demonstration authority. In determining the quality of the plan, the Secretary considers--</p> <p>(a)(1) ; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable) The rationale for developing or selecting the particular innovative assessment system to be implemented under the demonstration authority, including--</p> <p style="padding-left: 40px;">(i) The distinct purpose of each assessment that is part of the innovative</p>	<p>(a)(1):</p>	<p>5</p>	<p>(a)(1)(i) Underlying DESE’s proposal is a pattern of declining or flat performance of students on the National Assessment of Educational Progress and persistent large achievement gaps for African American and Hispanic students, English learners, students in poverty, and students with disabilities across several metrics. Additionally, the emphasis of the Next Gen MCAS for STE on traditional selected- and constructed response, which generally limit item type presentation and response functionalities, has created the conditions for this assessment to be</p>	

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<p>assessment system and how the system will advance the design and delivery of large-scale, statewide academic assessments in innovative ways; and</p> <p>(ii) The extent to which the innovative assessment system as a whole will promote high-quality instruction, mastery of challenging State academic standards, and improved student outcomes, including for each subgroup of students described in section 1111(c)(2) of the Act; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable)</p>			<p>excessively focused on low-level thinking and has therefore encouraged instruction overly focused on teaching to the test through activities short on deep learning (i.e., cognitive complexity).</p> <p>DESE proposes to address these issues by developing innovative, technology-based performance tasks focused on a deeper learning approach as a key component of the state science assessments for Grades 5 and 8 initially (and other grades later). Working with a vendor to be selected, DESE will combine a shortened summative version made up of a subset of items from the existing Next Gen MCAS for STE with new technology-enhanced performance tasks targeting a handful of standards to promote depth in cognitive complexity and 21st-century skills such as critical thinking and communication in order to deliver interactive, engaging, and real-world authentic assessment scenarios. An Evidence-Centered Design process will provide a unified framework for organizing activities typically involved in large-scale assessment design, such as</p>	

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			<p>application of principles of universal design, technical reviews, and development of scoring guidelines.</p> <p>(a)(1)(ii) DESE’s proposal is intended to promote deep science learning for all students and shift to more ambitious, engaging science teaching and student learning, and to serve as a model for teachers and students as a method to prepare students for the new assessment as they strive for deeper learning, higher achievement, and reduce achievement gaps.</p>	
<p>(a)(2) (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) The plan the SEA or consortium, in consultation with any external partners, if applicable, has to--</p> <p style="padding-left: 40px;">(i) Develop and use standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments throughout the demonstration authority period, consistent with</p>	<p>(a)(2):</p>	<p>25</p>	<p>(a)(2)(i) For the new innovative technology-enhanced performance tasks, DESE will apply Evidence-Centered Design principles, which begins with an articulation of the knowledge, skills, or other attributes should be assessed by the task, to guide the development of both tasks and scoring methods. Piloting of performance tasks with students and teacher feedback will provide data to check whether scoring guides can be applied with consistency and</p>	

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<p>relevant nationally recognized professional and technical standards, to ensure inter-rater reliability and comparability of innovative assessment results consistent with 34 CFR part 200.105(b)(4)(ii), which may include evidence of inter-rater reliability; and (ii) Train evaluators to use such strategies, if applicable; (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) and</p>			<p>reliability and to perform updates and revisions. DESE will also anchor the Evidence-Centered Design process in the current Achievement Level Descriptors (ALDs) to ensure that performance tasks will be intentionally designed to assess student performance of the standards in relation to the same set of descriptors as the statewide MCAS assessment.</p> <p>For the abbreviated summative, DESE will follow the well-established psychometric procedures and analyses used for scoring the statewide MCAS and to conduct equating between the results of the innovative assessment and the Next-Gen MCAS to ensure that achievement levels are comparable between the two assessments. Furthermore, DESE will perform appropriate procedures to confirm that the lower test reliabilities and higher conditional standard errors of measurement expected from the reduced number of items in this form do not adversely affect student assessment reporting (e.g., classification accuracy and classification consistency) or school</p>	

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			<p>accountability (e.g., either proficiency or growth) to degrees that are unacceptable technically or to policy.</p> <p>DESE will work with expert partners at the Center For Assessment to produce and assess evidence of the validity, reliability, and comparability of scores on the innovative assessment. It will also draw on the extensive expertise of its own student assessments team to design protocols for scoring that ensure effective training for scorers, systems to maintain inter-rater reliability, and regular analyses of scoring to prevent score drift.</p> <p>(ii) DESE’s proposal includes protocols for selecting and training scorers. For example, to be eligible to score test items, a scorer must have completed two or more years of college work in the content area being scored and demonstrate expertise in the content area. During scoring, DESE and the contractor will produce and review daily reports on scorer accuracy, including</p>	

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			<p>information about the exact and adjacent agreement rates.</p> <p>Training for scorers will follow existing protocols used for MCAS to ensure security along with standard practices that have been demonstrated to produce stable scores with high levels of agreement (at least 70 percent exact agreement and at least 90 percent exact or adjacent agreement). In addition, the vendor and DESE will conduct a range-finding process to identify anchor samples illustrating the full range of score points available, including multiple ways to score each point level when applicable.</p>	
<p>(a)(3) (10 points, if applicable) If the system will initially be administered in a subset of schools or LEAs in a State--</p> <p>(i) The strategies the SEA, including each SEA in a consortium, will use to scale the innovative assessment to all schools statewide, with a rationale for selecting those strategies;</p> <p>(ii) The strength of the SEA’s or consortium’s criteria that will be used to determine LEAs and</p>	<p>(a)(3):</p>	<p>7</p>	<p>(a)(3)(i) For the first year of the IADA, DESE has identified a pilot group of nearly 1400 students for participation at each grade level (Grades 5 and 8) from schools and districts that have a direct connection to KCL, either participants or applicants. This setup ensures that students who take the innovative assessment are in schools where instruction is focused on deeper learning, and therefore aligned to the</p>	<p>The State will use a small, pilot group from a selected subset of schools. Although the State emphasizes that the participating schools will reflect the statewide demographics, it would be useful to include the mean scale score on the currently administered end-of-grade science assessments to strengthen representativeness.</p> <p>It would be helpful to get more detailed information on how the annual benchmarks described in</p>

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<p>schools that will initially participate and when to approve additional LEAs and schools, if applicable, to participate during the requested demonstration authority period; and</p> <p>(iii) The SEA’s plan, including each SEA in a consortium, for how it will ensure that, during the demonstration authority period, the inclusion of additional LEAs and schools continues to reflect high-quality and consistent implementation across demographically diverse LEAs and schools, or contributes to progress toward achieving such implementation across demographically diverse LEAs and schools, including diversity based on enrollment of subgroups of students described in section 1111(c)(2) of the Act and student achievement. The plan must also include annual benchmarks toward achieving high-quality and consistent implementation across participating schools that are, as a group, demographically similar to the State as a whole during the demonstration authority period, using the demographics of initially</p>			<p>innovative approach to assessments. DESE will maintain balanced representation of subgroups in KCL.</p> <p>In spring 2021, these schools will take the innovative assessment in place of the statewide MCAS, with the expectation that performance tasks being piloted in this first year will not yet be incorporated into student scores. Over time, the pilot group will be scaled up, with the aim of being near to statewide implementation by the end of the IADA period</p> <p>(a)(3)(ii) In later years, DESE expects the tools and resources coming out of KCL to help schools and districts implement deeper learning practices even without direct support from DESE or participation in KCL. As the critical mass of schools and districts focused on deeper learning grows beyond those with direct connection to KCL, DESE will expand the size of the pilot group based on their commitment to deeper learning and their contribution to balanced demographic representation in the pilot.</p>	<p>(a)(3)(iii) will take advantage of the new student performance information that the proposed assessments will generate to strengthen teachers’ understanding of deeper learning, the connections between instruction and the innovative assessments, and the integration of the information with other information related to student mastery of the standards.</p>

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participating schools as a baseline. (10 points, if applicable)			(iii) DESE plans to expand the number of schools and/or districts participating each year, with the aim of reaching statewide use by the end of the IADA period (either within 5 years, or within 7 years if an extension is granted). To ensure high-quality and consistent implementation across participating schools over the IADA period, DESE will track successful administration of the assessment using a set of benchmarks for success ranging from 80% in Year 1 to 98% in Year 5 of sites reporting no major issues with implementation. Additionally, and as part of the broader push for deeper learning, DESE will develop a rubric or self-assessment of deeper learning to analyze whether schools taking part in the innovative assessment are demonstrating shifts in instructional practices.	
Total (out of 40) Criteria (a) (auto-total):	37			
(b) Prior experience, capacity, and stakeholder support. (Up to 20 points total) (b)(1) (5 points) The extent and depth of prior experience that the	(b)(1):	4	(b)(1)(i) DESE has extensive experience and a successful track record in developing and implementing innovative assessments, including	The proposal does not include information whether development of professional development supports described in (b)(1)(i)(B) will be extended beyond deeper learning

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<p>SEA, including each SEA in a consortium, and its LEAs have in developing and implementing the components of the innovative assessment system. An SEA may also describe the prior experience of any external partners that will be participating in or supporting its demonstration authority in implementing those components. In evaluating the extent and depth of prior experience, the Secretary considers—</p> <ul style="list-style-type: none"> (i) The success and track record of efforts to implement innovative assessments or innovative assessment items aligned to the challenging State academic standards under section 1111(b)(1) of the Act in LEAs planning to participate; and (ii) The SEA’s or LEA’s development or use of-- <ul style="list-style-type: none"> (A) Effective supports and appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the 			<p>both large-scale innovations in the statewide assessment system and pilots of smaller-scale innovative assessments that demonstrate both the capacity of DESE’s student assessment team and the capacity of its partners. Following discontinuing the use of PARCC in 2015, for example, a new version of MCAS (the Next-Generation MCAS) was developed under the leadership of the DESE assessments team and with an external partner. The fully computer-based Next-Generation MCAS STE included new technology-enhanced item types, such as drag-and-drop, hot spot, and drop-down menus, along with protocols for scoring these items. All of the Next-Generation MCAS are now successfully used as the statewide assessment system</p> <p>DESE also has long-term relationships with the Center For Assessment as an advisor on assessment strategy and Cognia (formerly Measured Progress) as the vendor for the MCAS. Both partners will be engaged in the development of the innovative assessment: Center for Assessment as the advisor on</p>	<p>classroom practice needs to also address specialized needs assessment targeting content, technology needs, and data analysis and interpretation.</p>

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<p>Act for administering innovative assessments to all students, including English learners and children with disabilities, which must include professional development for school staff on providing such accommodations;</p> <p>(B) Effective and high-quality supports for school staff to implement innovative assessments and innovative assessment items, including professional development; and</p> <p>(C) Standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments, with documented evidence of the validity, reliability, and comparability of annual summative determinations of achievement, consistent with 34 CFR part 200.105(b)(4) and (7). (5 points)</p>			<p>project design and evaluation, and Cognia in support of the abbreviated summative section.</p> <p>(ii)(A) During advance trials of prototype tasks, DESE will ensure that students with disabilities and English learners are part of the pool of students in order to allow for observation and student feedback related to accessibility and to produce guidance to teachers on specific accommodations and use of designated accessibility features. DESE will also work with the selected vendor to develop training on accessibility features, scripts to support students with disabilities, and guidance on providing accommodations to ensure that those students can access the new performance tasks.</p> <p>(ii)(B) DESE’s proposal to provide support for educators and administrators to implement deeper learning, task design and assessment literacy is tied to another DESE initiative focused on generating exemplar lesson plans, curricula and classroom assessment</p>	

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			<p>that can be used in support of deeper learning. Further, the DESE team leading KCL will conduct professional development and support principals to observe, coach, and provide feedback on deeper learning practices. All of these resources and materials will be collected and made available in a resource bank for all schools statewide.</p> <p>(ii)(C) During task prototyping, each version will be piloted with students to gather performance samples that will be scored by DESE or vendor assessment experts familiar with the draft scoring rules. Each sample will be scored by two individual scorers, with a third scorer inserted when the difference between the first and second score falls outside of an acceptable range. The results will be analyzed from both a qualitative and quantitative perspective to determine whether the scoring guidelines are based on valid inferences and can be applied consistently. Scoring rules will be updated and refined based on these analyses.</p>	

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<p>(b)(2) (5 points) The extent and depth of SEA, including each SEA in a consortium, and LEA capacity to implement the innovative assessment system considering the availability of technological infrastructure; State and local laws; dedicated and sufficient staff, expertise, and resources; and other relevant factors. An SEA or consortium may also describe how it plans to enhance its capacity by collaborating with external partners that will be participating in or supporting its demonstration authority. In evaluating the extent and depth of capacity, the Secretary considers--</p> <ul style="list-style-type: none"> (i) The SEA’s analysis of how capacity influenced the success of prior efforts to develop and implement innovative assessments or innovative assessment items; and (ii) The strategies the SEA is using, or will use, to mitigate risks, including those identified in its analysis, and support successful implementation 	<p>(b)(2):</p>	<p>5</p>	<p>(b)(2)(i) DESE’s participation in PARCC offered the opportunity to staff from its Student Assessment Services office to pool its expertise with other states and learn about managing assessment vendors, supporting statewide computer-based testing, developing innovative assessment items, and establishing comparability of tests. For example, DESE used psychometric approaches to develop a “Transitional Student Growth Percentile” from current PARCC and prior PARCC or MCAS scores to ensure comparability.</p> <p>(ii) DESE has identified at least four potential risks and strategies to mitigate those risks to effectively support the development and implementation of innovative assessments. Among these is producing valid and reliable scores for the performance tasks. In this regard, DESE has demonstrated strong psychometric capacity during the transition from PARCC to MCAS, and will use this expertise to analyze and refine the approach to scoring after the spring 2021</p>	

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<p style="text-align: center;">of the innovative assessment. (5 points)</p>			<p>administration. The risk related to scoring is mitigated by setting the goal of fully operational performance tasks in spring 2023.</p> <p>Another identified risk is technology limitations in schools since the new innovative performance tasks could introduce new technology requirements above and beyond what is in place. In the short-term, DESE will mitigate this risk by allowing the vendor to provide technology for pilot administration of tasks. In the longer term, DESE will use the same strategies to upgrade technology that enabled the successful rollout of the Next Gen MCAS. In 2019, 97% of students took the computer-based assessments without issue.</p> <p>To mitigate the need for rapid timeline for vendor selection and item development, DESE has already begun the development of the RFR, so that the vendor can begin work as soon as possible if this application for IADA is approved. Finally, DESE has paired the initiative for innovative assessments with the Kaleidoscope Collective for Learning to mitigate LEA and school</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
			capacity to provide instruction aligned with deeper learning.	
<p>(b)(3) (10 points) The extent and depth of State and local support for the application for demonstration authority in each SEA, including each SEA in a consortium, as demonstrated by signatures from the following:</p> <ul style="list-style-type: none"> (i) Superintendents (or equivalent) of LEAs, including participating LEAs in the first year of the demonstration authority period. (ii) Presidents of local school boards (or equivalent, where applicable), including within participating LEAs in the first year of the demonstration authority. (iii) Local teacher organizations (including labor organizations, where applicable), including within participating LEAs in the first year of the demonstration authority. (iv) Other affected stakeholders, such as 	(b)(3):	9	<p>(b)(3)(i)(ii) DESE has provided copies of letters of intent and assurance forms as evidence of State and local commitment and support for the development and implementation of the proposal, including the signatures of superintendents from all participating districts and some signatures from principals, School Committee chairs, or presidents of the parent-teacher association or local union. Also included are letters of support from James Peyser, Massachusetts Secretary of Education and Charlie Baker, Governor of Massachusetts.</p> <p>(b)(3)(iii)(iv) The proposal does not provide evidence of support from other affected stakeholders, such as labor organizations, civil rights organizations, and business organizations.</p>	<p>(b)(3)(iii)(iv) The proposal does not provide evidence of support from other affected stakeholders, such as labor organizations, civil rights organizations, and business organizations.</p>

