



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

November 10, 2022

Mr. Tony L. Dearman
Director
Bureau of Indian Education
United States Department of Interior
1849 C Street NW
Washington, DC 20240

Dear Director Dearman:

Thank you for your participation in the U.S. Department of Education's (the Department's) assessment peer review process under Title I of the Elementary and Secondary Education Act of 1965 (ESEA). I appreciate the efforts of the Bureau of Indian Education (BIE) to prepare for the review, which occurred in April 2022. Specifically, the BIE submitted evidence regarding the grades 3-8 and high school general assessment in reading/language arts (R/LA) and mathematics (PARCC); grades 3-8 and high school alternate assessment based on alternate academic achievement standards (AA-AAAS) in R/LA and mathematics (MSAA); and English language proficiency (ELP) general (ACCESS) and alternate (Alternate ACCESS) assessments.

State assessment systems provide essential information that States, districts, schools, and educators 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, including students with disabilities and English learners. 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 the BIE's submission and the Department found, based on the evidence received, that this component of the BIE's assessment system met some, but not all of the statutory and regulatory requirements of the ESEA. Based on the recommendations from this peer review and our own analysis of BIE's submission, I have determined the following:

- Reading/language arts (R/LA) and mathematics general assessments in grades 3-8 (PARCC): **Partially meets requirements of the ESEA.**
- R/LA and mathematics general assessments in high school (MSAA): **Substantially meets requirements of the ESEA.**
- ELP general assessments (ACCESS): **Partially meets requirements of the ESEA.**
- ELP alternate assessments (Alternate ACCESS): **Partially meets requirements of the ESEA.**

Substantially meets requirements means that that component meets most of the requirements of the statute and regulations, but some additional information is required. The list of items for BIE to submit is enclosed with this letter. The Department expects that BIE will likely be able to provide this additional information within one year.

Partially meets requirements means that these components do not meet a number of the requirements of the statute and regulations and that BIE will need to provide substantial information to demonstrate it meets the

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requirements. The Department expects that BIE may need more than one year to submit all of the required information.

Because the BIE must submit substantial additional information, the Department will update BIE's existing Corrective Action Plan (CAP) to include these requirements. I request that the BIE submit a plan within 30 days outlining when it will submit all additional required documentation for peer review (i.e., although BIE's existing CAP will be updated to include the additional items that BIE must submit pertaining to the results of its assessment peer review, the timeline to submit such documentation may be different from BIE's current quarterly CAP updates for its other CAP items). Upon submission of the plan, the Department will reach out to BIE to schedule the next peer review. Resubmission of the State's documentation for peer review should occur once the State has all remaining evidence for a particular assessment component.

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 review 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.

We also note that while the standard PARCC assessment has substantially met the requirements for the consortium-specific critical elements, BIE must submit evidence to demonstrate that the shortened form of PARCC that it administers maintains adequate technical quality for critical elements possibly impacted by the reduction in test items.

We are currently planning assessment peer reviews for winter 2023 (submission of documentation by January 6, 2023) and summer 2023 (submission of documentation by June 30, 2023). We look forward to a mutually agreeable time to schedule peer reviews for any of the State's assessment components where additional evidence is needed. Also, please remember that if BIE makes significant changes to any of its assessments, the State must submit information about those changes to the Department for review and approval.

Thank you for your ongoing commitment to improving educational outcomes for all students. 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/

James F. Lane, Ed.D.
Senior Advisor, Office of the Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

Enclosures

cc: Maureen Lesky, BIE Acting Chief Academic Officer

Critical Elements Where Additional Evidence is Needed for BIE’s Assessment System to Meet ESEA Requirements

Critical Element	Evidence Needed
1.2 – Coherent and Rigorous Academic Content Standards /Aligned English Proficiency Standards	<p>For the general ELP assessment (ACCESS) and the alternate ELP assessment (Alternate ACCESS):</p> <ul style="list-style-type: none"> • Evidence demonstrating the ELP standards align to the State academic content standards. The ELP standards must contain language proficiency expectations that reflect the language needed for English learners (ELs) to acquire and demonstrate their achievement of the knowledge and skills identified in the State’s academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science.
1.3 – Required Assessments	<p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the BIE assessment system includes an annual alternate ELP assessment aligned with State ELP standards (e.g., evidence that the State has implemented an Alternate ACCESS for kindergarten once it becomes available).
1.4 – Policies for Including All Students in Assessments	<p>For the PARCC, MSAA, ACCESS, and Alternate ACCESS assessments:</p> <ul style="list-style-type: none"> • Evidence that BIE 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 (e.g., test coordinator, test administration, and accommodations manuals). • For students with disabilities, evidence of policies which state that all students with disabilities, 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. <p>For the PARCC and MSAA:</p> <ul style="list-style-type: none"> • Evidence of policies that clearly state that all ELs must be included in all aspects of the content assessment system, unless BIE has chosen the option permitted in the ESEA for recently arrived ELs under which such ELs are exempt from one administration of its reading/ language arts assessment.
2.1 – Test Design and Development	<p>For the PARCC:</p> <ul style="list-style-type: none"> • Evidence that BIE’s version of the test design and test development process is well-suited for the content, is technically sound, aligns the assessments to the depth and breadth of BIE’s academic content standards for the grade that is being assessed and includes: <ul style="list-style-type: none"> ○ Processes to ensure that each academic assessment is tailored to the knowledge and skills included in the State’s academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills). <p>For the ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that measure the depth and breadth of the BIE ELP standards and reflect appropriate inclusion of the range of complexity found in the standards, specifically: <ul style="list-style-type: none"> ○ Evidence that the test blueprints include the number of items for each standard and subdomain. ○ Evidence of a description of the item selection process for paper test forms that adheres to the test blueprints.

Critical Element	Evidence Needed
2.2 – Item Development	<p>For the ACCESS:</p> <ul style="list-style-type: none"> Evidence that BIE uses reasonable and technically sound procedures to develop and select items to assess student ELP based on BIE’s ELP standards in terms of content and language processes (e.g., documentation on the qualifications of item reviewers such as their grade levels taught, years of experience, and demographic diversity). <p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence that BIE uses reasonable and technically sound procedures to develop and select items to assess student ELP based on BIE’s alternate ELP standards in terms of content and language processes (e.g., evidence that the item development process includes experts with knowledge of ELs with significant cognitive disabilities and their grade levels taught, years of experience, and demographic diversity).
2.3 – Test Administration	<p>For the PARCC, MSAA, ACCESS, and Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence that BIE implements policies and procedures for standardized test administration. Specifically: <ul style="list-style-type: none"> Evidence of 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. <p>For the MSAA, ACCESS, and Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence that BIE has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations. If BIE administers technology-based assessments, documentation that BIE 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.
2.4 – Monitoring Test Administration	<p>For the PARCC, MSAA, ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence, for every assessment, that BIE adequately monitors the administration of its assessments to ensure that standardized test administration procedures are implemented with fidelity across all BIE schools.
2.5 – Test Security	<p>For the PARCC, MSAA, ACCESS, and Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence that BIE has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through: <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 BIE’s assessments. Investigation of alleged or factual test irregularities (e.g., BIE’s policies and procedures for responding to reported irregularities and investigating, where appropriate, alleged or actual security lapses and test irregularities; summary reports or redacted examples of completed investigations).

Critical Element	Evidence Needed
2.6 – Systems for Protecting Data Integrity and Privacy	<ul style="list-style-type: none"> ○ Application of test security procedures to all assessments in the system (e.g., Documentation that all BIE assessments are addressed with regard to test security in BIE policies and procedures). <p>For the PARCC, the MSAA the ACCESS, and the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence 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: <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.
3.1 – Overall Validity, including Validity Based on Content	<p>For the PARCC:</p> <ul style="list-style-type: none"> • Documentation that the BIE version of PARCC measures the knowledge and skills specified in BIE’s academic content standards, including: <ul style="list-style-type: none"> ○ Evidence of adequate alignment between BIE’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). ○ Evidence that the assessments address the depth and breadth of the content standards. <p>For the ACCESS:</p> <ul style="list-style-type: none"> • Evidence that BIE’s ELP assessments measure the knowledge and skills specified in its ELP standards, specifically: <ul style="list-style-type: none"> ○ Evidence that the completed WIDA alignment and correspondence studies are based on BIE’s content standards. ○ Evidence of a plan to address any issues identified in the alignment and correspondence studies. <p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that BIE’s assessments measure the knowledge and skills specified in its alternate ELP standards (e.g., evidence of a plan to address any issues identified in the alignment and linking studies).
3.2 – Validity Based on Cognitive Processes	<p>For the ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Documentation of adequate validity evidence that BIE’s assessments tap the intended language processes appropriate for each grade-level/grade-band as represented in its ELP standards, specifically: <ul style="list-style-type: none"> ○ Evidence that items are reviewed based on the linguistic complexity of the vocabulary, graphics, and other content features of the items. ○ Evidence that the panel reviewing the items include language development experts. ○ Evidence that BIE documents the reviewers’ judgments of the language processes being demonstrated by the items.
3.4 – Validity Based on Relationships with Other Variables	<p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Documentation of adequate validity evidence that BIE’s assessment scores are related as expected with other variables.
4.1 – Reliability	<p>For the ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Documentation of adequate reliability for BIE’s assessments consistent with nationally recognized professional and technical testing standards, specifically:

Critical Element	Evidence Needed
	<ul style="list-style-type: none"> ○ Evidence of a plan to improve the consistency and accuracy of the assessments since the values are low in some cases (e.g., ACCESS listening domain grade one levels 2-5). ○ Evidence of a plan to address the precision of the test forms in speaking and writing across all proficiency levels which could eliminate the almost bimodal nature of the test information function (TIF) curves. <p>For the ACCESS:</p> <ul style="list-style-type: none"> • Documentation of adequate reliability for the State’s assessments consistent with nationally recognized professional and technical testing standards (e.g., evidence that the new folders of items and tasks developed as a result of the annual refreshment plan have been included in the item bank). <p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Documentation of adequate reliability for the State’s assessments consistent with nationally recognized professional and technical testing standards (e.g., evidence of TIF for the overall assessment).
4.2 – Fairness and accessibility	<p>For the ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that BIE has taken reasonable and appropriate steps to ensure that its assessments are accessible to all ELs and fair across student groups, including ELs with disabilities, in their design, development, and analysis (e.g., evidence of completed differential item functioning (DIF) analyses based on disability status; and for Alternate ACCESS, evidence of the role that universal design plays in the design, development, and analysis stages).
4.3 – Full Performance Continuum	<p>For the PARCC:</p> <ul style="list-style-type: none"> • Evidence demonstrating the modified version of the assessment provides an adequately precise estimate of student performance across the full performance continuum, including performance for high- and low-achieving students. <p>For the ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the ELP assessments provide an adequately precise estimate of student performance across the full performance continuum including performance for ELs with high and low levels of English language proficiency and with different proficiency profiles across the domains of speaking, listening, reading, and writing. Evidence requested for critical element 4.1 (Reliability) will also satisfy this critical element.
4.4 – Scoring	<p>For the ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that BIE has established and documented standardized scoring procedures and protocols for its ELP assessments that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of its ELP standards, specifically: <ul style="list-style-type: none"> ○ Documentation of policies and procedures for requiring the inclusion of an EL student with a disability in the assessments when the student’s disability precludes the student from taking one or more of the domains. ○ Documentation on how BIE will calculate a composite score on the assessments in cases where a student’s disability precludes the student from taking one or more of the domains and a rationale for the scoring procedure. ○ Evidence of BIE’s scoring procedures and protocols, including how paper test forms of the speaking test are scored and monitored.

Critical Element	Evidence Needed
4.5 – Multiple Assessment Forms	<p>For the ACCESS:</p> <ul style="list-style-type: none"> • Evidence that BIE ensures that all forms of the assessment adequately represent its ELP standards and yield consistent score interpretations such that the forms are comparable within and across settings, specifically: <ul style="list-style-type: none"> ○ Evidence of an equating plan for the paper test forms of the listening and reading tests. ○ Evidence of a rationale for using anchor item sets for the reading tests. <p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the State ensures that all forms of the assessment adequately represent the State’s alternate ELP standards and yield consistent score interpretations such that the forms are comparable within and across settings (e.g., evidence of a plan for equating the forms).
4.7 – Technical Analysis and Ongoing Maintenance	<p>For the PARCC, MSAA, ACCESS, and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of adequate technical quality is made public, including posting on BIE’s website (e.g., technical reports for assessments, copies of peer review outcome letters received, and other memoranda or reports that address the technical quality of the assessments).
5.1 – Procedures for Including Students with Disabilities	<p>For the MSAA:</p> <ul style="list-style-type: none"> • Evidence that the State has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in BIE’s assessment system. • Evidence that decisions about how to assess students with disabilities are 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 Americans with Disabilities Act (ADA), as applicable, based on each student’s individual abilities and needs. • Evidence of established 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. ○ Evidence of information provided to IEP Teams to inform decisions about student assessments that: <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. ▪ Ensures 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. ▪ Does 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. ▪ Promotes, 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 for the grade in which the student is enrolled. ▪ Develops, disseminates information on, and promotes the use of appropriate accommodations to ensure that a student with the most significant cognitive

Critical Element	Evidence Needed
	<p>disabilities who does not take an AA-AAAS participates in academic instruction and assessments for the grade in which the student is enrolled.</p> <ul style="list-style-type: none"> • Evidence that BIE 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).
5.2 – Procedures for Including English Learners	<p>For the MSAA:</p> <ul style="list-style-type: none"> • Evidence that BIE has in place procedures to ensure the inclusion of all ELs in public elementary and secondary schools in its academic content assessments and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum: <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.
5.3 –Accommodations	<p>For the PARCC, MSAA, ACCESS, and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that BIE makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and ELs, including ELs with disabilities. Specifically: <ul style="list-style-type: none"> ○ Evidence of a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. <p>For the ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that BIE ensures that appropriate accommodations are available for ELs and 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.
5.4 – Monitoring Test Administration for Special Populations	<p>For the PARCC, MSAA, ACCESS, and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that BIE 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: <ul style="list-style-type: none"> ○ Consistent with BIE’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.

Critical Element	Evidence Needed
6.1 – State Adoption of Academic Achievement Standards for All Students	<ul style="list-style-type: none"> ○ Monitored for administrations of all required academic content assessments and AA-AAAS. <p>For the PARCC:</p> <ul style="list-style-type: none"> • Evidence that BIE formally adopted challenging academic achievement standards in R/LA, mathematics, and science for all students, specifically: <ul style="list-style-type: none"> ○ That BIE formally adopted academic achievement standards in the required tested grades. ○ That BIE 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. ○ That BIE’s academic achievement standards include: (1) at least three levels of achievement, including one level for advanced achievement; (2) descriptions of the competencies associated with each achievement level; and (3) achievement scores that differentiate among the achievement levels (e.g., the Performance Level Setting Technical Report may provide evidence for achievement scores differentiating between performance levels). <p>For the MSAA:</p> <ul style="list-style-type: none"> • Evidence that BIE formally adopted challenging alternate academic achievement standards in R/LA, mathematics, and science for all students, specifically: <ul style="list-style-type: none"> ○ That BIE formally adopted alternate academic achievement standards in the required tested grades for students with the most significant cognitive disabilities. ○ That BIE applies its alternate academic achievement standards to all public elementary and secondary school students with the most significant cognitive disabilities to whom alternate academic achievement standards may apply. ○ That BIE’s alternate academic achievement standards include: (1) at least three levels of achievement, including one level for advanced achievement; (2) descriptions of the competencies associated with each achievement level; and (3) achievement scores that differentiate among the achievement levels. <p>For ACCESS and Alternate ACCEESS:</p> <ul style="list-style-type: none"> • Evidence that BIE adopted ELP achievement standards that address the different proficiency levels of ELs. • If BIE has developed alternate ELP achievement standards, evidence that it has adopted them only for ELs who are students with the most significant cognitive disabilities who cannot participate in the regular ELP assessment even with appropriate accommodations.
6.2 – Achievement Standards-Setting	<p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that BIE used a technically sound method and process for setting alternate ELP achievement standards, such that cut scores are developed for every grade-level/grade-band, content domain/language domain, and/or composite for which proficient-level scores are reported (e.g., evidence of the reliability of the cut scores and the validity of recommended interpretations since the same cut scores are used for all grade-level clusters).

