



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

May 18, 2020

The Honorable Michael F. Rice
State Superintendent
Michigan Department of Education
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909

Dear Superintendent Rice:

Thank you for your participation in the U.S. Department of Education's (the Department) assessment peer review process under Title I of the Elementary and Secondary Education Act of 1965 (ESEA). I appreciate the efforts of the Michigan Department of Education (MDE) to prepare for the peer review, which occurred in March 2020. Specifically, MDE submitted evidence regarding the grades 3-7 M-STEP and grade 8 PSAT 8/9, its general assessments in reading/language arts and mathematics.

State assessment systems provide essential information that States, districts, principals and teachers can use to identify the academic needs of students, target resources and supports toward students who need them most, evaluate school and program effectiveness and close achievement gaps among students. A high-quality assessment system also provides useful information to parents about their children's advancement against and achievement of grade-level standards. The Department's peer review of State assessment systems is designed to provide feedback to States to support the development and administration of high-quality assessments.

External peer reviewers and Department staff carefully evaluated MDE's submission and the Department found, based on the evidence received, that the components of your assessment system meet many, but not all, of the statutory and regulatory requirements of sections 1111(b)(1) and (2) of the ESEA. Based on the recommendations from this peer review and our own analysis of the State's submission, I have determined the following:

- Reading/language arts and mathematics general assessments in grades 3-7 (M-STEP): **Substantially meets requirements of the ESEA.**
- Reading/language arts and mathematics general assessments in grade 8 (PSAT 8/9): **Substantially meets requirements of the ESEA.**

Substantially meets requirements means that these components meet most of the requirements of the statute and regulations but some additional information is required.

The specific list of items required for MDE to submit is enclosed with this letter. I request that MDE submit a plan within 30 days outlining when it will submit all required additional documentation for peer review. I recognize the unprecedented situation affecting you and your schools due to widespread and

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

extended school closures caused by the novel coronavirus, COVID-19. As a result, if you need more than 30 days to submit your plan, please let my staff know at ESEA.Assessment@ed.gov. Upon submission of the plan, the Department will reach out to the SEA to determine a mutually agreeable schedule. Resubmission should occur once all necessary evidence is complete (rather than in multiple submissions).

The full peer review notes from the review are enclosed. These recommendations to the Department formed the basis of our determination. Please note that the peers' recommendations may differ from the Department's feedback; we encourage you to read the full peer notes for additional suggestions and recommendations for improving your assessment system beyond what is noted in the Department's feedback. Department staff will reach out to your assessment director in the next few days to discuss the peer notes and the Department's determination and to answer any questions you have.

Thank you for your ongoing commitment to improving educational outcomes for all students. I look forward to our continued partnership as we move ahead with this critical work. I appreciate the work you are doing to improve your schools and provide a high-quality education for your students.

If you have any questions, please contact my staff at: ESEA.Assessment@ed.gov.

Sincerely,

/s/

Frank T. Brogan
Assistant Secretary
for Elementary and Secondary Education

Enclosures

cc: Andrew Middlestead, Director, Office Educational Assessment and Accountability

Critical Elements Where Additional Evidence is Needed to Meet the Requirements for Michigan’s Use of the M-STEP and PSAT 8/9

Critical Element	Additional Evidence Needed
2.1 – Test Design and Development	<p>For the MSTEP:</p> <ul style="list-style-type: none"> Evidence that the State’s test design and test development process is well-suited for the content, is technically sound, aligns the assessments to the depth and breadth of the State’s academic content standards for the grade that is being assessed, given that performance tasks found on the Smarter Balanced Assessment Consortium (Smarter Balanced) assessment test design were replaced with a single writing prompt on the M-STEP in R/LA and with selected response items on the M-STEP in mathematics. <p>For the PSAT 8/9:</p> <ul style="list-style-type: none"> Statement(s) of the purposes of the PSAT 8/9 and the intended interpretations and uses of the results as a State grade 8 assessment. Evidence that the State’s test design and test development process aligns the PSAT 8/9 to the depth and breadth of the State’s academic content standards for the grade that is being assessed.
2.2 – Item Development	<p>For the PSAT 8/9:</p> <ul style="list-style-type: none"> Evidence that the State uses reasonable and technically sound procedures to develop and select items to assess student achievement based on the State’s academic content standards (e.g., table of external reviewers with their content area of expertise, experience as educators, experience with students with disabilities, English learners (ELs), and/or other student populations in Michigan).
2.3 – Test Administration	<p>For the M-STEP:</p> <ul style="list-style-type: none"> Evidence that the State has established contingency plans to address possible technology challenges during test administration (e.g., what happens after an incident report is filed for the M-STEP?). Evidence that the State has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instructional support personnel, and other appropriate staff receive necessary training to administer M-STEP (e.g., attendance sheets like those for PSAT 8/9).
2.4 – Monitoring Test Administration	<p>For the PSAT 8/9:</p> <ul style="list-style-type: none"> Evidence that the State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.
2.6 – Systems for Protecting Data Integrity and Privacy	<p>For the M-STEP and PSAT 8/9:</p> <ul style="list-style-type: none"> Evidence that the State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information (e.g., documentation that the State’s policies and procedures are clearly communicated to their vendors).

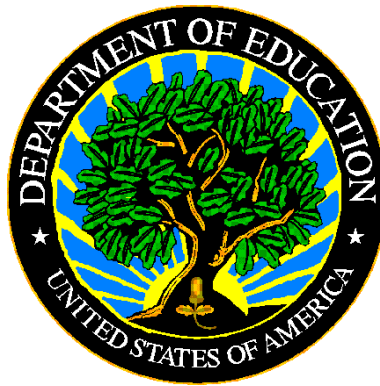
Critical Element	Additional Evidence Needed
3.1 – Overall Validity, including Validity Based on Content	<p>For the M-STEP and PSAT 8/9:</p> <ul style="list-style-type: none"> • Documentation of adequate alignment between the State’s assessment and the academic content standards the assessment is designed to measure in terms of content (i.e., knowledge and process), balance of content, and cognitive complexity. <p>For the PSAT 8/9:</p> <ul style="list-style-type: none"> • Documentation that the PSAT 8/9 addresses the depth and breadth of the content standards. Evidence requested for the PSAT 8/9 in critical element 2.1 will also support this critical element.
3.2 – Validity Based on Cognitive Processes	<p>For the M-STEP and PSAT 8/9:</p> <ul style="list-style-type: none"> • Evidence that the State has documented adequate validity evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State’s academic content standards (e.g., cognitive labs, expert judgment, empirical evidence that shows the relationships of items intended to require applications of knowledge).
3.3 – Validity Based on Internal Structure	<p>For the M-STEP:</p> <ul style="list-style-type: none"> • Adequate validity evidence that the scoring and reporting structures of the M-STEP is consistent with the subdomain structures of the State’s academic content standards, given the removal of performance tasks and addition of a passage-based writing task (R/LA) and selected response items (mathematics); as well as the high correlations among claim subscores.
3.4 – Validity Based on Relationships with Other Variables	<p>For the M-STEP:</p> <ul style="list-style-type: none"> • The State has documented adequate validity evidence that the State’s M-STEP scores are related as expected with other variables, given the removal of performance tasks and addition of a passage-based writing task (R/LA) and selected response items (mathematics).
4.1 – Reliability	<p>For the M-STEP:</p> <ul style="list-style-type: none"> • Evidence of consistency of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the M-STEP results. <p>For the PSAT 8/9:</p> <ul style="list-style-type: none"> • Evidence of consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the PSAT 8/9 results. • Overall and conditional standard error of measurement for the PSAT 8/9, including any domain or component subtests, as applicable.
4.3 – Full Performance Continuum	<p>For the PSAT 8/9:</p> <ul style="list-style-type: none"> • Evidence that the State has ensured that the PSAT 8/9 provides an adequately precise estimate of student performance across the full performance continuum for the academic assessment, including performance for high- and low-achieving students (e.g., conditional standard error of measurement (CSEM) values more detailed than averages).

Critical Element	Additional Evidence Needed
4.7 – Technical Analysis and Ongoing Maintenance	For the PSAT 8/9: <ul style="list-style-type: none"> • Evidence of adequate technical quality of the PSAT 8/9 is made public, including on the State’s website (e.g., posting the technical manual on the State website).
5.3 - Accommodations	For the PSAT 8/9: <ul style="list-style-type: none"> • Evidence that the accommodations that the State provides do not alter the construct being assessed and allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations.
5.4 – Monitoring Test Administration for Special Populations	For the PSAT 8/9: <ul style="list-style-type: none"> • Evidence that the State monitors test administration in its districts and schools to ensure that appropriate assessments with or without accommodations, are selected for all students with disabilities and English learners.
6.1 – State Adoption of Academic Achievement Standards for All Students	For the M-STEP and PSAT 8/9: <ul style="list-style-type: none"> • Evidence that the State formally adopted challenging academic achievement standards for all subjects tested on the M-STEP and PSAT 8/9.
6.2 – Achievement Standards-Setting	For the M-STEP: <ul style="list-style-type: none"> • Evidence that the State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting academic achievement standards (e.g., qualifications of panelists who were part of M-STEP standards validation).
6.3 – Challenging and Aligned Academic Achievement Standards	For the PSAT 8/9: <ul style="list-style-type: none"> • Evidence that the State’s academic achievement standards are challenging and aligned with the State’s academic content standards.
6.4 – Reporting	For the M-STEP and PSAT 8/9: <ul style="list-style-type: none"> • Evidence that the State provides score reports in an understandable and uniform format, specifically for the following: <ul style="list-style-type: none"> ○ If it is not practicable to provide written translations of score reports for the M-STEP and PSAT 8/9 to a parent or guardian with limited English proficiency, then the score reports are orally translated for such parent or guardian. ○ Upon request by a parent who is an individual with a disability as defined by the American Disabilities Act, as amended, are provided in an alternative format accessible to the parent (or teacher).

U. S. DEPARTMENT OF EDUCATION

Peer Review of State Assessment Systems

March 2020 State Assessment Peer Review Notes - Michigan



U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

Note: Peer review notes provide the combined recommendations of the individual peers to the U.S. Department of Education (Department), based on the statute and regulations, the Department's peer review guidance, and the peers' professional judgement of the evidence submitted by the State. These assessment peer review notes, however, do not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for assessment peer review. Although the peer notes inform the Secretary's consideration of each State's assessment system, the Department makes the final decision regarding whether the assessment system meets the requirements in the statute and regulations. As a result, these peer notes may not completely align with the final determination made by the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

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STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

Critical Element 1.1 – State Adoption of Academic Content Standards for All Students

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic content standards:</u></p> <p>The State formally adopted challenging academic content standards for all students in reading/language arts, mathematics and science and applies its academic content standards to all public schools and public school students in the State.</p>	<p>3-7 R/M (M-STEP) and 8 R/M (PSAT 8/9)</p> <p>Evidence #MDE 1.1a: Michigan State Board of Education meeting minutes, June 15, 2010, p. 20</p>	<p>3-7 R/M (M-STEP) and 8 R/M (PSAT 8/9)</p> <p>The State has adopted the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, and Common Core State Standards for Mathematics for all public school students, effective June 2010 (Evidence MDE 1.1a).</p>
<p>Section 1.1 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element 1.2 – Challenging Academic Content Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic content standards:</u> The State’s challenging academic content standards in reading/language arts, mathematics, and science are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards.</p>	<p>3-7 R/M and 8 R/M</p> <p>Evidence #MDE 1.1b: Michigan K-12 Standards: English Language Arts (2010), p. 7, 10</p> <p>Evidence #MDE 1.1c: Michigan K-12 Standards: Mathematics (2010), p. 57</p>	<p>3-7 R/M and 8 R/M</p> <p>Evidence provided shows that the Common Core State Standards adopted by the State are aligned with college and career readiness. (Evidence MDE 1.1b, MDE 1.1c)</p> <p>It is suggested to also consider alignment between the content standards and entrance requirements for credit-bearing coursework in the State’s public postsecondary institutions, and/or State career and technical education standards.</p>
<p>Section 1.2 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element 1.3 – Required Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State’s assessment system includes annual general and alternate assessments aligned with <u>grade-level academic achievement standards</u> or alternate academic achievement standards in:</p> <ul style="list-style-type: none"> • Reading/language arts (R/LA) and mathematics in each of grades 3-8 and at least once in high school (grades 9-12); • Science at least once in each of three grade spans (3-5, 6-9 and 10-12). <p>AND</p> <p>The State’s <u>academic content assessments</u> must be the same assessments administered to all students in the tested grades, with the following exceptions:</p> <ul style="list-style-type: none"> • Students with the most significant cognitive disabilities may take an alternate assessment aligned with alternate academic achievement standards. • A State may permit an LEA to administer a nationally recognized high school academic assessment in lieu of the State high school assessment if certain conditions are met. • A State that administers an end-of-course high school mathematics assessment may exempt an 8th grade student from the mathematics assessment typically administered in 	<p>This critical element was previously met by MDE in a 2018 assessment peer review of the high school reading/language arts (R/LA) and mathematics assessments.</p>	<p>This critical element was previously met by MDE in a 2018 assessment peer review of the high school reading/language arts (R/LA) and mathematics assessments.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