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Application Selection Criteria	Reviewers score for this part	Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
parent organizations, civil rights organizations, and business organizations. (10 points)			
Total (out of 20) Criteria (b) (auto-total):		18	
<p>(c) Timeline and budget. (Up to 15 points) The quality of the SEA’s or consortium’s timeline and budget for implementing the innovative assessment demonstration authority. In determining the quality of the timeline and budget, the Secretary considers--</p> <p>(c)(1) (5 points). The extent to which the timeline reasonably demonstrates that each SEA will implement the system statewide by the end of the requested demonstration authority period, including a description of--</p> <ul style="list-style-type: none"> (i) The activities to occur in each year of the requested demonstration authority period; (ii) The parties responsible for each activity; and (iii) If applicable, how a consortium’s member SEAs will implement 	(c)(1):	5	<p>(c)(1)(i) To ensure that the innovative system will progress adequately over the IADA period, DESE has organized the timeline into tasks related to four interrelated activities, namely: (1) prototyping and development of the technology-enhanced performance tasks and scoring guidelines; (2) teacher-led development of deeper learning tasks for classroom use; (3) support for educators and administrators related to deeper learning, task design and assessment literacy, and (4) development of the infrastructure and systems needed to create, administer and score the combined summative and performance tasks.</p> <p>With this framework in mind, DESE has identified the activities to occur in each year of the IADA period. In Year 1 (SY2020-21), for example, DESE will develop balanced assessment blueprints and pilot new</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>activities at different paces and how the consortium will implement interdependent activities, so long as each non-affiliate member SEA begins using the innovative assessment in the same school year consistent with 34 CFR part 200.104(b)(2); (5 points) and</p>			<p>science assessment for Grades 5 and 8. In Year 2 (SY2021-22), DESE will field test tasks for Grades 5 and 8, pilot high school performance tasks, score Year 1 student results and evaluate these results along with observational and survey data from administrators, identify lessons learned and changes needed to tests, accommodations and administration protocols, write evaluation report on Year 1 administration, expand the pool of participating districts and schools, and train teachers on the innovative assessment and use of classroom assessments. DESE provides similar detailed description of activities in subsequent years with a view towards eventually scale up to statewide implementation by the end of the IADA period in Year 5 (SY2024-25).</p> <p>Because the high school tests in biology and physics are used for individual students’ graduation requirements, the state plans to address these tests only after DESE and US Department of Education have established confidence that the performance tasks at Grades 5 and 8 are generating usable data for</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
			<p>student scores. DESE expects to begin developing and piloting performance tasks for the biology and physics tests in high school in SY2021-22, with the aim of launching a pilot group for high school tests in subsequent years, pending validation of the performance tasks at lower grades.</p> <p>(c)(1)(ii)(iii) Across each year the IADA period, DESE staff and the selected assessment vendor will be engaged at appropriate activity points to contribute expertise and support. DESE’s Kaleidoscope team and DESE’s Center for Instructional Support, for instance, will be closely involved to provide support and feedback to train teachers on writing and reviewing items. Teachers will be involved to provide feedback and help conduct pilots with their students. Over time, the DESE Student Assessment team will begin to play a larger role in the work, to develop sustainable processes and prepare for statewide implementation.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>(c)(2) (10 points). The adequacy of the project budget for the duration of the requested demonstration authority period, including Federal, State, local, and non-public sources of funds to support and sustain, as applicable, the activities in the timeline under paragraph (c)(1) of this section, including--</p> <ul style="list-style-type: none"> (i) How the budget will be sufficient to meet the expected costs at each phase of the SEA’s planned expansion of its innovative assessment system; and (ii) The degree to which funding in the project budget is contingent upon future appropriations at the State or local level or additional commitments from non-public sources of funds. (10 points) 	<p>(c)(2):</p>	<p>7</p>	<p>(c)(2)(i)</p> <p>In addition to IADA funding, if awarded, DESE plans to support implementation of the innovative assessment on an ongoing basis with internal capacity throughout the IADA period. For example, during years 2 and 3, DESE will realign portions of FTE from the existing science MCAS work to contribute to the innovative assessment. DESE has already added a full-time project manager position to oversee the IADA assessment work. Similarly, current DESE assessment leaders will dedicate a portion of their time to the IADA work. Further, the newly formed Kaleidoscope team (4 FTE and potentially more) will play a key role supporting the design and implementation of the assessment, especially related to teacher engagement and training.</p> <p>Eventually, when Massachusetts reaches the end of the IADA period and commits fully to the innovative assessment system, the full level of resources currently dedicated to administering MCAS STE would be available to the innovative assessment.</p>	<p>The proposal did not include budget amount breakdowns per activity (student cognitive labs, professional development, external evaluation, etc.) to help determine the adequacy of the budget for the duration of the IADA period.</p> <p>As described in this section, successful completion of the proposal appears to be contingent to some degree on appropriations from the State’s recently-approved Student Opportunity Act or commitments from non-public sources of funds.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
			(c)(2)(ii) Successful completion of this proposal appears to be contingent on a number of future commitments for funding. Beyond the possibility of securing IADA funds, DESE is conducting fundraising from non-public sources (e.g. foundations) to create a base of funding to support initial design work and partnership with a vendor. DESE is also looking into receiving funding from the state’s recently-approved Student Opportunity Act, an injection of over \$1 billion in new funding for schools. As part of this, the state’s Executive Office of Education is currently working on determining the portion of new funds to dedicate to 21st-century learning initiatives, which can potentially include the state’s work on innovative assessments.	
Total (out of 15) Criteria (c):	<u>12</u>			
(d) Supports for educators, students, and parents. (Up to 25 points) The quality of the SEA or consortium’s plan to provide supports that can be delivered	(d)(1):	7	(d)(1) DESE has developed a plan for supporting educators to enable successful implementation of the innovative assessment system and improve instruction and student	The proposed budget does not include information on how DESE intends to integrate and sustain the proposed training and guiding resources into a systematic program of professional development of sufficient quality,

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>consistently at scale to educators, students, and parents to enable successful implementation of the innovative assessment system and improve instruction and student outcomes. In determining the quality of supports, the Secretary considers--</p> <p>(d)(1) (5 points if factor (4) is applicable; 9 points if factor (4) is inapplicable). The extent to which the SEA or consortium has developed, provided, and will continue to provide training to LEA and school staff, including teachers, principals, and other school leaders, that will familiarize them with the innovative assessment system and develop teacher capacity to implement instruction that is informed by the innovative assessment system and its results;</p>			<p>outcomes. This plan relies on a combination of new training and support opportunities through the Kaleidoscope Collective, and use of existing training and support channels. During initial years, members of the DESE team for innovative assessments and Kaleidoscope will work directly with staff in participating schools and districts, so that DESE staff learn about common questions and issues through direct engagement with implementing schools. The lessons learned from the initial implementation will be codified and incorporated into training materials that can be scaled more broadly and through existing training provided by other offices, e.g. Curriculum & Instruction or Student Assessment.</p> <p>Through this approach, DESE and KCL will cooperate to provide specific supports to familiarize teachers, principals and other school leaders with the innovative assessment itself, including the (a) development of a clear and usable model of deeper learning and a facilitation toolkit to support teacher practice, principal practice, and</p>	<p>intensity and duration to lead to improvements in practice among the recipients of the proposed services beyond the life of the project.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
			<p>schoolwide organization and planning; and (b) development of tasks for use as interim assessments in classrooms through teacher workshops on interim assessments and task design and engaging expert partners on curriculum and instruction (The New Teacher Project, Project Lead The Way, OpenSciEd, and others) who have produced curriculum or instructional tools that promote deeper learning.</p>	
<p>(d)(2) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA or consortium has developed and will use to familiarize students and parents with the innovative assessment system;</p>	<p>(d)(2):</p>	<p>8</p>	<p>(d)(2) DESE will provide direct support to schools in the assessment pilot during the first year through a combination of webinars, conference calls, email updates, and conversation with an assigned DESE liaison. This approach will also help support staff in these schools to communicate effectively with parents and students they serve. Furthermore, DESE does plan to share prototypes of the performance tasks with teachers ahead of the first formal pilot in spring 2021 to help familiarize teachers and students with the new tasks.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>(d)(3) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA will use to ensure that all students and each subgroup of students under section 1111(c)(2) of the Act in participating schools receive the support, including appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act, needed to meet the challenging State academic standards under section 1111(b)(1) of the Act; and</p>	<p>(d)(3):</p>	<p>8</p>	<p>(d)(3) The Kaleidoscope Collective for Learning is a complementary initiative to the IADA, serving as the resource and professional development hub for instruction and school leadership for deeper learning. There are 22 schools already in the 2019-20 cohort of the KCL, selected on the strength of their current work on deeper learning and for the representation of student subgroups in line with the state’s demographics. This diverse representation ensures that KCL schools include many students with historically low performance on MCAS. All schools will receive in-depth support for deeper learning from KCL leaders at DESE, including professional development on instruction and assessment, protocols for observation, strategies related to school structure and more. They will also work within their schools and collectively to create resources that can serve as exemplars for others in the state.</p> <p>In addition to ensuring the availability of accommodations for students with disabilities and English</p>	

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			<p>learners, DESE will also focus on appropriate supports and cultural sensitivity to the needs of students from diverse economic backgrounds, races, and cultures. DESE is committed to rising to the challenge illustrated in the report published by the Massachusetts Education Equity Partnership (MEEP), #1 for Some, and embracing an approach to instruction and assessment that benefits all students in Massachusetts, including subgroups with current low performance on MCAS.</p> <p>For the current MCAS, there is an existing bias review process to identify items that could contribute to stereotype threat or inequities in access to content. DESE will continue to implement bias reviews throughout the development of the innovative assessment and consult with diverse teachers and stakeholders.</p>	
<p>(d)(4) (10 points if applicable). If the system includes assessment items that are locally developed or locally scored, the strategies and safeguards (e.g., test blueprints,</p>	<p>(d)(4):</p>	<p>0</p>	<p>Not applicable. DESE does not propose local scoring.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
item and task specifications, rubrics, scoring tools, documentation of quality control procedures, inter-rater reliability checks, audit plans) the SEA or consortium has developed, or plans to develop, to validly and reliably score such items, including how the strategies engage and support teachers and other staff in designing, developing, implementing, and validly and reliably scoring high-quality assessments; how the safeguards are sufficient to ensure unbiased, objective scoring of assessment items; and how the SEA will use effective professional development to aid in these efforts (10 points if applicable)				
Total (out of 25) Criteria (d):	<u>23</u>			
(e) Evaluation and continuous improvement. (Up to 20 points) The quality of the SEA’s or consortium’s plan to annually evaluate its implementation of innovative assessment demonstration authority. In determining the quality of the evaluation, the Secretary considers—	(e)(1):	11	(e)(1) In consultation and coordination with the Center For Assessment, DESE will design and implement a comprehensive series of analyses to evaluate the validity, reliability, and comparability of the innovative science assessment system to the statewide assessment system consistent with the requirements of 34 CFR 200.105(b)(4) and (9).	The proposal does not include in the budget an estimate of the cost of the external evaluation.

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(e)(1) (12 points) The strength of the proposed evaluation of the innovative assessment system included in the application, including whether the evaluation will be conducted by an independent, experienced third party, and the likelihood that the evaluation will sufficiently determine the system’s validity, reliability, and comparability to the statewide assessment system consistent with the requirements of 34 CFR part 200.105(b)(4) and (9); and</p>			<p>These studies will be described and reported on annually to the USED.</p>	
<p>(e)(2) (8 points) The SEA’s or consortium’s plan for continuous improvement of the innovative assessment system, including its process for--</p> <ul style="list-style-type: none"> (i) Using data, feedback, evaluation results, and other information from participating LEAs and schools to make changes to improve the quality of the innovative assessment; and (ii) Evaluating and monitoring implementation of the innovative assessment 	<p>(e)(2):</p>	<p>8</p>	<p>(e)(2)(i) DESE will work with the selected vendor and Kaleidoscope Collective schools to design and implement multiple means of collecting data on implementation in pilot sites to improve the quality of the innovative assessment design and implementation in participating LEAs and schools annually. Data will be collected annually through various methods: (1) surveys of school/district leaders, teachers, and students perceptions on implementation and effects on instructional practices and student</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>system in participating LEAs and schools annually.</p>			<p>outcomes resulting from the innovative assessment system; (2) focus groups with Kaleidoscope Collective school/district leaders implementing the innovative assessment system; and (3) aggregated school-level results overall and by subgroups on the technology-enhanced performance tasks. Analyses of these data collections will be reported annually to the USED.</p> <p>(e)(2)(ii) DESE and the selected vendor will use feedback resulting from survey and focus groups responses and aggregated school-level results overall and by subgroup on the performance tasks to discuss ways to both improve the quality of the innovative assessment design and/or implementation, and to support school/district leader and teacher assessment literacy, changes to instructional practices, and supporting performance-based teaching and learning among participating schools/districts. Discussions will be documented and reported annually to the USED.</p>	
<p>Total (out of 20) Criteria (e):</p>	<p><u>19</u></p>			

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Application Selection Criteria	Reviewers score for this part	Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
(auto-total)			
Total (a+b+c+d+e) (auto-total)	<u>109</u>		

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Instructions:

- The Panel Monitor will provide deadlines for submitting preliminary scores and comments.
- Review and score each application independently.
- Enter preliminary scores and comments into the Preliminary TRF.
- Send completed TRF to the Panel Monitor.
- The Panel Monitor will review scores and comments and ask you to clarify or elaborate if needed, so that comments clearly reflect and justify your scores.
- All scores and comments must be completed before panel discussions can be held.
- After discussion, revise your Preliminary TRF to reflect any changes you want to make.

Writing strengths and weaknesses:

- Make clear, evaluative statements about the substance of the criterion being discussed.
- Substantiate all evaluative statements using evidence from the application narrative, evidence tables, performance measures, appendices, and/or budgets.
- You may comment on information that is missing or inconsistent with other parts of the application.
- Write for a broad audience. Avoid expressions and jargon that might not be commonly understood.

Scoring:

- You may choose to break comments down by subcriteria, which will make them easier to read and review. This is preferred but optional.
- When awarding points, you should NOT break down scores by sub-criteria. Each criterion receives one total score as directed in the TRF (for example, (a)(1)(i-ii) receives one score).
- A few criteria may not be applicable to every application. If so, follow the instructions in the TRF.

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Application B Reviewer 2

Regulatory Requirement	Determination	Explanation
<p>(a) Consultation. Evidence that the SEA or consortium has developed an innovative assessment system in collaboration with--</p> <p>(1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and</p> <p>(2) Affected stakeholders in the State, or in each State in the consortium, including--</p> <p>(i) Those representing the interests of children with disabilities, English learners, and other subgroups of students described in section 1111(c)(2) of the Act;</p> <p>(ii) Teachers, principals, and other school leaders;</p> <p>(iii) Local educational agencies (LEAs);</p> <p>(iv) Representatives of Indian tribes located in the State;</p> <p>(v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and</p> <p>(vi) Civil rights organizations.</p>	<p>(a)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>Massachusetts appears to engage with stakeholder groups through a number of venues, including the Kaleidoscope Collective for Learning schools and communities, DESE student assessments team, Center for Assessment, advisory councils for several groups, and membership organizations for teachers, superintendents, and committees.</p>

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Regulatory Requirement	Determination	Explanation
<p><u>(b) Innovative assessment system.</u> A demonstration that the innovative assessment system does or will-- (1) Meet the requirements of section 1111(b)(2)(B) of the Act, except that an innovative assessment-- (i) Need not be the same assessment administered to all public elementary and secondary school students in the State during the demonstration authority period described in 34 CFR 200.104(b)(2) or extension period described in 34 CFR 200.108 and prior to statewide use consistent with 34 CFR 200.107, if the innovative assessment system will be administered initially to all students in participating schools within a participating LEA, provided that the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered to all students in any non-participating LEA or any non-participating school within a participating LEA; and (ii) Need not be administered annually in each of grades 3-8 and at least once in grades 9-12 in the case of reading/language arts and mathematics assessments, and at least once in grades 3-5, 6-9, and 10-</p>	<p>(b)(1) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>DESE ensures all students not taking the innovative assessment take the statewide assessment.</p>

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Regulatory Requirement	Determination	Explanation
<p>12 in the case of science assessments, so long as the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered in any required grade and subject under 34 CFR 200.5(a)(1) in which the SEA does not choose to implement an innovative assessment.</p>		
<p>(2)(i) Align with the challenging State academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of such standards, for the grade in which a student is enrolled; and (ii) May measure a student’s academic proficiency and growth using items above or below the student’s grade level so long as, for purposes of meeting the requirements for reporting and school accountability under sections 1111(c) and 1111(h) of the Act and paragraphs (b)(3) and (b)(7)-(9) of this section, the State measures each student’s academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled;</p>	<p>(b)(2) <input type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input checked="" type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during</p>	<p>Massachusetts will use a combined test blueprint, based on both an abbreviated summative of the current assessment and standards connected to technology-based tasks, as a starting point for ensuring alignment with challenging content standards. Massachusetts will also use concepts of universal design, a rigorous technical review including checking for standards alignment, and fairness and bias reviews.</p> <p>These are appropriate starting points. It is unclear whether Massachusetts will use independent alignment studies to the content standards to ensure the new test is aligned.</p> <p>The plan and rationale for using items below grade level is sound.</p>

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Regulatory Requirement	Determination	Explanation
	<p>the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(3) Express student results or competencies consistent with the challenging State academic achievement standards under section 1111(b)(1) of the Act and identify which students are not making sufficient progress toward, and attaining, grade-level proficiency on such standards;</p>	<p>(b)(3) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p>	<p>Massachusetts has a plan to stratify current and new items across reporting categories, as well as to psychometrically investigate comparability between the two assessments. Initially, the achievement level descriptors and the cut scores from the current assessment will be used. If necessary, new performance standards will be determined for the new assessment.</p>

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Regulatory Requirement	Determination	Explanation
	<i>(explain what specific parts of this requirement were not met or addressed by the application).</i>	
<p>(4)(i) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, to the results generated by the State academic assessments described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act for such students.</p> <p>Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period in one of the following ways:</p> <p>(A) Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12)</p>	<p>(b)(4)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or</i></p>	<p>(i-ii) The plan for ensuring validity, reliability, and comparability is addressed. The State leans heavily on roughly half the assessment being strong items from the current assessment.</p> <p>(A) The plan for piloting and rolling out the new assessment simultaneously is well articulated.</p> <p>(B) The plan for obtaining a demographically representative sample is not included.</p> <p>(C-D) The plan for using a rollout that includes both old and piloted items is described.</p> <p>(E) The plan for establishing comparability relies on the inclusion of items from the current assessment.</p>

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Regulatory Requirement	Determination	Explanation
<p>and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide assessment need not be administered to an individual student in the same school year.</p> <p>(B) Administering full assessments from both the innovative and statewide assessment systems to a demographically representative sample of all students and subgroups of students described in section 1111(c)(2) of the Act, from among those students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample.</p> <p>(C) Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment</p>	<p><i>addressed by the application).</i></p>	

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Regulatory Requirement	Determination	Explanation
<p>system that, at a minimum, have been previously pilot tested or field tested for use in the statewide assessment system.</p> <p>(D) Including, as a significant portion of the statewide assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the innovative assessment system that, at a minimum, have been previously pilot tested or field tested for use in the innovative assessment system.</p> <p>(E) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the statewide assessment, including for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act;</p> <p>(ii) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable, for all students and for each subgroup of students described</p>		

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Regulatory Requirement	Determination	Explanation
<p>in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, among participating schools and LEAs in the innovative assessment demonstration authority. Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period;</p>		
<p>(5)(i) Provide for the participation of all students, including children with disabilities and English learners; (ii) Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and (iii) Provide appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;</p>	<p>(b)(5) ___X___ Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not</p>	<p>(i) Students with disabilities and English learners are addressed. (ii) A plan for appropriately addressing accessibility is included. (iii) A plan for appropriately providing accommodations is well-addressed.</p>

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Regulatory Requirement	Determination	Explanation
	demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i>	
(6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act, annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act of at least 95 percent of all students, and 95 percent of students in each subgroup of students described in section 1111(c)(2) of the Act, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;	<p>(b)(6) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during</p>	Massachusetts currently assesses about 98.5% of students using the general assessment and plans to assess students using the proposed assessment at the same rate.