Critical Element	Evidence Needed
6.3 – Challenging and Aligned Academic Achievement Standards	<p>For the ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that BIE has ensured that ELP assessment results are expressed in terms that are clearly aligned with its ELP standards and performance-level descriptors (e.g., evidence of a clear description of the process used to develop the ELP achievement standards so that it is clear, for example, that BIE’s cut scores were set and performance level descriptors written to reflect the depth and breadth of BIE’s ELP standards for each grade-level and grade-band).
6.4 – Reporting	<p>For the PARCC, MSAA, ACCESS, and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that BIE’s individual student interpretive, descriptive, and diagnostic reports: <ul style="list-style-type: none"> ○ Provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students (or, as applicable, specific English learner needs for ELs). ○ 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 Americans with Disabilities Act, as amended, are provided in an alternate format accessible to that parent. <p>For the MSAA:</p> <ul style="list-style-type: none"> • Evidence that BIE’s individual student interpretive, descriptive, and diagnostic reports: <ul style="list-style-type: none"> ○ Provide valid and reliable information regarding a student’s academic achievement. ○ Report the student’s academic achievement 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 academic needs of students. ○ Are provided in an understandable and uniform format. <p>For the ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that BIE provides coherent and timely information about each student’s attainment of the State’s ELP standards to parents that reports the ELs’ English proficiency in terms of the grade level/grade-band ELP standards (including performance-level descriptors).

U. S. DEPARTMENT OF EDUCATION

Peer Review of State Assessment Systems

January-May 2022 State Assessment Peer Review Notes



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 Bureau of Indian Education
(alternate assessments)

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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 Bureau of Indian Education
(alternate assessments)

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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 Bureau of Indian Education
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**Element 7.2 –State Monitoring of Districts Regarding the Use of Locally Selected,
Nationally Recognized High School Academic Assessments 62**

**Element 7.3 –Comparability of the Locally Selected Nationally Recognized High
School Academic Assessments with the State Assessments 64**

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 Bureau of Indian Education (alternate assessments)

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><u>MSAA 0001. Standards, Assessments, and Accountability System</u> Federal Registry Publication Date: 3/26/2020 Bureau of Indian Affairs</p> <p><u>MSAA 0004. 25 CFR § 30.104</u></p> <p><u>MSAA 0005. BIE Consolidated Agency Plan</u></p> <p><u>MSAA 0006. BIE Agency Plan ED Approval Letter</u></p>	<p>Final rulemaking provided, but not specific information about the actual adoption of the standards or how these are applied uniformly for all BIE schools.</p> <p>When was the action taken to formally adopt the Standards and by who?</p>
Section 1.1 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"> Evidence of 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 (e.g. record of adherence to BIE's formal process for decision-making when standards were adopted). 		

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 Bureau of Indian Education (alternate assessments)

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><u>Bureau of Indian Education (BIE) Website:</u> https://www.bie.edu/landing-page/standards 1. College and Career Ready (Common Core) Standards in Math K-12 2. College and Career Ready (Common Core) Standards in English Language Arts K-12.</p> <p><u>MSAA 0002. BIE College and Career Ready Standards in Math, K-12</u></p> <p><u>MSAA 0003. BIE College and Career Ready Standards in English Language Arts, K-12</u></p>	<p>BIE does not provide information regarding alignment of the Standards with entrance requirements for credit-bearing coursework in public higher education nor with career and technical education standards.</p> <p>The provided evidence does not address the requirements of this critical element.</p>
<p>Section 1.2 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"> 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 (see examples for Critical Element 1.2 in <i>A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process</i>, p.30-31). 		

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 Bureau of Indian Education (alternate assessments)

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>MSAA</p> <p>Department staff were able to determine that the BIE administers general and alternate assessments in Reading/language arts and Math in each grade 3-8 and at least once in high school.</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 Bureau of Indian Education (alternate assessments)

<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 Bureau of Indian Education (alternate assessments)

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>Department staff determined that the BIE has not provided sufficient evidence for this critical element. The submission provided documentation of BIE policies mandating the inclusion of all students in the assessment system but failed to provide evidence demonstrating these policies are clearly conveyed to educators (districts, schools, and teachers).</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>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. 		
Section 1.4 Summary Statement		
<p>___x The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence 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 (e.g., test coordinator, test administration, and accommodations manuals); and; <ul style="list-style-type: none"> • For students with disabilities, evidence of policies which 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; • Evidence of policies that clearly 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. 		

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 Bureau of Indian Education (alternate assessments)

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>Department staff determined that the documentation submitted demonstrated the BIE conducted meaningful consultation that provided tribal representatives, teachers, school administrators, and other stakeholders an opportunity to participate. Department staff believe the BIE has provided sufficient evidence for this critical element.</p>
Section 1.5 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 Bureau of Indian Education (alternate assessments)

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>See MSAA</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 Bureau of Indian Education (alternate assessments)

<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. 		
Section 2.1 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (alternate assessments)

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 <u>State's academic content standards</u> in terms of content and cognitive process, including higher-order thinking skills. 		See MSAA
Section 2.2 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (alternate assessments)

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><i>Standardized procedures for assessment administration; accessibility tools, features, and accommodations</i></p> <p>NCSC 1: NCSC AA-AAS Test Administration Manual (2015) [MISSING]</p> <p><i>Standardized procedures for assessment administration</i> pp. 9, 10, 12-28 <i>Accessibility tools and features, including use of reader</i> pp. 9, 15, 21-23 <i>Instructions for accommodations, including use of scribe</i> pp. 9, 15-16, 21-24, 36-37</p> <p><i>Expectations for training and test security regarding test administration with readers and scribes</i></p> <p>NCSC 5: NCSC Online Test Administration Training for Test Administrators) [MISSING]</p> <ul style="list-style-type: none"> Module 2: Overview of NCSC AA-AAS (Test) and Testing Integrity Module 3: Optimal Testing Conditions and Assessment Features Module 4: Test Accommodations and Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration <p><i>Standardized procedures for assessment administration, (continued)</i></p> <p>NCSC 3: Directions for Test Administration: Tables of Contents and Front Matter for Mathematics and English Language Arts - Reading Grades 3 – 8 and 11) [MISSING]</p>	<p>Documents NCSC 1-9 all appear to be missing from submission.</p> <p>MSAA 404 is also missing.</p> <p>Comments provided based on accessible evidence for this critical element, since the majority of referenced documents were not provided.</p> <p>Provided documents do not demonstrate standardized test administration procedures, nor how procedures are shared with educators.</p> <p>Provided documents do not provide evidence of established procedures for training in test administration and accommodations. MSAA 402 provides a detailed list of available accommodations, but not procedures on implementation nor training requirements.</p> <p>The linked MSAA website through the memo in MSAA 401 contains detailed technological requirements for devices, although not referenced here directly by BIE. Evidence of contingency planning is not provided.</p> <p>Referenced documents are likely outdated and predate BIE's use of the assessment.</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><u>NCSC 4: Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration</u> (secure test items have been removed)) [MISSING]</p> <p><u>NCSC 8: NCSC Assessment System User Guide for Test Administrators)</u> [MISSING]</p> <p><u>NCSC 9: NCSC Assessment System User Guide for Test Coordinators)</u> [MISSING]</p> <p>MSAA 402: MSAA 2018-2019 TA System User Guide p. 8, p.24</p> <p><u>MSAA 404: MSAA 2018 2019 Test Administration Manual 2019</u> p. 11, p. 14, p. 19, and p. 21) [MISSING]</p> <p><i>Expectations for NCSC Online Test Administration Training Requirements for Test Administrators and Test Coordinators</i></p> <p><u>NCSC 1: NCSC AA-AAS Test Administration Manual (2015);)</u> [MISSING] pp. 17, 19</p> <p><u>NCSC 7: Directions for Test Administration of Mathematics Sample Items Grades 3, 6, 11 and Directions for Test Administration of English Language Arts - Reading Sample Items Grades 4, 8, 11)</u> [MISSING]</p> <p><u>NCSC 5: NCSC Online Test Administration Training for Test Administrators)</u> [MISSING]</p> <ul style="list-style-type: none"> • Module 1: Training Requirements and Responsibilities of Test Administrators 	
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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 Bureau of Indian Education (alternate assessments)

	<ul style="list-style-type: none"> • Module 2: Overview of NCSC AA-AAS (Test) and Testing Integrity • Module 3: Optimal Testing Conditions and Assessment Features • Module 4: Test Accommodations and Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration • Module 5: Navigate the Assessment System • Module 6: Before Test: Complete Demographics, LCI, and Accommodations • Module 7: Student Response Check • Module 8: Student Experience in the NCSC Assessment System • Module 9: Mathematics DTA – Administer the Test • Module 10: ELA DTA – Administer the Test • Module 13: Submitting or Closing a Test, Accommodations- After Test, and End of Test Survey <p>NCSC 6: NCSC Online Test Administration Training for Test Coordinators) [MISSING]</p> <ul style="list-style-type: none"> • Module 1: Responsibilities of Test Coordinators • Module 2: Overview of NCSC AA-AAS (Test) and Testing Integrity • Module 3: Navigate the NCSC Assessment System • Module 4: Create Users and Organizations <p>MSAA 0016. BIE Unified Assessments Test Coordinators FAQs</p> <p><i>Ensuring that all students are familiar with the item format and online functionality including sample items before test administration</i></p> <p>MSAA 3: Test Administration Manual 2016 p. 12 (Sample Test Items)</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 Bureau of Indian Education (alternate assessments)

	<p><u>Documentation of procedures to ensure that test administrators and coordinators access and complete required training for each test administration</u></p> <p>NCSC 8: NCSC Assessment System User Guide for Test Administrators; pp. 22-26) [MISSING]</p> <p>NCSC 9: NCSC Assessment System User Guide for Test Coordinators; pp. 68-70) [MISSING]</p> <p><u>Defined technology and related requirements</u></p> <p>NCSC 8: NCSC Assessment System User Guide for Test Administrators; pp. 66-67) [MISSING]</p> <p>NCSC 9: NCSC Assessment System User Guide for Test Coordinators; pp. 72-73) [MISSING]</p> <p><u>Technology-based standardized test administration procedures</u></p> <p>NCSC 1: NCSC AA-AAS Test Administration Manual (2015); pp. 9- 18, and 21-34) [MISSING]</p> <p><u>Contingency plans that outline strategies for managing possible challenges or disruptions during test administration</u></p> <p>NCSC 1: NCSC AA-AAS Test Administration Manual (2015); pp. 16, 19, 35) [MISSING]</p> <p>NCSC 8: NCSC Assessment System User Guide for Test Administrator; p. 2) [MISSING]</p> <p>NCSC 9: NCSC Assessment System User Guide for Test Coordinator; p. 6) [MISSING]</p> <p>MSAA 400: edCount Management NCSC License Agreement Technology System and Test Items p. 8</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 Bureau of Indian Education (alternate assessments)

	<p>MSAA 401 Email from D. Spitz</p> <p>MSAA 403 MSAA Practice Site Screenshot (with Sample Items)</p> <p><i>Evidence prior to the 2015 administration of the NCSC assessments, the state partners established and communicated to both test administrators (TA) and test coordinators (TC) procedures for troubleshooting technology issues and recommended sample items for use as practice opportunities for both administrators and students.</i></p> <p>NCSC 1:Test Administration Manual 2015 (Sample Test Items) p. 13 } [MISSING]</p> <p>NCSC 1:Test Administration Manual 2015 (Test Administration Training Requirements) pp. 16-17, 19, 24} [MISSING]</p> <p>NCSC 9:System User Guide for Test Coordinators (Technology Requirements) pp. 72-73 } [MISSING]</p> <p>NCSC 15:Operational Assessment Technical Manual 2015 (Administration Support, NCSC Service Center, Additional Supports) pp. 94-95 } [MISSING]</p> <p>NCSC 8:System User Guide for Test Administrators (Keyboard-Only Navigation Shortcuts, Technology Requirements) pp. 65-67 } [MISSING]</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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	<p>MSAA 3:Test Administration Manual 2016 (MSAA Technical Support, State Specific Information) pp. 7, 36</p> <p>MSAA 3:Test Administration Manual 2016 (Sample Test Items) p. 12</p> <p>MSAA 1:EOTS Data 2016 (Accessibility Features, Barriers)</p> <p>MSAA 2:EOTS Data 2017 (Accessibility Features, Barriers)</p> <p><i>Evidence that for NCSC administration instructions, guidelines, and training are annually reviewed and revised as necessary based on administration irregularities found during the prior years' administration.</i></p> <p>NCSC 1:Test Administration Manual 2015 (Responsibilities for Test Administrators) pp. 16-17 [MISSING]</p> <p><i>Evidence that for MSAA, administration instructions, guidelines, and training are annually reviewed and revised as necessary based on administration irregularities found during the prior years' administration.</i></p> <p>MSAA 3:Test Administration Manual 2016 MSAA 4:Test Administration Manual 2017 (TAMs from the past administrations in comparison with each other)</p> <p>MSAA 11:MSAA Technical Report 2016 (MSAA Participation Rates by Subgroup) Appendix O - Tables O1-O3</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 Bureau of Indian Education (alternate assessments)

Section 2.3 Summary Statement

☐ No additional evidence is required or

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

- BIE must provide evidence for all requirements within this Critical Element.
- See examples for Critical Element 2.3 in *A State's Guide to the U.S. Department of Education's Assessment Peer Review Process* p.40-42

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
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.	Reviewed by Department Staff Only	Documentation submitted by the BIE provided policies for test administration but Department staff could not find policies, procedures or evidence of BIE monitoring of test administrations.
Section 2.4 Summary Statement		
<p><u> x </u> The following additional evidence is needed/provide brief rationale:</p> <p style="padding-left: 40px;">Evidence 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>		

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>Test security procedures before, during and after test administration</p> <p>NCSC 1: NCSC AA-AAS Test Administration Manual (2015); pp. 15-16,18-19, 25-28, and 36-37 [MISSING]</p> <p>Incident-reporting procedures and consequences</p> <p>NCSC 1: NCSC AA-AAS Test Administration Manual (2015); p. 28 [MISSING]</p> <p>Requirements for annual test security training for Test Administrators and Test Coordinators</p> <p>NCSC 1: NCSC AA-AAS Test Administration Manual (2015); pp. 17, 19, 25 [MISSING]</p> <p>NCSC 5: NCSC Online Test Administration Training for Test Administrators Module 2: Overview of NCSC AA-AAS (Test) and Testing Integrity [MISSING]</p> <p>NCSC 6: NCSC Online Test Administration Training for Test Coordinators Module 2: Overview of NCSC AA-AAS (Test) and Testing Integrity. [MISSING]</p> <p>Evidence that the NCSC vendors had in place prior to the Spring 2015 NCSC administration secure data transfer protocols, policies, and procedures.</p> <p>NCSC 1:Test Administration Manual 2015 (Open Response: Foundational Reading) p.13 [MISSING]</p>	<p>BIE must submit BIE Practice and Procedures when finalized/approved.</p> <p>BIE references but does not provide several key pieces of evidence for this critical element.</p> <p>BIE describes some compliant policies/procedures for the Agency in the Evidence column, but does not include a handbook, manual, formal policy document, etc. indicating that they are in actual implementation or have been shared both internally with Agency staff and with member schools and educators.</p> <p>Provided documents do not demonstrate policies and procedures to prevent test irregularities and do not define security training requirements.</p> <p>Provided documents do not describe how test irregularities are detected.</p> <p>Provided documents do not describe the remediation process for test security incidents.</p> <p>Provided documents do not describe a process for investigating test irregularities.</p> <p>Provided documents do not demonstrate how test security procedures are applied uniformly for all 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 Bureau of Indian Education (alternate assessments)