<p>eighth grade and allow the student to take the State end-of-course mathematics test instead.</p> <ul style="list-style-type: none"> • The Department may have approved the State, under the Innovative Assessment Demonstration Authority, to permit students in some LEAs to participate in a demonstration assessment system in lieu of participating in the State assessment. 		
Section 1.3 Summary Statement		
<input checked="" type="checkbox"/> No additional evidence is required		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element 1.4 – Policies for Including All Students in Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State requires the inclusion of all public elementary and secondary school students in its assessment system and clearly and consistently communicates this requirement to districts and schools.</p> <ul style="list-style-type: none"> • For students with disabilities, policies state that all students with disabilities in the State, including those children with disabilities publicly placed in private schools as a means of providing special education and related services, must be included in the assessment system; • For ELs: <ul style="list-style-type: none"> ○ Policies state that all ELs must be included in all aspects of the content assessment system, unless the State has chosen the statutory option for recently arrived ELs under which such ELs are exempt from one administration of its reading/language arts assessment. ○ If a State has developed native language assessments for ELs in R/LA, ELs must be assessed in R/LA in English if they have been enrolled in U.S. schools for three or more consecutive years, except, if a district determines, on a case-by-case basis, that native language assessments would yield more accurate and reliable information, the district may assess a student with native 	<p>This critical element was previously met by MDE in a 2018 assessment peer review of the high school reading/language arts (R/LA) and mathematics assessments.</p>	<p>This critical element was previously met by MDE in a 2018 assessment peer review of the high school reading/language arts (R/LA) and mathematics assessments.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

<p>language assessments for a period not to exceed two additional consecutive years.</p> <ul style="list-style-type: none"> ○ If the State uses the flexibility for Native American language schools and programs: (1) the State provides the content assessment in the Native American language to all students in the school or program; (2) the State submits such content assessment for peer review as part of its State assessment system; and (3) the State continues to provide ELP assessments and services for ELs as required by law. The State must assess in English the students' achievement in R/LA in high school. 		
<p>Section 1.4 Summary Statement</p>		
<p>x No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element 1.5 – Meaningful Consultation in the Development of Challenging State Standards and Assessments

(Note: this is a new requirement under ESSA, so it does not apply to standards and assessments adopted prior to the passage of ESSA (December 2015)).

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State has developed or amended challenging academic standards and assessments, the State has conducted meaningful and timely consultation with:</p> <ul style="list-style-type: none"> • State leaders, including the Governor, members of the State legislature and State board of education (if the State has a State board of education). • Local educational agencies (including those located in rural areas). • Representatives of Indian tribes located in the State. • Teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents. 	<p>This critical element does not apply as Michigan adopted the current content standards prior to the passage of the ESSA</p>	<p>This critical element does not apply as Michigan adopted the current content standards prior to the passage of the ESSA</p>
Section 1.5 Summary Statement		
<p>x No additional evidence is required</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

SECTION 2: ASSESSMENT SYSTEM OPERATIONS

Critical Element 2.1 – Test Design and Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State’s test design and test development process is well-suited for the content, is technically sound, aligns the assessments to <u>the depth and breadth of the State’s academic content standards</u> for the grade that is being assessed and includes:</p> <ul style="list-style-type: none"> • Statement(s) of the purposes of the assessments and the intended interpretations and uses of results; • Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of <u>the State’s grade-level academic content standards</u> and support the intended interpretations and uses of the results. • Processes to ensure that each academic assessment is tailored to the knowledge and skills included in <u>the State’s academic content standards</u>, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills). • If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design 	<p>3-7 R/M</p> <p>Evidence #MDE 1.3b: The State School Aid Act of 1979, MCL 388.1704c (October 1, 2018), Section 104c(3a, g, h, i), p. 1-2</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), p. 14, 88-94</p> <p>Evidence #MSTEP 2.1b: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), Appendix E</p> <p>8 R/M</p> <p>Evidence #MDE 1.3b: The State School Aid Act of 1979 (Excerpt) MCL 388.1704c (October 1, 2018)</p> <p>Evidence #PSAT 2.1a: SAT Suite of Assessments Technical Manual (December 2017), p. 2-4, 27-36</p> <p>SAT Suite of Assessments Technical Manual Appendixes, p. 3-8, 11-35</p> <p>Evidence #PSAT 2.1d: “PSAT 8_9 MI Standard Alignment.xlsx” (2017)</p>	<p>3-7 R/M</p> <p>Evidence regarding the purpose and intended interpretations and uses of the assessment is provided. (Evidence MDE 1.3b; Evidence MSTEP 2.1a)</p> <p>M-STEP uses a modified version of the Smarter Balanced test blueprint that has been previously peer reviewed as aligned with the State’s standards. M-STEP omits performance tasks from the SBAC blueprints. The proportions of items per claim in each blueprint were maintained by replacement with SBAC selected-response items in Mathematics, or a single writing prompt in English Language Arts. For the CAT component, blueprints show that depth and breadth of the content standards are targeted, and the item selection procedures are sufficient to support intended interpretations of the results. A review of blueprint fulfillment was conducted for the operational M-STEP tests, although no procedural information or results are provided. (Evidence MSTEP 2.1a, p. 17, 32-34, 41, 131; MSTEP 2.1b, p. 672)</p> <p>Operational CAT content constraints on each item’s content standard and cognitive demand (DOK) support the intended interpretation of the test scores. Simulation CAT runs indicate that administered item sets will match the corresponding test blueprint. (Evidence MSTEP 2.1a, p. 43, 79, 83, 87-98)</p> <p>Blueprints show that each CAT includes only items measuring grade-level claims. Proficiency determinations are in terms of student grade level as required. (Evidence MSTEP 2.1a, p. 101-102, 173-174)</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

<p>and intended uses and interpretations of results.</p> <ul style="list-style-type: none"> • If the State administers a computer-adaptive assessment, it makes proficiency determinations with respect to the grade in which the student is enrolled and uses that determination for all reporting. • If the State administers a content assessment that includes portfolios, such assessment may be partially administered through a portfolio but may not be <i>entirely</i> administered through a portfolio. 		<p>M-STEP does not include a portfolio assessment.</p> <p>8 R/M</p> <p>State code requires that the Grade 8 assessments be aligned with college entrance tests used in the State testing program. More information is needed about correspondence between the intended purposes, interpretations and uses specified for the Grade 8 State assessment, and those of the PSAT 8/9. (Evidence MDE 1.3b, PSAT 2.1a)</p> <p>The test blueprint for the PSAT 8/9 is sufficiently detailed to support development of assessments that are technically sound (SAT Suite of Assessments Technical Manual Appendixes, p. 3-8). The test blueprint for the PSAT reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills, but is not sufficiently detailed about distribution of complexity across forms. The relationship between the test blueprint and the State’s content standards does not appear to be comprehensive; results of an internal review suggest that the performance objectives assessed by the PSAT overlap partially with the State’s content standards (PSAT 2.1d).</p> <p>There is no evidence that the design process would be expected to produce test forms that fully align to the depth and breadth of the State’s content standards (Evidence PSAT 2.1a, p. 27-36).</p> <p>PSAT 8/9 does not include a computerized adaptive testing or portfolio component.</p>
<p>Section 2.1 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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- Blueprint fidelity summary or other evidence showing that the blueprint was consistently fulfilled for the operational M-STEP test
- Evidence that the PSAT 8/9 test blueprint produces assessment form(s) that are aligned with the State's Grade 8 content standards with respect to complexity
- More information is needed regarding correspondence between the intended interpretations and uses of the Grade 8 State assessment and those of the PSAT 8/9

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element 2.2 – Item Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State uses reasonable and technically sound procedures to develop and select items to:</p> <ul style="list-style-type: none"> Assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills. 	<p>3-7 R/M</p> <p>Evidence #MSTEP 2.2a: “Text-Dependent Analysis Items” (2018), p. 1-3</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), p. 36</p> <p>8 R/M</p> <p>Evidence #PSAT 2.1a: SAT Suite of Assessments Technical Manual (December 2017), p. 27-28, 39-49</p> <p>Evidence #PSAT 2.2a: SAT Suite Test Development Guide for the Reading Test (April 11, 2017)</p> <p>Evidence #PSAT 2.2b: SAT Suite Test Development Guide for the Writing and Language Test (April 11, 2017)</p> <p>Evidence #PSAT 2.2c: SAT Suite Reading TD Reviewer Guide (February 19, 2018)</p> <p>Evidence #PSAT 2.2d: SAT Suite Writing and Language TD Reviewer Guide (February 19, 2018)</p> <p>Evidence #PSAT 2.2e: SAT Suite Math TD Reviewer Guide (June 1, 2019)</p>	<p>3-7 R/M</p> <p>The Smarter Balanced items that compose most of the M-STEP item pool previously met peer review evaluative criteria.</p> <p>Passage-based writing prompts developed by the State are administered in English Language Arts. Some prompts from an existing item bank are used after being evaluated for alignment with the standards by the State’s test development specialists. New items are written by item writers who have been trained to write items based on the standards. All items are reviewed internally for alignment with the standards in multiple stages. Items are field tested before they may be used operationally. (Evidence MSTEP 2.2a)</p> <p>8 R/M</p> <p>PSAT items are written by item writers who are qualified, and have been trained to write items that match the test specifications and are technically sound. All items are reviewed internally for quality in multiple stages. More information about the external item reviewers is needed; particularly it is unclear if they include teachers specialized in teaching students with disabilities and English learners (Evidence PSAT 2.1a, p. 22, 24). Items are pretested with a representative student sample before they may be used operationally. (Evidence PSAT 2.1a)</p>
Section 2.2 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> Backgrounds of PSAT 8/9 item reviewers, and whether they include teachers who specialize in teaching students with disabilities and English learners. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element 2.3 – Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State implements policies and procedures for standardized test administration; specifically, the State:</p> <ul style="list-style-type: none"> • Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations; • Has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities; • If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration. 	<p>3-7 R/M and 8 R/M</p> <p>Evidence #MDE 2.3a: Assessment Coordinator Training Guide (January 22, 2019), p. 31-34, 65-68, 72-85, 115-133, 167-175, 208-212</p> <p>Evidence #MDE 2.3b: Supports and Accommodations Guidance Document (2018)</p> <p>Evidence #MDE 2.3c: Supports and Accommodations Frequently Asked Questions (February 2019)</p> <p>3-7 R/M</p> <p>Evidence #MDE 1.4a: Spring 2019 M-STEP Test Administration Manual (April 2019), p. 10-55</p> <p>Evidence #MSTEP 2.3a-e: 2019 M-STEP Online Test Directions (2019), Grades 3-7</p> <p>Evidence #MSTEP 2.3f: Michigan School Testing Conference (February 12-14, 2019), p. 8-19</p> <p>Evidence #MSTEP 2.3g: 2019 M-STEP List of Important Dates (March 21, 2019)</p> <p>Evidence #MSTEP 2.3h: M-STEP Test Overview Training Videos (https://www.michigan.gov/mde/0,4615,7-140-22709_70117-408875--,00.html)</p> <p>Evidence #MSTEP 2.3i: Test Administration Training Videos and Presentation Slides – M-STEP</p>	<p>3-7 R/M and 8 R/M</p> <p>The State has established clear, thorough and standardized procedures for the assessments, including administration with accommodations or supports for English learners. District and building assessment coordinators receive detailed training manuals about test administration including for administration with accommodations, and instructions for training test administrators/proctors. New coordinators attend a full-day training workshop. Online training videos that include procedures for testing with accommodations are available for test administrators/ proctors. Reference documents are available for use during assessment administration. Updates and reminders are communicated to assessment coordinators through a weekly e-newsletter. Peers noted that PSAT 2.5a has weaker language related to training on appropriate administration and provision of accommodations, which could lead to uncertainty among building assessment coordinators. (Evidence MDE 2.3a, MDE 2.3b, MDE 2.3c, MDE 1.4a, MSTEP 2.3a-e, MSTEP 2.3f, MSTEP 2.3g, MSTEP 2.3h, MSTEP 2.3i, MSTEP 2.3.m-n, MSTEP 2.3p-t, PSAT 2.3b, PSAT 2.3c, PSAT 2.3d, PSAT 2.3g, PSAT 2.3h, PSAT 2.3j, PSAT 2.3k-l, PSAT 2.3m-n, PSAT 2.3o-s)</p> <p>Attendance spreadsheets for training on PSAT administration are presented (Evidence PSAT 2.3o-2.3s). Additional information is needed about the process by which the State ensures training, such as information about the process for State-level monitoring or auditing of training completion.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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	<p align="center">(https://www.michigan.gov/mde/0,4615,7-140-22709_70117-377598--,00.html)</p> <p>Evidence #MSTEP 2.3m: M-STEP Scratch Paper Policy (2017) Evidence #MSTEP 2.3n: M-STEP Calculator Policy (2017)</p> <p>Evidence #MSTEP 2.3p: MDE Spotlight on Student Assessment and Accountability (January 10, 2019) Evidence #MSTEP 2.3q: MDE Spotlight on Student Assessment and Accountability (February 7, 2019) Evidence #MSTEP 2.3r: MDE Spotlight on Student Assessment and Accountability (March 7, 2019) Evidence #MSTEP 2.3s: MDE Spotlight on Student Assessment and Accountability (April 4, 2019) Evidence #MSTEP 2.3t: MDE Spotlight on Student Assessment and Accountability (May 2, 2019)</p> <p>Evidence #MSTEP 2.3u: DRC Technology User Guide (August 21, 2018)</p> <p>Evidence #MSTEP 2.3v: Fall 2018 Michigan Technology Coordinator Training webinar presentation slides (August 13, 2018)</p> <p>8 R/M</p> <p>Evidence #PSAT 2.3a: PSAT 8/9 Coordinator Manual - Michigan (Spring 2019), p. 7, 22, 25-31, 53-54, 58-59, 69-91</p> <p>Evidence #PSAT 2.3b: Michigan SAT School Day, PSAT 10, and PSAT 8/9 Coordinator Implementation Handbook (Spring 2019)</p> <p>Evidence #PSAT 2.3c: 2019 PSAT 8/9 and PSAT 10 List of Important Dates (2018)</p>	<p>3-7 R/M</p> <p>Technology requirements for the M-STEP assessments are defined. Detailed procedures for troubleshooting technology are available in a handbook, and described in a webinar for technology coordinators. All of the contingency plans end with “File an incident report” but the next steps are not clear. (Evidence MDE 1.4a, MDE 2.3a, MSTEP 2.3u, MSTEP 2.3v)</p> <p>8 R/M</p> <p>PSAT 8/9 is not a technology-based assessment.</p>
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