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Regulatory Requirement	Determination	Explanation
	<p>the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>7) Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes--</p> <p>(i) The student’s mastery of the challenging State academic standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled; or</p> <p>(ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, the student’s mastery of those standards;</p>	<p>(b)(7) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>_____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>_____ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p>	<p>Massachusetts will use the combined blueprints, the same achievement level descriptors, and linking based on psychometric evaluation and shared items to be able to report on mastery.</p>

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Regulatory Requirement	Determination	Explanation
	<p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(8) Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, including timely data for teachers, principals and other school leaders, students, and parents consistent with 34 CFR 200.8 and section 1111(b)(2)(B)(x) and (xii) and section 1111(h) of the Act, and provide results to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e);</p>	<p>(b)(8) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or</i></p>	<p>Provision of disaggregated results is planned for a wide variety of different subgroups.</p>

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Regulatory Requirement	Determination	Explanation
	<i>addressed by the application).</i>	
<p>(9) Provide an unbiased, rational, and consistent determination of progress toward the State’s long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for all students and each subgroup of students described in section 1111(c)(2) of the Act and a comparable measure of student performance on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act for participating schools relative to non-participating schools so that the SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for--</p> <p>(i) Accountability under sections 1003 and 1111(c) and (d) of the Act, including how the SEA will identify participating and non-participating schools in a consistent manner for comprehensive and targeted support and improvement under section 1111(c)(4)(D) of the Act; and</p> <p>(ii) Reporting on State and LEA report cards under section 1111(h) of the Act.</p>	<p>(b)(9) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>The plan for ensuring validity, reliability, and comparability is addressed. The State leans heavily on roughly half the assessment being strong items from the current assessment. This plan undergirds unbiased, rational, and consistent determination of progress.</p>

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Regulatory Requirement	Determination	Explanation
<p>(d) <u>Assurances.</u></p> <p>This application contains assurances that the lead SEA and each SEA applying as a consortium will:</p> <p>(1) Continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act--</p> <p style="padding-left: 40px;">(i) In all non-participating schools; and</p> <p style="padding-left: 40px;">(ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 1111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;</p>	<p>(d)(1)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>Massachusetts provided a form signed by Jeffrey C. Riley, Commissioner of Elementary and Secondary Education, 1-24-2020.</p>
<p>(2) Ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in</p>	<p>(d)(2)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan</p>	<p>Massachusetts provided a form signed by Jeffrey C. Riley, Commissioner of Elementary and Secondary Education, 1-24-2020.</p>

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Regulatory Requirement	Determination	Explanation
<p>participating schools are held to the same challenging State academic standards under section 1111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 1111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;</p>	<p>to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(3) Report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:</p> <p style="padding-left: 40px;">(i) An update on implementation of the</p>	<p>(d)(3)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during</p>	<p>Massachusetts provided a form signed by Jeffrey C. Riley, Commissioner of Elementary and Secondary Education, 1-24-2020.</p>

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Regulatory Requirement	Determination	Explanation
<p>innovative assessment demonstration authority, including--</p> <p>(A) The SEA’s progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and</p> <p>(B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA’s progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.</p> <p>(ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the</p>	<p>the course of the authority period.</p> <p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	

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Regulatory Requirement	Determination	Explanation
<p>innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information. 18 (iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent</p>		

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Regulatory Requirement	Determination	Explanation
<p>with the SEA’s benchmarks described in 34 CFR 200.106(a)(3)(iii). (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;</p>		
<p>(4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the beginning of each school year during which an innovative assessment will be implemented. Such information must be--</p> <ul style="list-style-type: none"> (i) In an understandable and uniform format; (ii) To the extent practicable, written in a language that parents can understand or, if 	<p>(d)(4) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement</i></p>	<p>Massachusetts provided a form signed by Jeffrey C. Riley, Commissioner of Elementary and Secondary Education, 1-24-2020.</p>

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Regulatory Requirement	Determination	Explanation
<p>it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and</p>	<p><i>were not or addressed by the application).</i> ___Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(5) Coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.</p>	<p>(d)(5) __X__Application demonstrates a plan to meet this requirement during the course of the authority period. ___Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p>	<p>Massachusetts provided a form signed by Jeffrey C. Riley, Commissioner of Elementary and Secondary Education, 1-24-2020.</p>

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Regulatory Requirement	Determination	Explanation
	<p>___Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p><u>(e)Initial implementation in a subset of LEAs or schools. If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State--</u> (1) A description of each LEA, and each of its participating schools, that will initially participate, including demographic information and its most recent LEA report card under section 1111(h)(2) of the Act; and (2) An assurance from each participating LEA, for each year that the LEA is participating, that the LEA will comply with all requirements of this section.</p>	<p>(e) _X_ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___Application Form signed by Jeffrey C. Riley, Commissioner of Elementary and Secondary Education, 1-24-2020.only partially demonstrates a plan to meet this requirement during the course of the authority period.</p>	<p>Massachusetts provides a rich demographic description of schools in which the assessment would be piloted.</p> <p>27 LEAs provided letters of interest to participate in the pilot study.</p>

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Regulatory Requirement	Determination	Explanation
	<p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p> <p>OR</p> <p>This requirement is not applicable to this application</p>	
<p><u>(f)Application from a consortium of SEAs.</u> If an application for the innovative assessment demonstration authority is submitted by a consortium of SEAs--</p> <p>(1) A description of the governance structure of the consortium, including--</p> <p>(i) The roles and responsibilities of each member SEA, which may include a description of affiliate members, if applicable, and must include a description of financial responsibilities of member SEAs;</p>	<p>(f)</p> <p>____ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p>	<p>Not applicable.</p>

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Regulatory Requirement	Determination	Explanation
<p>(ii) How the member SEAs will manage and, at their discretion, share intellectual property developed by the consortium as a group; and</p> <p>(iii) How the member SEAs will consider requests from SEAs to join or leave the consortium and ensure that changes in membership do not affect the consortium’s ability to implement the innovative assessment demonstration authority consistent with the requirements and selection criteria in this section and 34 CFR 200.106.</p> <p>(2) While the terms of the association with affiliate members are defined by each consortium, consistent with 34 CFR 200.104(b)(1) and paragraph (f)(1)(i) of this section, for an affiliate member to become a full member of the consortium and to use the consortium’s innovative assessment system under the demonstration authority, the consortium must submit a revised application to the Secretary for approval, consistent with the requirements of this section and 34 CFR 200.106 and subject to the limitation under 34 CFR 200.104(d).</p>	<p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>_____Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p> <p>OR</p> <p>This requirement is not applicable to this application</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(a) Project narrative. The quality of the SEA’s or consortium’s plan for implementing the innovative assessment demonstration authority. In determining the quality of the plan, the Secretary considers--</p> <p>(a)(1) ; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable) The rationale for developing or selecting the particular innovative assessment system to be implemented under the demonstration authority, including--</p> <p style="padding-left: 40px;">(i) The distinct purpose of each assessment that is part of the innovative</p>	<p>(a)(1):</p>	<p>2</p>	<p>The plan is that more authentic, performance-based assessments will lead to instruction and learning of deeper skills, compared to testing of basic knowledge that prioritizes breadth over depth.</p>	<p>The State includes claims of belief (We believe that a focus on deeper learning will benefit students across a range of achievement levels, both raising the bar and closing gaps) and hope (we hope to demonstrate to teachers what inspiring and authentic tasks look like) without research support or citations reflecting the likelihood of positive outcomes.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>assessment system and how the system will advance the design and delivery of large-scale, statewide academic assessments in innovative ways; and</p> <p>(ii) The extent to which the innovative assessment system as a whole will promote high-quality instruction, mastery of challenging State academic standards, and improved student outcomes, including for each subgroup of students described in section 1111(c)(2) of the Act; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable)</p>				
<p>(a)(2) (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) The plan the SEA or consortium, in consultation with any external partners, if applicable, has to--</p> <p>(i) Develop and use standardized and calibrated tools, rubrics, methods, or other</p>	(a)(2):	16	<p>Massachusetts’s plan for scoring is extremely thorough and well explained. For the performance tasks, the plan is based on evidence-centered design, piloting and gathering feedback, iterative improvements, and monitoring of implementation fidelity. For the abbreviated summative section from the current test, the State will work</p>	<p>Evidence from the evaluation of inter-rater reliability is not presented. The steps taken to try and achieve consistent scores, including training to mastery and use of a third rater, do not address how the inter-rater reliability of the scores will be estimated.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>strategies for scoring innovative assessments throughout the demonstration authority period, consistent with relevant nationally recognized professional and technical standards, to ensure inter-rater reliability and comparability of innovative assessment results consistent with 34 CFR part 200.105(b)(4)(ii), which may include evidence of inter-rater reliability; and (ii) Train evaluators to use such strategies, if applicable; (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) and</p>			<p>with a contractor on a plan for scoring constructed-response items. Details of the plan, including scorer training, qualifications, and monitoring, are included in the proposal.</p>	
<p>(a)(3) (10 points, if applicable) If the system will initially be administered in a subset of schools or LEAs in a State-- (i) The strategies the SEA, including each SEA in a consortium, will use to scale the innovative assessment to all</p>	<p>(a)(3):</p>	<p>10</p>	<p>The steps for the rollout of the proposed assessment are provided in great detail, including the details for sampling across ethnicities, disability statuses, socioeconomic statuses, and English learner statuses. Tables including potential Year 1 pilot schools and annual</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>schools statewide, with a rationale for selecting those strategies;</p> <p>(ii) The strength of the SEA’s or consortium’s criteria that will be used to determine LEAs and schools that will initially participate and when to approve additional LEAs and schools, if applicable, to participate during the requested demonstration authority period; and</p> <p>(iii) The SEA’s plan, including each SEA in a consortium, for how it will ensure that, during the demonstration authority period, the inclusion of additional LEAs and schools continues to reflect high-quality and consistent implementation across demographically diverse LEAs and schools, or contributes to progress toward achieving such implementation across demographically diverse LEAs and schools, including diversity based on enrollment of subgroups of students described in section 1111(c)(2) of the Act and student achievement. The plan must also include annual benchmarks toward achieving high-quality and consistent implementation across</p>			<p>benchmarks are helpful in communicating this rollout.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
participating schools that are, as a group, demographically similar to the State as a whole during the demonstration authority period, using the demographics of initially participating schools as a baseline. (10 points, if applicable)				
Total (out of 40) Criteria (a) (auto-total):	28			
(b) Prior experience, capacity, and stakeholder support. (Up to 20 points total) (b)(1) (5 points) The extent and depth of prior experience that the SEA, including each SEA in a consortium, and its LEAs have in developing and implementing the components of the innovative assessment system. An SEA may also describe the prior experience of any external partners that will be participating in or supporting its demonstration authority in implementing those components. In evaluating the extent and depth of prior experience, the Secretary considers— (i) The success and track record of efforts to implement innovative assessments or innovative	(b)(1):	5	Massachusetts provided a long history of evidence including implementation of many assessments: PARCC, MCAS, CEPA, MPAKS, and Civics Performance Tasks.	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>assessment items aligned to the challenging State academic standards under section 1111(b)(1) of the Act in LEAs planning to participate; and</p> <p>(ii) The SEA’s or LEA’s development or use of--</p> <p>(A) Effective supports and appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act for administering innovative assessments to all students, including English learners and children with disabilities, which must include professional development for school staff on providing such accommodations;</p> <p>(B) Effective and high-quality supports for school staff to implement innovative assessments and innovative assessment items, including professional development; and</p>				

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>(C) Standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments, with documented evidence of the validity, reliability, and comparability of annual summative determinations of achievement, consistent with 34 CFR part 200.105(b)(4) and (7). (5 points)</p>				
<p>(b)(2) (5 points) The extent and depth of SEA, including each SEA in a consortium, and LEA capacity to implement the innovative assessment system considering the availability of technological infrastructure; State and local laws; dedicated and sufficient staff, expertise, and resources; and other relevant factors. An SEA or consortium may also describe how it plans to enhance its capacity by collaborating with external partners that will be participating in or supporting its demonstration authority. In evaluating the extent and depth of capacity, the Secretary considers--</p> <p style="padding-left: 40px;">(i) The SEA’s analysis of how capacity influenced the success of prior efforts to develop and implement</p>	<p>(b)(2):</p>	<p>5</p>	<p>Massachusetts identified a number of risks they anticipated and their capacity to manage those risks: rapid timeline, reliability and validity or performance tasks, capacity to provide deeper instruction, and technology limitations.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
innovative assessments or innovative assessment items; and (ii) The strategies the SEA is using, or will use, to mitigate risks, including those identified in its analysis, and support successful implementation of the innovative assessment. (5 points)				
(b)(3) (10 points) The extent and depth of State and local support for the application for demonstration authority in each SEA, including each SEA in a consortium, as demonstrated by signatures from the following: (i) Superintendents (or equivalent) of LEAs, including participating LEAs in the first year of the demonstration authority period. (ii) Presidents of local school boards (or equivalent, where applicable), including within participating LEAs in the first year of the demonstration authority.	(b)(3):	10	Letters of commitment are included from superintendents, school committee chairs, principals, and presidents of parent-teacher associations or unions, as well as from the secretary of education and from the governor.	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
(iii) Local teacher organizations (including labor organizations, where applicable), including within participating LEAs in the first year of the demonstration authority. (iv) Other affected stakeholders, such as parent organizations, civil rights organizations, and business organizations. (10 points)				
Total (out of 20) Criteria (b) (auto-total):		20		
(c) Timeline and budget. (Up to 15 points) The quality of the SEA’s or consortium’s timeline and budget for implementing the innovative assessment demonstration authority. In determining the quality of the timeline and budget, the Secretary considers-- (c)(1) (5 points) . The extent to which the timeline reasonably demonstrates that each SEA will implement the system statewide by the end of the requested demonstration authority period, including a description of--	(c)(1):	5	The timeline reasonably demonstrates the activities to occur in each year and the parties responsible for each activity.	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(i) The activities to occur in each year of the requested demonstration authority period;</p> <p>(ii) The parties responsible for each activity; and</p> <p>(iii) If applicable, how a consortium’s member SEAs will implement activities at different paces and how the consortium will implement interdependent activities, so long as each non-affiliate member SEA begins using the innovative assessment in the same school year consistent with 34 CFR part 200.104(b)(2); (5 points) and</p>				
<p>(c)(2) (10 points). The adequacy of the project budget for the duration of the requested demonstration authority period, including Federal, State, local, and non-public sources of funds to support and sustain, as applicable, the activities in the timeline under paragraph (c)(1) of this section, including--</p>	<p>(c)(2):</p>	<p>10</p>	<p>The budget is sufficient to meet expected costs.</p> <p>Support from the Student Opportunity Act (\$1 billion) will allow Massachusetts to complete the work on the appropriate timetable. The State is also currently competing for \$5 million in other competitive grants.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>(i) How the budget will be sufficient to meet the expected costs at each phase of the SEA’s planned expansion of its innovative assessment system; and</p> <p>(ii) The degree to which funding in the project budget is contingent upon future appropriations at the State or local level or additional commitments from non-public sources of funds. (10 points)</p>				
Total (out of 15) Criteria (c):	<u>15</u>			
<p>(d) Supports for educators, students, and parents. (Up to 25 points)</p> <p>The quality of the SEA or consortium’s plan to provide supports that can be delivered consistently at scale to educators, students, and parents to enable successful implementation of the innovative assessment system and improve instruction and student outcomes. In determining the quality of supports, the Secretary considers--</p> <p>(d)(1) (5 points if factor (4) is applicable; 9 points if factor (4)</p>	(d)(1):	9	<p>Massachusetts presented a detailed plan for supporting educators in implementation of the new assessment. Webinars and in-person meetings regarding the assessment have already begun. The State listed key points at which communication will be needed and a set of deliverables that will need to be shared on the new assessment.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>is inapplicable). The extent to which the SEA or consortium has developed, provided, and will continue to provide training to LEA and school staff, including teachers, principals, and other school leaders, that will familiarize them with the innovative assessment system and develop teacher capacity to implement instruction that is informed by the innovative assessment system and its results;</p>				
<p>(d)(2) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA or consortium has developed and will use to familiarize students and parents with the innovative assessment system;</p>	(d)(2):	8	<p>The plan for familiarizing students and parents relies on engaging groups such as the Special Education Advisory Council and the Racial Imbalance Advisory Council. Massachusetts also listed strategies such as training district leaders on community engagement and providing a draft letter to parents and families.</p>	
<p>(d)(3) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA will use to ensure that all students and each subgroup of students under section 1111(c)(2) of the Act in participating schools receive the support, including appropriate accommodations</p>	(d)(3):	8	<p>Massachusetts thoroughly describes use of universal design and available accommodations to ensure students with disabilities receive support to access the assessment.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act, needed to meet the challenging State academic standards under section 1111(b)(1) of the Act; and				
(d)(4) (10 points if applicable). If the system includes assessment items that are locally developed or locally scored, the strategies and safeguards (e.g., test blueprints, item and task specifications, rubrics, scoring tools, documentation of quality control procedures, inter-rater reliability checks, audit plans) the SEA or consortium has developed, or plans to develop, to validly and reliably score such items, including how the strategies engage and support teachers and other staff in designing, developing, implementing, and validly and reliably scoring high-quality assessments; how the safeguards are sufficient to ensure unbiased, objective scoring of assessment items; and how the SEA will use effective professional development to aid in these efforts (10 points if applicable)	(d)(4):		Not applicable.	
Total (out of 25) Criteria (d):	<u>25</u>			