	<p>NCSC 123:Architecture and Technology System Requirements (Component Transport; Security) pp. 53-56; 64-69 [MISSING]</p> <p>Evidence that the MSAA, vendors continue to have in place secure data transfer protocols, policies, and procedures. MSAA 5 :BAFO Measured Progress for MSAA (FERPA) pp. 19-20 [MISSING]</p> <p>MSAA 3:Test Administration Manual 2016 (Open Response: Foundational Reading) p.12</p> <p>BIE Practice and Procedure: Upon completion of Test Administrator Training, each School Test Coordinator must sign and submit the Alternate Assessment Test Security Form for Test Coordinators to the Chief Academic Office, Assessments and Accountability Unit, annually.</p> <p>BIE Practice and Procedure: School Test Coordinators are required to complete at least one observation. Students selected for observation should be those that are more unique or for test administrators that are new or struggle with test administration.</p> <p>Incident Reporting (Test Security Violations, Students not completing tests, opening closed tests, etc.</p> <p>BIE Practice and Procedure: School Test Coordinator must contact BIE MSAA State Contact to report any incidents that occurred during the MSAA Alternate Assessment Test Administration. E-mails to the BIE MSAA State Contact should include the NASIS ID only of the student and a description of the incident.</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 Bureau of Indian Education (alternate assessments)

	BIE Practice and Procedure: Alleged or factual test irregularities will be reviewed/investigated by the Chief Academic Office, Assessments and Accountability Unit. Appropriate remediation will follow, if needed.	
Section 2.5 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"> • BIE must provide evidence for all requirements within this Critical Element. • See examples for Critical Element 2.5 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i> p.43-45 		

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 Bureau of Indian Education (alternate assessments)

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><i>Integrity and confidentiality of test materials, test-related data, and PII</i></p> <p>NCSC 15: NCSC 2015 Operational Assessment Technical Manual, Appendix 2-C: Design for Technical Platform for NCSC Assessment System, p. 15 of 25 (in page navigation) “System Security Layers” [MISSING]</p> <p><i>Guidelines for districts and schools to secure student-level assessment data and protect student privacy and confidentiality</i></p> <p>MSAA 0018. The Family Educational Rights and Privacy Act: Guidance for Reasonable Methods and Written Agreements</p> <p><i>What is BIE’s minimum n-size for all indicators and for reporting and accountability?</i></p> <p>MSAA 0019. BIE Agency Plan-Executive Summary, page 6</p>	<p>BIE provides a summary of FERPA requirements and guidance, but does not show that the Agency has adopted or implemented the policy, nor evidence that it has been shared with schools, educators, administrators, etc.</p> <p>No other evidence is provided regarding policies and procedures to protect data integrity, student privacy, or PII in reporting as required by this critical element.</p> <p>MSAA 0019 provides the BIE Consolidated Agency ESSA Plan, which defines the minimum n-size as 10 for all indicators and student groups for reporting and accountability.</p> <p>The missing document, the NCSC 2015 Operational Assessment Technical Manual, is likely not relevant given the date.</p>
Section 2.6 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"> BIE must provide evidence for all requirements within this Critical Element. See examples for Critical Element 2.6 in <i>A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process</i> p.46-47 		

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.

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>See MSAA</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 Bureau of Indian Education (alternate assessments)

and cognitive complexity determined in test design to be appropriate for students with the most significant cognitive disabilities.		
Section 3.1 Summary Statement		
<input type="checkbox"/> No additional evidence is required or		
<input type="checkbox"/> The following additional evidence is needed/provide brief rationale: <ul style="list-style-type: none">• [list additional evidence needed w/brief rationale]		

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 Bureau of Indian Education (alternate assessments)

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
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.		See MSAA
Section 3.2 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (alternate assessments)

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
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> .		See MSAA
Section 3.3 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (alternate assessments)

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
The State has documented adequate validity evidence that the State's assessment scores are related as expected with other variables.		See MSAA
Section 3.4 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (alternate assessments)

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>. 		See MSAA

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 Bureau of Indian Education (alternate assessments)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 4.1 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (alternate assessments)

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><u>For academic content assessments</u>, the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in their design, development and analysis.</p>		See MSAA
Section 4.2 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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

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 Bureau of Indian Education (alternate assessments)

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
The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for <u>academic assessments</u> , including performance for high- and low-achieving students.		See MSAA
Section 4.3 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (alternate assessments)

Critical Element 4.4 – Scoring

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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> .		See MSAA
Section 4.4 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (alternate assessments)

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
If the State administers multiple forms of <u>academic assessments</u> within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State's <u>academic content standards</u> and yield consistent score interpretations such that the forms are comparable within and across school years.		See MSAA
Section 4.5 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (alternate assessments)

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; <u>or a native language version of the academic content assessment</u>), 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>See MSAA</p>
Section 4.6 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (alternate assessments)

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>BIE must provide evidence that it shares evidence of technical quality publicly.</p>
Section 4.7 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 of adequate technical quality is made 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 Bureau of Indian Education (alternate assessments)

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><u>NCSC 2: Guidance for IEP Teams on Participation Decisions for the NCSC Alternate Assessment of English Language Arts and Mathematics and Training</u> [MISSING]</p> <p><i>How will the <u>Secretary</u> provide for the inclusion of all students in assessments?</i></p> <p>MSAA 0007. 25 CFR § 30.106</p> <p><i>How will the <u>Secretary</u> include students with disabilities in assessments?</i></p> <p>MSAA 0008. 25 CFR § 30.107</p> <p><i>How will the <u>Secretary</u> provide for alternate assessments for students with the most significant cognitive disabilities?</i></p> <p>MSAA 0009. 25 CFR § 30.108</p> <p><i>Guidelines to determine assessment using an alternate assessment</i></p> <p><u>NCSC 2: Guidance for IEP Teams on Participation Decisions for the NCSC Alternate Assessment of English Language Arts and Mathematics and Training</u>; pp. 3-18. [MISSING]</p> <p><i>Accessibility tools, features, and accommodations</i></p>	<p>BIE references but does not provide several key pieces of evidence for this critical element.</p> <p>Provided documents do not demonstrate policies and procedures to ensure inclusion of all students, including those with disabilities. No evidence is provided regarding adoption of alternate academic achievement standards.</p> <p>Provided evidence in MSAA 0007, 0008, and 0009 document the requirement for BIE to adopt inclusive policies but not evidence of compliance and implementation.</p> <p>MSAA 0020 provides the eligibility determination process and documentation for students taking the alternate assessment. No information regarding alternate achievement standards is provided anywhere in the documentation. The eligibility form states that students are eligible to take the assessment if they have “significant cognitive disabilities,” including difficulties with cognitive functioning and adaptive behavior, but do not define or explain this as required for this critical element.</p> <p>Other required pieces of this critical element are not provided because all other referenced documents are missing.</p> <p>MSAA 0020 provides a parent consent/information component, but does not describe or explain alternate achievement standards are required by this section.</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 Bureau of Indian Education (alternate assessments)

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><u>NCSC 1: NCSC AA-AAS Test Administration Manual (2015);</u> pp. 9, 23-25, and 36-37. [MISSING]</p> <p><u>NCSC 4: Procedures for Assessing Students Who Are Blind, Deaf, of Deaf-Blind: Additional Directions for Test Administration</u> [MISSING]</p> <p><u>NCSC 8: User Guide for Test Administrators;</u> pp. 18, 26-28, and 55-65. [MISSING]</p> <p><u>NCSC 5: NCSC Online Test Administration Training for Test Administrators</u></p> <ul style="list-style-type: none"> • Module 3: Optimal Testing Conditions and Assessment Features • Module 4: Test Accommodations and Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration • Module 6: Before Test: Complete Demographics, LCI, and Accommodations [MISSING] <p><u>NCSC 1: NCSC AA-AAS Test Administration Manual (2015);</u> pp. 9, 23-25. [MISSING]</p> <p><u>NCSC 5: NCSC Online Test Administration Training for Test Administrators</u> Module 4: Test Accommodations and Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration [MISSING]</p> <p><i><u>Guidance for IEP Team</u></i></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 Bureau of Indian Education (alternate assessments)

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><u>NCSC 2: Guidance for IEP Teams on Participation Decisions for the NCSC Alternate Assessment of English Language Arts and Mathematics and Training;</u> pp. 3-18. [MISSING]</p> <p><u>NCSC 1: NCSC AA-AAS Test Administration Manual (2015)</u> Student Participation Criteria; p. 20. [MISSING]</p> <p><u>NCSC 5: NCSC Online Test Administration Training for Test Administrators</u> Module 2: Overview of NCSC AA-AAS (Test) and Testing Integrity [MISSING]</p> <p><u>MSAA 0020. BIE Alternate Assessment Participation Guidelines and Eligibility Determination</u></p> <p><i>IDEA disability categories and assessment decisions</i></p> <p><u>NCSC 2: Guidance for IEP Teams on Participation Decisions for the NCSC Alternate Assessment of English Language Arts and Mathematics and Training;</u> pp. 5, 6-7 (#2) [MISSING]</p> <p><i>Promote access to general curriculum</i></p> <p><u>NCSC 2: Guidance for IEP Teams on Participation Decisions for the NCSC Alternate Assessment of English Language Arts and Mathematics and Training;</u></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 Bureau of Indian Education (alternate assessments)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>p. 7 (#4). [MISSING]</p> <p><u>NCSC 11: Parent Overview of the NCSC Assessment System: Grades 3 – 8 and 11</u> [MISSING]</p> <p><u>NCSC 12: NCSC Brief 1: AA-AAS: Standards That Are the “Same but Different”</u> [MISSING]</p> <p><u>NCSC 13: NCSC Brief 5: Standards-based Individualized Education Programs (IEPs) for Students Who Participate in AA-AAS</u> [MISSING]</p> <p><u>NCSC 14: NCSC Brief 7: NCSC’s Content Model for Grade-Aligned Instruction and Assessment: “The Same Curriculum for All Students”</u> [MISSING]</p>	
Section 5.1 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"> • BIE must provide evidence for all requirements within this Critical Element. • See examples for Critical Element 5.1 in <i>A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process</i> p.60-61 		

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 Bureau of Indian Education (alternate assessments)

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><u>English learners and accommodations</u></p> <p><u>NCSC 2: Guidance for IEP Teams on Participation Decisions for the NCSC Alternate Assessment of English Language Arts and Mathematics and Training;</u> p. 7 (#3). [MISSING]</p> <p><u>How will the Secretary include English learners in academic content assessments?</u></p> <p>MSAA 0010. 25 CFR § 30.109</p> <p><u>Accessibility tools, features, and accommodations for English learners</u></p> <p><u>NCSC 1: NCSC AA-AAS Test Administration Manual (2015);</u> pp. 9, 23-25. [MISSING]</p> <p><u>NCSC 5: NCSC Online Test Administration Training for Test Administrators</u></p> <ul style="list-style-type: none"> Module 4: Test Accommodations and Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration [MISSING] <p><u>NCSC 8: User Guide for Test Administrators;</u> pp. 55-65 [MISSING]</p> <p><u>Guidance for selection of accommodations for English learners</u></p> <p><u>NCSC 1: NCSC AA-AAS Test Administration Manual (2015);</u></p>	<p>BIE references but does not provide several key pieces of evidence for this critical element.</p> <p>MSAA 0010 describes the general requirements for the inclusion of all ELs in state content assessments, but does not address the alternate assessment. MSAA 0010 defines BIE responsibilities but does not provide any evidence that BIE is carrying out these responsibilities for ELs as defined.</p> <p>No evidence is provided regarding procedures for determining linguistic accommodations, accessibility tools and features, or selection of appropriate accommodations.</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 Bureau of Indian Education (alternate assessments)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>pp. 9, 24, and 36-37. [MISSING]</p> <p><u>NCSC 5: NCSC Online Test Administration Training for Test Administrators</u></p> <ul style="list-style-type: none"> Module 4: Test Accommodations and Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test [MISSING] <p>Bureau of Indian Education (BIE) Website: Bureau of Indian Education Standards https://www.bie.edu/landing-page/new-standards English Language Proficiency Development Standards, K-12 https://wida.wisc.edu/teach/standards/eld/2020</p>	
Section 5.2 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"> BIE must provide evidence for all requirements within this Critical Element. See examples for Critical Element 5.2 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i> p.63 		

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 Bureau of Indian Education (alternate assessments)

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><u>Availability of accommodations for students with disabilities</u></p> <p>NCSC 1: NCSC AA-AAS Test Administration Manual (2015); pp. 9, 24, 36-37. [MISSING]</p> <p>NCSC 5: NCSC Online Test Administration Training for Test Administrators</p> <ul style="list-style-type: none"> Module 4: Test Accommodations and Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration [MISSING] <p>NCSC 8: User Guide for Test Administrator; pp. 18, 26-28. [MISSING]</p> <p>BIE Practice and Procedures: BIE pulls test type, accommodations and assistive technology information from the Student Information System electronic IEP of each student being administered State Testing to ensure appropriate test type, accommodations and assistive technologies identified by each student with disabilities IEP team decision are administered.</p> <p><u>Accommodations for English learners</u></p> <p>NCSC 1: NCSC AA-AAS Test Administration Manual (2015); pp. 9, 24, 36-37. [MISSING]</p> <p>NCSC 5: NCSC Online Test Administration Training for Test Administrators</p> <p>Module 4: Test Accommodations and Procedures for Assessing Students Who Are Blind, Deaf, or Primarily cite MSAA and NCSC for evidence</p>	<p>BIE references but does not provide several key pieces of evidence for this critical element.</p> <p>BIE provides some narrative descriptions of practice and procedures, but no formal posting or final written version of the policies to indicate they are implemented internally or externally or have been shared with Agency and school staff.</p> <p>Provided evidence in MSAA 0007 and 0008 document the requirement for BIE to adopt inclusive policies but not evidence of compliance and implementation.</p> <p>BIE does not provide any additional information regarding available of accommodations, appropriateness of accommodations (for ELs or students with disabilities), process for review of request for exceptional accommodations, or assurance of meaningful participation in the assessment as required by this critical element.</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 Bureau of Indian Education (alternate assessments)

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>	<ul style="list-style-type: none"> Deaf-Blind: Additional Directions for Test Administration [MISSING] <p>NCSC 8: <u>User Guide for Test Administrator:</u> pp. 18, 26-28. [MISSING]</p> <p>BIE Practice and Procedures: BIE pulls test type, accommodations and assistive technology information from the Student Information System electronic IEP of each student being administered State Testing to ensure appropriate test type, accommodations and assistive technologies identified by each student with disabilities IEP team decision are administered.</p> <p>NCSC 15: NCSC 2015 Operational Assessment Technical Manual <u>Principled approach to assessment development and developing the item model</u></p> <p>Chapter 2 Test Development.</p> <p><u>Item Specifications Reflected in Example Annotated Design Pattern and Task Template</u></p> <p>Chapter 2 Test Development; Appendix 2-A.</p> <p><u>Accessibility by Design – Accommodations Committee Work</u></p> <p>Chapter 2 Test Development; Appendix 2-B.</p> <p>Chapter 4 Test Administration; pp. 88-90.</p> <p><u>Documentation of accommodations, Student response check, Accessibility Features</u> Chapter 4 Test Administration; p. 96.</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 Bureau of Indian Education (alternate assessments)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p><u>Accommodations Frequencies</u> Chapter 6 Psychometric Analyses; Appendix 6-L. [MISSING]</p> <p><u>NCSC 5: NCSC Online Test Administration Training for Test Administrators</u></p> <ul style="list-style-type: none"> Module 4: Test Accommodations and Procedures for Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration; pp. 62-84 [MISSING] <p><i>Evidence of the NCSC Participation Guidance to determine eligibility for all students, including English learners to participate in the test.</i></p> <p><u>NCSC 2:Guidance for IEP Teams on Participation Decisions</u> (Introduction; Description of the [NCSC Alternate Assessment]; Participation Decisions) pp. 3-4 [MISSING]</p> <p><u>NCSC 2:Guidance for IEP Teams on Participation Decisions</u> (Do Not Use the Following as Criteria for Participation Decisions) p. 5 [MISSING]</p> <p><u>NCSC 2:Guidance for IEP Teams on Participation Decisions</u> (How do I know if the [NCSC Alternate Assessment] is appropriate for an ELL with an IEP whose language proficiency makes it difficult to assess content knowledge and skills?) p. 8 [MISSING]</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 Bureau of Indian Education (alternate assessments)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 5.3 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"> BIE must provide evidence for all requirements within this Critical Element. See examples for Critical Element 5.3 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i> p.63-64 		

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 Bureau of Indian Education (alternate assessments)