	<p>Evidence #PSAT 2.3d: 2019 MME/PSAT and Grade 8 Assessment Trainings Website (https://www.michigan.gov/mde/0,4615,7-140-22709_86724-483601--,00.html)</p> <p>Evidence #PSAT 2.3g: Michigan Grade 8 Assessments FAQ (January 10, 2019)</p> <p>Evidence #PSAT 2.3h: Michigan SSD Coordinator Handbook (2018)</p> <p>Evidence #PSAT 2.3j: College Board-Approved Word-to-Word Glossaries for the SAT Suite of Assessments (2018)</p> <p>Evidence #PSAT 2.3k: Preparing for the April 2019 Michigan SAT with Essay, PSAT 10, and PSAT 8/9 – College Board Accommodations and English Learner Supports (2018)</p> <p>Evidence #PSAT 2.3l: PSAT 8/9 for 8th Grade Administration and Impacts to Students Who Need Additional Supports (2018)</p> <p>Evidence #PSAT 2.3m: MDE Spotlight on Student Assessment and Accountability (September 13, 2018) Evidence #PSAT 2.3n: MDE Spotlight on Student Assessment and Accountability (February 21, 2019)</p> <p>Evidence #PSAT 2.3o: 2018 SAT Suite Implementation Workshop data (December 12, 2018) Evidence #PSAT 2.3p: PSAT 8/9 for 8th Grade Informational Webinar attendance (May 22, 2018) Evidence #PSAT 2.3q: Spring 2019 Michigan SAT and PSAT Implementation Overview Webinar attendance (November 7, 2018) Evidence #PSAT 2.3r: Michigan SAT and PSAT Accommodations and Supports Webinar attendance (December 5, 2018)</p>	
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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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	Evidence #PSAT 2.3s: Michigan 2019 Testing Tips Webinar attendance (March 28, 2019)	
Section 2.3 Summary Statement		
X The following additional evidence is needed/provide brief rationale: <ul style="list-style-type: none">• Evidence that there is a process for the State to ensure that appropriate personnel complete test administration training (for M-STEP and PSAT 8/9)• Evidence of follow-up procedures in cases when there is a technological problem in the administration of M-STEP and an incident report is filed in accordance with MDE #1.4a (p. 72-73).		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element 2.4 – Monitoring Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. Monitoring of test administration should be demonstrated for all assessments in the State system: the general academic assessments and the AA-AAAS.</p>	<p>MSTEP Evidence Evidence #MDE 2.4a: Assessment Integrity Guide</p> <p>Evidence #MDE 2.4b: “M-STEP & MI-Access Observation Protocol” (2018) Evidence #MDE 2.4c: “Requirements Document – Assessment Observation” (Spring 2019) Evidence #MDE 2.4d: “Monitoring List 2018-2019.xlsx” (2019) Evidence #MDE 2.4e: 2018-2019 Michigan Department of Education Assessment Security Monitoring Summary (November 25, 2019)</p> <p>Please see Critical Elements 2.5 and 5.4 for further discussion of security and monitoring. For example, data forensics are mentioned here but evidenced as part of “Detection” under 2.5.</p> <p>PSAT 8/9 Evidence Evidence #MDE 2.4a: Assessment Integrity Guide Evidence #MDE 2.4b: “M-STEP & MI-Access Observation Protocol” (2018) Evidence #MDE 2.4c: “Requirements Document – Assessment Observation” (Spring 2019) Evidence #MDE 2.4d: “Monitoring List 2018-2019.xlsx” (2019) Evidence #MDE 2.4e: 2018-2019 Michigan Department of Education Assessment Security Monitoring Summary (November 25, 2019) Evidence #PSAT 2.4a: “April 9 SD Results Michigan.xlsx” (April 9, 2019) Please see Critical Elements 2.5 and 5.4 for further discussion of security and monitoring. For example, data forensics are mentioned here but evidenced as part of “Detection” under 2.5.</p>	<p>Department staff found the State’s evidence to be sufficient in meeting this critical element for the M-STEP.</p> <p>MDE stated that it has only partially monitored the PSAT 8/9 due to its new implementation in the 2018-19 school year. Department staff encourages MDE to complete its PSAT 8/9 monitoring.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Section 2.4 Summary Statement

The following additional evidence is needed/provide brief rationale:

For the PSAT 8/9:

- Evidence that the State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element 2.5 – Test Security

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through:</p> <ul style="list-style-type: none"> • Prevention of any assessment irregularities, including maintaining the security of test materials (both during test development and at time of test administration), proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration; • Detection of test irregularities; • Remediation following any test security incidents involving any of the State’s assessments; • Investigation of alleged or factual test irregularities. • Application of test security procedures to all assessments in the State system: the general academic assessments and the AA-AAAS. 	<p>3-7 R/M and 8 R/M</p> <p>Evidence #MDE 2.3a: Assessment Coordinator Training Guide (January 22, 2019), p. 86-99</p> <p>Evidence #MDE 2.4a: Assessment Integrity Guide (November 2, 2018)</p> <p>Evidence #MDE 2.5a: Security Incident Response Plan (2018)</p> <p>Evidence #MDE 2.5c: “Incident Reporting Procedures” (2017)</p> <p>Evidence #MDE 2.5d: “Assessment Security” (2016)</p> <p>Evidence #MDE 2.5e: Test Security Audit Report: Michigan Department of Education (April 20, 2016)</p> <p>3-7 R/M</p> <p>Evidence #MDE 1.4a: Spring 2019 M-STEP Test Administration Manual (April 2019), p. 36, 65-75</p> <p>Evidence #MDE 2.5b: OEAA Assessment Security Compliance Form (2018)</p> <p>Evidence #MSTEP 2.5a: 2019 M-STEP Forensic Analyses Technical Report (November 2019)</p> <p>Evidence #MSTEP 2.5b: Statistical Analysis of Results and Data Forensics Methods (2019)</p> <p>8 R/M</p>	<p>3-7 R/M and 8 R/M</p> <p>The State has a publicly-available test security handbook that includes specific policies to prevent and investigate assessment irregularities. Assessment coordinators undergo annual training, and training content includes test security policies for which they are responsible. A 2016 independent audit of the State’s test security procedures was thorough, and found many exemplary practices; multiple recommended action items have since been addressed. The State has a security incident response plan. The materials are comprehensive and impressive (e.g., Assessment Integrity Guide and internal process documents). (Evidence MDE 2.3a, MDE 2.4a, MDE 2.5a, MDE 2.5e)</p> <p>Evidence of remediation following any security incidents is needed (i.e., the plan is in the Integrity Guide, but no evidence that it was followed when incidents occurred is included).</p> <p>3-7 R/M</p> <p>The MSTEP test administration manual includes policies and procedures for reporting testing irregularities. The State conducted forensic data analysis for the 2019 M-STEP, and a summary of the procedures used is available to the public. All personnel who handle M-STEP assessment materials confirm compliance with security protocols. (Evidence MDE 1.4a, MDE 2.5b, MSTEP 2.5a, MSTEP 2.5b)</p> <p>The plan to prevent overexposure and monitor security of the Smarter Balanced item pool previously met peer review evaluative criteria.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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	<p>Evidence #PSAT 2.3a: PSAT 8/9 Coordinator Manual - Michigan (Spring 2019), p. 23, 33-34, 37-38, 40-48, 57-58, 103-109</p> <p>Evidence #PSAT 2.5a: SAT School Day Testing Staff Agreement (2018)</p>	<p>8 R/M</p> <p>The PSAT test administration manual includes policies and procedures for reporting testing irregularities. All personnel who handle PSAT assessment materials confirm compliance with security protocols. (Evidence PSAT 2.3a, PSAT 2.5a)</p>
<p>Section 2.5 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Additional evidence of remediation following any security incidents involving M-STEP or PSAT 8/9 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically:</p> <ul style="list-style-type: none"> • To protect the integrity of its test-related data in test administration, scoring, storage and use of results; • To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools; • To protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups. 	<p>3-7 R/M and 8 R/M</p> <p>Evidence #MDE 2.3a: Assessment Coordinator Training Guide (January 22, 2019), p. 134-144, 232-233</p> <p>Evidence #MDE 2.4a: Assessment Integrity Guide (November 2, 2018), p. 19-21, 31</p> <p>Evidence #MDE 2.6b: “Policy 1340.00.170.01 System and Communications Protection Standard” (December 19, 2018)</p> <p>Evidence #MDE 2.6c: “Secure Site screenshot – student data file” (accessed December 27, 2017)</p> <p>Evidence #MDE 2.6d: “Secure Site screenshot – login and access” (accessed December 27, 2017)</p> <p>Evidence #MDE 2.6e: Dynamic Score Reporting Site User Guide (August 2019), p. 7</p> <p>Evidence #MDE 2.6f: “MI School Data Web Privacy Statement” (accessed January 25, 2018)</p> <p>Evidence #MDE 2.6g: “Michigan’s Consolidated State Plan Under the Every Student Succeeds Act” (accessed April 3, 2017), p. 13-14</p> <p>Evidence #MDE 2.6h: “M-STEP Suppression Rules” (October 2018)</p> <p>3-7 R/M</p> <p>Evidence #MSTEP 2.6b: “Requirements Document: M-STEP Material Packaging and Shipping” (January 10, 2019)</p> <p>Evidence #MSTEP 2.6c: “Requirements Document: Receiving” (February 5, 2019)</p>	<p>3-7 R/M and 8 R/M</p> <p>The State has policies and procedures in place to protect data integrity and confidentiality of identified M-STEP test materials during test administration, shipping/transmission, storage and use. Score interpretation guides remind readers about protecting student information. Documentation shows sufficient safeguards to protect integrity of test-related data, securing student-level data, and protecting personally identifiable data. (Evidence MDE 2.3a, MDE 2.4a, MSTEP 2.6a, MSTEP 2.6b-d, PSAT 2.6a, PSAT 2.6b-d)</p> <p>Websites through which student-level assessment data can be accessed have access controls, and users are required to acknowledge FERPA information protection responsibilities. The minimum number of students required for aggregate reporting by data cell is defined. (Evidence MDE 2.6b, MDE 2.6c-f, MDE 2.6g, MDE 2.6h)</p> <p>Documentation that the State’s vendors have agreed to abide by the State’s policies and procedures to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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	<p>Evidence #MSTEP 2.6d: “Requirements Document: Document Retention and Storage” (May 14, 2019)</p> <p>Evidence #MSTEP 2.6a: Spring 2019 Interpretive Guide to M-STEP Reports (October 18, 2019), p. 4</p> <p>8 R/M</p> <p>Evidence #PSAT 2.6a: Michigan Grade 8 Testing Interpretive Guide to Reports (August 2019), p. 5</p> <p>Evidence #PSAT 2.6b: “Michigan DOE Implementation – Consolidated Business Requirements: Outbound Materials - Packaging and Distribution” (February 28, 2019), p. 4-6</p> <p>Evidence #PSAT 2.6c: “Michigan DOE Implementation – Consolidated Business Requirements: Testing Material Returns” (March 7, 2019), p. 3-6</p> <p>Evidence #PSAT 2.6d: “Michigan DOE Implementation – Consolidated Business Requirements: Answer Sheet Verification” (March 7, 2019), p. 4-11</p>	
<p>Section 2.6 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the State’s vendors for the M-STEP and PSAT 8/9 have agreed to adhere to the State’s security policies regarding test materials, test-related data, and personally identifiable information. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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SECTION 3: TECHNICAL QUALITY – VALIDITY