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(e) Evaluation and continuous improvement. (Up to 20 points) The quality of the SEA’s or consortium’s plan to annually evaluate its implementation of innovative assessment demonstration authority. In determining the quality of the evaluation, the Secretary considers—</p> <p>(e)(1) (12 points) The strength of the proposed evaluation of the innovative assessment system included in the application, including whether the evaluation will be conducted by an independent, experienced third party, and the likelihood that the evaluation will sufficiently determine the system’s validity, reliability, and comparability to the statewide assessment system consistent with the requirements of 34 CFR part 200.105(b)(4) and (9); and</p>	(e)(1):	4	<p>Massachusetts is using shared items to help establish initial reliability, validity, and comparability of the new assessment.</p> <p>The proposal includes detail about how appropriate design steps will be taken to increase the likelihood of reliability, validity, and comparability.</p>	<p>The Center for Assessment is consulting on the evaluation. A stronger evaluation model could have involved experts who are independent of the assessment development process.</p> <p>The proposal does not provide detail on the evaluation studies of reliability, validity, and comparability that will be conducted on the assessment in its final form. This is particularly important because an internal evaluator is being used.</p>
<p>(e)(2) (8 points) The SEA’s or consortium’s plan for continuous improvement of the innovative assessment system, including its process for--</p>	(e)(2):	8	<p>Massachusetts plans to solicit ongoing feedback for improvement through surveys, focus groups, and aggregated test results. This information will be used to facilitate discussions about improvement.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
(i) Using data, feedback, evaluation results, and other information from participating LEAs and schools to make changes to improve the quality of the innovative assessment; and (ii) Evaluating and monitoring implementation of the innovative assessment system in participating LEAs and schools annually.				
Total (out of 20) Criteria (e): (auto-total)	<u>12</u>			
Total (a+b+c+d+e) (auto-total)	<u>100</u>			

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Instructions:

- The Panel Monitor will provide deadlines for submitting preliminary scores and comments.
- Review and score each application independently.
- Enter preliminary scores and comments into the Preliminary TRF.
- Send completed TRF to the Panel Monitor.
- The Panel Monitor will review scores and comments and ask you to clarify or elaborate if needed, so that comments clearly reflect and justify your scores.
- All scores and comments must be completed before panel discussions can be held.
- After discussion, revise your Preliminary TRF to reflect any changes you want to make.

Writing strengths and weaknesses:

- Make clear, evaluative statements about the substance of the criterion being discussed.
- Substantiate all evaluative statements using evidence from the application narrative, evidence tables, performance measures, appendices, and/or budgets.
- You may comment on information that is missing or inconsistent with other parts of the application.
- Write for a broad audience. Avoid expressions and jargon that might not be commonly understood.

Scoring:

- You may choose to break comments down by subcriteria, which will make them easier to read and review. This is preferred but optional.
- When awarding points, you should NOT break down scores by sub-criteria. Each criterion receives one total score as directed in the TRF (for example, (a)(1)(i-ii) receives one score).
- A few criteria may not be applicable to every application. If so, follow the instructions in the TRF.

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Application B Reviewer 3

Regulatory Requirement	Determination	Explanation
<p>(a) Consultation. Evidence that the SEA or consortium has developed an innovative assessment system in collaboration with--</p> <p>(1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and</p> <p>(2) Affected stakeholders in the State, or in each State in the consortium, including--</p> <p>(i) Those representing the interests of children with disabilities, English learners, and other subgroups of students described in section 1111(c)(2) of the Act;</p> <p>(ii) Teachers, principals, and other school leaders;</p> <p>(iii) Local educational agencies (LEAs);</p> <p>(iv) Representatives of Indian tribes located in the State;</p> <p>(v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and</p> <p>(vi) Civil rights organizations.</p>	<p>(a)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>The Application meets the regulatory requirement. Recommendation that the SEA consider consulting with groups that represent specific disabilities, e.g., the American Federation of the Blind.</p>

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Regulatory Requirement	Determination	Explanation
<p><u>(b) Innovative assessment system.</u> A demonstration that the innovative assessment system does or will-- (1) Meet the requirements of section 1111(b)(2)(B) of the Act, except that an innovative assessment-- (i) Need not be the same assessment administered to all public elementary and secondary school students in the State during the demonstration authority period described in 34 CFR 200.104(b)(2) or extension period described in 34 CFR 200.108 and prior to statewide use consistent with 34 CFR 200.107, if the innovative assessment system will be administered initially to all students in participating schools within a participating LEA, provided that the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered to all students in any non-participating LEA or any non-participating school within a participating LEA; and (ii) Need not be administered annually in each of grades 3-8 and at least once in grades 9-12 in the case of reading/language arts and mathematics assessments, and at least once in grades 3-5, 6-9, and 10-</p>	<p>(b)(1) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>The Application meets the requirement that the state will continue the use of statewide academic assessments in all non-participating schools. The assessment system will include science in grades 5 and 8.</p>

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Regulatory Requirement	Determination	Explanation
<p>12 in the case of science assessments, so long as the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered in any required grade and subject under 34 CFR 200.5(a)(1) in which the SEA does not choose to implement an innovative assessment.</p>		
<p>(2)(i) Align with the challenging State academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of such standards, for the grade in which a student is enrolled; and (ii) May measure a student’s academic proficiency and growth using items above or below the student’s grade level so long as, for purposes of meeting the requirements for reporting and school accountability under sections 1111(c) and 1111(h) of the Act and paragraphs (b)(3) and (b)(7)-(9) of this section, the State measures each student’s academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled;</p>	<p>(b)(2) ___ Application demonstrates a plan to meet this requirement during the course of the authority period. ___x___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not demonstrate a plan to meet this requirement during</p>	<p>The Application states they will use ECD to maintain alignment. How will the proposed blueprint meet the depth, breadth and complexity of the standards? Will the breadth and depth of standards on an abbreviated form ensure that test blueprints have roughly the same proportional representation of reporting categories (groups of standards), similar to the Next-Gen MCAS blueprint proportions? Who will identify which standards will be assigned to the abbreviated summative v. technology-enhanced performance tasks? Will an independent alignment study?</p> <p>The proposed innovative science assessment system will place greater emphasis on depth, while maintaining sufficient breadth of coverage to ensure alignment with the state’s challenging academic content standards. The new innovative science assessment will consist of two portions:</p> <ul style="list-style-type: none"> ● Abbreviated summative (shortened version) of the existing Next-Gen MCAS, including both selected response and constructed response items, will be roughly half as long, allowing for balanced breadth of coverage across reporting categories. ● Innovative technology-enhanced performance tasks will focus on a handful of standards, going much further in depth (i.e., cognitive complexity) and placing greater emphasis on application of the Science and Engineering Practices and 21st-century skills such as critical thinking and communication. The performance task section will be designed for a similar recommended time as the abbreviated summative (one class period). It may have a single extended task or may have multiple shorter tasks. How will the technology enhanced

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Regulatory Requirement	Determination	Explanation
	the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i>	performance tasks be used for item try outs across students with disabilities and English learners?
(3) Express student results or competencies consistent with the challenging State academic achievement standards under section 1111(b)(1) of the Act and identify which students are not making sufficient progress toward, and attaining, grade-level proficiency on such standards;	<p>(b)(3)</p> <p><input type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input checked="" type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p>	The Application includes steps to ensure that resulting achievement levels from the innovative assessment describe the student’s mastery of the challenging state academic standards. The Application states students who are not making sufficient progress toward and attaining grade-level proficiency will be identified but does not indicate in the plan how they will use these performance tasks will be used in the results.

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Regulatory Requirement	Determination	Explanation
	<i>(explain what specific parts of this requirement were not met or addressed by the application).</i>	
<p>(4)(i) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, to the results generated by the State academic assessments described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act for such students.</p> <p>Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period in one of the following ways:</p> <p>(A) Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12)</p>	<p>(b)(4)</p> <p>___ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><u> x </u> Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or</i></p>	<p>The Application acknowledges “persistent achievement gaps for black students, Latino students, students in poverty, and students with disabilities”. The Application does not include procedures for how the assessment will generate valid, reliable, and comparable results for all students and for each subgroup of students? How will this be monitored and annually evaluated? The SEA should be able to provide potential methods for demonstrating comparability? What happens if the SEA is not able to provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the statewide assessment? How will comparability be annually determine comparability during each year of its demonstration authority period? Is there more information on the plan for matrix sampling?</p>

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Regulatory Requirement	Determination	Explanation
<p>and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide assessment need not be administered to an individual student in the same school year.</p> <p>(B) Administering full assessments from both the innovative and statewide assessment systems to a demographically representative sample of all students and subgroups of students described in section 1111(c)(2) of the Act, from among those students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample.</p> <p>(C) Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment</p>	<p><i>addressed by the application).</i></p>	

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Regulatory Requirement	Determination	Explanation
<p>system that, at a minimum, have been previously pilot tested or field tested for use in the statewide assessment system.</p> <p>(D) Including, as a significant portion of the statewide assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the innovative assessment system that, at a minimum, have been previously pilot tested or field tested for use in the innovative assessment system.</p> <p>(E) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the statewide assessment, including for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act;</p> <p>(ii) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable, for all students and for each subgroup of students described</p>		

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Regulatory Requirement	Determination	Explanation
<p>in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, among participating schools and LEAs in the innovative assessment demonstration authority. Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period;</p>		
<p>(5)(i) Provide for the participation of all students, including children with disabilities and English learners; (ii) Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and (iii) Provide appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;</p>	<p>(b)(5) ___ Application demonstrates a plan to meet this requirement during the course of the authority period. _x_ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not</p>	<p>The Application acknowledges that the plan is to follow existing considerations for Universal Design for Learning (UDL) and accommodations procedures. “The existing Next-Gen MCAS uses a combination of approaches to ensure the assessment is fully accessible for all students”. Has the SEA conducted any studies to demonstrate that any differential item functioning (DIF) was conducted? Have we any evidence that the existing methods are fair and accessible for diverse learners, English learners, students with disabilities and or other subgroups? How will principles of universal design for learning impact the design of the assessment, development of performance tasks and the evaluation of the assessment? Will the design include considerations of appropriate supports and accommodations as part of the development?</p> <p>The Application states “Given that the new assessment will use a simulation format that is unfamiliar to many students, parents, and teachers, we anticipate schools will need to reassess the types of accommodations needed for many students with disabilities. During advance trials of prototype tasks, we will ensure that students with disabilities are part of the pool of students, to allow for observation and student feedback related to accessibility.” What is the plan to include English learners as part of the pool? How will the accessibility be considered in the design? Who will lead this work? Where is the</p>

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Regulatory Requirement	Determination	Explanation
	<p>demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>plan to address the perspective of diverse populations for possible simulation task types?</p>
<p>(6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act, annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act of at least 95 percent of all students, and 95 percent of students in each subgroup of students described in section 1111(c)(2) of the Act, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;</p>	<p>(b)(6) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during</p>	<p>The Application meets the regulatory requirement for this section.</p>

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Regulatory Requirement	Determination	Explanation
	<p>the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>7) Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes-- (i) The student’s mastery of the challenging State academic standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled; or (ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, the student’s mastery of those standards;</p>	<p>(b)(7) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p>	<p>The Application meets the regulatory requirements for this section.</p>

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Regulatory Requirement	Determination	Explanation
	<p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(8) Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, including timely data for teachers, principals and other school leaders, students, and parents consistent with 34 CFR 200.8 and section 1111(b)(2)(B)(x) and (xii) and section 1111(h) of the Act, and provide results to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e);</p>	<p>(b)(8) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or</i></p>	<p>The Application meets the regulatory requirements for this section.</p>

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Regulatory Requirement	Determination	Explanation
	<i>addressed by the application).</i>	
<p>(9) Provide an unbiased, rational, and consistent determination of progress toward the State’s long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for all students and each subgroup of students described in section 1111(c)(2) of the Act and a comparable measure of student performance on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act for participating schools relative to non-participating schools so that the SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for--</p> <p>(i) Accountability under sections 1003 and 1111(c) and (d) of the Act, including how the SEA will identify participating and non-participating schools in a consistent manner for comprehensive and targeted support and improvement under section 1111(c)(4)(D) of the Act; and</p> <p>(ii) Reporting on State and LEA report cards under section 1111(h) of the Act.</p>	<p>(b)(9) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	

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Regulatory Requirement	Determination	Explanation
<p>(d) Assurances. This application contains assurances that the lead SEA and each SEA applying as a consortium will: (1) Continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act-- (i) In all non-participating schools; and (ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 1111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;</p>	<p>(d)(1) ___x___ Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>The Application meets the regulatory requirement in this section.</p>
<p>(2) Ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in</p>	<p>(d)(2) ___ Application demonstrates a plan</p>	<p>The Application includes a goal to close achievement gaps by making deeper learning experiences available and culturally relevant to all students. Where is the plan to accomplish cultural relevance? How will the system ensure that all</p>

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Regulatory Requirement	Determination	Explanation
<p>participating schools are held to the same challenging State academic standards under section 1111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 1111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;</p>	<p>to meet this requirement during the course of the authority period.</p> <p><input checked="" type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>students and each subgroup are receive the instructional support needed to meet such standards?</p>
<p>(3) Report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:</p> <p style="padding-left: 40px;">(i) An update on implementation of the</p>	<p>(d)(3)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during</p>	<p>The Application addresses continuous improvement using the Center For Assessment to design and implement a comprehensive series of analyses to evaluate the validity, reliability, and comparability of the innovative science assessment system to the statewide assessment system consistent with the requirements. These studies will be described and reported on annually to the USED.</p>

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Regulatory Requirement	Determination	Explanation
<p>innovative assessment demonstration authority, including--</p> <p>(A) The SEA’s progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and</p> <p>(B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA’s progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.</p> <p>(ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the</p>	<p>the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	

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Regulatory Requirement	Determination	Explanation
<p>innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information. 18 (iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent</p>		

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Regulatory Requirement	Determination	Explanation
<p>with the SEA’s benchmarks described in 34 CFR 200.106(a)(3)(iii). (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;</p>		
<p>(4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the beginning of each school year during which an innovative assessment will be implemented. Such information must be-- (i) In an understandable and uniform format; (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations</p>	<p>(d)(4) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p>	<p>The Application meets the regulatory requirement of this section.</p>