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>BIE Practice and Procedures: BIE will monitor test administration in schools by on-site observation and electronically via the Student Information System 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.</p> <p>MSAA 0005. <u>BIE Consolidated Agency Plan</u></p> <p>MSAA 0001. <u>Standards, Assessments, and Accountability System</u> Federal Registry Publication Date: 3/26/2020 Bureau of Indian Affairs</p> <p><i>How will the <u>Secretary</u> provide for the inclusion of all students in assessments?</i> MSAA 0007. <u>25 CFR § 30.106</u></p> <p><i>How will the <u>Secretary</u> include students with disabilities in assessments?</i> MSAA 0008. <u>25 CFR § 30.107</u></p> <p><i>How will the Secretary provide for alternate assessments for students with the most significant cognitive disabilities?</i> MSAA 0009. <u>25 CFR § 30.108</u></p> <p><i>How will the Secretary include English learners in academic content assessments?</i> MSAA 0010. <u>25 CFR § 30.109</u></p>	<p>BIE provides a narrative description of practice and procedures, but no formal posting or final written version of the policies to indicate they are implemented internally or externally or have been shared with Agency and school staff.</p> <p>Provided evidence in MSAA 0007, MSAA 0008, MSAA 0009, and MSAA 0010 document the requirement for BIE to adopt inclusive policies but not evidence of compliance and implementation of a monitoring process as required for this critical element.</p> <p>The evidence provided describes the policy and implementation of standards and assessment systems, but not how BIE monitors test administration, as required for this critical element. The provided documentation does not show how BIE ensures test administration is consistent with policies for accommodations, appropriate for addressing disability and language needs, consistent with instructional accommodations, consistent with IEP or EL plan accommodations, administered with fidelity to procedures, or monitored for all administrations.</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 Bureau of Indian Education (alternate assessments)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 5.4 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"> BIE must provide evidence for all requirements within this Critical Element. See examples for Critical Element 5.4 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i> p.64-65 		

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 Bureau of Indian Education (alternate assessments)

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><i>The State formally adopted academic achievement standards</i></p> <p>MSAA 0001. Standards, Assessments, and Accountability System Federal Registry Publication Date: 3/26/2020 Bureau of Indian Affairs</p> <p><i>How will the Secretary implement requirements for standards?</i></p> <p>MSAA 0004. 25 CFR § 30.104</p> <p>MSAA 0005. BIE Consolidated Agency Plan</p> <p>MSAA 0006. BIE Agency Plan ED Approval Letter</p> <p>NCSC 15: NCSC 2015 Operational Assessment Technical Manual Development of Grade Level Performance Level Descriptors Chapter 7 Standard Setting; Appendix 7-A. [MISSING]</p> <p>NCSC 15: NCSC 2015 Operational Assessment Technical Manual <u>Performance Level Descriptor Front Matter and Performance Level Descriptors</u> Chapter 7 Standard Setting; Appendix 7-B. [MISSING]</p> <p>NCSC 15: NCSC 2015 Operational Assessment Technical Manual <u>Performance level and scale score distributions</u></p>	<p>BIE does not specify whether or not they have adopted alternate achievement standards for students with cognitive disabilities.</p> <p>No evidence is provided regarding achievement standards and levels for alternate standards or the alternate assessment.</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 Bureau of Indian Education (alternate assessments)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	Chapter 6 Psychometric Analyses; pp. 130-131 and Appendix 6-I. [MISSING]	
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"> BIE must provide evidence for all requirements within this Critical Element. See examples for Critical Element 6.1 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i> p.65-66 		

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 Bureau of Indian Education (alternate assessments)

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> 		See MSAA
Section 6.2 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (alternate assessments)

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>See MSAA</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 Bureau of Indian Education (alternate assessments)

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		
<div style="margin-bottom: 10px;"> <input type="checkbox"/> No additional evidence is required or </div> <div> <input type="checkbox"/> The following additional evidence is needed/provide brief rationale: <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] </div>		

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 Bureau of Indian Education (alternate assessments)

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 level</u>³</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><u>Interpretive guidance for use with State report NCSC 10: NCSC AA-AAS 2015 Guide for Score Report Interpretation</u> [MISSING]</p> <p>BIE Practice and Procedure: BIE develops a State Performance Plan/Annual Performance Report that evaluates the state's efforts to implement the requirements and purposes of IDEA and describe how the state will improve its implementation and results for children with disabilities. To view each document of the <u>State Performance Plans (SPP) Letters and Annual Performance Report (APR) Letters</u>. Use the "Select State" then click on Bureau of Indian Education. This will lead you to the BIE's SPP/APR for FFY 2014 through FFY 2018; and Determinations letters for 2014 through 2020.</p> <p><u>Public Reporting of Assessment Data for Students with Disabilities</u> Bureau of Indian Education (BIE) Website: https://www.bie.edu/topic-page/performance-data-statistics</p> <p><u>Examples of reports of assessment results</u> NCSC 10: NCSC AA-AAS 2015 Guide for Score Report Interpretation; pp. 17-23. [MISSING]</p> <p><u>Interpretive guides to support appropriate uses of assessment results</u></p>	<p>BIE references but does not provide several key pieces of evidence for this critical element.</p> <p>BIE provides some narrative descriptions of practice and procedures, but no formal posting or final written version of the policies to indicate they are implemented internally or externally or have been shared with Agency and school staff.</p> <p>BIE provides historical data for Annual Performance reports and includes a link to the public-facing website which reports assessment proficiency and participation rates for students with disabilities. Because all data is reported at the school-level only one or two data points is available for the alternate assessment for any BIE school. Aggregate data are needed to provide meaningful information for the public and for educators.</p> <p>No evidence of interpretive guides and supporting resources are provided.</p> <p>No evidence is provided of a policy for how reports are shared in a timely manner with all key stakeholders, nor for any of the other related reporting components of this critical element.</p> <p>BIE should ensure that documents submitted are current and relevant to the timeframe that the assessments were implemented for BIE.</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.

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 Bureau of Indian Education (alternate assessments)

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. 		

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 Bureau of Indian Education (alternate assessments)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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"> BIE must provide evidence for all requirements within this Critical Element. See examples for Critical Element 6.4 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i> p.71-72 		

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.

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)

Critical Element 7.1 – State Procedures for the Use of Locally Selected, Nationally Recognized High School Academic Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has established technical criteria to use in its review of any submission of a locally selected, nationally recognized high school academic assessment. The State has completed this review using its established technical criteria and has found the assessment meets its criteria <u>prior to</u> submitting for the Department’s assessment peer review.</p> <p>The State’s technical criteria include a determination that the assessment:</p> <ul style="list-style-type: none"> • Is aligned with the challenging State academic standards; and • Addresses the depth and breadth of those standards. <p>AND</p> <p>The State has procedures in place to ensure that a district that chooses to use a nationally recognized high school academic assessment administers the same assessment to all high school students in the district except for students with the most significant</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 Bureau of Indian Education (alternate assessments)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>cognitive disabilities who may be assessed with an AA-AAAS.</p> <p>AND</p> <p>The technical criteria established by the State in reviewing a locally selected, nationally recognized high school academic assessment must ensure that the use of appropriate accommodations does not deny a student with a disability or an EL—</p> <ul style="list-style-type: none"> • The opportunity to participate in the assessment; and • Any of the benefits from participation in the assessment that are afforded to students without disabilities or students who are not ELs. 		
Section 7.1 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (alternate assessments)

Element 7.2 –State Monitoring of Districts Regarding the Use of Locally Selected, Nationally Recognized High School

Academic Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State must have procedures in place to ensure that:</p> <p>Before a district requests approval from the State to use a nationally recognized high school academic assessment, the district notifies all parents of high school students it serves—</p> <ul style="list-style-type: none"> • That the district intends to request approval from the State to use a nationally recognized high school academic assessment in place of the statewide academic assessment; • Of how parents and, as appropriate, students may provide meaningful input regarding the district's request (includes students in public charter schools who would be included in such assessments); and • Of any effect of such request on the instructional program in the district. 		
Section 7.2 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (alternate assessments)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence

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 Bureau of Indian Education (alternate assessments)

Element 7.3 –Comparability of the Locally Selected Nationally Recognized High School Academic Assessments with the State Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The locally selected, nationally recognized high school academic assessment:</p> <ul style="list-style-type: none"> • Is equivalent to or more rigorous than the statewide assessment, with respect to— <ul style="list-style-type: none"> ○ The coverage of academic content; ○ The difficulty of the assessment; ○ The overall quality of the assessment; and ○ Any other aspects of the assessment that the State may establish in its technical criteria; • Produces valid and reliable data on student academic achievement with respect to all high school students and each subgroup of high school students in the district that— <ul style="list-style-type: none"> ○ Are comparable to student academic achievement data for all high school students and each subgroup of high school students produced by the statewide assessment at each academic achievement level; ○ Are expressed in terms consistent with the State’s academic achievement standards; and ○ Provide unbiased, rational, and consistent differentiation among schools within the State for the purpose of the State determined accountability system including calculating the Academic Achievement indicator and annually meaningfully differentiating between 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.

STATE ASSESSMENT PEER REVIEW NOTES FOR Bureau of Indian Education (alternate assessments)

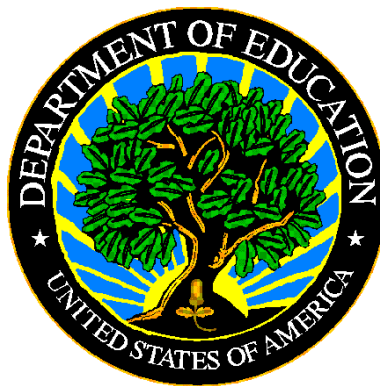
Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 7.3 Summary Statement		
<div style="margin-bottom: 10px;"> <input type="checkbox"/> No additional evidence is required or </div> <div> <input type="checkbox"/> The following additional evidence is needed/provide brief rationale: <ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] </div>		

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.

U. S. DEPARTMENT OF EDUCATION

Peer Review of State Assessment Systems

January-May 2022 State Assessment Peer Review Notes



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 Bureau of Indian Education
(general assessments)

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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 Bureau of Indian Education (general assessments)

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>Bureau of Indian Education (BIE) Website: https://www.bie.edu/landing-page/standards</p> <ol style="list-style-type: none"> 1. College and Career Ready (Common Core) Standards in Math K-12 2. College and Career Ready (Common Core) Standards in English Language Arts K-12. <p>Memo, BIE Website: https://www.bie.edu/sites/default/files/inline-files/CAO%20Assessments%20Memo%2009%2017%202021.pdf</p> <p>https://www.bie.edu/sites/default/files/inline-files/SAAS%20memorandum%20SY%2020-21%20%281%29.pdf</p>	<p>BIE provides link to state website with linked Common Core Standards for reading/language arts, math, and science.</p> <p>Does not address science standards directly, although science listed on webpage.</p> <p>Includes linked memos sharing updated information with all education leaders within BIE.</p> <p>Final rulemaking provided, but not specific information about the actual adoption of the standards or how these are applied uniformly for all BIE schools.</p> <p>Memos linked, but unclear how implementation is actually monitored/assured.</p> <p>When was the action taken to formally adopt the Standards and by who?</p>
<p>Section 1.1 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"> • Evidence of 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 (e.g. record of adherence to BIE's formal process for decision-making when standards were adopted). 		

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 Bureau of Indian Education (general assessments)

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>PARCC Final Technical Report for 2018 Administration Pearson (February 28, 2019)</p>	<p>No state-specific evidence provided; however, it is required.</p> <p>PARCC technical report provided, but no specific indication of page numbers and no supplemental information drawing the connection to the required evidence.</p> <p>Additional evidence needed to show state-specific alignment. None provided outside of general consortium technical report.</p> <p>BIE’s Index document, specifically p.5, was incomplete with regards to whether or not the adopted standards were modified which impacts the evidence required.</p>
<p>Section 1.2 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"> 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 (see examples for Critical Element 1.2 in <i>A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process</i>, p.30-31). 		

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 Bureau of Indian Education (general assessments)

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>Department staff were able to determine that the BIE administers general and alternate assessments in Reading/language arts and Math in each grade 3-8 and at least once in high school.</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 Bureau of Indian Education (general assessments)

<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 Bureau of Indian Education (general assessments)

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>Department staff determined that the BIE has not provided sufficient evidence for this critical element. The submission provided documentation of BIE policies mandating the inclusion of all students in the assessment system but failed to provide evidence demonstrating these policies are clearly conveyed to educators (districts, schools, and teachers).</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 Bureau of Indian Education (general assessments)

<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. 		
Section 1.4 Summary Statement		
<p>___x The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence 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 (e.g., test coordinator, test administration, and accommodations manuals); and; <ul style="list-style-type: none"> • For students with disabilities, evidence of policies which 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; • Evidence of policies that clearly 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. 		

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 Bureau of Indian Education (general assessments)

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>Department staff determined that the documentation submitted demonstrated the BIE conducted meaningful consultation that provided tribal representatives, teachers, school administrators, and other stakeholders an opportunity to participate. Department staff believe the BIE has provided sufficient evidence for this critical element.</p>
Section 1.5 Summary Statement		
___x___ 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 Bureau of Indian Education (general assessments)

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>Document 009: PARCC Final Technical Report for 2018 Administration Pearson (February 28, 2019)</p> <p>Document 001 New Meridian Technical Report 2018-2019: Section 2 page 12 Test Development 2.1 Overview of the Summative Assessments, Claims, and Design 2.1.1 English Language Arts/Literacy (ELA/L) Assessments—Claims and Subclaims 2.1.2 Mathematics Assessments—Claims and Subclaims</p> <p>Test Blueprint 2.2 Test Development Activities 2.2.1 Item Development Process Bank Analysis and Item Development Plan Text Selection for ELA/L Item Development 2.2.2 Item and Text Review Committees Text Review</p> <p>The Full (Flagship) and Short (ABO) high level blueprints and PLDs at New Meridian links: https://resources.newmeridiancorp.org/math-test-design/ https://resources.newmeridiancorp.org/ela-test-design/</p> <p>Document 008: ABO Comparability Review Report-Final [Missing]</p>	<p>New Meridian Technical Report makes a clear statement of purpose for the assessment, interpretations, and results: “Aligned to the Common Core State Standards (CCSS) as articulated in the Model Content Frameworks, the summative assessments are designed to determine whether students are college- and career-ready or on track, assess the full range of the CCSS, measure the full range of student performance, and provide data to help inform instruction, interventions, and professional development.”</p> <p>Documents referenced for test blueprints are insufficient to demonstrate depth and breadth of the content standards, describing only total number of test items within broad categories. However, other linked documents on the website (but not referenced by BIE) do provide the needed information:</p> <ul style="list-style-type: none"> • Reading Evidence Tables • Writing Evidence Tables • Mathematics Claim Structure Document • Evidence Statement Documents <p>BIE provides the technical reports from the assessment vendors which state their claims and subclaims regarding content, but does not describe objective processes to align test content and academic content standards. Referenced sections of the technical report do not address the requirement of demonstrating higher-order thinking skills. The description of item development and review provided in the New Meridian Technical Report shows some evidence of assurance of challenging content. Peers were expecting to see information related to the how and why the blueprint was reduced and evidence that the assessment still aligns with the depth and breadth of</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 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>content standards. The referenced Comparability report would be helpful but was not included in submission materials.</p> <p>BIE does not administer computer-adaptive assessments.</p> <p>The content assessment does not include portfolios.</p>
Section 2.1 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"> 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; see examples for Critical Element 2.1 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i>, p.36). 		