Critical Element 3.1 – Overall Validity, Including Validity Based on Content

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate overall validity evidence for its assessments consistent with nationally recognized professional and technical testing standards. The State’s validity evidence includes evidence that:</p> <p><u>The State’s academic assessments</u> measure the knowledge and skills specified in the State’s academic content standards, including:</p> <ul style="list-style-type: none"> • Documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), balance of content, and cognitive complexity; • Documentation that the assessments address the depth and breadth of the content standards; • If the State has adopted alternate academic achievement standards and administers alternate assessments aligned with those standards, the assessments show adequate alignment to the State’s academic content standards for the grade in which the student is enrolled in terms of content match (i.e., no unrelated content) and the breadth of content 	<p>3-7 R/M</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), p. 17, 32-33, 222-223</p> <p>8 R/M</p> <p>Evidence #PSAT 2.1c: Alignment Analysis for Mathematics and ELA Portions of the PSAT 8/9 with Indiana Academic Standards for Mathematics Grades 6, 7, and 8 and for ELA Grade 8 (June 28, 2018)</p> <p>Evidence #PSAT 2.1d: “PSAT 8_9 MI Standard Alignment.xlsx” (2017)</p>	<p>3-7 R/M</p> <p>No direct evidence of adequate alignment between current assessment item sets and the State’s content standards (on topic and cognitive complexity), after substituting selected-response items (Mathematics) or passage-based writing tasks (English Language Arts) for SBAC’s performance tasks, is presented. The design of the substitution process to maintain alignment at the standard or assessment target level is not clear. (Evidence MSTEP 2.1a)</p> <p>Simulation CAT runs indicate that all administered item sets will match the corresponding test blueprint. A review of blueprint fulfillment was also conducted, but no procedural information or results are provided. (Evidence MSTEP 2.1a, p. 43, 79, 83, 87-98, 131)</p> <p>It is recommended that the State commission an independent evaluation of the alignment between operational test item sets (as defined by the item specifications, CAT item selection algorithm, and blueprint/test maps) and the State’s standards for those blueprint cells in which items were replaced, using any alignment method that judges cognitive complexity correspondence (e.g., Achieve, Cizek, Frisbie, Porter, Webb, or vendor-developed), or explain how the test blueprint/test maps maintain alignment with State standards at the standard or assessment target level.</p> <p>8 R/M</p> <p>Evidence PSAT 2.1c is an external alignment study but it is between the PSAT 8/9 and another State’s (Indiana) math</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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<p>and cognitive complexity determined in test design to be appropriate for students with the most significant cognitive disabilities.</p>		<p>and ELA standards at grades 6, 7, and 8. Furthermore, there are issues pointed out in that alignment study even if comparability of standards in the two states is assumed. For instance, the team determined that “major adjustments” consisting of replacing a minimum of 30 items would be required for minimum alignment in Mathematics (p. 23). Findings for ELA were better, with one PSAT 8/9 form needing “major adjustments” and one needing “slight adjustments” (p. 30). This evidence suggests that the PSAT 8/9 is not fully aligned to Grade 8 Michigan math and ELA standards. Results of the State’s own internal review suggest there may be considerable misalignment between the PSAT Writing and Language Test, PSAT Reading Test, and PSAT Mathematics Test and the State’s Grade 8 standards. (Evidence PSAT 2.1d).</p> <p>Given that substantial work appears to need to be done to correct alignment deficiencies, it would not be sufficient for the State to provide evidence of comparability of their standards to Indiana’s to demonstrate alignment. An independent alignment study that is specific to the alignment between the Michigan/Common Core standards and PSAT 8/9 needs to be conducted.</p>
<p>Section 3.1 Summary Statement</p> <p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Blueprint fidelity summary or other such document showing that targets were met for M-STEP including the passage-based writing tasks • An independent evaluation of the alignment between operational M-STEP test item sets and the State’s standards for those blueprint cells in which items were replaced, using any alignment method that judges cognitive complexity correspondence, or explain how the test blueprint/test maps maintain alignment with State standards at the standard or assessment target level. • An independent alignment study to show that the PSAT 8/9 adequately measures the depth and breadth of the State’s Grade 8 Mathematics and English Language Arts content standards (balance of content and cognitive complexity). 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element 3.2 – Validity Based on Cognitive Processes

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate validity evidence that its assessments tap: <u>the intended cognitive processes</u> appropriate for each grade level as represented in the State’s academic content standards.</p>	<p>3-7 R/M</p> <p>Evidence #MSTEP 2.1c: SmarterBalanced_Index, p. 15</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), Chapter 3</p> <p>8 R/M</p> <p>Evidence PSAT 3.2a: An Analysis of Cognitive Lab Data Concerning Key SAT Suite Testing Constructs: Preliminary Report (December 13, 2019)</p>	<p>3-7 R/M</p> <p>Response process evidence for the Smarter Balanced item pool previously met peer review evaluative criteria. Response process evidence is lacking for the passage-based writing tasks beyond the committee reviews described in Chapter 3 of the technical report (Evidence MSTEP 2.1a).</p> <p>8 R/M</p> <p>Data from 11th graders suggests that the cognitive processes students use in responding to item types like those that appear on the PSAT 8/9 are complex enough to indicate aspects of college and career readiness for 11th graders. Evidence that the PSAT 8/9 assessment elicits the intended cognitive processes from Grade 8 students is missing. (Evidence PSAT 3.2a)</p>
<p>Section 3.2 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the M-STEP passage-based writing tasks elicit the intended cognitive processes (e.g., cognitive labs, alignment study). • Evidence that the PSAT 8/9 assessment elicits the intended cognitive processes from Grade 8 students. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element 3.3 – Validity Based on Internal Structure

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s <u>academic content standards</u>.</p>	<p>3-7 R/M</p> <p>Evidence #MSTEP 2.1c: SmarterBalanced_Index, p. 51-53</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), p. 37, 79-87, 225</p> <p>8 R/M</p> <p>Evidence #PSAT 3.3a Evaluating the Score Structure of the SAT Suite of Assessments (November 2019), p. 1-6, 8</p> <p>Evidence #PSAT 2.1a SAT Suite of Assessments Technical Manual, p. 43-44</p>	<p>3-7 R/M</p> <p>Unidimensional IRT models fit the SBAC field test data. SBAC operational items with inadequate item-total score correlations were flagged for further review and/or removal from the item pool. M-STEP’s CAT item selection and scoring algorithms are consistent with the original SBAC design. (Evidence MSTEP 2.1c, MSTEP 2.1a)</p> <p>Evidence is needed to show that the removal of performance items and addition of passage-based writing tasks (2018) did not affect the internal structure for English Language Arts indicated by previous SBAC evidence.</p> <p>Correlations among claim subscores that mostly exceed .90 when corrected for attenuation raise questions about the meaningfulness of subscore reporting. (Evidence MSTEP 2.1a, p. 225)</p> <p>8 R/M</p> <p>Confirmatory factor analysis of PSAT 8/9 items supported generating two or three distinct scores, consistent with the intended sub-domain structure for that test. Items with low or negative biserial correlations with the total score are screened out of the item pool. (Evidence PSAT 3.3a; PSAT 2.1a)</p>
<p>Section 3.3 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Documentation showing that current M-STEP scoring and reporting is consistent with sub-domain structures of the academic content standards, in light of removal of performance tasks and addition of a passage-based writing task in ELA 		

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Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element 3.4 – Validity Based on Relations to Other Variables

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.</p>	<p>3-7 R/M</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), p. 224-227</p> <p>Evidence #MSTEP 2.1c: SmarterBalanced_Index, p. 54-55</p> <p>8 R/M</p> <p>Evidence #PSAT 3.4a: Student-level Growth Estimates for the SAT Suite of Assessments (2018), p. 16</p> <p>Evidence #PSAT 3.4b: “Exploration of Resetting School Index Targets for Growth and Proficiency” (November 2019)</p>	<p>3-7 R/M</p> <p>Correlations between subscores from the English Language Arts or Mathematics tests suggest that these scores have substantial positive interrelationships, as might be anticipated. Correlations between total scale scores in ELA and Mathematics at each grade level are also substantial. (Evidence MDE 2.1a)</p> <p>Correlations between constructs underlying the Smarter Balanced Grade 4 item pools used for M-STEP, and NAEP Grade 4 assessment item pools, were found to be substantial and positive in ELA, and in Mathematics. These relationships may have changed given the removal of performance tasks, and addition of passage-based writing tasks in ELA. (Evidence MDE 2.1c)</p> <p>More convergent evidence is needed on the relationship between M-STEP results and other, external, variables (for instance, classroom grades, local interim test results, M-STEP scores across years).</p> <p>8 R/M</p> <p>PSAT 8/9 Mathematics, and Evidence-based Reading and Writing, scores have fairly high positive correlations with scores from the same test across years. PSAT 8/9 scores have fairly high positive correlations with PSAT 10 scores that are meant to be measuring the same construct. The State could consider exploring correlations with other variables viewed as important educational outcomes. (Evidence PSAT 3.4a, PSAT 3.4b)</p>
<p>Section 3.4 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p>		

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 X The following additional evidence is needed/provide brief rationale:

- Evidence showing that relationships between the M-STEP total scores and external variables still support the intended score interpretation, given the move from performance to passage-based writing tasks on the M-STEP ELA tests.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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SECTION 4: TECHNICAL QUALITY – OTHER

Critical Element 4.1 – Reliability

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has documented adequate reliability evidence for its assessments for the following measures of reliability for the State’s student population overall and each student group consistent with nationally recognized professional and technical testing standards. If the State’s assessments are implemented in multiple States, measures of reliability for the assessment overall and each student group consistent with nationally recognized professional and technical testing standards, including:</p> <ul style="list-style-type: none"> ○ Test reliability of the State’s assessments estimated for its student population; ○ Overall and conditional standard error of measurement of the State’s assessments, including any domain or component sub-tests, as applicable; ○ Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results; ○ For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a <u>student’s academic achievement</u>. 	<p>3-7 R/M</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), p. 86, 103-104, 193-211, 215-217</p> <p>8 R/M</p> <p>Evidence #PSAT 4.1a: PSAT 8/9 Reliability Estimates by Subgroup (April 2019), p. 2</p> <p>Evidence #PSAT 4.4a: Scaling for the SAT Suite of Assessments, p. 62</p>	<p>3-7 R/M</p> <p>All total score reliability values fall within typical ranges for a large-scale state program. Reliability related to handscored items is acceptable. The mean standard error of measurement (and reliability coefficient) for each total test score is reported by score decile, student subgroup, and cut score band. All classification accuracy values, overall and by score category, also seem acceptable. Classification consistency evidence for Mathematics and English Language Arts did not appear to be presented. (Evidence MSTEP 2.1a)</p> <p>Median standard error of measurement values in the theta metric seem to be fairly large for some claim subscores if translated into, for example, an 80% confidence interval width or reliability coefficient. It might be useful to indicate some minimum reliability criterion value, below which scores might be flagged to be interpreted with extra caution for all test-takers, or not be reported. (Evidence MSTEP 2.1a)</p> <p>8 R/M</p> <p>The scale score reliability coefficients for the Mathematics and Evidence-based Reading and Writing tests administered in the State mostly seemed acceptable. Classification accuracy and consistency results are not presented. Reliability coefficients for the six subscores seemed acceptable in a national sample; evaluating subscore reliability estimates for Michigan 8th graders is recommended. Peers noted that total Mathematics score reliability was lower for certain subgroups, e.g., African-</p>