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Regulatory Requirement	Determination	Explanation
<p>to a parent with limited English proficiency, be orally translated for such parent; and (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and</p>	<p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(5) Coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.</p>	<p>(d)(5) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not</p>	<p>The Application meets the regulatory requirements in this section.</p>

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Regulatory Requirement	Determination	Explanation
	<p>demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p><u>(e)Initial implementation in a subset of LEAs or schools. If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State--</u> (1) A description of each LEA, and each of its participating schools, that will initially participate, including demographic information and its most recent LEA report card under section 1111(h)(2) of the Act; and (2) An assurance from each participating LEA, for each year that the LEA is participating, that the LEA will comply with all requirements of this section.</p>	<p>(e) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during</p>	<p>The Application meets the regulatory requirements of this section.</p>

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Regulatory Requirement	Determination	Explanation
	<p>the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i> OR This requirement is not applicable to this application</p>	
<p><u>(f)Application from a consortium of SEAs.</u> If an application for the innovative assessment demonstration authority is submitted by a consortium of SEAs-- (1) A description of the governance structure of the consortium, including-- (i) The roles and responsibilities of each member SEA, which may include a description of affiliate members, if applicable, and must include a description of financial responsibilities of member SEAs; (ii) How the member SEAs will manage and, at their discretion, share intellectual property developed by the consortium as a group; and (iii) How the member SEAs will consider requests from SEAs to join or leave the consortium and ensure that changes in membership do not affect the consortium's ability to</p>	<p>(f) ___ Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not demonstrate a plan to meet this requirement during</p>	<p>Not Applicable.</p>

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Regulatory Requirement	Determination	Explanation
<p>implement the innovative assessment demonstration authority consistent with the requirements and selection criteria in this section and 34 CFR 200.106.</p> <p>(2) While the terms of the association with affiliate members are defined by each consortium, consistent with 34 CFR 200.104(b)(1) and paragraph (f)(1)(i) of this section, for an affiliate member to become a full member of the consortium and to use the consortium’s innovative assessment system under the demonstration authority, the consortium must submit a revised application to the Secretary for approval, consistent with the requirements of this section and 34 CFR 200.106 and subject to the limitation under 34 CFR 200.104(d).</p>	<p>the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p> <p>OR</p> <p>This requirement is not applicable to this application</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(a) Project narrative. The quality of the SEA's or consortium's plan for implementing the innovative assessment demonstration authority. In determining the quality of the plan, the Secretary considers--</p> <p>(a)(1) ; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable) The rationale for developing or selecting the particular innovative assessment system to be implemented under the demonstration authority, including--</p> <p style="padding-left: 40px;">(i) The distinct purpose of each assessment that is part of the innovative</p>	<p>(a)(1):</p>	<p>4/5</p>	<p>The Application established a rationale for developing the assessment system.</p>	<p>The Application should be specific in the rationale about how students from each subgroup are included in the considerations for assessment design and what methods will be used to measure the goal of improved student outcomes for all subgroups?</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>assessment system and how the system will advance the design and delivery of large-scale, statewide academic assessments in innovative ways; and</p> <p>(ii) The extent to which the innovative assessment system as a whole will promote high-quality instruction, mastery of challenging State academic standards, and improved student outcomes, including for each subgroup of students described in section 1111(c)(2) of the Act; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable)</p>				
<p>(a)(2) (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) The plan the SEA or consortium, in consultation with any external partners, if applicable, has to--</p> <p>(i) Develop and use standardized and calibrated tools, rubrics, methods, or other strategies for scoring</p>	(a)(2):	23/25	The Application includes activities to address comparability of innovative assessment results.	The Application could have included a detailed training plan to determine how inter-rater reliability will be consistently maintained across the time of the project. Is there a plan to consider what steps the assessment team will use to address the possibility if comparable results are not established?

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>innovative assessments throughout the demonstration authority period, consistent with relevant nationally recognized professional and technical standards, to ensure inter-rater reliability and comparability of innovative assessment results consistent with 34 CFR part 200.105(b)(4)(ii), which may include evidence of inter-rater reliability; and (ii) Train evaluators to use such strategies, if applicable; (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) and</p>				
<p>(a)(3) (10 points, if applicable) If the system will initially be administered in a subset of schools or LEAs in a State-- (i) The strategies the SEA, including each SEA in a consortium, will use to scale the innovative assessment to all</p>	<p>(a)(3):</p>	<p>9/10</p>	<p>The Application included a rationale for selecting criteria that will be used to determine LEAs and schools that will initially participate and when to approve additional LEAs and schools.</p>	<p>How will the SEA assure that demographically diverse LEAs and schools, including considerations of diversity based on subgroups be part of the scale up?</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>schools statewide, with a rationale for selecting those strategies;</p> <p>(ii) The strength of the SEA's or consortium's criteria that will be used to determine LEAs and schools that will initially participate and when to approve additional LEAs and schools, if applicable, to participate during the requested demonstration authority period; and</p> <p>(iii) The SEA's plan, including each SEA in a consortium, for how it will ensure that, during the demonstration authority period, the inclusion of additional LEAs and schools continues to reflect high-quality and consistent implementation across demographically diverse LEAs and schools, or contributes to progress toward achieving such implementation across demographically diverse LEAs and schools, including diversity based on enrollment of subgroups of students described in section 1111(c)(2) of the Act and student achievement. The plan must also include annual benchmarks toward achieving high-quality and consistent implementation across</p>				

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
participating schools that are, as a group, demographically similar to the State as a whole during the demonstration authority period, using the demographics of initially participating schools as a baseline. (10 points, if applicable)				
Total (out of 40) Criteria (a) (auto-total):		36/40		
<p>(b) Prior experience, capacity, and stakeholder support. (Up to 20 points total) (b)(1) (5 points) The extent and depth of prior experience that the SEA, including each SEA in a consortium, and its LEAs have in developing and implementing the components of the innovative assessment system. An SEA may also describe the prior experience of any external partners that will be participating in or supporting its demonstration authority in implementing those components. In evaluating the extent and depth of prior experience, the Secretary considers—</p> <p>(i) The success and track record of efforts to implement innovative assessments or innovative</p>	(b)(1):	4/5	The Application includes prior SEA experience in developing and implementing the components of an innovative assessment system.	The Application does not provide experience in developing effective supports and appropriate accommodations for all students, including English learners, children with disabilities for new task types such as simulations. How will performance tasks be accessible for blind students? How will the SEA provide professional development for school staff on accommodations? In particular, how will VI specialists support students in the field? Is it possible in the development of the task types that different supports or accommodations may need to be considered? How does the assessment design and task types such as simulations consider incorporating principles of UDL in the design of the assessment? How will the evaluation of the innovative assessment systems

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>assessment items aligned to the challenging State academic standards under section 1111(b)(1) of the Act in LEAs planning to participate; and</p> <p>(ii) The SEA's or LEA's development or use of--</p> <p>(A) Effective supports and appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act for administering innovative assessments to all students, including English learners and children with disabilities, which must include professional development for school staff on providing such accommodations;</p> <p>(B) Effective and high-quality supports for school staff to implement innovative assessments and innovative assessment items, including professional development; and</p>				<p>be supported? Will the State consider experts in the areas of accessibility and universal design be included in the planning, design of performance tasks be included? Does the evaluation plan consider analyses of DIF for performance tasks? No evidence is provided that the SEA has developed performance tasks in collaboration with those representing the interests of children with disabilities or those representing English learners.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(C) Standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments, with documented evidence of the validity, reliability, and comparability of annual summative determinations of achievement, consistent with 34 CFR part 200.105(b)(4) and (7). (5 points)</p>				
<p>(b)(2) (5 points) The extent and depth of SEA, including each SEA in a consortium, and LEA capacity to implement the innovative assessment system considering the availability of technological infrastructure; State and local laws; dedicated and sufficient staff, expertise, and resources; and other relevant factors. An SEA or consortium may also describe how it plans to enhance its capacity by collaborating with external partners that will be participating in or supporting its demonstration authority. In evaluating the extent and depth of capacity, the Secretary considers--</p> <p>(i) The SEA’s analysis of how capacity influenced the success of prior efforts to develop and implement</p>	<p>(b)(2):</p>	<p>4/5</p>	<p>The Application identifies a dedicated staff with assessment expertise.</p>	<p>The Application does not identify strategies the SEA is using, or will use, to mitigate risks, including those identified in its analysis, and support of a successful implementation of the innovative assessment. How will the SEA include resources and external partners?</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>innovative assessments or innovative assessment items; and (ii) The strategies the SEA is using, or will use, to mitigate risks, including those identified in its analysis, and support successful implementation of the innovative assessment. (5 points)</p>				
<p>(b)(3) (10 points)The extent and depth of State and local support for the application for demonstration authority in each SEA, including each SEA in a consortium, as demonstrated by signatures from the following: (i) Superintendents (or equivalent) of LEAs, including participating LEAs in the first year of the demonstration authority period. (ii) Presidents of local school boards (or equivalent, where applicable), including within participating LEAs in the first year of the demonstration authority.</p>	<p>(b)(3):</p>	<p>9/10</p>	<p>The Submission meets the regulatory requirements</p>	<p>Have you considered stakeholder groups that address specific subgroups? Inclusion of organizations such as the American Federation of the Blind or a civil rights organization?</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
(iii) Local teacher organizations (including labor organizations, where applicable), including within participating LEAs in the first year of the demonstration authority. (iv) Other affected stakeholders, such as parent organizations, civil rights organizations, and business organizations. (10 points)				
Total (out of 20) Criteria (b) (auto-total):		17/20		
(c) Timeline and budget. (Up to 15 points) The quality of the SEA's or consortium's timeline and budget for implementing the innovative assessment demonstration authority. In determining the quality of the timeline and budget, the Secretary considers-- (c)(1) (5 points). The extent to which the timeline reasonably demonstrates that each SEA will implement the system statewide by the end of the requested demonstration authority period, including a description of--	(c)(1):	5/5		

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(i) The activities to occur in each year of the requested demonstration authority period; (ii) The parties responsible for each activity; and (iii) If applicable, how a consortium’s member SEAs will implement activities at different paces and how the consortium will implement interdependent activities, so long as each non-affiliate member SEA begins using the innovative assessment in the same school year consistent with 34 CFR part 200.104(b)(2); (5 points) and</p>				
<p>(c)(2) (10 points).The adequacy of the project budget for the duration of the requested demonstration authority period, including Federal, State, local, and non-public sources of funds to support and sustain, as applicable, the activities in the timeline under paragraph (c)(1) of this section, including--</p>	<p>(c)(2):</p>	<p>7/10</p>	<p>The Application included a discussion of the project budget.</p>	<p>The Application did not provide a detailed budget estimate for the project. Budget breakdowns did not clearly articulate project activities and associated those activities to specific budget line items. There is not enough information to determine if the budget is sufficient and which activities might be interrelated.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(i) How the budget will be sufficient to meet the expected costs at each phase of the SEA’s planned expansion of its innovative assessment system; and</p> <p>(ii) The degree to which funding in the project budget is contingent upon future appropriations at the State or local level or additional commitments from non-public sources of funds. (10 points)</p>				
<p>Total (out of 15) Criteria (c):</p>	<p>12/15</p>			
<p>(d) Supports for educators, students, and parents. (Up to 25 points)</p> <p>The quality of the SEA or consortium’s plan to provide supports that can be delivered consistently at scale to educators, students, and parents to enable successful implementation of the innovative assessment system and improve instruction and student outcomes. In determining the quality of supports, the Secretary considers--</p> <p>(d)(1) (5 points if factor (4) is applicable; 9 points if factor (4)</p>	<p>(d)(1):</p>	<p>6/9</p>	<p>The Application included a plan to provide supports for educators.</p>	<p>The Application did not outline how school leaders and teachers will develop the capacity to implement instruction that is informed by the innovative assessment system and improves student outcomes. Improvement of student outcomes is a goal of the assessment program but it is not explicitly stated how this outcome would be evaluated. The plan does not address plan to provide supports that can be delivered consistently at scale to educators, students, and parents to enable successful implementation. For example a student support would be</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>is inapplicable). The extent to which the SEA or consortium has developed, provided, and will continue to provide training to LEA and school staff, including teachers, principals, and other school leaders, that will familiarize them with the innovative assessment system and develop teacher capacity to implement instruction that is informed by the innovative assessment system and its results;</p>				<p>to provide practice tests for students for performance tests.</p>
<p>(d)(2) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA or consortium has developed and will use to familiarize students and parents with the innovative assessment system;</p>	<p>(d)(2):</p>	<p>6/8</p>	<p>The Application has included a plan to draft letters to parents.</p>	<p>What strategies will the SEA use to include parents of disadvantaged populations and all subgroups for providing information about the innovative assessment system?</p>
<p>(d)(3) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA will use to ensure that all students and each subgroup of students under section 1111(c)(2) of the Act in participating schools receive the support, including appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act,</p>	<p>(d)(3):</p>	<p>6/8</p>	<p>The strategies the SEA will use to ensure that all students receive the support, including appropriate accommodations</p>	<p>Subgroups receive the support, including appropriate accommodations? Blind, full range of students are not planned where are studies and inclusion in cog labs how can you improve this without a plan</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
needed to meet the challenging State academic standards under section 1111(b)(1) of the Act; and				
(d)(4) (10 points if applicable). If the system includes assessment items that are locally developed or locally scored, the strategies and safeguards (e.g., test blueprints, item and task specifications, rubrics, scoring tools, documentation of quality control procedures, inter-rater reliability checks, audit plans) the SEA or consortium has developed, or plans to develop, to validly and reliably score such items, including how the strategies engage and support teachers and other staff in designing, developing, implementing, and validly and reliably scoring high-quality assessments; how the safeguards are sufficient to ensure unbiased, objective scoring of assessment items; and how the SEA will use effective professional development to aid in these efforts (10 points if applicable)	(d)(4):	0	Massachusetts does not propose local scoring so this section is not applicable.	The Application did not include information that met the criteria. The SEA did acknowledge the need to address constructed response items.
Total (out of 25) Criteria (d):	<u>18/25</u>			

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(e) Evaluation and continuous improvement. (Up to 20 points) The quality of the SEA’s or consortium’s plan to annually evaluate its implementation of innovative assessment demonstration authority. In determining the quality of the evaluation, the Secretary considers—</p> <p>(e)(1) (12 points) The strength of the proposed evaluation of the innovative assessment system included in the application, including whether the evaluation will be conducted by an independent, experienced third party, and the likelihood that the evaluation will sufficiently determine the system’s validity, reliability, and comparability to the statewide assessment system consistent with the requirements of 34 CFR part 200.105(b)(4) and (9); and</p>	<p>(e)(1):</p>	<p>10/12</p>	<p>The Application has an experienced external advisor for project design and evaluation.</p>	<p>The evaluation plan is referenced but does not outline specific activities for each year of the project, e.g. how will the proposed task types be evaluated, how will the comparability be evaluated annually? The evaluation plan does not provide details about whether the same evaluator is designing the performance tasks?</p>
<p>(e)(2) (8 points) The SEA’s or consortium’s plan for continuous improvement of the innovative assessment system, including its process for--</p>	<p>(e)(2):</p>	<p>7/8</p>	<p>The Application recognizes that DESE will support continuous improvement of the innovative assessment system through a variety of data collection systems and feedback loops.</p>	<p>The Application does not include a plan for monitoring the implementation of the innovative assessment system in participating LEAs and schools annually.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
(i) Using data, feedback, evaluation results, and other information from participating LEAs and schools to make changes to improve the quality of the innovative assessment; and (ii) Evaluating and monitoring implementation of the innovative assessment system in participating LEAs and schools annually.				
Total (out of 20) Criteria (e): (auto-total)	<u>17/20</u>			
Total (a+b+c+d+e) 36+17+12+18+17 (auto-total)	<u>100</u>			

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Instructions:

- The Panel Monitor will provide deadlines for submitting preliminary scores and comments.
- Review and score each application independently.
- Enter preliminary scores and comments into the Preliminary TRF.
- Send completed TRF to the Panel Monitor.
- The Panel Monitor will review scores and comments and ask you to clarify or elaborate if needed, so that comments clearly reflect and justify your scores.
- All scores and comments must be completed before panel discussions can be held.
- After discussion, revise your Preliminary TRF to reflect any changes you want to make.

Writing strengths and weaknesses:

- Make clear, evaluative statements about the substance of the criterion being discussed.
- Substantiate all evaluative statements using evidence from the application narrative, evidence tables, performance measures, appendices, and/or budgets.
- You may comment on information that is missing or inconsistent with other parts of the application.
- Write for a broad audience. Avoid expressions and jargon that might not be commonly understood.

Scoring:

- You may choose to break comments down by subcriteria, which will make them easier to read and review. This is preferred but optional.
- When awarding points, you should NOT break down scores by sub-criteria. Each criterion receives one total score as directed in the TRF (for example, (a)(1)(i-ii) receives one score).
- A few criteria may not be applicable to every application. If so, follow the instructions in the TRF.