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 <u>State's academic content standards</u> in terms of content and cognitive process, including higher-order thinking skills. 		See PARCC
Section 2.2 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (general assessments)

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>Overview of Virtual Training Session</p> <ol style="list-style-type: none"> 11/9/20 BIE ELA/Math Spring 2021 Assessment Overview Training 2-3 MT 12/1/20 BIE ELA/Math Spring 2021 Assessment Overview Training 9-10 MT 12/3/20 BIE ELA/Math Spring 2021 Assessment Overview Training 2-3 MT 12/4/20 BIE ELA/Math Spring 2021 Assessment Overview Training 11-12 MT <p>Document 012: Overview Training PowerPoint [Missing]</p> <p>Pre-Administration Virtual Training Dates for school leaders, test coordinators, IT/Computer, SPED Teachers, etc.:</p> <ol style="list-style-type: none"> 1/11/21 ELA/Math Test Administration Training 9:00-3:30 MT 1/13/21 ELA/Math Test Administration Training 9:00-3:30 MT 1/15/21 ELA/Math Test Administration Training 9:00-3:30 MT <p>Repeat Sessions:</p> <ol style="list-style-type: none"> 1/19/21 ELA/Math Test Administration Training 9:00-3:30 MT 9:00-3:30 MT 1/26/21 ELA/Math Test Administration Training 9:00-3:30 MT 1/21/21 ELA/Math Test Administration Training <p>Document 013 - Test Admin training PowerPoint [Missing]</p> <p>Document 003: 2021 TEST COORDINATOR MANUAL Computer-Based & Paper-Based Testing Math & English Language Arts/Literacy</p>	<p>Training materials referenced but not provided. Materials, registration/virtual attendance sheets, documentation of how these training events were advertised and to whom, and participation rate of member schools are needed to demonstrate communication of procedures. Doc #002 provides some information regarding the responsibility of ensuring training is completed although it is in draft form.</p> <p>Test Coordinator Manual (TCM) and Test Administration Manual (TAM) are provided, and both provide clearly defined and accessible resources describing detailed standardized assessment procedures.</p> <p>Accommodation procedures appear to allow formal testing accommodations for students who do not have disabilities and who are not English learners, but the TCM does not define cases where this would or would not be appropriate nor what protocols should be followed in these instances (TCM, p. 58). This does not appear to be clear or standardized.</p> <p>It is unclear how EL accommodations should be documented. IEP and 504 accommodations are to be recorded in the student's plan, but p.55 of the TCM states, "All accommodations for students with disabilities or ELs must be approved and documented in advance in an Individualized Education Program (IEP), 504 plan, or, if required by BIE, an EL plan." It is unclear when an EL plan is required and how accommodations are otherwise documented for ELs.</p> <p>TCM, TAM, and Accommodations Manual provide detailed information on test administration requirements and procedures for students with testing accommodations.</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>Document 004: Test Administration Manual 2021 Computer-Based Testing Math & English Language Arts</p> <p>Document 005: BIE College & Career Ready Standards Summative Assessment Accessibility Features and Accommodations Manual: Section 2: BIE Accessibility System and Accessibility Features for All Students Taking the CCRS Summative Assessments Section 3: Accommodations for Students with Disabilities and English Learners Section 4: Decision-Making Process for Selecting, Using, and Evaluating Accessibility Features and Accommodations for Students with Disabilities, English Learners, and English Learners with Disabilities</p> <p>Document 001: New Meridian Technical Report 2018-2019 3.2.4 Accommodations for Student Disability and Els. https://bie.mypearsonsupport.com Technology Resources – TestNav 8 App</p> <p>Document 006: 2021 Infrastructure Trial Guide [Missing]</p>	<p>The TCM and TAM adequately provide evidence of defined policies and procedures for computer-based test administration, as well as some information regarding contingency plans for technological issues occurring during testing. The TCM and BIE Pearson Support page provide detailed technical requirements for devices to be used for computer-based testing.</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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Section 2.3 Summary Statement

☐ No additional evidence is required or

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

- Evidence of 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 and know how to make use of appropriate accommodations during assessments for all students with disabilities. Specifically, evidence of how BIE ensured that those that required training received it adequately (e.g., who is being trained, what is the content, who is responsible for ensure that everyone receives training)?
- See examples for Critical Element 2.3 in *A State's Guide to the U.S. Department of Education's Assessment Peer Review Process*, p.41.

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 Bureau of Indian Education (general assessments)

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
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.		Documentation submitted by the BIE provided policies for test administration but Department staff could not find policies, procedures or evidence of BIE monitoring of test administrations.
Section 2.4 Summary Statement		
<p><u> x </u> The following additional evidence is needed/provide brief rationale: Evidence 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>		

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 Bureau of Indian Education (general assessments)

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>Pre-Administration Virtual Training covers the prevention and procedures for reporting all irregularities to BIE CAO Office:</p> <ol style="list-style-type: none"> 1/11/21 ELA/Math Test Administration Training 9:00-3:30 MT 1/13/21 ELA/Math Test Administration Training 9:00-3:30 MT 1/15/21 ELA/Math Test Administration Training 9:00-3:30 MT <p>Repeat Sessions:</p> <ol style="list-style-type: none"> 1/19/21 ELA/Math Test Administration Training 9:00-3:30 MT 9:00-3:30 MT 1/26/21 ELA/Math Test Administration Training 9:00-3:30 MT 1/21/21 ELA/Math Test Administration Training <p>Document 002: Indian Affairs Manual (Draft) – Education (Academic, Instructional, & Administrative Services) BIE Testing & Assessments Policy.</p> <p>Document 001: New Meridian Tech. Reports 2018-2019 3.3 Test Irregularity and Security Breach, page 24</p> <p>Document 004: Test Administration Manual 2021 Computer-Based & Paper-Based Testing Math & English Language Arts 2.0 Test Security and Administration Policies 2.2 Testing Irregularities and Security Breaches</p> <p>Document 003:</p>	<p>Training materials are referenced but not provided. Materials, registration/virtual attendance sheets, documentation of how these training events were advertised and to whom, and participation rate of member schools are needed.</p> <p>Draft Assessment Policy is provided, but as this is only a draft document and has not been finalized and implemented, this does not provide sufficient evidence of policy adoption as required by this critical element.</p> <p>Detailed policies in TCM and TAM meet requirements of this critical element for uniform, detailed, and clear policies and procedures regarding test security for computer-based and paper-based testing. A security form agreement is required for all staff working with the test in any capacity, and procedures for reporting testing irregularities or security breaches (including relevant examples) are provided.</p> <p>BIE does not provide a clear training policy for test administrators and test coordinators, nor other staff members required by this critical element and does not explain what training all coordinators and administrators (and others) are required to complete each year or before administering the assessment. It is unclear how the clearly defined policies in the TAM and TCM are shared with all appropriate school staff nor how training is assured.</p> <p>BIE does not provide any data or explanation of actual test security incidents, tracking, follow-up, assessment monitoring, or internal processes for investigating possible security breaches. Forms are provided, but no explanation is provided regarding what happens when a school submits</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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	2021 TEST COORDINATOR MANUAL Computer-Based & Paper-Based Testing Math & English Language Arts/Literacy Appendix B: Security Agreement pg. 68 Appendix C: BIE Policy Addendum pg. 70-71 Appendix D: Form to Report Test Irregularities or Security Breach pg. 76 Appendix E: Form to Report Contaminated, Damaged, Missing Materials pg. 78	a form reporting an issue to BIE leadership. No policy or audit process is described for identifying testing irregularities.
Section 2.5 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 that the State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results. Shared policy is in draft form. • Evidence of the prevention of any assessment irregularities, 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; • Evidence of the detection of test irregularities; • Evidence of remediation following any test security incidents involving any of the State's assessments; • Evidence of the investigation of alleged or factual test irregularities. • See examples for Critical Element 2.5 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i>, p.43-45. 		

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 Bureau of Indian Education (general assessments)

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>NASIS and secure files, user access, etc. https://www.infinitecampus.com/info/nasis-2-0 nasis pia</p> <p>Document 002: Draft – Indian Affairs Manual – Education (Academic, Instructional, & Administrative Services) BIE Testing & Assessments Policy.</p> <p>Document 003: 2021 TEST COORDINATOR MANUAL 2.0 Test Security and Administration Policies 2.1 Maintaining the Security of Test Materials and Content 2.1.3 Security Forms To document proper test administration and security procedures</p> <p>Document 004: 2021 TEST ADMINISTRATOR MANUAL FOR CBT/PBT 2.0 Test Security and Administration Policies 2.1 Maintaining the Security of Test Materials and Content 2.1.2 Security Forms</p>	<p>BIE addresses test security in this section, but does not specifically address data security, storage, and assessment results usage as required by this critical element.</p> <p>Evidence is provided that Infinite Campus requires only secure user access and two-step verification, but no explanation is provided for how schools use Infinite Campus nor how this meets the requirements of this critical element.</p> <p>Test security policies regarding test materials and content are specific and detailed and include forms for proper documentation for test coordinators and test administrators.</p> <p>BIE does not provide information on how student privacy and confidentiality are assured (nor guidelines for schools).</p> <p>BIE does not address the minimum number of students necessary to allow reporting of scores for students and student groups.</p>
Section 2.6 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 that BIE protects the integrity of its test-related data in test administration, scoring, storage and use of results; Evidence that BIE secures student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools; Evidence that BIE protects 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. See examples for Critical Element 2.5 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i>, p.46-47. 		

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 Bureau of Indian Education (general assessments)

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>Document 009: PARCC Final Technical Report for 2018 Administration Pearson (February 28, 2019)</p> <p>Document 001: New Meridian Technical Report 2018-2019 Section 13: Reliability, pg. 120 Section 14: Validity, pg. 139</p>	<p>The New Meridian Technical report provides a summary of alignment work that has been done; however, the full alignment study reports were not submitted. In order to evaluate the alignment, full reports with outcome data and alignment evidence are needed to demonstrate validity for each grade/subject test that is used for BIE’s Federal accountability.</p> <p>In addition, the alignment study summary information contained within the New Meridian Technical report notes several issues or gaps with regards to alignment. For example, “The grade 11 ELA/L assessment had a smaller range of depth and included items assessing the higher-demand cognitive level. A weakness of the ELA/L assessments is the lack of a listening and speaking component. It was also suggested that the ELA/L assessments could be enhanced by the inclusion of a research task that requires the use of two or more sources of information” (p.158). However, no follow-up actions or responses were included.</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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and cognitive complexity determined in test design to be appropriate for students with the most significant cognitive disabilities.		
Section 3.1 Summary Statement		
___ No additional evidence is required or		
X The following additional evidence is needed/provide brief rationale:		
<ul style="list-style-type: none"> • The State's academic assessments measure the knowledge and skills specified in the State's academic content standards, including: <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; • See examples for Critical Element 3.1 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i>, p.47-48. 		

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 Bureau of Indian Education (general assessments)

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
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.		See PARCC
Section 3.2 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (general assessments)

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
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> .	Document 001: New Meridian Technical Report 2018-2019 Section 6: Differential Item Functioning pg. 51 Section 14: Validity, pg. 139	Tables 14.1-14.21 show reliabilities that are low for some subclaims, for example, RI and RV. The correlations between these subclaims and other subclaims are higher than the reliability values. Similar patterns are seen for math. Explanation or follow-up steps to address this should be provided.
Section 3.3 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 that BIE 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>, specifically addressing the low reliability values for some subclaims. 		

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 Bureau of Indian Education (general assessments)

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>Document 009: PARCC Final Technical Report for 2018 Administration Pearson (February 28, 2019)</p> <p>Document 001: New Meridian Technical Report 2018-2019 Section 14: Validity 14.4 Evidence Based on Relationships to Other Variables 14.5.1 Content Alignment Studies 14.7 Interpretations of Test Scores</p>	<p>Tables 14.24-14.32 include the correlations between Reading, Writing and Math sections and are cited as evidence of validity based on relations to other variables, specifically the relationship between the ELA and math assessments. However, for some grades, the correlation between Reading and Writing is lower than the correlation between Reading and Math.</p> <p>This should be addressed with regards to whether or not this is expected per the Critical Element.</p>
Section 3.4 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"> Evidence that BIE has documented adequate validity evidence that the State's assessment scores are related as expected with other variables. 		

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>Document 009: PARCC Final Technical Report for 2018 Administration Pearson (February 28, 2019)</p> <p>Document 001: New Meridian Technical Report 2018-2019 Section 13: Reliability, pg. 120 Section 7: IRT Calibration and Scaling pg. 56</p>	<p>New Meridian Technical Report provides detailed test reliability data for the tested student population indicating high rates of reliability across the board and reasonable Standard Errors of Measurement (SEMs) for all tested grades and content areas.</p> <p>Estimated test reliability is at or near 90% for all grades in ELA and above 90% for most mathematics content areas. One concern is that Integrated Mathematics reliability is closer to 80%, nearly ten points lower than other areas of Mathematics assessed. Scale score reliability is also consistent across all grade levels and content areas, with a reliability above 80% for all.</p> <p>Subscore reliabilities are less than 0.60 for some subscores and grades. It would be nice if this were addressed in the report.</p> <p>Scoring reliability does not show major distinctions between gender groups but does note a somewhat lower reliability specifically for the American Indian student group. While this difference is not substantial, it may be a concern for BIE and is not addressed further in the evidence from BIE or New Meridian.</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 Bureau of Indian Education (general assessments)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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"> • Conditional standard error of measurement of the BIE's assessments 		

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 Bureau of Indian Education (general assessments)

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 definition⁴).</p> <p><u>For academic content assessments</u>, the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in their design, development and analysis.</p>		See PARCC
Section 4.2 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

⁴ 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

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 Bureau of Indian Education (general assessments)

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
The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for <u>academic assessments</u> , including performance for high- and low-achieving students.	<p>Document 009: PARCC Final Technical Report for 2018 Administration Pearson (February 28, 2019)</p> <p>Document 001: New Meridian Technical Report 2018-2019 Section 7: IRT Calibration and Scaling pg. 56</p>	<p>Indications of precision across the distribution could include TIFs and/or CSEMs at each cut score.</p> <p>The New Meridian Technical Report referenced by BIE contains very limited information regarding student performance across the performance continuum as required for this critical element. Further detail may be provided in the referenced Performance Level Setting Technical Report which is not provided for review (p.79).</p>
Section 4.3 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 that BIE has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for <u>academic assessments</u>, including performance for high- and low-achieving 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.

STATE ASSESSMENT PEER REVIEW NOTES FOR Bureau of Indian Education (general assessments)

Critical Element 4.4 – Scoring

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
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> .		See PARCC
Section 4.4 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (general assessments)

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
If the State administers multiple forms of <u>academic assessments</u> within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State's <u>academic content standards</u> and yield consistent score interpretations such that the forms are comparable within and across school years.		See PARCC
Section 4.5 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (general assessments)

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; <u>or a native language version of the academic content assessment</u>), 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>See PARCC</p>
Section 4.6 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (general assessments)

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>Document 009: PARCC Final Technical Report for 2018 Administration Pearson (February 28, 2019)</p> <p>Document 001: New Meridian Tech Report 2018-2019: Section 5 – Classical Item Analysis Section 9 – Quality Control Procedures Section 11 – Student Characteristics Section 13 – Reliability Section 14 – Validity Section 15 – Student Growth Measures</p>	<p>BIE must provide evidence that technical quality information is shared publicly.</p>
Section 4.7 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 of adequate technical quality is made 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.