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		American or Black students; investigating the source of these results is suggested. (Evidence PSAT 4.1a, PSAT 4.4a) PSAT 8/9 is not a computerized adaptive test.
Section 4.1 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Classification consistency results for the M-STEP Mathematics and English Language Arts assessments • Classification accuracy and consistency results for the PSAT 8/9 • Standard error of measurement and/or reliability of PSAT 8/9 subscores 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element 4.2 – Fairness and Accessibility

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>For all State academic assessments,</i> assessments should be developed, to the extent practicable, using the principles of universal design for learning (UDL) (see definition¹).</p> <p>For academic content assessments, the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in their design, development and analysis.</p>	<p>3-7 R/M</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), p. 28-31, 180-187</p> <p>Evidence #MSTEP 2.2a: Text-Dependent Analysis Items, p. 2</p> <p>8 R/M</p> <p>Evidence #PSAT 2.1a: SAT Suite of Assessments Technical Manual (December 2017), p. 22-26, 44-45, 49-51, 106</p> <p>Evidence #PSAT 4.2a: SAT Suite Universal Design Principles</p> <p>SAT Suite of Assessments Technical Manual Appendix Part 1, p. 60-63</p>	<p>3-7 R/M</p> <p>Passage-based writing prompts developed by the State are reviewed for bias and other item quality features by up to two panels of educators, including educators who have experience screening items’ fairness for specific demographic groups (Evidence MSTEP 2.1a). More information about how UDL is used in passage-based writing prompt development could be useful (Evidence MSTEP 2.2a). Accommodations and/or supports are allowed for students. The State conducts differential item functioning analyses for all items during field and operational testing, and items flagged for moderate or large DIF are screened for possible exclusion from future assessments, or suppression during scoring (Evidence MSTEP 2.1a).</p> <p>The Smarter Balanced item pool previously met peer review evaluative criteria for item fairness and accessibility.</p> <p>8 R/M</p> <p>Items undergo multiple rounds of fairness reviews by expert panelists who include classroom teachers. Accommodations or English learner supports are allowed if they are likely to improve score comparability. Items are written and reviewed using principles of UDL. Analysis of pretest data includes checks for differential item functioning, and results are reported. The College Board monitors item completion rates and speededness of each</p>

¹ see page 28 of “*A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process*”, September 24, 2018 available at: www.ed.gov/admins/lead/account/saa.html

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		PSAT test form. (Evidence PSAT 2.1a, PSAT 4.2a, SAT Suite of Assessments Technical Manual Appendix Part 1)
Section 4.2 Summary Statement		
<input checked="" type="checkbox"/> No additional evidence is required or		
<input type="checkbox"/> The following additional evidence is needed/provide brief rationale:		

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Critical Element 4.3 – Full Performance Continuum

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for academic assessments, including performance for high- and low-achieving students.</p>	<p>3-7 R/M</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), p. 103-104, 130, 194</p> <p>8 R/M</p> <p>Evidence #4.3a PSAT 8/9 Effectiveness at Representing Test Taker Achievement across the Performance Spectrum (April 2019), p. 2-5</p> <p>Evidence #PSAT 4.4a: Scaling for the SAT Suite of Assessments, p. 26, 60</p>	<p>3-7 R/M</p> <p>The conditional standard error of measurement (and score reliability coefficient) for each total test score is reported by score decile, and indicate scores are adequately precise across the full performance continuum. CSEMs are reasonable near the cut scores. Extreme theta score values are adjusted to a single lowest- or highest-obtainable score value at each end of the scale, so that unreliable, potentially large score differences are not interpreted by score users. (Evidence MSTEP 2.1a)</p> <p>8 R/M</p> <p>The Scaling document describes use of arcsin or cubic transformations to stabilize CSEMs across the score range for the total scores and subscores (Evidence PSAT 4.4). The average conditional standard error of measurement across the score scales for PSAT Mathematics and Evidence-based Reading and Writing are presented (Evidence PSAT 4.3a, p. 4-5). While it is useful that these results are State-specific, average CSEMs and observed score distributions provide little evidence about score uncertainty for different parts of the score scale. More detailed CSEM values across the score distribution should be provided.</p>
<p>Section 4.3 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Detailed conditional standard error of measurement values across the PSAT 8/9 score scale for State eighth-graders 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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Critical Element 4.4 – Scoring

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State’s <u>academic achievement standards</u>.</p>	<p>3-7 R/M</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), p. 31, 79-87, 111-120, 170-176</p> <p>Evidence #MSTEP 2.1b: Spring 2018 Michigan Student Test of Educational Progress Technical Report Appendices, Part 3 (2019), p. 671-685</p> <p>Evidence #MSTEP 2.3o: Passage Based Writing Prompt Scoring Guidelines (2017)</p> <p>8 R/M</p> <p>Evidence #PSAT 2.1a: SAT Suite of Assessments Technical Manual (December 2017), p. 60-61, 63-64, 66, 76-82</p> <p>Evidence #PSAT 4.4a: Scaling for the SAT Suite of Assessments (May 2017), p. 5-7, 24-27, 47, 59-67</p> <p>Evidence #PSAT 6.1b: 2019 Michigan PSAT8/9 Standard Setting Report (July 2019)</p>	<p>3-7 R/M</p> <p>The State uses a computerized adaptive testing algorithm and item response models that have previously met peer review evaluative criteria (Smarter Balanced) for scoring the M-STEP assessments. The CAT item selection algorithm enhances score reliability, compared to a fixed-form assessment with the same number of items. Fixed-form assessments are scored using the same item response models. Minimum and maximum scale scores have been set for each subject area and grade level. Most items are autoscored, with a few constructed-response tasks in Mathematics, and one writing task in English Language Arts handscored. A general scoring rubric for writing tasks, developed based on field test results, is presented. Hand scorers meet specific minimum qualifications, undergo standardized training, and meet scoring reliability criteria during ongoing monitoring. (Evidence MSTEP 2.1a, MSTEP 2.3o)</p> <p>Cut scores were set for performance level descriptions at four proficiency levels based on recommendations from panels of Michigan educators using an established judgmental procedure. (Evidence MSTEP 2.1a, MSTEP 2.1b)</p> <p>8 R/M</p> <p>All PSAT items are machine-scored. The processes to establish the score scale, and create the raw-to-scale conversion table, accounted for important quality criteria. Transformations were used to stabilize CSEMs across the score range for the total scores and subscores. Number-correct scores on the PSAT 8/9 from a nationally-representative 9th-grade sample were linked to the reporting</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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		<p>(SAT) score scale using chained equipercentile linking. (Evidence PSAT 2.1a, PSAT 4.4a)</p> <p>Validity evidence for a unidimensional, meaningful score scale in each subject area (reviewed in Critical Element 3) allows academic achievement standards to be set. Cut scores were set for performance level descriptions at four proficiency levels based on recommendations from panels of Michigan educators using an established judgmental procedure. (Evidence PSAT 6.1b)</p>
<p>Section 4.4 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p>		

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Critical Element 4.5 – Multiple Assessment Forms

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State administers multiple forms of academic assessments within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State’s academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years.</p>	<p>3-7 R/M</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), p. 17, 43, 79, 83, 87-98, 131</p> <p>8 R/M</p> <p>SAT Suite of Assessments Technical Manual Appendix part 1, p. 3-8, 71</p> <p>#PSAT 2.1a: SAT Suite of Assessments Technical Manual (December 2017), p. 82-90</p> <p>Evidence PSAT 3.1a: SAT Suite of Assessments Administration Report Michigan PSAT 8/9 School Day Administration 8th Graders (2019), p. 5</p>	<p>3-7 R/M</p> <p>M-STEP uses a modified version of the Smarter Balanced test blueprint that has been previously peer reviewed as aligned with the State’s standards. Operational CAT content constraints on each item’s content standard and cognitive complexity support the intended interpretation of the test scores. Simulation CAT runs indicate that all administered item sets will match the corresponding test blueprint. Evidence about comparability of the passage-based writing items (with respect to content and cognitive complexity) could further support this Critical Element. The State conducts user acceptance testing of all fixed forms to be administered. A review of blueprint fulfillment was also conducted for the operational tests, although no results are provided. (Evidence MSTEP 2.1a)</p> <p>8 R/M</p> <p>Evidence PSAT 3.1a states that nearly all eighth-graders took a single form of the PSAT in Spring 2019. Fewer than 100 students took a different form (p. 5). All forms of the PSAT 8/9 are assembled using a single set of test specifications for Reading, Writing and Language, or Math. Development plans are in place to ensure substantially similar content coverage across years. (Evidence PSAT 2.1a)</p> <p>A randomly-equivalent groups design is used to collect PSAT form response data from a national sample of students for equating. Equipercentile equating with smoothing is used to produce the score conversion tables for new forms. Equating plans are sufficient to ensure that score interpretations are consistent across years. (Evidence</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

		<p>SAT Suite of Assessments Technical Manual Appendix part 1, PSAT 2.1a)</p> <p>The State should consider comparing characteristics of the national equating sample for the PSAT 8/9 to Michigan Grade 8 student demographics to establish representativeness of the equating sample (Evidence SAT Suite of Assessments Technical Manual Appendix part 1, p. 71).</p>
<p>Section 4.5 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element 4.6 – Multiple Versions of an Assessment

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>If the State administers any of its assessments in multiple versions within a subject area (e.g., online versus paper-based delivery; or a native language version of the academic content assessment), grade level, or school year, the State:</p> <ul style="list-style-type: none"> • Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments; • Documented adequate evidence of comparability of the meaning and interpretations of the assessment results. 	<p>3-7 R/M</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), p. 44</p> <p>Evidence #MSTEP 2.3b: 2019 M-STEP Grade 4 Paper/Pencil Test Administration Directions</p> <p>Evidence #MDE 1.4a Spring 2019 M-STEP Test Administration Manual</p> <p>8 R/M</p> <p>Not applicable</p>	<p>3-7 R/M</p> <p>Paper-based versions of Smarter Balanced online items previously met peer review evaluative criteria.</p> <p>Paper-based, Braille and enlarged print paper-based forms of the M-STEP English language arts and mathematics assessments are available as an accommodation. These forms undergo several rounds of review by State staff. Standardized test administration directions are available for the paper-based forms. (Evidence MSTEP 2.1a, MSTEP 2.3b)</p> <p>Hardware and software for M-STEP testing are standardized across administrations. (Evidence MDE 1.4a)</p> <p>8 R/M</p> <p>PSAT 8/9 does not have multiple versions.</p>
<p>Section 4.6 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element 4.7 – Technical Analysis and Ongoing Maintenance

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State:</p> <ul style="list-style-type: none"> • Has a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments), and • Evidence of adequate technical quality is made public, including on the State’s website. 	<p>3-7 R/M and 8 R/M</p> <p>Evidence #MDE 4.7a: “Notes from the Technical Advisory Committee (TAC) of the Michigan Department of Education (MDE) Division of Accountability Services (DAS)” (February 7-8, 2019) Evidence #MDE 4.7b: “Notes from the Technical Advisory Committee (TAC) of the Michigan Department of Education (MDE) Division of Accountability Services (DAS)” (May 30-31, 2019)</p> <p>3-7 R/M</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), p. 125-129, 144-149, 159-164, 168, 177-189, 193-211, 215-220, 225-229</p> <p>Evidence #MSTEP 4.7a: “Notes from the Technical Advisory Committee (TAC) of the Michigan Department of Education (MDE) Division of Accountability Services (DAS)” (September 5-6, 2019)</p> <p>Evidence #MSTEP 4.7b: “Online Delivery of Statewide Assessments – OEAA and DRC Kickoff” (September 4, 2019) Evidence #MSTEP 4.7c: “MDE and MI Kickoff Meeting” (September 18, 2019)</p> <p>Evidence #MSTEP 4.7d: “Michigan Online Delivery Weekly Management Meeting” (November 14, 2019) Evidence #MSTEP 4.7e: “Weekly Status Summary and Planning Meeting” (November 13, 2019)</p>	<p>3-7 R/M and 8 R/M</p> <p>Psychometric analysis results and conclusions presented in the M-STEP technical manual and PSAT test administration report indicate the State has a technically sound process for monitoring and improving the quality of its assessment system. Meeting minutes demonstrate that the State’s assessment Technical Advisory Committee meets regularly, and provides specific recommendations for monitoring and improving the quality of the State assessment system. The State has an annual evaluation meeting with each of their assessment contractors, and frequent planning meetings involving both State and contractor staff, demonstrating a commitment to monitoring assessment system quality. (Evidence MDE 4.7a-b, MSTEP 2.1a, MSTEP 4.7a-f; PSAT 4.7a, PSAT 4.7b)</p> <p>3-7 R/M</p> <p>Annual technical reports for the M-STEP assessment system are available on a State website, along with brief, non-technical descriptions conveying the assessment system’s quality. The State conducted focus groups with parents and educators to collect information about the utility of current M-STEP student score reports. (Evidence MSTEP 4.7g-h)</p> <p>The Smarter Balanced Assessment Consortium’s plan for monitoring and improving the quality of its item pool previously met peer review criteria.</p> <p>8 R/M</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