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Application B Reviewer 4

Regulatory Requirement	Determination	Explanation
<p>(a) Consultation. Evidence that the SEA or consortium has developed an innovative assessment system in collaboration with--</p> <p>(1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and</p> <p>(2) Affected stakeholders in the State, or in each State in the consortium, including--</p> <p>(i) Those representing the interests of children with disabilities, English learners, and other subgroups of students described in section 1111(c)(2) of the Act;</p> <p>(ii) Teachers, principals, and other school leaders;</p> <p>(iii) Local educational agencies (LEAs);</p> <p>(iv) Representatives of Indian tribes located in the State;</p> <p>(v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and</p> <p>(vi) Civil rights organizations.</p>	<p>(a)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>The DESE proposal is responsive to this requirement.</p>

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Regulatory Requirement	Determination	Explanation
<p><u>(b)Innovative assessment system.</u> A demonstration that the innovative assessment system does or will-- (1) Meet the requirements of section 1111(b)(2)(B) of the Act, except that an innovative assessment-- (i) Need not be the same assessment administered to all public elementary and secondary school students in the State during the demonstration authority period described in 34 CFR 200.104(b)(2) or extension period described in 34 CFR 200.108 and prior to statewide use consistent with 34 CFR 200.107, if the innovative assessment system will be administered initially to all students in participating schools within a participating LEA, provided that the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered to all students in any non-participating LEA or any non-participating school within a participating LEA; and (ii) Need not be administered annually in each of grades 3-8 and at least once in grades 9-12 in the case of reading/language arts and mathematics assessments, and at least once in grades 3-5, 6-9, and 10-</p>	<p>(b)(1) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>The DESE proposal is responsive to this requirement.</p>

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Regulatory Requirement	Determination	Explanation
<p>12 in the case of science assessments, so long as the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered in any required grade and subject under 34 CFR 200.5(a)(1) in which the SEA does not choose to implement an innovative assessment.</p>		
<p>(2)(i) Align with the challenging State academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of such standards, for the grade in which a student is enrolled; and (ii) May measure a student’s academic proficiency and growth using items above or below the student’s grade level so long as, for purposes of meeting the requirements for reporting and school accountability under sections 1111(c) and 1111(h) of the Act and paragraphs (b)(3) and (b)(7)-(9) of this section, the State measures each student’s academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled;</p>	<p>(b)(2) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during</p>	<p>The DESE proposal is sufficiently responsive to this requirement.</p>

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Regulatory Requirement	Determination	Explanation
	the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i>	
(3) Express student results or competencies consistent with the challenging State academic achievement standards under section 1111(b)(1) of the Act and identify which students are not making sufficient progress toward, and attaining, grade-level proficiency on such standards;	<p>(b)(3) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p>	The DESE proposal is responsive to this requirement.

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Regulatory Requirement	Determination	Explanation
	<i>(explain what specific parts of this requirement were not met or addressed by the application).</i>	
<p>(4)(i) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, to the results generated by the State academic assessments described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act for such students.</p> <p>Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period in one of the following ways:</p> <p>(A) Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12)</p>	<p>(b)(4)</p> <p>___ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><u>X</u> Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or</i></p>	<p>The DESE proposal is generally responsive to meet this requirement. However, the matrix sampling plan, which is assumed to sample content in a matrix, not students, did not address the need to report reliably at the school level for all student groups (i.e., special education status, English learner status, economic disadvantage). It is not clear how this will be accomplished.</p> <p>Massachusetts did not fully represent its thinking regarding score report design for the new, innovative science assessment design. This issue is critical, as the test design may be yielding additional information that is not possible to report. It’s critical that the “deep learning” reflected in the items finds its way to score reporting.</p>

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Regulatory Requirement	Determination	Explanation
<p>and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide assessment need not be administered to an individual student in the same school year.</p> <p>(B) Administering full assessments from both the innovative and statewide assessment systems to a demographically representative sample of all students and subgroups of students described in section 1111(c)(2) of the Act, from among those students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample.</p> <p>(C) Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment</p>	<p><i>addressed by the application).</i></p>	

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Regulatory Requirement	Determination	Explanation
<p>system that, at a minimum, have been previously pilot tested or field tested for use in the statewide assessment system.</p> <p>(D) Including, as a significant portion of the statewide assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the innovative assessment system that, at a minimum, have been previously pilot tested or field tested for use in the innovative assessment system.</p> <p>(E) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the statewide assessment, including for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act;</p> <p>(ii) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable, for all students and for each subgroup of students described</p>		

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Regulatory Requirement	Determination	Explanation
<p>in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, among participating schools and LEAs in the innovative assessment demonstration authority. Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period;</p>		
<p>(5)(i) Provide for the participation of all students, including children with disabilities and English learners; (ii) Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and (iii) Provide appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;</p>	<p>(b)(5) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not</p>	<p>The DESE proposal is responsive to this requirement.</p>

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Regulatory Requirement	Determination	Explanation
	<p>demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act, annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act of at least 95 percent of all students, and 95 percent of students in each subgroup of students described in section 1111(c)(2) of the Act, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;</p>	<p>(b)(6) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during</p>	<p>The DESE proposal is responsive to this requirement.</p>

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Regulatory Requirement	Determination	Explanation
	<p>the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>7) Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes--</p> <p>(i) The student’s mastery of the challenging State academic standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled; or</p> <p>(ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, the student’s mastery of those standards;</p>	<p>(b)(7) <u>X</u> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p>	<p>The DESE proposal is responsive to this requirement.</p>

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Regulatory Requirement	Determination	Explanation
	<p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(8) Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, including timely data for teachers, principals and other school leaders, students, and parents consistent with 34 CFR 200.8 and section 1111(b)(2)(B)(x) and (xii) and section 1111(h) of the Act, and provide results to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e);</p>	<p>(b)(8) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or</i></p>	<p>The DESE proposal is responsive to this requirement.</p>

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Regulatory Requirement	Determination	Explanation
	<i>addressed by the application).</i>	
<p>(9) Provide an unbiased, rational, and consistent determination of progress toward the State’s long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for all students and each subgroup of students described in section 1111(c)(2) of the Act and a comparable measure of student performance on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act for participating schools relative to non-participating schools so that the SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for--</p> <p>(i) Accountability under sections 1003 and 1111(c) and (d) of the Act, including how the SEA will identify participating and non-participating schools in a consistent manner for comprehensive and targeted support and improvement under section 1111(c)(4)(D) of the Act; and</p> <p>(ii) Reporting on State and LEA report cards under section 1111(h) of the Act.</p>	<p>(b)(9) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>The DESE proposal is responsive to this requirement.</p>

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Regulatory Requirement	Determination	Explanation
<p>(d) <u>Assurances.</u> This application contains assurances that the lead SEA and each SEA applying as a consortium will: (1) Continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act-- (i) In all non-participating schools; and (ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 1111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;</p>	<p>(d)(1) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>The DESE proposal is responsive to this requirement.</p>
<p>(2) Ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in</p>	<p>(d)(2) <input checked="" type="checkbox"/> Application demonstrates a plan</p>	<p>The DESE proposal is responsive to this requirement.</p>

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Regulatory Requirement	Determination	Explanation
<p>participating schools are held to the same challenging State academic standards under section 1111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 1111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;</p>	<p>to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(3) Report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:</p> <p style="padding-left: 40px;">(i) An update on implementation of the</p>	<p>(d)(3)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during</p>	<p>The DESE proposal is responsive to this requirement.</p>

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Regulatory Requirement	Determination	Explanation
<p>innovative assessment demonstration authority, including--</p> <p>(A) The SEA’s progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and</p> <p>(B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA’s progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.</p> <p>(ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the</p>	<p>the course of the authority period.</p> <p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	

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Regulatory Requirement	Determination	Explanation
<p>innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information. 18 (iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent</p>		

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Regulatory Requirement	Determination	Explanation
<p>with the SEA’s benchmarks described in 34 CFR 200.106(a)(3)(iii). (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;</p>		
<p>(4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the beginning of each school year during which an innovative assessment will be implemented. Such information must be--</p> <ul style="list-style-type: none"> (i) In an understandable and uniform format; (ii) To the extent practicable, written in a language that parents can understand or, if 	<p>(d)(4) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement</i></p>	<p>The DESE proposal is responsive to this requirement.</p>

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<p>it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and</p> <p>(iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and</p>	<p><i>were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(5) Coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.</p>	<p>(d)(5)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p>	<p>The DESE proposal is responsive to this requirement.</p>

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Regulatory Requirement	Determination	Explanation
	<p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p><u>(e)Initial implementation in a subset of LEAs or schools. If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State--</u> (1) A description of each LEA, and each of its participating schools, that will initially participate, including demographic information and its most recent LEA report card under section 1111(h)(2) of the Act; and (2) An assurance from each participating LEA, for each year that the LEA is participating, that the LEA will comply with all requirements of this section.</p>	<p>(e) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not demonstrate a plan</p>	<p>The DESE proposal is responsive to this requirement.</p>

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Regulatory Requirement	Determination	Explanation
	to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i> OR This requirement is not applicable to this application	
<p><u>(f)Application from a consortium of SEAs.</u> If an application for the innovative assessment demonstration authority is submitted by a consortium of SEAs--</p> <p>(1) A description of the governance structure of the consortium, including--</p> <p>(i) The roles and responsibilities of each member SEA, which may include a description of affiliate members, if applicable, and must include a description of financial responsibilities of member SEAs;</p> <p>(ii) How the member SEAs will manage and, at their discretion, share intellectual property developed by the consortium as a group; and</p> <p>(iii) How the member SEAs will consider requests from SEAs to join or leave the consortium and ensure</p>	<p>(f)</p> <p>___Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___Application does not demonstrate a plan</p>	Not Applicable

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Regulatory Requirement	Determination	Explanation
<p>that changes in membership do not affect the consortium’s ability to implement the innovative assessment demonstration authority consistent with the requirements and selection criteria in this section and 34 CFR 200.106.</p> <p>(2) While the terms of the association with affiliate members are defined by each consortium, consistent with 34 CFR 200.104(b)(1) and paragraph (f)(1)(i) of this section, for an affiliate member to become a full member of the consortium and to use the consortium’s innovative assessment system under the demonstration authority, the consortium must submit a revised application to the Secretary for approval, consistent with the requirements of this section and 34 CFR 200.106 and subject to the limitation under 34 CFR 200.104(d).</p>	<p>to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p> <p>OR</p> <p>This requirement is not applicable to this application</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(a) Project narrative. The quality of the SEA’s or consortium’s plan for implementing the innovative assessment demonstration authority. In determining the quality of the plan, the Secretary considers--</p> <p>(a)(1) ; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable) The rationale for developing or selecting the particular innovative assessment system to be implemented under the demonstration authority, including--</p> <p style="padding-left: 40px;">(i) The distinct purpose of each assessment that is part of the innovative</p>	<p>(a)(1):</p>	<p>4</p>	<p>The narrative conveys a strategic approach that leverages an existing administrative and instructional innovation initiative in the KCL (adding other schools outside of that context, provided that a similar level of commitment is demonstrated, thereafter).</p> <p>The process is consistently informed by a variety of committees that reflect education and community partners across the required spectrum.</p> <p>The process is also supported by related efforts to support teacher development and understanding of</p>	<p>The matrix sampling plan, though an exciting prospect, does not address the need to report reliably at the school level for student groups (i.e., special education status, English learner status, and economic disadvantage). It is not clear how this will be accomplished.</p> <p>Massachusetts did not present its thinking regarding score report design for the new, innovative science assessment design. This issue is critical, as the test design may be yielding additional information that is not possible to report. It’s critical that the “deep learning” reflected in the items finds its way to score reporting.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>assessment system and how the system will advance the design and delivery of large-scale, statewide academic assessments in innovative ways; and</p> <p>(ii) The extent to which the innovative assessment system as a whole will promote high-quality instruction, mastery of challenging State academic standards, and improved student outcomes, including for each subgroup of students described in section 1111(c)(2) of the Act; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable)</p>			<p>performance tasks for classroom purposes, and to increase the quality of instruction and assessment literacy. The authors acknowledge that changing the science assessment is insufficient to drive deep science learning in Massachusetts.</p> <p>The plan for design, study, and technical adequacy review is substantial and defensible.</p> <p>Implementing first at Grades 5 and 8, possibly followed by high school development, is also a thoughtful approach – particularly given the high stakes associated with high school performance (graduation).</p>	
<p>(a)(2) (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) The plan the SEA or consortium, in consultation with any external partners, if applicable, has to--</p> <p>(i) Develop and use standardized and calibrated tools, rubrics, methods, or other</p>	<p>(a)(2):</p>	<p>25</p>	<p>The plan submitted by DESE to develop and use standardized and calibrated scoring rubrics, along with training components and rater reliability studies, is comprehensive in nature and should be sufficient to support the development of comparable scores.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>strategies for scoring innovative assessments throughout the demonstration authority period, consistent with relevant nationally recognized professional and technical standards, to ensure inter-rater reliability and comparability of innovative assessment results consistent with 34 CFR part 200.105(b)(4)(ii), which may include evidence of inter-rater reliability; and (ii) Train evaluators to use such strategies, if applicable; (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) and</p>				
<p>(a)(3) (10 points, if applicable) If the system will initially be administered in a subset of schools or LEAs in a State-- (i) The strategies the SEA, including each SEA in a consortium, will use to scale the innovative assessment to all</p>	<p>(a)(3):</p>	<p>10</p>	<p>The DESE will use available item information to design the shortened Next Gen MCAS such that it is reflective of the current blueprint. The team will use relevant linking and equating methods, as appropriate, for ensuring comparability.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>schools statewide, with a rationale for selecting those strategies;</p> <p>(ii) The strength of the SEA’s or consortium’s criteria that will be used to determine LEAs and schools that will initially participate and when to approve additional LEAs and schools, if applicable, to participate during the requested demonstration authority period; and</p> <p>(iii) The SEA’s plan, including each SEA in a consortium, for how it will ensure that, during the demonstration authority period, the inclusion of additional LEAs and schools continues to reflect high-quality and consistent implementation across demographically diverse LEAs and schools, or contributes to progress toward achieving such implementation across demographically diverse LEAs and schools, including diversity based on enrollment of subgroups of students described in section 1111(c)(2) of the Act and student achievement. The plan must also include annual benchmarks toward achieving high-quality and consistent implementation across</p>			<p>The demographic diversity of the schools in the initial pilot is evidenced throughout the plan and via letters of support from the schools.</p> <p>The effort is also supported by the DESE Superintendent, and the Governor of Massachusetts.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
participating schools that are, as a group, demographically similar to the State as a whole during the demonstration authority period, using the demographics of initially participating schools as a baseline. (10 points, if applicable)				
Total (out of 40) Criteria (a) (auto-total):	<u>39</u>			
<p>(b) Prior experience, capacity, and stakeholder support. (Up to 20 points total)</p> <p>(b)(1) (5 points) The extent and depth of prior experience that the SEA, including each SEA in a consortium, and its LEAs have in developing and implementing the components of the innovative assessment system. An SEA may also describe the prior experience of any external partners that will be participating in or supporting its demonstration authority in implementing those components. In evaluating the extent and depth of prior experience, the Secretary considers—</p> <p style="padding-left: 40px;">(i) The success and track record of efforts to implement innovative assessments or innovative</p>	(b)(1):	4	The DESE staff and consultancy clearly is well-positioned to carry this effort forward in terms of experience and capacity.	Though the representation and volume of advisory committees in Massachusetts is substantial and some comments from prior engagements such as ESSA Plan development point to support of this proposal, it is not clear how those advisory groups were engaged in the development of this IADA proposal, nor whether they voiced support for this specific approach.

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>assessment items aligned to the challenging State academic standards under section 1111(b)(1) of the Act in LEAs planning to participate; and</p> <p>(ii) The SEA’s or LEA’s development or use of--</p> <p>(A) Effective supports and appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act for administering innovative assessments to all students, including English learners and children with disabilities, which must include professional development for school staff on providing such accommodations;</p> <p>(B) Effective and high-quality supports for school staff to implement innovative assessments and innovative assessment items, including professional development; and</p>				

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(C) Standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments, with documented evidence of the validity, reliability, and comparability of annual summative determinations of achievement, consistent with 34 CFR part 200.105(b)(4) and (7). (5 points)</p>				
<p>(b)(2) (5 points) The extent and depth of SEA, including each SEA in a consortium, and LEA capacity to implement the innovative assessment system considering the availability of technological infrastructure; State and local laws; dedicated and sufficient staff, expertise, and resources; and other relevant factors. An SEA or consortium may also describe how it plans to enhance its capacity by collaborating with external partners that will be participating in or supporting its demonstration authority. In evaluating the extent and depth of capacity, the Secretary considers--</p> <p style="padding-left: 40px;">(i) The SEA’s analysis of how capacity influenced the success of prior efforts to develop and implement</p>	<p>(b)(2):</p>	<p>5</p>	<p>The DESE plan includes a clear demarcation of sufficient capacity, as well as plans to adapt to multiple outcomes as the work proceeds. For example, if it is determined that the performance tasks cannot be scaled to the Next Gen MCAS, student accountability determinations will be made solely upon the basis of their performance on the operational Next Gen MCAS items (and reports will defensibly lack a scaled score).</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
innovative assessments or innovative assessment items; and (ii) The strategies the SEA is using, or will use, to mitigate risks, including those identified in its analysis, and support successful implementation of the innovative assessment. (5 points)				
(b)(3) (10 points) The extent and depth of State and local support for the application for demonstration authority in each SEA, including each SEA in a consortium, as demonstrated by signatures from the following: (i) Superintendents (or equivalent) of LEAs, including participating LEAs in the first year of the demonstration authority period. (ii) Presidents of local school boards (or equivalent, where applicable), including within participating LEAs in the first year of the demonstration authority.	(b)(3):	9	The support garnered by the DESE meets most of the requirements established within the IADA, including support from 27 LEAs, the Superintendent, and the Governor.	There were no letters of support from civil rights organizations or business organizations.