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>Document 003: Test Coordinator Manual for CBT and Paper Testing: 6.0 Accessibility Features and Accommodations</p> <p>Document 004: Test Administration Manual 6.0 Accessibility Features and Accommodations 6.1 Test Administration of Accessibility Features and Accommodations</p> <p>Document 005: BIE College & Career Ready Standards Summative Assessment Accessibility Features and Accommodations Manual: Section 2: BIE Accessibility System and Accessibility Features for All Students Taking the CCRS Summative Assessments Section 3: Accommodations for Students with Disabilities and English Learners Section 4: Decision-Making Process for Selecting, Using, and Evaluating Accessibility Features and Accommodations for Students with Disabilities, English Learners, and English Learners with Disabilities</p> <p>https://bie.mypearsonsupport.com Administration guidance in the AF & A Manual</p>	<p>The TCM and TAM provide detailed and clear policies and procedures for the inclusion of students with disabilities in state assessments, with an emphasis on decision making informed by the IEP or 504 team and other key stakeholders, including students and parents. The Accommodations Manual (Document 005) includes a clear policy statement regarding the inclusion of all students with disabilities in BIE assessments (p.5).</p> <p>Accommodations emphasize access for all students wherever possible and allow flexibility and autonomy for educators who work with students with disabilities to provide a broad range of accommodations and accessibility supports for students with disabilities and those with 504 plans. Accommodation policies require careful documentation and emphasize the best practice of providing similar/familiar accommodations for students throughout the school year and not just for annual summative testing events.</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 Bureau of Indian Education (general assessments)

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 		

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 Bureau of Indian Education (general assessments)

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).⁵ 		
Section 5.1 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>		

⁵ 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 Bureau of Indian Education (general assessments)

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>BIE Final Consolidated Agency (state) plan https://www.bie.edu/topic-page/bie-essa-agency-state-plan</p> <p>Document 003: Test Coordinator Manual for CBT and Paper Testing: 6.0 Accessibility Features and Accommodations</p> <p>Document 005: BIE College & Career Ready Standards Summative Assessment Accessibility Features and Accommodations Manual: Section 2: BIE Accessibility System and Accessibility Features for All Students Taking the CCRS Summative Assessments Section 3: Accommodations for Students with Disabilities and English Learners Section 4: Decision-Making Process for Selecting, Using, and Evaluating Accessibility Features and Accommodations for Students with Disabilities, English Learners, and English Learners with Disabilities</p>	<p>The TCM and TAM provide detailed and clear policies and procedures for the inclusion of English learners in state assessments, with an emphasis on decision making informed by the EL team and other key stakeholders, including students and parents. The Accommodations Manual (Document 005) includes a clear policy statement regarding the inclusion of all ELs in BIE assessments (p.5).</p> <p>Accommodations emphasize access for all students wherever possible and allow flexibility and autonomy for educators who work with students with disabilities to provide a broad range of accommodations and accessibility supports for English learners. EL accommodations are linguistically appropriate. A chart is provided in the Accommodations Manual to demonstrate appropriate accommodations aligned to differing levels of English proficiency to support educators as they make accommodations decisions.</p> <p>It is unclear how EL accommodations should be documented. IEP and 504 accommodations are to be recorded in the student’s plan, but p.55 of the TCM states, “All accommodations for students with disabilities or ELs must be approved and documented in advance in an Individualized Education Program (IEP), 504 plan, or, if required by BIE, an EL plan.” It is unclear when an EL plan is required and how accommodations are otherwise documented for ELs.</p> <p>In the BIE Consolidated Agency Plan, they opted to exclude newcomers in their first year of school from E/LA testing for accountability purposes. The policy statement on p.44 of the TCM does not fully describe these parameters and may cause confusion. This allowance only applies to</p>

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STATE ASSESSMENT PEER REVIEW NOTES FOR Bureau of Indian Education (general assessments)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>immigrant students born out of the US, and this isn't clear in the stated policy.</p> <p>The BIE Consolidated Agency Plan, as approved by USED, does not identify any other significant languages other than English and so does not provide the assessment in any other languages.</p>
Section 5.2 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"> • Evidence that BIE 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. Specifically, policies for recently arrived ELs as currently written could cause confusion or lead to the exemption of students that should be tested. • Evidence of procedures for determining whether an EL should be assessed with a linguistic accommodation(s), specifically the documentation of 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 Bureau of Indian Education (general assessments)

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 <u>academic achievement</u> 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>Document 003: Test Coordinator Manual for CBT and Paper Testing: 6.0 Accessibility Features and Accommodations</p> <p>Document 004: Test Administration Manual 6.0 Accessibility Features and Accommodations 6.1 Test Administration of Accessibility Features and Accommodations</p> <p>Document 005: BIE College & Career Ready Standards Summative Assessment Accessibility Features and Accommodations Manual: Section 2: BIE Accessibility System and Accessibility Features for All Students Taking the CCRS Summative Assessments Section 3: Accommodations for Students with Disabilities and English Learners Section 4: Decision-Making Process for Selecting, Using, and Evaluating Accessibility Features and Accommodations for Students with Disabilities, English Learners, and English Learners with Disabilities</p>	<p>The Accommodations Manual provides a detailed description of all available accessibility features and accommodations for students with disabilities and ELs. The assessment is designed with numerous built-in accessibility features and administrative considerations available to all students, but also offers specific more intensive accommodations for students with IEPs and/or 504 plans and for English learners. BIE provides specific guidance and policy information for ELs with disabilities assuring that they are entitled both to language- based accommodations for their EL needs and any other accommodations for their disability-related needs.</p> <p>Accommodations emphasize access for all students wherever possible and allow flexibility and autonomy for educators who work with students with disabilities to provide a broad range of accommodations and accessibility supports for English learners. EL accommodations are linguistically appropriate (e.g. bilingual word-to-word dictionary, extended time, etc.). A chart is provided in the Accommodations Manual (p.55) to demonstrate appropriate accommodations aligned to differing levels of English proficiency to support educators as they make accommodations decisions. BIE provides specific guidance and policy information for ELs with disabilities assuring that they are entitled both to language- based accommodations for their EL needs and any other accommodations for their disability-related needs.</p> <p>BIE does not provide specific evidence or assessment data showing how it determines that accommodations are appropriate and effective for individual student needs, how they do not alter the construct being assessed, and how they allow for meaningful interpretations of results and score comparisons for students who do receive accommodations</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 Bureau of Indian Education (general assessments)

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>and those who do not.</p> <p>BIE provides a sample of the request form in the Accommodations Manual (pp.99-100) for exceptional accommodations for students with an IEP or 504 and/or students who are English learners. The form includes a spot for BIE staff sign-off on approval or denial but does not describe the review process or explain how these requests are reviewed and what grounds are considered for approval or denial.</p> <p>The BIE Accommodations Manual includes a clear policy statement on the meaningful inclusion of all students with disabilities and English learners in the assessment process and provides ample accommodations and accessibility features to offer flexible access to assessment content without compromising results. Additionally, the Accommodations Manual (pp.48-50) provides guidance for school leaders and educators on the importance of providing instructional accommodations aligned to assessment accommodations to ensure instruction and assessment experiences are aligned.</p>
Section 5.3 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 that BIE 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; • Evidence that BIE has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. 		

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 Bureau of Indian Education (general assessments)

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>BIE Final Consolidated Agency (state) plan https://www.bie.edu/topic-page/bie-essa-agency-state-plan</p> <p>NASIS IEP Module –Native American Student Information System (NASIS) IEP Module identifies students by grade, state assessment type, and types of accommodations</p>	<p>BIE does not provide any evidence for this critical element. No information is provided regarding how the agency monitors test administration to ensure compliant implementation of policies and procedures. The BIE Consolidated State Plan linked does not contain this information and no further data, evidence, or explanation is provided.</p> <p>NASIS IEP Module is referenced, but no link or access is provided nor documentation to explain it further.</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 Bureau of Indian Education (general assessments)

Section 5.4 Summary Statement

☐ No additional evidence is required or

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

- BIE must provide evidence for each requirement of this Critical Element. See examples for Critical Element 5.4 in *A State's Guide to the U.S. Department of Education's Assessment Peer Review Process*, p.64-65.

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 Bureau of Indian Education (general assessments)

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:</p> <p>(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>Bureau of Indian Education (BIE) Website: https://www.bie.edu/landing-page/standards</p> <ol style="list-style-type: none"> College and Career Ready (Common Core) Standards in Math K-12 College and Career Ready (Common Core) Standards in English Language Arts K-12. <p>ELA/Math testing grades: 3-8, and grade 11.</p> <p>Document 009: PARCC Final Technical Report for 2018 Administration Pearson (February 28, 2019)</p> <p>Document 001: New Meridian Technical Report 2018-2019 Section 12 – Scale Scores</p>	<p>BIE must provide evidence of the adoption of achievement, not content, standards for this CE.</p> <p>New Meridian Technical Report (p.93) provides a description of the five achievement levels defined by the assessment, exceeding the minimum requirement of three. The top two tiers measure high achievement (“Met Expectations” and “Exceeded Expectations”).</p> <p>BIE does not provide or reference the information required regarding descriptions of the achievement levels, but it is located in Section 8 of the New Meridian Technical Report (pp.74-76).</p> <p>A Performance Level Setting Technical Report is referenced in the New Meridian Technical Report (p.79), but not included or linked. This may contain the needed information regarding achievement scores differentiating among performance levels, which is not provided here by BIE in compliance with the requirements of this critical element.</p>
Section 6.1 Summary Statement		
___ No additional evidence is required or		

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 Bureau of Indian Education (general assessments)

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"> • Evidence that BIE formally adopted <u>challenging academic achievement standards</u> in reading/language arts, mathematics, and science for all students • Descriptions of the competencies associated with each achievement level • Evidence that the achievement scores that differentiate among the achievement levels 		

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 Bureau of Indian Education (general assessments)

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> 		See PARCC
Section 6.2 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (general assessments)

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>See PARCC</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 Bureau of Indian Education (general assessments)

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		
<div style="margin-bottom: 10px;"> <input type="checkbox"/> No additional evidence is required or </div> <div> <input type="checkbox"/> The following additional evidence is needed/provide brief rationale: <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] </div>		

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 Bureau of Indian Education (general assessments)

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 level⁶</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>Document 009: PARCC Final Technical Report for 2018 Administration Pearson (February 28, 2019)</p> <p>Document 001: New Meridian Tech Report 2018-2019 14.7 Interpretations of Test Scores</p> <p>Document #013: BIE ELA & Math Spring 2021 Assessment Training ppt, slide 153 [MISSING]</p> <p>Assessment Reports delivered via the Pearson Access Portal (https://assessment1.pearsonaccess.com)</p> <p>The final Reports:</p> <ul style="list-style-type: none"> Evidence Statement Analysis Schools Standards Roster Reporting Category summary - State, District, School Demographic Performance Level summary- State, District, School Individual Student Report (ISR) & 2 hard copies <p>Document 014: Sample Reports Doc # 017- BIE -PearsonAccess Session 9_Reporting Powerpoint.</p> <p>Reports Training for Schools Leaders and Test Coordinators: BIE Summative Report training</p>	<p>BIE must provide evidence of a process to provide reports in alternate formats upon request.</p> <p>BIE does not provide evidence of compliance for this critical element. While sample reports are provided, no information is provided regarding when reports are delivered, to whom, or how they are delivered. There is also no clear assurance the results are reported for all students.</p> <p>BIE provides no information on how it reports assessment results out publicly for all students and for each student group at each achievement level.</p> <p>Document 017 provides slides from a training which show an example of school-level reporting, but no information is provided regarding how these results are shared, what results are included, or how these results are interpreted. No interpretive guides are provided.</p> <p>The sample Individual Student Reports provided (Document 014) provide valid and reliable information regarding academic achievement and present the information in an accessible, visual manner for educator and families. The sample reports address students' academic achievement in terms of the academic standards and provide helpful interpretation information for parents, teachers, and principle. Content is understandable and provided in uniform format, but is not provided in other languages and does use education jargon which may create</p>

⁶ 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.

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 Bureau of Indian Education (general assessments)

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. 	<ol style="list-style-type: none"> 1. September 14, 2021 2. September 15, 2021 	<p>barriers for families who speak other languages, have low levels of literacy, or have disabilities. No information is provided regarding how equal access is assured.</p> <p>BIE does not provide any information regarding the timeline for delivering student reports.</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 Bureau of Indian Education (general assessments)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 6.4 Summary Statement		
<p>___ No additional evidence is required or</p> <p>_X_ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that BIE 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. • Evidence that BIE reports to the public its assessment results on <u>student academic achievement for all students and each student group at each achievement level⁷</u> • Evidence that BIE provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its academic content assessments that: <ul style="list-style-type: none"> ○ 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. • Evidence that BIE follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration. • See examples for Critical Element 6.4 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i>, p.71-72. 		

⁷ 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.

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 Bureau of Indian Education (general assessments)

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)

Critical Element 7.1 – State Procedures for the Use of Locally Selected, Nationally Recognized High School Academic Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has established technical criteria to use in its review of any submission of a locally selected, nationally recognized high school academic assessment. The State has completed this review using its established technical criteria and has found the assessment meets its criteria prior to submitting for the Department's assessment peer review.</p> <p>The State's technical criteria include a determination that the assessment:</p> <ul style="list-style-type: none"> • Is aligned with the challenging State academic standards; and • Addresses the depth and breadth of those standards. <p>AND</p> <p>The State has procedures in place to ensure that a district that chooses to use a nationally recognized high school academic assessment administers the same assessment to all high school students in the district except for students with the most significant</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 Bureau of Indian Education (general assessments)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>cognitive disabilities who may be assessed with an AA-AAAS.</p> <p>AND</p> <p>The technical criteria established by the State in reviewing a locally selected, nationally recognized high school academic assessment must ensure that the use of appropriate accommodations does not deny a student with a disability or an EL—</p> <ul style="list-style-type: none"> • The opportunity to participate in the assessment; and • Any of the benefits from participation in the assessment that are afforded to students without disabilities or students who are not ELs. 		
Section 7.1 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (general assessments)

Element 7.2 –State Monitoring of Districts Regarding the Use of Locally Selected, Nationally Recognized High School

Academic Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State must have procedures in place to ensure that:</p> <p>Before a district requests approval from the State to use a nationally recognized high school academic assessment, the district notifies all parents of high school students it serves—</p> <ul style="list-style-type: none"> • That the district intends to request approval from the State to use a nationally recognized high school academic assessment in place of the statewide academic assessment; • Of how parents and, as appropriate, students may provide meaningful input regarding the district's request (includes students in public charter schools who would be included in such assessments); and • Of any effect of such request on the instructional program in the district. 		
Section 7.2 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education (general assessments)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence

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 Bureau of Indian Education (general assessments)

Element 7.3 –Comparability of the Locally Selected Nationally Recognized High School Academic Assessments with the State Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The locally selected, nationally recognized high school academic assessment:</p> <ul style="list-style-type: none"> • Is equivalent to or more rigorous than the statewide assessment, with respect to— <ul style="list-style-type: none"> ○ The coverage of academic content; ○ The difficulty of the assessment; ○ The overall quality of the assessment; and ○ Any other aspects of the assessment that the State may establish in its technical criteria; • Produces valid and reliable data on student academic achievement with respect to all high school students and each subgroup of high school students in the district that— <ul style="list-style-type: none"> ○ Are comparable to student academic achievement data for all high school students and each subgroup of high school students produced by the statewide assessment at each academic achievement level; ○ Are expressed in terms consistent with the State’s academic achievement standards; and ○ Provide unbiased, rational, and consistent differentiation among schools within the State for the purpose of the State determined accountability system including calculating the Academic Achievement indicator and annually meaningfully differentiating between 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.

STATE ASSESSMENT PEER REVIEW NOTES FOR Bureau of Indian Education (general assessments)

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 7.3 Summary Statement		
<div style="margin-bottom: 10px;"> <input type="checkbox"/> No additional evidence is required or </div> <div> <input type="checkbox"/> The following additional evidence is needed/provide brief rationale: <ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] </div>		

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.