	<p>Evidence #MSTEP 4.7f: “DRC/MDE Bi-Weekly Status Meeting - Michigan Item Development” (November 5, 2019)</p> <p>Evidence #MSTEP 4.7g: Parent Assessment Reports: Focus Group and Interview Findings (October 18, 2019)</p> <p>Evidence #MSTEP 4.7h: Michigan.gov/MSTEP Screenshot (accessed November 18, 2019)</p> <p>8 R/M</p> <p>Evidence #PSAT 4.7a: “Michigan College Board/DOE Implementation: Weekly Status Meeting Notes” (July 11, 2019)</p> <p>Evidence #PSAT 4.7b: “Michigan DOE Implementation: Winter Planning Meeting – Meeting Notes” (February 6, 2019)</p> <p>Evidence PSAT 3.1a: SAT Suite of Assessments Administration Report Michigan PSAT 8/9 School Day Administration 8th Graders (2019)</p>	<p>State-specific administration reports and a general technical manual are available for the PSAT 8/9, but this information does not appear on the State’s website. (PSAT 3.1a)</p>
<p>Section 4.7 Summary Statement</p> <p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that information about the technical quality of the PSAT 8/9 is available to the public, including on the State’s website. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

SECTION 5: INCLUSION OF ALL STUDENTS

Critical Element 5.1 – Procedures for Including Students with Disabilities

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State’s assessment system. Decisions about how to assess students with disabilities must be made by a student’s IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student’s individual abilities and needs.</p> <p>If a State adopts alternate academic achievement standards for students with the most significant cognitive disabilities and administers an alternate assessment aligned with those standards under ESEA section 1111(b)(1)(E) and (b)(2)(D), respectively, the State must:</p> <ul style="list-style-type: none"> • Establish guidelines for determining whether to assess a student with an AA-AAAS, including: <ul style="list-style-type: none"> ○ A State definition of “students with the most significant cognitive disabilities” that addresses factors related to cognitive functioning and adaptive behavior; • Provide information for IEP Teams to inform decisions about student assessments that: 	<p>3-7 R/M and 8 R/M</p> <p>Evidence #MDE 2.3a: Assessment Coordinator Training Guide (January 22, 2019), p. 72-85, 145-147</p> <p>Evidence #MDE 2.3b: Supports and Accommodations Guidance Document (2018), p. 3-42, 47-66</p> <p>Evidence #MDE 5.1a: MI-Access Functional Independence Test Administration Manual (Spring 2019), p. 14-15</p> <p>Evidence #MDE 5.1b: MI-Access Supported Independence and Participation Test Administration Manual (Spring 2019), p. 14-15</p> <p>Evidence #MDE 5.1c: “Should My Student Take the Alternate Assessment?” (2018)</p> <p>Evidence #MDE 5.1d: Assessment Selection Guidelines Training (2018)</p> <p>Evidence #MDE 5.1e: Assessment Selection Guidance Interactive Decision-Making Tool (2018)</p> <p>Evidence #MDE 5.1f: “One Percent Cap Waiver renewal request and approval, 2018-2019” (April 12, 2019)</p> <p>3-7 R/M</p> <p>Evidence #MDE 1.4a: Spring 2019 M-STEP Test Administration Manual (April 2019), p. 18-30, 31</p>	<p>3-7 R/M and 8 R/M</p> <p>The State implements procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State’s assessment system. (Evidence MDE 1.4a, MDE 2.3a)</p> <p>The State has guidelines to determine whether a student should be assessed using an MI-Access alternate assessment. The State has a definition of “students with the most significant cognitive disabilities” that addresses cognition and adaptive behavior. Decisions about how to assess students with disabilities are made by a student’s IEP Team or the team monitoring a student’s 504 plan, as appropriate. The State provides a clear description of differences between the grade-level and alternate assessments to the appropriate individualized education team to support their decision making. Materials target different groups (administrators, test coordinators, special education teachers) to ensure that students receive the appropriate assessment. The State should be commended for their interactive online tool, which seems like a user-friendly resource to aid decision-making. The State uses M-STEP participation data to monitor IEP teams’ use of assessment selection guidelines, and provide assistance as needed. (Evidence MDE 2.3a, MDE 5.1a-b, MDE 5.1c, MDE 5.1d, MDE 5.1e, MDE 5.1f)</p> <p>The State has policies that parents must be informed if their child will take an alternate assessment aligned with alternate achievement standards. The Parents’ Guide to Alternate Assessment shows appropriate outreach to parents. (Evidence MDE 5.1c)</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<ul style="list-style-type: none"> ○ Provides a clear explanation of the differences between assessments aligned with grade-level academic achievement standards and those aligned with alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an AA-AAAS, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma; • Ensure that parents of students assessed with an AA-AAAS are informed that their child's achievement will be measured based on alternate academic achievement standards; • Not preclude a student with the most significant cognitive disabilities who takes an AA-AAAS from attempting to complete the requirements for a regular high school diploma; and • Promote, consistent with requirements under the IDEA, the involvement and progress of students with the most significant cognitive disabilities in the general education curriculum that is based on the State's academic content standards 	<p>8 R/M</p> <p>Evidence #PSAT 2.3f Michigan PSAT 8-9 for Grades 8 Webinar, p. 37-67</p> <p>Evidence #PSAT 2.3g: Michigan Grade 8 Assessments FAQ (January 10, 2019)</p> <p>Evidence #PSAT 2.3h: Michigan SSD Coordinator Handbook (2018), p. 1-14</p> <p>Evidence #PSAT 2.3k: Preparing for the April 2019 Michigan SAT with Essay, PSAT 10, and PSAT 8/9 – College Board Accommodations and English Learner Supports (2018), p. 19-65</p>	<p>The State has clear policies about, disseminates information and training materials about, and promotes the use of appropriate accommodations to support equitable access of students with disabilities, including those with the most significant cognitive disabilities, to the grade-level M-STEP or PSAT. CAT features that apply to all students and only to students with disabilities are identified and explained. (Evidence MDE 1.4a, MDE 2.3a, MDE 2.3b, PSAT 2.3f, PSAT 2.3h)</p> <p>Taking the PSAT 8/9with state-approved accommodations does not affect student score reporting (Evidence PSAT 2.3g).</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>for the grade in which the student is enrolled; and</p> <ul style="list-style-type: none"> • Develop, disseminate information on, and promote the use of appropriate accommodations to ensure that a student with the most significant cognitive disabilities who does not take an AA-AAAS participates in academic instruction and assessments for the grade in which the student is enrolled. • The State has in place and monitors implementation of guidelines for IEP teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards, if applicable. Such guidelines must be developed in accordance with 34 CFR § 200.6(d).² 		
<p>Section 5.1 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p>		

² See the full regulation at 34 CFR § 200.6(d) (online at https://www.ecfr.gov/cgi-bin/text-idx?SID=07e168e9e7a6c5931b4549cc15547ee9&mc=true&node=se34.1.200_16&rgn=div8)