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Application Selection Criteria	Reviewers score for this part	Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
(iii) Local teacher organizations (including labor organizations, where applicable), including within participating LEAs in the first year of the demonstration authority. (iv) Other affected stakeholders, such as parent organizations, civil rights organizations, and business organizations. (10 points)			
Total (out of 20) Criteria (b) (auto-total):	<u>18</u>		
(c) Timeline and budget. (Up to 15 points) The quality of the SEA’s or consortium’s timeline and budget for implementing the innovative assessment demonstration authority. In determining the quality of the timeline and budget, the Secretary considers-- (c)(1) (5 points) . The extent to which the timeline reasonably demonstrates that each SEA will implement the system statewide by the end of the requested demonstration authority period, including a description of--	(c)(1):	5	The proposed timeline is both strategic and thoughtful, incorporating deep understanding of systems levers and requisite supports.

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(i) The activities to occur in each year of the requested demonstration authority period;</p> <p>(ii) The parties responsible for each activity; and</p> <p>(iii) If applicable, how a consortium’s member SEAs will implement activities at different paces and how the consortium will implement interdependent activities, so long as each non-affiliate member SEA begins using the innovative assessment in the same school year consistent with 34 CFR part 200.104(b)(2); (5 points) and</p>				

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Application Selection Criteria	Reviewers score for this part	Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>(c)(2) (10 points).The adequacy of the project budget for the duration of the requested demonstration authority period, including Federal, State, local, and non-public sources of funds to support and sustain, as applicable, the activities in the timeline under paragraph (c)(1) of this section, including--</p> <ul style="list-style-type: none"> (i) How the budget will be sufficient to meet the expected costs at each phase of the SEA’s planned expansion of its innovative assessment system; and (ii) The degree to which funding in the project budget is contingent upon future appropriations at the State or local level or additional commitments from non-public sources of funds. (10 points) 	<p>(c)(2):</p> <p style="font-size: 24pt;">10</p>	<p>The projected costs in the budget appear to be reasonable and the funding sources appear to be adequate to support the effort.</p>	
Total (out of 15) Criteria (c):	<u>15</u>		
<p>(d) Supports for educators, students, and parents. (Up to 25 points)</p> <p>The quality of the SEA or consortium’s plan to provide supports that can be delivered consistently at scale to educators,</p>	<p>(d)(1):</p> <p style="font-size: 24pt;">8</p>	<p>The DESE proposal is substantial in terms of the supports that will be provided to educators, students, and parents to support the successful implementation of their innovative assessment in science. The plan provides for sufficient professional</p>	<p>The plan does not mention the development of practice performance tasks to help students or parents orient to the new assessment expectations.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>students, and parents to enable successful implementation of the innovative assessment system and improve instruction and student outcomes. In determining the quality of supports, the Secretary considers--</p> <p>(d)(1) (5 points if factor (4) is applicable; 9 points if factor (4) is inapplicable). The extent to which the SEA or consortium has developed, provided, and will continue to provide training to LEA and school staff, including teachers, principals, and other school leaders, that will familiarize them with the innovative assessment system and develop teacher capacity to implement instruction that is informed by the innovative assessment system and its results;</p>			<p>development, support, and communication that should help ensure that all will be engaged and informed at the level required.</p>	
<p>(d)(2) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA or consortium has developed and will use to familiarize students and parents with the innovative assessment system;</p>	(d)(2):	8	<p>The DESE plan provides strong communications to its LEAs, but understands, as well, that local leaders are more trusted conveyors of this information. The plan is strategic and comprehensive.</p>	
<p>(d)(3) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies</p>	(d)(3):	6	<p>The DESE plan is comprehensive and acknowledges the potential</p>	<p>Technology-enhanced items are not always possible to develop such that they can be made fully accessible for</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>the SEA will use to ensure that all students and each subgroup of students under section 1111(c)(2) of the Act in participating schools receive the support, including appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act, needed to meet the challenging State academic standards under section 1111(b)(1) of the Act; and</p>			<p>impacts on students with visual impairments.</p>	<p>students with visual impairments. The DESE acknowledges this fact and will evaluate its ability to do so as the project unfolds. A paper/pencil solution will be effected if needed. Comparability will remain a concern that must be evaluated.</p>
<p>(d)(4) (10 points if applicable). If the system includes assessment items that are locally developed or locally scored, the strategies and safeguards (e.g., test blueprints, item and task specifications, rubrics, scoring tools, documentation of quality control procedures, inter-rater reliability checks, audit plans) the SEA or consortium has developed, or plans to develop, to validly and reliably score such items, including how the strategies engage and support teachers and other staff in designing, developing, implementing, and validly and reliably scoring high-quality assessments; how the safeguards are sufficient to ensure unbiased,</p>	<p>(d)(4):</p>	<p>N/A</p>	<p>Not applicable, as all scoring will be conducted centrally by the selected vendor.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
objective scoring of assessment items; and how the SEA will use effective professional development to aid in these efforts (10 points if applicable)				
Total (out of 25) Criteria (d):	22			
<p>(e) Evaluation and continuous improvement. (Up to 20 points) The quality of the SEA’s or consortium’s plan to annually evaluate its implementation of innovative assessment demonstration authority. In determining the quality of the evaluation, the Secretary considers—</p> <p>(e)(1) (12 points) The strength of the proposed evaluation of the innovative assessment system included in the application, including whether the evaluation will be conducted by an independent, experienced third party, and the likelihood that the evaluation will sufficiently determine the system’s validity, reliability, and comparability to the statewide assessment system consistent with the requirements of 34 CFR part 200.105(b)(4) and (9); and</p>	(e)(1):	9	The evaluation will be conducted by experts from the Center for Assessment, grounded in an Evidence-Centered design framework. Combined with the proposed psychometric evaluation data, the plan promises to support evidence-based decision-making throughout the implementation process.	There was no explication about what criteria will be used for project evaluation; the criteria that will be used will be important to define at the outset in order to be able to hit the hoped-for targets. The Center for Assessment cannot be duly considered as an independent evaluator, as they are integral partners in the planning and design efforts.

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Application Selection Criteria	Reviewers score for this part	Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>(e)(2) (8 points) The SEA's or consortium's plan for continuous improvement of the innovative assessment system, including its process for--</p> <ul style="list-style-type: none"> (i) Using data, feedback, evaluation results, and other information from participating LEAs and schools to make changes to improve the quality of the innovative assessment; and (ii) Evaluating and monitoring implementation of the innovative assessment system in participating LEAs and schools annually. 	<p>(e)(2):</p> <p style="font-size: 24pt;">6</p>	<p>The iterative nature of the cycle of data review and the networks of instructional leadership are a compelling aspect of this proposal.</p>	<p>The connection between expected increases in instructional quality that result from the development of performance tasks is not fully evidenced, nor included in any monitoring programs.</p>
Total (out of 20) Criteria (e): (auto-total)	<u>15</u>		
Total (a+b+c+d+e) (auto-total)	<u>(39 + 18 + 15 + 22 + 15)</u> <u>109/120</u>		

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Instructions:

- The Panel Monitor will provide deadlines for submitting preliminary scores and comments.
- Review and score each application independently.
- Enter preliminary scores and comments into the Preliminary TRF.
- Send completed TRF to the Panel Monitor.
- The Panel Monitor will review scores and comments and ask you to clarify or elaborate if needed, so that comments clearly reflect and justify your scores.
- All scores and comments must be completed before panel discussions can be held.
- After discussion, revise your Preliminary TRF to reflect any changes you want to make.

Writing strengths and weaknesses:

- Make clear, evaluative statements about the substance of the criterion being discussed.
- Substantiate all evaluative statements using evidence from the application narrative, evidence tables, performance measures, appendices, and/or budgets.
- You may comment on information that is missing or inconsistent with other parts of the application.
- Write for a broad audience. Avoid expressions and jargon that might not be commonly understood.

Scoring:

- You may choose to break comments down by subcriteria, which will make them easier to read and review. This is preferred but optional.
- When awarding points, you should NOT break down scores by sub-criteria. Each criterion receives one total score as directed in the TRF (for example, (a)(1)(i-ii) receives one score).
- A few criteria may not be applicable to every application. If so, follow the instructions in the TRF.

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Application B Reviewer 5

Regulatory Requirement	Determination	Explanation
<p>(a) Consultation. Evidence that the SEA or consortium has developed an innovative assessment system in collaboration with--</p> <p>(1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and</p> <p>(2) Affected stakeholders in the State, or in each State in the consortium, including--</p> <p>(i) Those representing the interests of children with disabilities, English learners, and other subgroups of students described in section 1111(c)(2) of the Act;</p> <p>(ii) Teachers, principals, and other school leaders;</p> <p>(iii) Local educational agencies (LEAs);</p> <p>(iv) Representatives of Indian tribes located in the State;</p> <p>(v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and</p> <p>(vi) Civil rights organizations.</p>	<p>(a)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>In addition to the State’s own experts, the State partnered with assessment experts from the Center for Assessment to develop the current application and outline of the proposed innovative assessment.</p> <p>The State also consulted several organizations with expertise in educational issues specifically related to special educational, English Learners and the increase in racial/ethnic diversity.</p> <p>Over a several year period, the State solicited feedback through online surveys, public forums, and focus groups from many stakeholder groups, including all of those listed in this requirement..</p>

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Regulatory Requirement	Determination	Explanation
<p><u>(b) Innovative assessment system.</u> A demonstration that the innovative assessment system does or will-- (1) Meet the requirements of section 1111(b)(2)(B) of the Act, except that an innovative assessment-- (i) Need not be the same assessment administered to all public elementary and secondary school students in the State during the demonstration authority period described in 34 CFR 200.104(b)(2) or extension period described in 34 CFR 200.108 and prior to statewide use consistent with 34 CFR 200.107, if the innovative assessment system will be administered initially to all students in participating schools within a participating LEA, provided that the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered to all students in any non-participating LEA or any non-participating school within a participating LEA; and (ii) Need not be administered annually in each of grades 3-8 and at least once in grades 9-12 in the case of reading/language arts and mathematics assessments, and at least once in grades 3-5, 6-9, and 10-</p>	<p>(b)(1) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>The State detailed its plans on how it will pilot the innovative science assessment, while maintaining the existing assessment for those students not in the initial pilot schools.</p>

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Regulatory Requirement	Determination	Explanation
<p>12 in the case of science assessments, so long as the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered in any required grade and subject under 34 CFR 200.5(a)(1) in which the SEA does not choose to implement an innovative assessment.</p>		
<p>(2)(i) Align with the challenging State academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of such standards, for the grade in which a student is enrolled; and (ii) May measure a student’s academic proficiency and growth using items above or below the student’s grade level so long as, for purposes of meeting the requirements for reporting and school accountability under sections 1111(c) and 1111(h) of the Act and paragraphs (b)(3) and (b)(7)-(9) of this section, the State measures each student’s academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled;</p>	<p>(b)(2) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during</p>	<p>To ensure that the innovative science assessments will align with the challenging State academic content standards, the State and the vendor will develop a test blueprint to specifying what standards will be met by the shortened version of the existing assessment and the innovative performance tasks. They will also ensure that a subset of items will appear on both the current assessment as well as the new shortened test.</p>

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Regulatory Requirement	Determination	Explanation
	the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i>	
(3) Express student results or competencies consistent with the challenging State academic achievement standards under section 1111(b)(1) of the Act and identify which students are not making sufficient progress toward, and attaining, grade-level proficiency on such standards;	<p>(b)(3) <u> X </u> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><u> </u> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><u> </u> Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p>	The State will provide results for the innovative assessment aligned with its challenging academic achievement standards, including identifying students with respect to achieving proficiency.

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Regulatory Requirement	Determination	Explanation
	<p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(4)(i) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, to the results generated by the State academic assessments described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act for such students.</p> <p>Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period in one of the following ways:</p> <p>(A) Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12)</p>	<p>(b)(4) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or</i></p>	<p>By using a subset of items that will appear on both the current assessment and the innovative assessment, the State and its vendor will evaluate comparability of the assessments and provide valid and reliable results for those students taking the pilot assessment.</p>

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Regulatory Requirement	Determination	Explanation
<p>and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide assessment need not be administered to an individual student in the same school year.</p> <p>(B) Administering full assessments from both the innovative and statewide assessment systems to a demographically representative sample of all students and subgroups of students described in section 1111(c)(2) of the Act, from among those students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample.</p> <p>(C) Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment</p>	<p><i>addressed by the application).</i></p>	

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Regulatory Requirement	Determination	Explanation
<p>system that, at a minimum, have been previously pilot tested or field tested for use in the statewide assessment system.</p> <p>(D) Including, as a significant portion of the statewide assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the innovative assessment system that, at a minimum, have been previously pilot tested or field tested for use in the innovative assessment system.</p> <p>(E) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the statewide assessment, including for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act;</p> <p>(ii) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable, for all students and for each subgroup of students described</p>		

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Regulatory Requirement	Determination	Explanation
<p>in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, among participating schools and LEAs in the innovative assessment demonstration authority. Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period;</p>		
<p>(5)(i) Provide for the participation of all students, including children with disabilities and English learners; (ii) Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and (iii) Provide appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;</p>	<p>(b)(5) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not</p>	<p>The State will continue its current practices that ensure that all students can participate on the assessment, including accommodations and eligibility requirements for those accommodations. The State has procedures in place to address needs of students with disabilities and English learners.</p>

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Regulatory Requirement	Determination	Explanation
	<p>demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act, annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act of at least 95 percent of all students, and 95 percent of students in each subgroup of students described in section 1111(c)(2) of the Act, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;</p>	<p>(b)(6) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during</p>	<p>The State’s current accountability system assesses about 98.5% of students with general assessments; the State will follow the same procedures with the innovative assessment and expects similar numbers.</p>

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Regulatory Requirement	Determination	Explanation
	the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i>	
7) Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes-- (i) The student’s mastery of the challenging State academic standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled; or (ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, the student’s mastery of those standards;	<p>(b)(7) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p>	Because the innovative assessment will be designed for comparability with the existing assessment, with respect to scores, validity, and reliability, the achievement levels assigned to students should also be comparable.