U. S. DEPARTMENT OF EDUCATION

Peer Review of State Assessment Systems

January-March 2021 State ELP Assessment Peer Review Notes



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 WIDA

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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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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 WIDA

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

Critical Element 1.1 – State Adoption of ELP Standards for All English Learners

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>For English language proficiency (ELP) standards:</i></p> <p>The State formally adopted K-12 ELP standards for all ELs in public schools in the State.</p>		This critical element will be addressed by the state.
<p>Section 1.1 Summary Statement</p> <p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WIDA

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>For ELP standards: The ELP standards:</p> <ul style="list-style-type: none"> are derived from the four domains of speaking, listening, reading, and writing; address the different proficiency levels of ELs; and align to the State academic content standards (see definition⁸). The ELP standards must contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State’s academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science. 	<p>1.2-3 2012 Amplification of The English Language Development Standards</p> <p>1.2-4 Alignment Study between the Common Core State Standards in English Language Arts and Mathematics and the WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12</p> <p>1.2-5 K–12 English Language Development Standards Validation 2016</p> <p>r1.2-1 Alignment Between the Kentucky Core Content for Assessment and the WIDA Consortium English Language Proficiency Standards</p> <p>r1.2-2 Alignment Analysis of Key Practice Language Functions from the Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards for English Language Arts and Mathematics and the WIDA English Language Proficiency Standards, 2007 and 2012 Edition, PreKindergarten through Grade 12; Correspondence</p> <p>Analysis of Florida state Grade 12 Calculus Standards and WIDA English Language Proficiency Standards</p> <p>r.1.2-3</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For the State’s ELP standards:</p> <ul style="list-style-type: none"> For Science, evidence that the English Language Proficiency (ELP) standards contain language proficiency expectations that reflect the language needed for English Learners (ELs) to acquire and demonstrate their achievement of the knowledge and skills identified in the State’s academic content standards appropriate to each grade-level/grade-band. <p>Science The WIDA consortium notes point out that WIDA is planning to do a science alignment study as part of an additional revision.</p> <p>Document r1.2-3 is a list of “can-do” statements; they are not the standards.</p> <p>Evidence is not provided with regards to alignment to the State academic content standards for science. According to WIDA Consortium Response (p. 3), “to date, there has not been an alignment study between the ELPD Framework’s science key practices and the WIDA ELP Standards.” WIDA plans to conduct an alignment study in early spring, 2021. The peers request that documentation submitted for this study include methods, findings, and a description of any corrective action needed with a timeline for addressing corrective action. The study should also explicitly lay out how independence in the alignment study was maintained</p>

⁸ see page 24 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

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 WIDA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	WIDA Can Do Descriptors, Key Uses Edition, Grades 4-5	<p>(given the alignment study will be conducted by an affiliated organization - WCEPS).</p> <p>If the planned alignment study examines the relationship between the language requirements of NGSS and the ELP WIDA standards this would provide evidence for those states that have adopted NGSS. States that have not adopted NGSS would need to do an additional alignment study. Documentation of required alignment for non-NGSS consortia members must be provided.</p> <p>Document r1.2-2 shows evidence of an alignment study between the key practice language functions (recount, explain, argue, discuss) from the ELPD Framework's English Language Arts and Mathematics and the WIDA ELP Standards. Results were not encouraging, particularly for pre-K to grade 2. In general, across all ELA and mathematics practices and all clusters, a majority of the DOK and range of knowledge acceptability findings did not meet the criterion of 75% (pp. 6-7).</p> <p>It concerns the peers that the alignment studies, the standards for ELP and the content standards are all from varying in years. Also, if a state is not using clear base CCSS, the provided evidence does not respond to the critical element (CE). To clarify: the peers would like to see documentation that the current WIDA standards are: 1) aligned in all areas as required to the current CCSS. 2) each state must provide evidence either of using the version of CCSS that WIDA has provided alignment evidence to support, OR evidence of alignment to the current standards being used by the state.</p> <p>States will need to provide evidence of either using the version of CCSS that WIDA has provided alignment evidence to support or evidence of alignment to the standards being used by the state.</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 WIDA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 1.2 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> <p>The peers are once again asking for the same evidence that was previously requested because evidence was not found that addressed the previous request.</p> <p>For the State's ELP standards:</p> <ul style="list-style-type: none"> For Science, evidence that the English Language Proficiency (ELP) standards contain language proficiency expectations that reflect the language needed for English Learners (ELs) to acquire and demonstrate their achievement of the knowledge and skills identified in the State's academic content standards appropriate to each grade-level/grade-band. For reading/language arts (R/LA) and mathematics, evidence of alignment of its current ELP standards to the State's academic content standards, including a plan to address findings of the previous alignment study 		

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 WIDA

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
The State's assessment system includes an <i>annual general and alternate ELP assessment</i> (aligned with State ELP standards) administered to: <ul style="list-style-type: none"> All ELs in grades K-12. 	Reviewed by Department Staff Only	Reviewed by Department Staff Only
Section 1.3 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] 		

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 WIDA

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
<ul style="list-style-type: none"> The State has policies that require the inclusion <i>of all public elementary and secondary ELs in the State's ELP assessment</i>, including ELs with disabilities. 	Reviewed by Department Staff Only	Reviewed by Department Staff Only
Section 1.4 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] 		

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 WIDA

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 <i>ELP</i> 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>Reviewed by Department Staff Only</p>	<p>Reviewed by Department Staff Only</p>
<p>Section 1.5 Summary Statement</p> <p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] 		

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 WIDA

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 <i>the depth and breadth of the State's ELP standards</i>, 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 <i>the State's ELP standards</i>, and support the intended interpretations and uses of the results. Processes to ensure that the ELP assessment is tailored to the knowledge and skills included in <i>the State's ELP standards</i> and reflects appropriate inclusion of the range of complexity found in the standards. If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design and intended uses and interpretations of results. If the State administers a computer-adaptive assessment, it makes proficiency determinations with respect to the grade in which the 	<p>2.1-1 ACCESS for ELLs® 2.0 Spring 2017 Interpretive Guide for Score Reports</p> <p>2.1-2 Annual Technical Report for ACCESS for ELLs® 2.0 Online English Language Proficiency Test, Series 401, 2016–2017 Administration</p> <p>2.1-3 Alternate ACCESS for ELLs Spring 2017 Interpretive Guide for Score Reports 2.1-4 Annual Technical Report for ALTERNATE ACCESS for ELLs® English Language Proficiency Test, Series 103, 2015–2016 Administration 2.2-8 Alternate ACCESS Form 100 Test Specifications</p> <p>r2.1-1 Summary of ACCESS 2.0 Online Field Testing for Series 403 Listening and Reading</p> <p>r2.1-2 Folder Selection Graphs Listening 501</p> <p>r2.1-3 Folder Selection Graphs Reading 501</p> <p>r2.1-4 ACCESS for ELLs Series 402 Online Reading & Listening Item Difficulty Visualizations</p> <p>r2.1-5</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence that both assessments are aligned to the depth and breadth of the State's ELP standards, including: <ul style="list-style-type: none"> Statement of the purposes and intended uses of results. Test blueprints. Processes to ensure that the ELP assessment is tailored to the knowledge and skills included in the State's ELP standards and reflects appropriate inclusion of the range of complexity found in the standards (e.g., detail about the routing rules, detail of the item selection process for paper forms to ensure it adheres to the blueprint). <p>General statements of the purposes and intended uses of results for ACCESS and Alternate ACCESS is found in documents 2.1-1 (p.3 & 7-12) and 2.1-2 (p. 5); however, specific details like determinations of levels and the meaning and purpose of the levels are not provided. Identification of students who have attained EL proficiency (exit decisions) are mentioned in the technical report (2.2-1), but the description of the purpose does not include the richness of how this assessment is being used in the field provision of services, accommodations decision, etc.)</p> <p>WIDA needs to provide more structure with regard to usage and intended purposes. The original peer notes state: <i>“Because decision rules vary by state, states will need to address how the scores are used and interpreted for their students.”</i> It is still unclear how the states address this.</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 WIDA

<p>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>	<p>ACCESS for ELLs 2.0 Assessment Proficiency Level Scores Standard Setting Project Report</p>	<p>Document 2.1-2 (p. 22) describes a process to create test maps and blueprints to ensure that all folders are aligned to the proper WIDA Standard and properly organized by WIDA Standard and tier in the test maps. The peers did not find a clear test blueprint that specified how the assessment is constructed to represent the breadth and depth of the standards, and the cognitive complexity.</p> <p>As specified in the critical element, the blueprints should support the intended interpretations and uses of the results. The current evidence does not support how the test is constructed with regard to the 8 scores on the student reports.</p> <p>Typically, minimum/maximum number of items in each standard/subdomain is included in the blueprint.</p> <p>It was unclear how the five standards are taken and turned into the four subscales.</p> <p>The issues identified by the peers were the same for ACCESS and Alternate ACCESS. Additionally, there were two issues identified below for ACCESS.</p> <p>For ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the item pool and item selection procedures adequately support the multi-stage adaptive administrations. <p>R2.1-1 there is not an explanation for or justification of the negative item difficulties on stage 7. For example, Reading Grades 2-3 Stage 9 has a higher average item difficulty than Stage 10. Another example is item 28 stated item difficulty is out of the typical range. Peers had questions as to the average item difficulty across stages and grade spans. The submitted evidence requires more explanation to allow the peers to understand if the submitted evidence meets the critical element.</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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		<p>R2.1-2 and r2.1-3 indicate that the tiers represent increasing levels of difficulty and provide information on how folders are replaced. There is no indication of the sufficiency of the item pool to support the multi-tiered selection process.</p> <p>• Evidence that proficiency determinations are made with respect to the grade in which the student is enrolled.</p> <p>Document r.2.1-5 (pp. 32-40) provides evidence that proficiency determinations are made on vertically-equated scale scores that take into account the grade in which the student is enrolled, but the document does not contain a firm positive statement that determinations are based on grade when grade banding is used for this assessment. This critical element also indicates that all reporting must also be by assigned grade. The use of grade bands may create overly ambitious language demands at the lowest grade level in the band, and be too low at the highest grade level in the band. If state academic content standards are graded, then the language demands would also be graded, which would make it difficult to show alignment between the content standards and the assessment.</p>
Section 2.1 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> <p>For ACCESS and the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that both assessments are aligned to the depth and breadth of the State's ELP standards, including: <ul style="list-style-type: none"> o Statement of the purposes and intended uses of results. o Test blueprints. o Processes to ensure that the ELP assessment is tailored to the knowledge and skills included in the State's ELP standards and reflects appropriate inclusion of the range of complexity found in the standards (e.g., detail about the routing rules, detail of the item selection process for paper forms to ensure it adheres to the blueprint). 		

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 WIDA

For ACCESS:

- Evidence that the item pool and item selection procedures adequately support the multi-stage adaptive administrations.
- Evidence that proficiency determinations are made with respect to the grade in which the student is enrolled.

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 WIDA

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 English language proficiency based on the <i>State's ELP standards</i> in terms of content and language processes. 	<p>2.2-2 The ASSETS Consortium English Language Proficiency Assessment for Grades 1-12</p> <p>2.2-3 ACCESS Test Development Cycle</p> <p>2.2-11 Item Writing Handbook for ACCESS for ELLs 2.0® Listening and Reading Assessments</p> <p>r2.2-1 ACCESS for ELLs® Test Development Cycle</p> <p>r2.2-2 WIDA-ACCESS Test Development Team</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS:</p> <ul style="list-style-type: none"> Evidence of reasonable and technically sound procedures to develop and select items (e.g., timeline of development, qualifications of item writers, item-writing training, item review processes and reviewer qualifications, field test processes for each domain, and technical advisory committee (TAC) review). <p>Document 2.2-2 (pp. 14-21) provides evidence of test design principles, including simplicity and consistency, construct fidelity, age-level appropriateness, bias and sensitivity, accessibility. Document 2.2-11 provides guidance to external item writers on developing Listening and Reading items for ACCESS. R2.2-2 gives minimum qualifications but does not give evidence of the qualifications of the ACTUAL item writers.</p> <p>Document r2.2-1 provides information on the procedures to develop and select items as part of the annual plan for operational item refreshment. The section on Item Writing provides evidence that only individuals who have successfully completed item writing training are selected to write items. Items undergo a multi-step process that includes reviews regarding content and cognitive complexity alignment, sensitivity and fairness, and field testing (pp. 9-10). WIDA's ACCESS for ELLs Technical Advisory Committee (TAC) provides support, reviews all test-related technical reports, and advises on the psychometric issues of testing and any proposed policy changes with psychometric implications. (p. 36).</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 WIDA

		<p>Though some information is provided in the previously described document, and although the selected item writers are typically current teachers in WIDA Consortium states (r2.2-1, p. 9), the provided documentation does not meet the request. What are the grade levels of the teachers? How many years of experience do they have? What content do these teachers teach? Do these teachers have experience with EL students? What is the demographic diversity of the recruited teachers?.</p> <p>For Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of reasonable and technically sound procedures to develop and select items to assess ELP (e.g., involvement of experts with knowledge of ELs with significant cognitive disabilities). <p>Evidence was not found by the peers which indicated whether experts with knowledge of ELs with significant cognitive disabilities were included in item development.</p> <p>The WIDA response (p. 9) states that WIDA does not refresh Alternate ACCESS items annually. The items were first operationally administered in 2014 and have been used annually since that year. WIDA notes that item development and test specs are in revision. WIDA is planning “an initial draft of new item development materials” for July of 2021. Upon resubmission, the draft should be submitted to the Department for review.</p>
Section 2.2 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> <p>For ACCESS:</p>		

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STATE ASSESSMENT PEER REVIEW NOTES FOR WIDA

- Evidence needs to be provided of reasonable and technically sound procedures to develop and select items, specifically detailed information about the qualifications of item writers (e.g., grade levels taught, years' experience, demographic diversity) and reviewer qualifications e.g., grade levels taught, years' experience, demographic diversity).

For Alternate ACCESS:

- Evidence of reasonable and technically sound procedures to develop and select items to assess ELP (e.g., involvement of experts with knowledge of ELs with significant cognitive disabilities, grade levels taught, years' experience, demographic diversity).

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 WIDA

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>2.3-1 ACCESS for ELLs® 2.0 2016-2017 Test Administrator Manual</p> <p>r2.3-1 ACCESS for ELLs 2.0 Overview for Test Coordinators</p> <p>r2.3-2 Technology User Guide</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence of established communication to educators of clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations (e.g., guidelines or recommended qualifications of test administrators including volunteers, training of volunteers, and qualifications and training for the human providers of accommodations). <p>2.3-1 provides evidence for the dissemination and implementation of standardized test administration policies and procedures to familiarize Test Coordinators with the components of the ACCESS (pp. 1-139)</p> <p>Document r2.3-1 provides evidence of procedures to familiarize Test Coordinators with the components of the ACCESS for ELLs 2.0 test, Training Requirements and Resources, Test Preparation Resources, and Coordinating the Grades 1-12 online and paper tests.</p> <p>The peers did not find evidence regarding guidelines for individuals who are actually administering the assessment and for individuals who provide accommodations.</p> <p>2.3-1 (p. 11) indicates that all test administrators must complete training, but the peers did not find the requirements for test administrators or the accommodation providers (e.g., Must the individuals be certified? . Can other school staff be used? . . non-employees or</p>

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STATE ASSESSMENT PEER REVIEW NOTES FOR WIDA

		<p>volunteers). If this varies by state, each state should provide evidence regarding who can administer the assessment and provide accommodations.</p> <p>The peers did not find information about whether volunteers are allowed (the peers DO NOT recommend the use of volunteers); but, if they are allowed, information needs to be provided about how communication is provided for them.</p> <ul style="list-style-type: none"> • Evidence of established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instruction 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 (e.g., content of training modules, evidence that training is required for test administrators and evidence of participation in such training). <p>2.3-1 provides evidence of standardized test administration policies and procedures to familiarize Test Coordinators with the components of the ACCESS and Alternate ACCESS (pp. 140-165). The peers did not find evidence regarding how the consortia ensures that the individuals who administer the assessment are properly trained (e.g., training rosters, percentage of test administrators who were properly trained, a description of the process for reviewing the training of the test administrators), as well as a plan for addressing any issues identified.</p> <p>For ACCESS: Evidence of established contingency plans to address possible technology challenges during test administration.</p>
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STATE ASSESSMENT PEER REVIEW NOTES FOR WIDA

		<p>R2.4-1 is a troubleshooting guide that helps, but it does not provide the level guidance necessary to ensure smooth continuance in the event of a technology issue (e.g., when computer locks up, power flashes off, etc.).</p> <p>No evidence of specific procedures is provided for catastrophic disruptions of online testing, such as power outages, fire, storms, death, etc., or what to do in the case of online pauses, loss of Internet connectivity, and other disruptions.</p>
Section 2.3 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> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of established communication to educators of clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations (e.g., guidelines or recommended qualifications of test administrators including volunteers if used, training of volunteers if used, and qualifications and training for the human providers of accommodations). • Evidence of established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instruction 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 (e.g., content of training modules, evidence that training is required for test administrators and evidence of participation in such training). <p>For ACCESS:</p> <p>Evidence of established comprehensive contingency plans to address possible technology challenges and other catastrophic events during test administration.</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 WIDA

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
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 ELP assessments and the AELPA.	Reviewed by Department Staff Only	Reviewed by Department Staff Only
Section 2.4 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 the general ELP assessments and the AELPA. 	<p>2.3-7 2018-2019 Test Policy Handbook for State Education Agencies</p> <p>r2.5-1 Caveon Web Patrol Health Check and Key Insights</p> <p>r2.5-2 Caveon Test Security Audit Report for WIDA</p> <p>r2.5-3 Caveon Data Forensics Report</p> <p>r2.5-4 WIDA Psychometric Research Plan on Data Forensics</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of policies and procedures that prevent 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. <ul style="list-style-type: none"> o Specifically, evidence for Alternate ACCESS of policies and procedures to protect the integrity of the test given that the test form is unchanged for the past several years. • Evidence of detection of test irregularities. • Evidence of remediation following any test security incidents. • Evidence of the investigation of alleged or factual test irregularities (e.g., forensic analysis and plans to address concerns). <p>WIDA has contracted the services of a test security vendor (Caveon) to help prevent test irregularities and ensure the integrity of test results. Evidence is not provided that the Caveon services and audits included the Alternate ACCESS.</p> <p>It is good that WIDA has contracted with a test security organization. However, security audits and the other submitted evidence do not address this critical element.</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>This critical element requires evidence of “policies and procedures...”</p> <p>Caveon has conducted a number of test and security audits, including a security audit of the assessment cycle from item development to score reporting (r2.5-2) and a data forensics analysis of student and test data for the 2019-2020 assessment year (r.2.5-3). There have been no widespread security breaches, though findings from this analysis identified security anomalies in one district and three states.</p> <p>The peers routinely see policies that require item developers to sign a confidentiality agreement, and an example of this confidentiality agreement is often included in submitted evidence. Also, routinely the peers see policies and procedures stating the consequences and actions taken when a test security violation occurs. Typical test maintenance involves monitoring of item drift that could indicate a security breach. Follow-up procedures were not described when security breaches were found.</p> <p>WIDA has plans to continue web security and data forensic analyses with this vendor in 2021 (r2.5-4). It is unclear how WIDA works with the states on the follow-up investigation and how this is communicated to the states. It would be helpful to see updated Test Policy Handbook for State Education Agencies (2.3-7). Also, an SOW or plan for how data forensics will be handled would be important. This documentation would include requirements for training (e.g., yearly). The peers would like to see established test security policies and procedures.</p>
Section 2.5 Summary Statement		
<input type="checkbox"/> No additional evidence is required or		
<input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:		

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 WIDA

For ACCESS and Alternate ACCESS:

- Evidence of policies and procedures that prevent 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.
 - o Specifically, evidence for Alternate ACCESS of policies and procedures to protect the integrity of the test given that the test form is unchanged for the past several years.
- Evidence of detection of test irregularities (e.g., failure to provide accommodations, documentation of how test irregularities are reported).
- Evidence of remediation following any test security incidents.
- Evidence of the investigation of alleged or factual test irregularities.