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element 5.2 – Procedures for Including English Learners in Academic Content Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has in place procedures to ensure the inclusion of all ELs in public elementary and secondary schools in the State’s academic content assessments and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum:</p> <ul style="list-style-type: none"> • Procedures for determining whether an EL should be assessed with a linguistic accommodation(s); • Information on accessibility tools and features available to all students and assessment accommodations available for ELs; • Assistance regarding selection of appropriate linguistic accommodations for ELs, including to the extent practicable, assessments in the language most likely to yield accurate and reliable information on what those students know and can do to determine the students’ mastery of skills in academic content areas until the students have achieved English language proficiency. 	<p>3-7 R/M and 8 R/M</p> <p>Evidence #MDE 2.3b: Supports and Accommodations Guidance Document (2018), p. 3-42, 47-66</p> <p>Evidence #MDE 2.3c: Supports and Accommodations Frequently Asked Questions (February 2019)</p> <p>Evidence #MDE 5.2a: “Supports and Accommodations Webinar: Supports for English Learners” (2016)</p> <p>3-7 R/M</p> <p>Evidence #MDE 1.4a: Spring 2019 M-STEP Test Administration Manual (April 2019), p. 18-30, 31-35</p> <p>8 R/M</p> <p>Evidence #PSAT 2.3f Michigan PSAT 8-9 for Grades 8 Webinar, p. 68-70</p> <p>Evidence #PSAT 2.3g: Michigan Grade 8 Assessments FAQ (January 10, 2019)</p> <p>Evidence #PSAT 2.3h: Michigan SSD Coordinator Handbook (2018), p. 10, 16-17</p> <p>Evidence #PSAT 2.3j: College Board-Approved Word-to-Word Glossaries for the SAT Suite of Assessments (2018)</p> <p>Evidence #PSAT 2.3k: Preparing for the April 2019 Michigan SAT with Essay, PSAT 10, and PSAT 8/9</p>	<p>3-7 R/M and 8 R/M</p> <p>The State has in place procedures to ensure the inclusion of all ELs in public elementary and secondary schools in the State’s academic content assessments, with the exception that ELs in their first year of US schooling can be excused from the M-STEP English Language Arts or PSAT Evidence-based Reading and Writing assessments (Evidence MDE 2.3b, p. 45-46). The State clearly communicates this information to districts, schools, and teachers. A webinar provides training for those who will be administering tests to ELs. (Evidence MDE 1.4a, MDE 2.3b, MDE 5.2a, PSAT 2.3f, PSAT 2.3g)</p> <p>The State communicates information on accessibility tools and features available to all students, and clear policies about assessment accommodations that can be made available for ELs on the M-STEP and PSAT. The State communicates procedures for determining whether an EL should be assessed with linguistic accommodation(s). The State provides assistance regarding selection of appropriate linguistic accommodations for ELs, including guidance on use of translators and implementation of read-aloud accommodations on M-STEP, and dual-language glossaries, translated instructions, and/or extended time on the PSAT. Different materials target administrators, test coordinators, and special education teachers to ensure that students receive appropriate assessment. The State is to be commended for the level of involvement it allows to multiple stakeholders in the process of deciding how best to assess an EL (with or without particular accommodations). (Evidence MDE 1.4a, MDE 2.3b, MDE 2.3c, MDE 5.2a, PSAT 2.3f, PSAT 2.3g, PSAT 2.3j)</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p style="text-align: center;">– College Board Accommodations and English Learner Supports (2018), p. 66-77</p> <p style="text-align: center;">Evidence #PSAT 2.31: PSAT 8/9 for 8th Grade Administration and Impacts to Students Who Need Additional Supports (2018)</p>	
Section 5.2 Summary Statement		
<p><input checked="" type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element 5.3 – Accommodations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and ELs, including ELs with disabilities. Specifically, the State:</p> <ul style="list-style-type: none"> • Ensures that appropriate accommodations, such as, interoperability with, and ability to use, assistive technology, are available to measure the academic achievement of students with disabilities. • Ensures that appropriate accommodations are available for ELs; • Has determined that the accommodations it provides (1) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations; • Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. • Ensures that accommodations for all required assessments do not deny 	<p>3-7 R/M and 8 R/M</p> <p>Evidence #MDE 1.4a: Spring 2019 M-STEP Test Administration Manual (April 2019), p. 12, 18-30</p> <p>Evidence #MDE 2.3a: Assessment Coordinator Training Guide (January 22, 2019), p. 72-85</p> <p>Evidence #MDE 2.3b: Supports and Accommodations Guidance Document (2018), p. 3-66</p> <p>Evidence #MDE 2.3c: Supports and Accommodations Frequently Asked Questions (February 2019)</p> <p>Evidence #MDE 5.2a: “Supports and Accommodations Webinar: Supports for English Learners” (2016)</p> <p>Evidence #MDE 5.3a: “Supports and Accommodations Webinar: Supports for Students with Hearing Impairments” (2016)</p> <p>Evidence #MDE 5.3b: “Supports and Accommodations Webinar: Supports for Students with Visual Impairments” (2016)</p> <p>Evidence #MDE 5.3c: “Supports and Accommodations Webinar: Read-Aloud & Text-to-Speech” (2016)</p> <p>Evidence #MDE 5.3d: “Tool 4: Accessibility Supports in the Classroom” (April 30, 2018)</p> <p>Evidence #MDE 5.3e: “Tool 5: After-test Accessibility Questions” (April 30, 2018)</p> <p>8 R/M</p> <p>Evidence #PSAT 2.3g: Michigan Grade 8 Assessments FAQ (January 10, 2019)</p>	<p>3-7 R/M and 8 R/M</p> <p>The State ensures that appropriate M-STEP and PSAT assessment accommodations, including support for assistive technology, are available for students with disabilities. The State ensures that appropriate M-STEP and PSAT assessment supports are available for English learners, including those with disabilities. (Evidence MDE 1.4a, MDE 2.3a, MDE 2.3b, MDE 2.3c, MDE 5.2a, MDE 5.3a-c, PSAT 2.3h, PSAT 2.3i, PSAT 2.3j, PSAT 2.3k, PSAT 2.3l)</p> <p>The State provides tools for local evaluation of whether the accommodations provided meet students’ needs for equitable access to the M-STEP or PSAT assessment. The State ensures that accommodations provided do not prevent a student from participating in, or receiving any benefits associated with taking the M-STEP or PSAT. (Evidence MDE 5.3d-e, PSAT 2.3g)</p> <p>The State has a process to review accommodations requests on an individual basis if needed. (Evidence MDE 2.3a)</p> <p>3-7 R/M</p> <p>The Smarter Balanced Assessment Consortium’s evidence for recommended accommodations that increase score comparability, and do not modify the construct being assessed, previously met peer review evaluative criteria. Evidence is needed to show that accommodations on the passage-based writing tasks do not alter the construct being assessed. This could be addressed, for instance, by citing relevant literature.</p> <p>8 R/M</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment.</p>	<p>Evidence #PSAT 2.3h: Michigan SSD Coordinator Handbook (2018)</p> <p>Evidence #PSAT 2.3i: Michigan PSAT 8/9 Accommodations for Eighth Grade (2018)</p> <p>Evidence #PSAT 2.3j: College Board-Approved Word-to-Word Glossaries for the SAT Suite of Assessments (2018)</p> <p>Evidence #PSAT 2.3k: Preparing for the April 2019 Michigan SAT with Essay, PSAT 10, and PSAT 8/9 – College Board Accommodations and English Learner Supports (2018)</p> <p>Evidence #PSAT 2.3l: PSAT 8/9 for 8th Grade Administration and Impacts to Students Who Need Additional Supports (2018)</p>	<p>Evidence is needed to show that the accommodations the State provides on the PSAT 8/9 do not alter the construct being assessed, and allow meaningful interpretations of results and comparisons of scores for students who do and do not receive accommodations.</p>
<p>Section 5.3 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence is needed to show that accommodations on the M-STEP passage-based writing tasks do not alter the construct being assessed. • Evidence is needed to show that the accommodations on the PSAT 8/9 do not alter the construct being assessed, and allow meaningful interpretations of results and comparisons of scores for students who do and do not receive accommodations. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element 5.4 – Monitoring Test Administration for Special Populations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are:</p> <ul style="list-style-type: none"> • Consistent with the State’s policies for accommodations; • Appropriate for addressing a student’s disability or language needs for each assessment administered; • Consistent with accommodations provided to the students during instruction and/or practice; • Consistent with the assessment accommodations identified by a student’s IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA, the individual or team designated by a district to make these decisions; or another process for an EL; • Administered with fidelity to test administration procedures; • Monitored for administrations of all required academic content assessments and AA-AAAS. 	<p>3-7 R/M and 8 R/M</p> <p>Evidence #MDE 2.4a: Assessment Integrity Guide (November 2, 2018), p. 26-31</p> <p>Evidence #MDE 2.4c: Assessment Observation Requirements (Spring 2019), p. 4-6, 12, 16-24</p> <p>Evidence #MDE 2.4d: Monitoring List 2018-2019</p> <p>Evidence #MDE 2.4e: 2018-2019 Michigan Department of Education Assessment Security Monitoring Summary (November 25, 2019), p. 6-9</p> <p>Evidence #MDE 5.1f: “One Percent Cap Waiver renewal request and approval, 2018-2019” (April 12, 2019)</p>	<p>3-7 R/M and 8 R/M</p> <p>The State conducts on-site and data monitoring of M-STEP test administrations to ensure students receive accommodations as appropriate, consistent with those recommended by a student’s IEP team and provided during instruction, and consistent with State policies. The State monitors fidelity of implementation of test administration with accommodations. The Monitoring Summary shows that plans are actually implemented and results are documented. The State monitors the distribution of assessment accommodations by demographic group. (Evidence MDE 2.4a, MDE 2.4c, MDE 2.4d, MDE 2.4e, MDE 5.1f)</p> <p>The State’s efforts to identify issues with over- and under-use of accommodations are excellent. Evidence of a process to examine whether the additional supports listed on p. 16 of Evidence #MDE 2.4e are effective in fostering use of appropriate accommodations is needed.</p> <p>8 R/M</p> <p>Evidence 2.4e indicates that “monitoring was not completed for PSAT 8/9 due to 2018-19 being this assessment’s implementation year” (p. 6). PSAT 8/9 needs to be included in monitoring in the future.</p>
<p>Section 5.4 Summary Statement</p>		
<p><input type="checkbox"/> No additional evidence is required or</p>		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • There should be evidence of a process to examine whether the additional supports listed on p. 16 of Evidence #MDE 2.4e are effective to address over- and under-use of accommodations on MSTEP and PSAT 8/9. • Plans for future monitoring of supports and accommodations on PSAT 8/9 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

SECTION 6: ACADEMIC ACHIEVEMENT STANDARDS AND REPORTING

Critical Element 6.1 – State Adoption of Academic Achievement Standards for All Students

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic content standards:</u></p> <p>The State formally adopted <u>challenging academic achievement standards</u> in reading/language arts, mathematics, and science for all students, specifically:</p> <ul style="list-style-type: none"> • The State formally adopted academic achievement standards in the required tested grades and, at its option, alternate academic achievement standards for students with the most significant cognitive disabilities; • The State applies its academic achievement standards to all public elementary and secondary school students enrolled in the grade to which they apply, with the exception of students with the most significant cognitive disabilities to whom alternate academic achievement standards may apply; <p>The State’s academic achievement standards and, as applicable, alternate academic achievement standards, include: (1) at least three levels of achievement, with two for high achievement and a third for lower achievement; (2) descriptions of the competencies associated with each achievement level; and (3) achievement scores that differentiate among the achievement levels.</p>	<p>3-7 R/M and 8 R/M</p> <p>Evidence #MDE 5.1a: MI-Access Functional Independence Test Administration Manual (Spring 2019), p. 14</p> <p>3-7 R/M</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), p. 10-11, 174</p> <p>Evidence #MSTEP 2.1b: Spring 2018 Michigan Student Test of Educational Progress Technical Report Appendices, Part 3 (2019), p. 671</p> <p>Evidence #MSTEP 2.6a: Spring 2019 Interpretive Guide to M-STEP Reports (October 18, 2019), p. 11-13</p> <p>Evidence #MSTEP 6.1a: “RE: Michigan Standards Validation Executive Summary” (July 16, 2018)</p> <p>8 R/M</p> <p>Evidence #PSAT 6.1a: “College Board Cuts” (May 28, 2019)</p> <p>Evidence #PSAT 6.1b: 2019 Michigan PSAT 8/9 Standard Setting Report (July 2019), p. 4-5, 15, 31-32, 42-51</p> <p>Evidence #PSAT 6.1c: “2019 M-STEP and PSAT Performance Level Scale Score Ranges” (August 14, 2019)</p>	<p>3-7 R/M and 8 R/M</p> <p>The State applies its academic achievement standards to all public elementary school students in each grade level, with the exception of students with the most significant cognitive disabilities to whom alternate academic achievement standards apply. (Evidence MSTEP 2.1a, MDE 5.1a)</p> <p>3-7 R/M</p> <p>Academic achievement standards recommended for the Smarter Balanced assessment are reported to have been adopted by the State Superintendent, and were maintained for 2018 based on standard-setting recommendations from panels of Michigan educators. The emails provided as evidence do not constitute a clear formal approval of the cut scores by the State Superintendent, who was not included among the recipients. (Evidence MSTEP 2.1b, MSTEP 6.1a)</p> <p>Three cut scores were set for achievement level descriptions of four proficiency levels using an established judgmental procedure for standard-setting. (Evidence MSTEP 2.1a, MSTEP 2.6a)</p> <p>8 R/M</p> <p>Academic achievement standards for the PSAT 8/9 assessment are reported to have been adopted by the State Superintendent. Evidence of formal adoption is needed. (Evidence PSAT 6.1a, PSAT 6.1c)</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>Three cut scores were set for performance level descriptions of four proficiency levels using an established judgmental procedure for standard-setting. The College and Career Readiness Benchmarks for 8th grade recommended by the College Board were adopted as the cut score for the lower boundary of the “proficient” category on each assessment. Both subject-area panels had recommended a proficient cut score 10 points higher; the difference between the panel-recommended and adopted proficient cut score values seems small relative to the score scale range. (Evidence PSAT 6.1a, PSAT 6.1b)</p>
Section 6.1 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Formal adoption of cut scores by the State Superintendent (MSTEP/PSAT 8/9) 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element 6.2 – Achievement Standards Setting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting:</p> <ul style="list-style-type: none"> • <u>Academic achievement standards and, as applicable, alternate academic achievement standards.</u> 	<p>3-7 R/M</p> <p>Evidence #MSTEP 2.1b: Spring 2018 Michigan Student Test of Educational Progress Technical Report Appendices, Part 3 (2019), p. 671-685</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), p. 17, 171-172</p> <p>8 R/M</p> <p>Evidence #PSAT 6.1b: 2019 Michigan PSAT8/9 Standard Setting Report (July 2019)</p>	<p>3-7 R/M</p> <p>The state adopted academic achievement standards for total scale scores in English Language Arts and Mathematics, recommended by Smarter Balanced based on judgments of a cross-state panel of educators, which previously met peer review evaluative criteria.</p> <p>Academic achievement standards for 2018 M-STEP total scale scores were validated using a confirmatory variant of the Bookmark method. The achievement standards were found to be highly consistent with those implemented for the previous assessments at all grade levels in both subject areas, so the proficiency level classifications, performance level descriptions, and associated scale score values were maintained. It is possible the performance level descriptions should have been revisited since a new item type (passage-based writing) was introduced. (Evidence MSTEP 2.1a, MSTEP 2.1b)</p> <p>No information about the qualifications of the 54 panelists in the 2018 M-STEP standard-setting is presented, other than that they were educators. Information about panelist expertise should be summarized. Typically, validity evidence for a standard setting process also includes results of a survey to demonstrate that panelists understood their task and/or their reactions to the ultimate findings. (Evidence MSTEP 2.1a, p. 171-172; MSTEP 2.1b, p. 671-685)</p> <p>Cut scores applied to claim subscores were determined using a procedure proposed by Smarter Balanced that previously met peer review evaluative criteria.</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>8 R/M</p> <p>Three cut scores were set for performance level descriptions of four proficiency levels using an established judgmental procedure for standard-setting, the Bookmark method. Panelists (10 for Math and 7 for Evidence-based Reading and Writing) had at least three years of subject-area teaching experience. The number of participants seems low compared to typical standard-setting meetings for large-scale state assessments (which makes it difficult to claim representativeness). (Evidence PSAT 6.1b)</p>
Section 6.2 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Information about M-STEP standards validation panelists 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element 6.3 – Challenging and Aligned Academic Achievement Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><u>For academic achievement standards:</u></p> <p>The State’s academic achievement standards are challenging and aligned with the State’s academic content standards and with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards such that a student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the workforce.</p> <p>If the State has adopted alternate academic achievement standards for students with the most significant cognitive disabilities, the alternate academic achievement standards (1) are aligned with the State’s challenging academic content standards for the grade in which a student is enrolled; (2) promote access to the general curriculum consistent with the IDEA; (3) reflect professional judgment as to the highest possible standards achievable for such students; (4) are designated in the IEP for each student for whom alternate academic achievement standards apply; and (5) are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue</p>	<p>3-7 R/M</p> <p>Evidence #MSTEP 2.1b: Spring 2018 Michigan Student Test of Educational Progress Technical Report Appendices, Part 3 (2019), p. 672</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), p. 175</p> <p>Evidence #MDE 1.1b: Michigan K-12 Standards: English Language Arts (2010), p. 7, 10</p> <p>Evidence #MDE 1.1c: Michigan K-12 Standards: Mathematics (2010), p. 57</p> <p>8 R/M</p> <p>Evidence #PSAT 6.1b: 2019 Michigan PSAT8/9 Standard Setting Report (July 2019)</p> <p>Evidence #MSTEP 2.1a: Spring 2018 Michigan Student Test of Educational Progress Technical Report (2019), p. 175</p>	<p>3-7 R/M</p> <p>Performance level descriptions used in the achievement standard-setting process refer directly to grade-level content standards. Standard-setting panelists consider grade-level content standards in making a cut score recommendation. (Evidence MSTEP 2.1a, MSTEP 2.1b) The grade-level content standards were developed to be challenging and coherent across grades. (Evidence MDE 1.1b, MDE 1.1c, MSTEP 2.1a)</p> <p>The State could consider conducting their own analyses to determine how the cut scores relate to variables of interest to students and parents (e.g., relationship to entrance criteria of State university system).</p> <p>8 R/M</p> <p>Performance level descriptions used in the achievement standard-setting process refer to the State’s Grade 8 content standards. Some standard-setting panelists raised questions about the match between the performance level descriptions used, and the State’s Grade 8 standards (Evidence PSAT 6.1b, p. 22-23, 28, 30).</p> <p>The College and Career Readiness Benchmarks for 8th grade recommended by the College Board were adopted as the cut score for the lower boundary of the “proficient” category on each assessment, suggesting these achievement standards are appropriately challenging and aligned with general college and career readiness requirements. (Evidence PSAT 6.1b)</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
postsecondary education or competitive integrated employment.		
Section 6.3 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence showing alignment between PSAT achievement standard performance level descriptors and the State’s Grade 8 content standards. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element 6.4 – Reporting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State reports its assessment results for all students assessed, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public.</p> <p>The State reports to the public its assessment results on <u>student academic achievement for all students and each student group at each achievement level³</u></p> <p>For <u>academic content assessments</u>, the State reports assessment results, including itemized score analyses, to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address the <u>specific academic needs of students</u>, and the State also provides interpretive guides to support appropriate uses of the assessment results.</p> <ul style="list-style-type: none"> The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its academic content assessments that: 	<p>3-7 R/M and 8 R/M</p> <p>Evidence #MSTEP 2.6a: Spring 2019 Interpretive Guide to M-STEP Reports (October 18, 2019), p. 20-25, 50-51</p> <p>Evidence #MDE 2.3a: Assessment Coordinator Training Guide (January 22, 2019), p. 245-256</p> <p>Evidence #MDE 2.6e: Dynamic Score Reporting Site User Guide (August 2019), p. 9-18</p> <p>Evidence #MDE 6.4a: “How to Read Your Child’s Score Report – For Parents of Students in Grades 3-8” (August 2019)</p> <p>Evidence #MDE 6.4b: Starting Smarter - Sample Parent Reports (2019)</p> <p>Evidence #MDE 6.4c: Starting Smarter - Parent-Teacher Conferences (2019)</p> <p>Evidence #MDE 6.4d: Comienza Mejor Preparado - Jornadas para padres y maestros (2019)</p> <p>Evidence #MDE 6.4e: MDE Spotlight on Student Assessment and Accountability (March 21, 2019)</p> <p>Evidence #MDE 6.4f: MDE Spotlight on Student Assessment and Accountability (April 11, 2019)</p> <p>Evidence #MDE 6.4g: MDE Spotlight on Student Assessment and Accountability (May 9, 2019)</p> <p>Evidence #MDE 6.4h: MDE Spotlight on Student Assessment and Accountability (August 15, 2019)</p>	<p>3-7 R/M and 8 R/M</p> <p>The State reports its assessment results on student academic achievement for all students and each student group at each achievement level. The scores are valid and reliable indicators of a student’s academic achievement. The reporting facilitates appropriate, credible, and defensible interpretations and uses of those results by State officials, policymakers and other stakeholders, and the public. Interactive resources provide a great deal of information that can be used by multiple stakeholders. (Evidence MDE 6.4o, MDE 6.4y, MSTEP 2.6a, MSTEP 6.4b-d, PSAT 6.4b-d)</p> <p>Score reports are provided in standardized formats to teachers and administrators. The reporting facilitates appropriate interpretations and uses of those results by educators. The State has convened educator focus groups to help improve the clarity and utility of score reports. The State reports subscores to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address the specific academic needs of students. (Evidence MDE 2.6e, MDE 6.4e-1, MDE 6.4n, MDE 6.4r, MDE 6.4s, MDE 6.4t, MSTEP 2.6a, MSTEP 6.4e, MSTEP 4.7g, PSAT 2.6a, PSAT 6.1c, PSAT 6.4h)</p> <p>The reporting facilitates appropriate and timely interpretations and uses of those results by parents. The State provides interpretive guides to support score interpretation with reference to the State’s grade-level</p>