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Regulatory Requirement	Determination	Explanation
	<p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(8) Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, including timely data for teachers, principals and other school leaders, students, and parents consistent with 34 CFR 200.8 and section 1111(b)(2)(B)(x) and (xii) and section 1111(h) of the Act, and provide results to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e);</p>	<p>(b)(8) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or</i></p>	<p>The State has a system in place to report results by the required subgroups and will continue the same practice with the innovative assessment.</p>

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Regulatory Requirement	Determination	Explanation
	<i>addressed by the application).</i>	
<p>(9) Provide an unbiased, rational, and consistent determination of progress toward the State’s long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for all students and each subgroup of students described in section 1111(c)(2) of the Act and a comparable measure of student performance on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act for participating schools relative to non-participating schools so that the SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for--</p> <p>(i) Accountability under sections 1003 and 1111(c) and (d) of the Act, including how the SEA will identify participating and non-participating schools in a consistent manner for comprehensive and targeted support and improvement under section 1111(c)(4)(D) of the Act; and</p> <p>(ii) Reporting on State and LEA report cards under section 1111(h) of the Act.</p>	<p>(b)(9) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>Because the State and the vendor will work to ensure comparability, including achievement levels, between the current and innovative assessment, the State intends to include results from the innovative assessment in their accountability numbers.</p>

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Regulatory Requirement	Determination	Explanation
<p>(d) Assurances.</p> <p>This application contains assurances that the lead SEA and each SEA applying as a consortium will:</p> <p>(1) Continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act--</p> <p style="padding-left: 40px;">(i) In all non-participating schools; and</p> <p style="padding-left: 40px;">(ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 1111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;</p>	<p>(d)(1)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>The State affirms that it will continue the use of the current science assessment for all students not participating in the pilot of the innovative assessment.</p>
<p>(2) Ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in</p>	<p>(d)(2)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan</p>	<p>State will continue the current practices of ensuring that all students are assessed against the State’s challenging academic standards.</p>

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Regulatory Requirement	Determination	Explanation
<p>participating schools are held to the same challenging State academic standards under section 1111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 1111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;</p>	<p>to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(3) Report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require: (i) An update on implementation of the</p>	<p>(d)(3) _X_ Application demonstrates a plan to meet this requirement during</p>	<p>The State will create an annual report, to be submitted to the U.S. Department of Education, including the progress on implementation of the assessment, comparability of the assessment with current assessment, results by subgroups, and feedback from administrators, teachers, and students.</p>

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Regulatory Requirement	Determination	Explanation
<p>innovative assessment demonstration authority, including--</p> <p>(A) The SEA’s progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and</p> <p>(B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA’s progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.</p> <p>(ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the</p>	<p>the course of the authority period.</p> <p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	

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Regulatory Requirement	Determination	Explanation
<p>innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information. 18 (iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent</p>		

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Regulatory Requirement	Determination	Explanation
<p>with the SEA’s benchmarks described in 34 CFR 200.106(a)(3)(iii). (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;</p>		
<p>(4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the beginning of each school year during which an innovative assessment will be implemented. Such information must be--</p> <ul style="list-style-type: none"> (i) In an understandable and uniform format; (ii) To the extent practicable, written in a language that parents can understand or, if 	<p>(d)(4) __ Application demonstrates a plan to meet this requirement during the course of the authority period. __X_ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement</i></p>	<p>The State has drafted a letter for districts to use to inform families about the innovative assessment. The State will translate the letter into major languages in Massachusetts.</p> <p>This reviewer found no indication that such a draft letter would be available in alternate formats for a parent who is an individual with disability.</p>

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Regulatory Requirement	Determination	Explanation
<p>it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and</p>	<p>were not or addressed by the application). ___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(5) Coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.</p>	<p>(d)(5) _X_ Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p>	<p>The State will provide an annual report to the U.S. Department of Education.</p>

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Regulatory Requirement	Determination	Explanation
	<p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p><u>(e)Initial implementation in a subset of LEAs or schools. If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State--</u> (1) A description of each LEA, and each of its participating schools, that will initially participate, including demographic information and its most recent LEA report card under section 1111(h)(2) of the Act; and (2) An assurance from each participating LEA, for each year that the LEA is participating, that the LEA will comply with all requirements of this section.</p>	<p>(e) __X__ Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not demonstrate a plan</p>	<p>The State has provided the demographic make-up of schools interesting in participating in the pilot program and provided letters of support from 27 districts, including some schools have already committed to the initial pilot. The State purposefully recruit additional pilot schools to achieve the desired demographic make-up.</p>

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Regulatory Requirement	Determination	Explanation
	to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i> OR This requirement is not applicable to this application	
<p><u>(f)Application from a consortium of SEAs.</u> If an application for the innovative assessment demonstration authority is submitted by a consortium of SEAs--</p> <p>(1) A description of the governance structure of the consortium, including--</p> <p>(i) The roles and responsibilities of each member SEA, which may include a description of affiliate members, if applicable, and must include a description of financial responsibilities of member SEAs;</p> <p>(ii) How the member SEAs will manage and, at their discretion, share intellectual property developed by the consortium as a group; and</p> <p>(iii) How the member SEAs will consider requests from SEAs to join or leave the consortium and ensure</p>	<p>(f)</p> <p>____ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan</p>	N/A

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Regulatory Requirement	Determination	Explanation
<p>that changes in membership do not affect the consortium’s ability to implement the innovative assessment demonstration authority consistent with the requirements and selection criteria in this section and 34 CFR 200.106.</p> <p>(2) While the terms of the association with affiliate members are defined by each consortium, consistent with 34 CFR 200.104(b)(1) and paragraph (f)(1)(i) of this section, for an affiliate member to become a full member of the consortium and to use the consortium’s innovative assessment system under the demonstration authority, the consortium must submit a revised application to the Secretary for approval, consistent with the requirements of this section and 34 CFR 200.106 and subject to the limitation under 34 CFR 200.104(d).</p>	<p>to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p> <p>OR</p> <p>This requirement is not applicable to this application</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>(a) Project narrative. The quality of the SEA’s or consortium’s plan for implementing the innovative assessment demonstration authority. In determining the quality of the plan, the Secretary considers--</p> <p>(a)(1) ; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable) The rationale for developing or selecting the particular innovative assessment system to be implemented under the demonstration authority, including--</p> <p style="padding-left: 40px;">(i) The distinct purpose of each assessment that is part of the innovative</p>	<p>(a)(1):</p>	<p>5</p>	<p>The State outlined the case for developing an innovative assessment for science. In particular, the science curriculum has many opportunities where students could demonstrate a deep understanding of the material via performance tasks. In addition, the State believes that the innovative assessment will encourage teachers to adapt their instruction to move away from a “teach-to-the-test” mentality and engage in deep learning activities.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>assessment system and how the system will advance the design and delivery of large-scale, statewide academic assessments in innovative ways; and</p> <p>(ii) The extent to which the innovative assessment system as a whole will promote high-quality instruction, mastery of challenging State academic standards, and improved student outcomes, including for each subgroup of students described in section 1111(c)(2) of the Act; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable)</p>				
<p>(a)(2) (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) The plan the SEA or consortium, in consultation with any external partners, if applicable, has to--</p> <p>(i) Develop and use standardized and calibrated tools, rubrics, methods, or other</p>	<p>(a)(2):</p>	<p>25</p>	<p>The State provided detailed procedures the State and vendor will follow for developing scoring rubrics, evaluating the rubrics, re-evaluation after substantial changes to item and rubric, training of raters, and evaluation of rater performance.</p>	

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<p>strategies for scoring innovative assessments throughout the demonstration authority period, consistent with relevant nationally recognized professional and technical standards, to ensure inter-rater reliability and comparability of innovative assessment results consistent with 34 CFR part 200.105(b)(4)(ii), which may include evidence of inter-rater reliability; and (ii) Train evaluators to use such strategies, if applicable; (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) and</p>				
<p>(a)(3) (10 points, if applicable) If the system will initially be administered in a subset of schools or LEAs in a State-- (i) The strategies the SEA, including each SEA in a consortium, will use to scale the innovative assessment to all</p>	(a)(3):	10	<p>The State provided details on how many schools will pilot the innovative assessment each year, eventually leading to state-wide or almost state-wide implementation. In addition, schools in the pilot must demonstrate a commitment to deeper learning. The State is also committed</p>	

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<p>schools statewide, with a rationale for selecting those strategies;</p> <p>(ii) The strength of the SEA’s or consortium’s criteria that will be used to determine LEAs and schools that will initially participate and when to approve additional LEAs and schools, if applicable, to participate during the requested demonstration authority period; and</p> <p>(iii) The SEA’s plan, including each SEA in a consortium, for how it will ensure that, during the demonstration authority period, the inclusion of additional LEAs and schools continues to reflect high-quality and consistent implementation across demographically diverse LEAs and schools, or contributes to progress toward achieving such implementation across demographically diverse LEAs and schools, including diversity based on enrollment of subgroups of students described in section 1111(c)(2) of the Act and student achievement. The plan must also include annual benchmarks toward achieving high-quality and consistent implementation across</p>			<p>to maintaining a demographic make-up in the pilot schools that is representative of the State.</p>	

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participating schools that are, as a group, demographically similar to the State as a whole during the demonstration authority period, using the demographics of initially participating schools as a baseline. (10 points, if applicable)				
Total (out of 40) Criteria (a) (auto-total):		40		
<p>(b) Prior experience, capacity, and stakeholder support. (Up to 20 points total)</p> <p>(b)(1) (5 points) The extent and depth of prior experience that the SEA, including each SEA in a consortium, and its LEAs have in developing and implementing the components of the innovative assessment system. An SEA may also describe the prior experience of any external partners that will be participating in or supporting its demonstration authority in implementing those components. In evaluating the extent and depth of prior experience, the Secretary considers—</p> <p style="padding-left: 40px;">(i) The success and track record of efforts to implement innovative assessments or innovative</p>	(b)(1):	5	The State has been successful in developing and administering a variety of assessments, including some computer-based assessments and some with innovative item types. This includes working with local schools for successful administration and development of effective rubrics, scoring methods, and valid, reliable results. The State is also working with the Center for Assessment and Cognia (formerly Measured Progress), both with extensive experience in developing and implementing a variety of assessments.	

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<p>assessment items aligned to the challenging State academic standards under section 1111(b)(1) of the Act in LEAs planning to participate; and</p> <p>(ii) The SEA’s or LEA’s development or use of--</p> <p>(A) Effective supports and appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act for administering innovative assessments to all students, including English learners and children with disabilities, which must include professional development for school staff on providing such accommodations;</p> <p>(B) Effective and high-quality supports for school staff to implement innovative assessments and innovative assessment items, including professional development; and</p>				

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>(C) Standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments, with documented evidence of the validity, reliability, and comparability of annual summative determinations of achievement, consistent with 34 CFR part 200.105(b)(4) and (7). (5 points)</p>				
<p>(b)(2) (5 points) The extent and depth of SEA, including each SEA in a consortium, and LEA capacity to implement the innovative assessment system considering the availability of technological infrastructure; State and local laws; dedicated and sufficient staff, expertise, and resources; and other relevant factors. An SEA or consortium may also describe how it plans to enhance its capacity by collaborating with external partners that will be participating in or supporting its demonstration authority. In evaluating the extent and depth of capacity, the Secretary considers--</p> <p style="padding-left: 40px;">(i) The SEA’s analysis of how capacity influenced the success of prior efforts to develop and implement</p>	<p>(b)(2):</p>	<p>5</p>	<p>The State has successfully transitioned the entire state from a paper-based to a computer-based assessment. The State has also identified particular risks, such as the aggressive timeline for vendor selection and item development, developing valid and reliable scores for the performance tasks, and school capacity to provide instruction aligned with deeper learning; and provided ample evidence that the State is positioned to mitigate these risks.</p>	

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<p>innovative assessments or innovative assessment items; and (ii) The strategies the SEA is using, or will use, to mitigate risks, including those identified in its analysis, and support successful implementation of the innovative assessment. (5 points)</p>				
<p>(b)(3) (10 points)The extent and depth of State and local support for the application for demonstration authority in each SEA, including each SEA in a consortium, as demonstrated by signatures from the following: (i) Superintendents (or equivalent) of LEAs, including participating LEAs in the first year of the demonstration authority period. (ii) Presidents of local school boards (or equivalent, where applicable), including within participating LEAs in the first year of the demonstration authority.</p>	(b)(3):	9	<p>Letters of support were provided by superintendents of participating districts and some signatures from principals, School Committee chairs, or presidents of the parent-teacher association or local union.</p>	<p>No letters of support were provided by civil rights organizations or business organizations.</p>

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(iii) Local teacher organizations (including labor organizations, where applicable), including within participating LEAs in the first year of the demonstration authority. (iv) Other affected stakeholders, such as parent organizations, civil rights organizations, and business organizations. (10 points)				
Total (out of 20) Criteria (b) (auto-total):		19		
(c) Timeline and budget. (Up to 15 points) The quality of the SEA’s or consortium’s timeline and budget for implementing the innovative assessment demonstration authority. In determining the quality of the timeline and budget, the Secretary considers-- (c)(1) (5 points) . The extent to which the timeline reasonably demonstrates that each SEA will implement the system statewide by the end of the requested demonstration authority period, including a description of--	(c)(1):	5	The State provided a reasonable timeline that included activities necessary to develop and administer this innovative assessment, including which parties are responsible for the different activities.	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(i) The activities to occur in each year of the requested demonstration authority period;</p> <p>(ii) The parties responsible for each activity; and</p> <p>(iii) If applicable, how a consortium’s member SEAs will implement activities at different paces and how the consortium will implement interdependent activities, so long as each non-affiliate member SEA begins using the innovative assessment in the same school year consistent with 34 CFR part 200.104(b)(2); (5 points) and</p>				
<p>(c)(2) (10 points). The adequacy of the project budget for the duration of the requested demonstration authority period, including Federal, State, local, and non-public sources of funds to support and sustain, as applicable, the activities in the timeline under paragraph (c)(1) of this section, including--</p>	<p>(c)(2):</p>	<p>8</p>	<p>The State has already started seeking funding from non-public sources and believes there is a reasonable chance of obtaining such support.</p> <p>The total estimated cost seems reasonable in that the estimate was based on a prior science assessment and included development, administration, scoring, standard</p>	<p>The State does not address how it would fund the innovative assessment if they were unable to secure the non-public funds.</p>

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<p>(i) How the budget will be sufficient to meet the expected costs at each phase of the SEA’s planned expansion of its innovative assessment system; and</p> <p>(ii) The degree to which funding in the project budget is contingent upon future appropriations at the State or local level or additional commitments from non-public sources of funds. (10 points)</p>			<p>setting, and reporting (spanning over 2 years).</p>	
Total (out of 15) Criteria (c):	<u>13</u>			
<p>(d) Supports for educators, students, and parents. (Up to 25 points)</p> <p>The quality of the SEA or consortium’s plan to provide supports that can be delivered consistently at scale to educators, students, and parents to enable successful implementation of the innovative assessment system and improve instruction and student outcomes. In determining the quality of supports, the Secretary considers--</p> <p>(d)(1) (5 points if factor (4) is applicable; 9 points if factor (4)</p>	(d)(1):	9	<p>The State has plans in place to ensure a successful implementation of the innovative system, with special attention paid to offer support for instruction focused on deeper learning. The State plans to use the existing structure of the Kaleidoscope Collective to support these efforts.</p> <p>The State has extensive plans and documents, some of which will be revised during the authority period, to assist in the training and communication with school staff to ensure successful implementation of</p>	

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<p>is inapplicable). The extent to which the SEA or consortium has developed, provided, and will continue to provide training to LEA and school staff, including teachers, principals, and other school leaders, that will familiarize them with the innovative assessment system and develop teacher capacity to implement instruction that is informed by the innovative assessment system and its results;</p>			<p>the innovative assessment. The State has already conducted some webinars with school staff to discuss the possible innovative assessment.</p>	
<p>(d)(2) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA or consortium has developed and will use to familiarize students and parents with the innovative assessment system;</p>	(d)(2):	8	<p>The State has outlined a number of strategies by which it will communicate information about the innovative assessment to students and parents, many of these strategies rely on direct communication from the local schools and districts. The State will assist with these efforts, by providing training and draft letters, for example, but wants to ensure that the local schools are involved in the communication.</p>	
<p>(d)(3) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA will use to ensure that all students and each subgroup of students under section 1111(c)(2) of the Act in participating schools</p>	(d)(3):	8	<p>The State will ensure that appropriate accommodations are made available for students with disabilities and English learners. The State notes that it is also focused on appropriate supports and cultural sensitivity to the needs of students</p>	

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receive the support, including appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act, needed to meet the challenging State academic standards under section 1111(b)(1) of the Act; and			from diverse economic backgrounds, races, and cultures.	
(d)(4) (10 points if applicable). If the system includes assessment items that are locally developed or locally scored, the strategies and safeguards (e.g., test blueprints, item and task specifications, rubrics, scoring tools, documentation of quality control procedures, inter-rater reliability checks, audit plans) the SEA or consortium has developed, or plans to develop, to validly and reliably score such items, including how the strategies engage and support teachers and other staff in designing, developing, implementing, and validly and reliably scoring high-quality assessments; how the safeguards are sufficient to ensure unbiased, objective scoring of assessment items; and how the SEA will use effective professional development	(d)(4):		N/A	

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to aid in these efforts (10 points if applicable)				
Total (out of 25) Criteria (d):	25			
<p>(e) Evaluation and continuous improvement. (Up to 20 points) The quality of the SEA’s or consortium’s plan to annually evaluate its implementation of innovative assessment demonstration authority. In determining the quality of the evaluation, the Secretary considers—</p> <p>(e)(1) (12 points) The strength of the proposed evaluation of the innovative assessment system included in the application, including whether the evaluation will be conducted by an independent, experienced third party, and the likelihood that the evaluation will sufficiently determine the system’s validity, reliability, and comparability to the statewide assessment system consistent with the requirements of 34 CFR part 200.105(b)(4) and (9); and</p>	(e)(1):	8	<p>The State outlined an annual evaluation plan that will include feedback from school/district leaders, teachers, and students about their perceptions of the innovative system and results organized by school-level and subgroups.</p> <p>As part of developing an innovative assessment with reliable and valid scores that are comparable to the current assessment, the State will use feedback from stakeholders to refine the performance tasks.</p>	<p>The evaluation will not be conducted by a completely independent third party.</p> <p>It is not clear that annual evaluations of the technical quality of the innovative assessments will be included in an annual report.</p>
<p>(e)(2) (8 points) The SEA’s or consortium’s plan for continuous improvement of the innovative</p>	(e)(2):	8	<p>The State will use the feedback from individual districts and schools to help improve the quality of the</p>	

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assessment system, including its process for-- (i) Using data, feedback, evaluation results, and other information from participating LEAs and schools to make changes to improve the quality of the innovative assessment; and (ii) Evaluating and monitoring implementation of the innovative assessment system in participating LEAs and schools annually.			assessment overall and the implementation of the assessment in all participating schools.	
Total (out of 20) Criteria (e): (auto-total)	<u>16</u>			
Total (a+b+c+d+e) (auto-total)	<u>113</u>			