³ Although all students with disabilities must be included in a State’s assessment system, requirements for public reporting in ESEA section 1111(h)(1)(C)(ii) apply only to children with disabilities as defined in section 602(3) of the IDEA.

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STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<ul style="list-style-type: none"> ○ Provide valid and reliable information regarding a <u>student’s academic achievement</u>; ○ Report the <u>student’s academic achievement</u> in terms of the State’s grade-level academic achievement standards; ○ Provide information to help parents, teachers, and principals interpret the test results and address the specific <u>academic needs of students</u>; ○ Are provided in an understandable and uniform format; ○ Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian; ○ Upon request by a parent who is an individual with a disability as defined by the ADA, as amended, are provided in an alternative format accessible to that parent. ● The State follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration. 	<p>Evidence #MDE 6.4i: MDE Spotlight on Student Assessment and Accountability (September 19, 2019) Evidence #MDE 6.4j: MDE Spotlight on Student Assessment and Accountability (October 17, 2019) Evidence #MDE 6.4k: MDE Spotlight on Student Assessment and Accountability (November 14, 2019) Evidence #MDE 6.4l: MDE Spotlight on Student Assessment and Accountability (December 12, 2019)</p> <p>Evidence #MDE 6.4m: “What Parents Should Know About Assessments” (2019)</p> <p>Evidence #MDE 6.4n: Fall 2019 State Assessment Results Reporting Communication Toolkit (2019), p. 5-26</p> <p>Evidence #MDE 6.4o: 2019 Summary of Student Results.ppt (October 1, 2019)</p> <p>Evidence #MDE 6.4p: MILEarn Student Assessment Score Reporting Site - Student User Guide (August 22, 2019), p. 5-9 Evidence #MDE 6.4q: MILEarn Student Assessment Score Reporting Site - Parent User Guide (August 22, 2019), p. 5-9 Evidence #MDE 6.4r: MILEarn Student Assessment Score Reporting Site - Educator User Guide (October 15, 2019), p. 5-9</p> <p>Evidence #MDE 6.4s: Help Document – 2019 Student Overview Report (2019) Evidence #MSTEP 6.4a: Help Document – 2019 M-STEP Parent Report-Student (6-7) (2019)</p> <p>Evidence #MDE 6.4t: Parent/Educator: How to Read 2019 Parent Reports for M-STEP, PSAT 8/9, and MME (August 13, 2019)</p>	<p>standards, and appropriate uses of the assessment results. The achievement standard-setting process is explained to the public. Score reports are provided in standardized formats to parents. Parents are notified in advance about general features of the score report they should expect to receive. Parent score reports are available in accessible formats. The State has convened parent focus groups to help improve the clarity and utility of score reports. (Evidence 2.3a, 6.4a-d, 6.4m, 6.4q, 6.4s, 6.4t, MSTEP 2.6a, MSTEP 4.7g; PSAT 2.6a, PSAT 6.4a, PSAT 6.4e-f)</p> <p>The State does not appear to have a formal policy requiring oral translation of parent score reports into languages other than English on request.</p> <p>There does not appear to be documentation of a process by which a parent or teacher could request an alternative format report for either the M-STEP or PSAT 8/9.</p> <p>The State follows a standard process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration, and communicates that process to school administrators in advance. The process ensures reports for parents and data files for schools are delivered in a reasonable and predictable amount of time. (Evidence MDE 2.3a, MDE 6.4x, MSTEP 6.4e, MSTEP 6.4u-w; PSAT 6.4g)</p>

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>Evidence #MDE 6.4u: MDE Spotlight on Student Assessment and Accountability (August 8, 2019), p. 4-5</p> <p>Evidence #MDE 6.4v: MDE Spotlight on Student Assessment and Accountability (August 22, 2019)</p> <p>Evidence #MDE 6.4w: MDE Spotlight on Student Assessment and Accountability (August 29, 2019)</p> <p>Evidence #MDE 6.4x: Spring 2019 Project Plan (November 13, 2019), p. 6-22, 26-36, 61-70</p> <p>Evidence #MDE 6.4y: MiSchoolData.org – Grades 3-8 Assessments: Proficiency Snapshot – “What It Means” (accessed October 1, 2019)</p> <p>Evidence #MSTEP 6.4b: MiSchoolData.org – Grades 3-8 Assessments: Performance Level Snapshot – Statewide (accessed November 14, 2019)</p> <p>Evidence #MSTEP 6.4c: MiSchoolData.org – Grades 3-8 Assessments: Performance Level Snapshot – Pierce Middle School (accessed November 14, 2019)</p> <p>Evidence #MSTEP 6.4d: MiSchoolData.org – Grades 3-8 Assessments: Proficiency Snapshot – All Race/Ethnicity (accessed November 14, 2019)</p> <p>Evidence #MSTEP 6.4e: Spring 2019 Interpretive Guide to M-STEP Preliminary Reports (March 2019), p. 2-7</p> <p>Evidence #MSTEP 4.7g: Parent Assessment Reports: Focus Group and Interview Findings (October 18, 2019)</p> <p>3-7 R/M</p>	

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>Evidence #MSTEP 2.6a: Spring 2019 Interpretive Guide to M-STEP Reports (October 18, 2019), p. 20-25, 50-51</p> <p>Evidence #MSTEP 6.4b: MiSchoolData.org – Grades 3-8 Assessments: Performance Level Snapshot – Statewide (accessed November 14, 2019)</p> <p>Evidence #MSTEP 6.4c: MiSchoolData.org – Grades 3-8 Assessments: Performance Level Snapshot – Pierce Middle School (accessed November 14, 2019)</p> <p>Evidence #MSTEP 6.4d: MiSchoolData.org – Grades 3-8 Assessments: Proficiency Snapshot – All Race/Ethnicity (accessed November 14, 2019)</p> <p>Evidence #MSTEP 6.4e: Spring 2019 Interpretive Guide to M-STEP Preliminary Reports (March 2019), p. 2-7</p> <p>Evidence #MSTEP 4.7g: Parent Assessment Reports: Focus Group and Interview Findings (October 18, 2019)</p> <p>8 R/M</p> <p>Evidence #PSAT 6.4a: Help Document – 2019 Grade 8 Parent Report-Student (8) (2019)</p> <p>Evidence #PSAT 2.6a: Michigan Grade 8 Testing Interpretive Guide to Reports (August 2019), p. 21-27, 41-42</p> <p>Evidence #PSAT 6.1c: “2019 M-STEP and PSAT Performance Level Scale Score Ranges” (August 14, 2019)</p>	

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>Evidence #PSAT 6.4b: MiSchoolData.org – Grades 3-8 Assessments: Performance Level Snapshot – Statewide (accessed November 14, 2019)</p> <p>Evidence #PSAT 6.4c: MiSchoolData.org – Grades 3-8 Assessments: Performance Level Snapshot – Pierce Middle School (accessed November 14, 2019)</p> <p>Evidence #PSAT 6.4d: MiSchoolData.org – Grades 3-8 Assessments: Proficiency Snapshot – All Race/Ethnicity (accessed November 14, 2019)</p> <p>Evidence #PSAT 6.4e: Understanding 2018-19 PSAT 8/9 Results – A Parent Tutorial (2018)</p> <p>Evidence #PSAT 6.4f: Explicación sobre Resultados de 2018-19 PSAT 8/9 - Tutorial para padres (2018)</p> <p>Evidence #PSAT 6.4g: MDE SAT-PSAT Implementation 2018-19 (July 11, 2019), p. 6</p> <p>Evidence #PSAT 6.4h College Board Question Analysis Report (October 25, 2019), p. 3-5</p>	
Section 6.4 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Documentation of a process by which requests for alternate format score reports can be made. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

STATE ASSESSMENT PEER REVIEW NOTES FOR MICHIGAN

SECTION 7: LOCALLY SELECTED NATIONALLY RECOGNIZED HIGH SCHOOL ACADEMIC ASSESSMENTS

(if applicable; evidence for this section would be submitted in ADDITION to evidence for sections 1 through 6)

Not Applicable

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.