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 WIDA

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>r2.6-1 WIDA AMS Security and Confidentiality Agreement</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Policies and procedures to protect the integrity of test-related data in test administration (e.g., how data are protected by all parties, including during handoffs). <p>The online WIDA AMS Security and Confidentiality Agreement (r2.6-1) is a one-page form that provides evidence of general procedures that approved users must follow when handling data. This agreement specifies that users must follow FERPA; however, actual policies on which the Agreement is based were not provided and there is not a full description of the procedures. Other than the use of passwords, there is no evidence regarding rules and procedures for secure transfer of student-level data (e.g., encryption).</p> <p>It is unclear which assessments the security and confidentiality agreement provided as evidence (r2.6.1) applied to. Does it apply to both the ACCESS and Alternate ACCESS?</p> <p>Policies and procedures to maintain secure student-level data that protect student privacy and confidentiality (e.g., guidelines for districts and schools).</p> <p>The provided evidence does not fully respond to the original request based on the peer review. Specifically, there is not a discussion or documentation of the procedures in place to ensure the data is protected. For example, the process of passing student data from testing device to the servers scoring and storing data. When reports</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 WIDA

		<p>are being created, what are the technical methods being used to ensure the person accessing is the actual authorized user?</p> <p>This peer panel is not rendering judgement on minimum n-size. This will be addressed by the individual states in the consortium.</p>
Section 2.6 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> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> Policies and procedures to protect the integrity of test-related data in test administration (e.g., how data are protected by all parties, including during handoffs). Policies and procedures to maintain secure student-level data that protect student privacy and confidentiality (e.g., guidelines for 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.

STATE ASSESSMENT PEER REVIEW NOTES FOR WIDA

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><i>The State's ELP assessments</i> measure the knowledge and skills specified in the State's ELP standards, including:</p> <ul style="list-style-type: none"> • Documentation of adequate alignment between the State's ELP assessment and the ELP standards the assessment is designed to measure in terms of language knowledge and skills, the depth and breadth of the State's ELP standards, across all proficiency levels, domains, and modalities identified therein; • Documentation of alignment (as defined) between the State's ELP standards and the language demands implied by, or explicitly stated in, the State's academic content standards; • If the State administers an AELPA aligned with alternate ELP achievement standards, the assessment shows adequate linkage to the State's ELP standards in terms of content match (i.e., no unrelated content) and that the breadth of content and linguistic complexity 	<p>r3.1-1 Executive Committee Notes – 3/3/20</p> <p>r3.1-2 Alternate ACCESS and Alternate Model Performance Indicator Alignment Studies Report</p> <p>r3.1-3 Draft Alternate Can Do Descriptors</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS:</p> <ul style="list-style-type: none"> • Documentation of adequate alignment between the State's ELP assessment and the ELP standards the assessment is designed to measure in terms of language knowledge and skills and the depth and breadth of the State's ELP standards across all proficiency levels, domains, and modalities identified therein. • Documentation of alignment between the State's ELP standards and the language demands implied by, or explicitly stated in, the State's academic content standards. <p>Due to the pandemic, planned alignment studies have not yet taken place. r3.1-1 (p. 5) provides evidence of alignment studies tentatively set for the spring/summer of 2021, including an alignment study of the:</p> <ul style="list-style-type: none"> ○ online and paper versions of ACCESS to the WIDA 2007 and 2012 ELP Standards ○ WIDA Standards to State Content Standards <p>The proposed alignment study only appears to address part of the issues found in the original peer review. The proposed study should give evidence of alignment between the assessment and the consortium's developed standards, there is no guarantee the state has adopted the WIDA standards as their ELP standards. Caution must be used to ensure that the alignment study applies to the state when being considered during a state review. Consideration must be given to states that have modified CCSS as their content</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 WIDA

<p>determined in test design is appropriate for ELs who are students with the most significant cognitive disabilities.</p>		<p>standards to ensure the ELP standards meet the language demands of the adopted state content standards.</p> <p>Documentation should also be provided that explicitly lays out how independence in the alignment study was maintained (given the alignment study will be conducted by an affiliated organization - WCEPS).</p> <p>For Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of adequate linkage to the State's ELP standards in terms of content match (i.e., no unrelated content) and that the breadth of content and linguistic complexity determined in test design is appropriate for ELs who are students with the most significant cognitive disabilities <p>The alignment between the alternate assessment, and the 2007 and 2012 standards gives a lot of flex in the alignment since the consortium is not clearly stating a single set of standards. It is also worthy of note that the newest of those standards were updated 8 years ago.</p> <p>R3.1-2 documents the alignment study conducted between 1) the Alternate ACCESS and the Model performance indicators and 2) the alternate (APIs) and model performance indicators (MPIs). Page 11 in the summary provides the criteria for the study. On page 26, there is a discussion of the findings. Specifically, none of the alt ACCESS assessments include writing tasks related to the math strand. It seems like this is an alignment issue if the assessment is supposed to measure all the standards across the language proficiency levels. Results were mixed (pp. 24-26). For example, the alignment study found that “the Alternate ACCESS was “acceptably aligned,” to WIDA’s AMPIs”, while the linking study “did not identify AMPIs linked to WIDA’s language of Social Studies Standards.” Results will be used to support ongoing maintenance and new Alternate ACCESS item development (p. 26).</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 WIDA

		<p>Document r3.1-3 provides evidence of draft Alternate Can Do Descriptors created at a 2019 WIDA’s national, invitational meeting to support educators in the instruction of ELs with the most significant cognitive disabilities. Page 16 of the WIDA Consortium Response states that this “work is also being used to both update WIDA’s original AMPIs, including expectations in the area of the language of Social Studies, and to support new AMPI development.” Providing the list of can-do descriptors does not support the validity of them.</p> <p>It would be helpful to see more specifics such as a timeline for when these findings will be addressed and details about how a stakeholder discussion would be conducted around the acceptability of “current item limitations and variation by grade” (p. 26).</p> <p>Note: USDOE specifies that the alignment study is independent. R3.1-2 (Table 6, p. 6) indicates that WIDA staff facilitated the panels even though on page 24, it states that facilitators didn’t participate in ratings/discussions In future alignment studies, provide clarity regarding how independence was ensured.</p> <p>As WIDA moves forward with the redesign processes, the consortia should be cognizant of the impact on alignment.</p>
Section 3.1 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> <p>For ACCESS:</p> <ul style="list-style-type: none"> • Documentation of adequate alignment between the State's current ELP assessment and the current ELP standards the assessment is designed to measure in terms of language knowledge and skills and the depth and breadth of the State's ELP standards across all proficiency levels, domains, and modalities identified therein. • Documentation of alignment between the State's current ELP standards and the language demands implied by, or explicitly stated in, the State's current academic 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 WIDA

For Alternate ACCESS:

- Evidence of adequate linkage to the State's ELP standards in terms of content match (i.e., no unrelated content) and that the breadth of content and linguistic complexity determined in test design is appropriate for ELs who are students with the most significant cognitive disabilities.

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 WIDA

Critical Element 3.2 – Validity Based on Linguistic Processes

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate validity evidence that its assessments tap <i>the intended language processes</i> appropriate for each grade level/grade-band as represented in the State's ELP standards.	<p>2.1-2 Annual Technical Report for ACCESS for ELLs® 2.0 Online English Language Proficiency Test, Series 401, 2016–2017 Administration</p> <p>r2.2-1 ACCESS for ELLs® Test Development Cycle</p> <p>r2.2-2 WIDA-ACCESS Test Development Team</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Adequate validity evidence that its assessments tap the intended language processes appropriate for each grade level/grade-band as represented in the State's ELP standards. <p style="text-align: center;"><u>ACCESS</u></p> <p>The provided evidence does not address the requests from the original peer review. The evidence does not support the assertion that the assessment taps the intended linguistic processes for each grade or grade cluster. While document r2.2-1 (p. 9, pp. 11-12) provides evidence of procedures associated with the test development cycle to ensure that ACCESS content is appropriate to each grade-level cluster, and document r2.2-2 identifies experience working with ELs as a requisite for some positions in the test development team, there is no specific evidence in these documents about actual procedures or expertise designed to evaluate the linguistic complexity of the vocabulary, graphics and other content features of an item that could impact the measurement of the intended language processes. The peers were concerned that language development experts appear not to have been included in the panel making expert judgment. The peers suggest being explicit between how the items are reviewed and who does the review process. The reviewers' judgement as to the language process being demonstrated should also be captured.</p> <p style="text-align: center;"><u>Alternate ACCESS</u></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 WIDA

		Evidence for this CE needs to be provided for the Alternate ACCESS. It was unclear how evidence provided applies to the Alternate ACCESS.
Section 3.2 Summary Statement		
<input type="checkbox"/> No additional evidence is required or		
<input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:		
For ACCESS and Alternate ACCESS:		
<ul style="list-style-type: none">• Adequate validity evidence that its assessments tap the intended language processes appropriate for each grade level/grade-band as represented in the State's ELP 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 WIDA

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
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 <i>ELP standards</i> on which the intended interpretations and uses of results are based.	<p>3.1-10 Exploring Domain-General and Domain-Specific Linguistic Knowledge in the Assessment of Academic English Language Proficiency</p> <p>3.3-1 ACCESS for ELLs 2.0 Construct Validity Study</p> <p>6.2-1 WIDA Consortium Report on 2016-2018 Boxplot Analyses Results</p> <p>r.3.3-1 Alternate ACCESS for ELLs (Alt-ACCESS) Construct Validity Study</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the scoring and reporting structures of the assessments are consistent with the subdomain structures of the State's ELP standards (e.g., an explanation of how the included statistical analyses relate to the validity framework for the assessments). <p>The studies in R3.3-1 and 3.3-1 are appreciated and do explore the higher-level structures. The CE requires evidence that the 4 domains being scored are separate domains and not repeatedly scoring the same domain or a significantly overlapping domain multiple times. The structural equation models (SEM) analysis presented does not clearly speak to the issue and does not provide an explanation of how the study is evidence of 4 separate domains scored separately in the 4 sub-scores. The exploratory factor analysis indicates the presence of one strong factor with some overlap between the next two factors. The reporting and use of subscores for instructional decisions is not supported by the evidence provided.</p>
Section 3.3 Summary Statement ___ No additional evidence is required or ___X_ The following additional evidence is needed/provide brief rationale: For ACCESS and Alternate ACCESS: <ul style="list-style-type: none"> • Evidence that the scoring and reporting structures of the assessments are consistent with the subdomain structures of the State's ELP standards (e.g., an explanation of how the included statistical analyses relate to the validity framework for the assessments). 		

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 WIDA

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 WIDA

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>3.4-8 The Bridge Study between Tests of English Language Proficiency and ACCESS for ELLs®</p> <p>3.4-9 Intersections: Applied Linguistics as a Meeting Place</p> <p>r3.4-1 Examining the relationship between the WIDA Screener and ACCESS for ELLs assessments</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Adequate validity evidence that the State's assessment scores are related as expected with other variables. <p style="text-align: center;"><u>ACCESS</u></p> <p>The new study (r3.4-1) was helpful and provides evidence of relationships between ACCESS and the WIDA screener. It provides evidence that scores on Screener provide an initial measure of a student’s academic English language proficiency (p. 5), are strongly predictive of ACCESS scores.</p> <p>3.4-8 provides limited evidence and predates the current WIDA assessment (study date is 2006).</p> <p>3.4-9 (page 220) shows the results of a structural equation model (SEM) indicating relationships to math achievement (criterion validity). This relationship could indicate a problematic issue with the measure because high correlations between varying disciplines could indicate measuring the wrong construct. Year of study is unknown. Because WIDA has gone through so many iterations of its standards, it was difficult to know which set of standards was being studied.</p> <p>Studies showing how the ACCESS scores are correlated to screener scores or other EL assessments does not provide the necessary evidence. The evidence needs to show that students who score higher on ACCESS also perform better on (for example) state ELA content assessments. The</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 WIDA

		<p>studies need to be performed using a current set of the assessments. The point of this CE is to provide valid evidence supporting the assertion that the ACCESS assessments are measuring the ELP constructs in ways that impact student performance on related measures.</p> <p>Like many CE's this evidence is easier to provide and develop if there is a strong relationship between the assessments, the content standards, and a Theory of Action. This relationship becomes the foundation for the validity argument (theory).</p> <p style="text-align: center;"><u>Alternate ACCESS</u></p> <p>No evidence was submitted for this type of validity for the Alternate ACCESS.</p>
Section 3.4 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> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Adequate validity evidence that the State's assessment scores are related as expected with other variables (e.g., relationship between ACCESS scores and other linguistic measures). 		

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 WIDA

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 (<i>for ELP assessments, including any domain or component sub-tests, as applicable</i>); • 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 	<p>2.1-2 Annual Technical Report for ACCESS for ELLs® 2.0 Online English Language Proficiency Test, Series 401, 2016–2017 Administration</p> <p>2.1-4 Annual Technical Report for ALTERNATE ACCESS for ELLs® English Language Proficiency Test, Series 103, 2015–2016 Administration</p> <p>2.1-5 Annual Technical Report for ACCESS for ELLs® 2.0 Paper English Language Proficiency Test, Series 401, 2016–2017 Administration</p> <p>2.1-6 Annual Technical Report for ALTERNATE ACCESS for ELLs® English Language Proficiency Test, Series 403, 2018–2019 Administration</p> <p>r4.1-1 Annual Technical Report for ACCESS for ELLs® 2.0 Paper English Language Proficiency Test, Series 403, 2018–2019 Administration</p> <p>r4.1-5 Annual Technical Report for ALTERNATE ACCESS for ELLs® English Language Proficiency Test, Series 403, 2018-2019 Administration</p> <p>r4.1-6 Using Multistage Testing to Enhance Measurement of an English Language</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of test reliability, including: <ul style="list-style-type: none"> o Reliability by subgroups; o Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results; o Evidence that reliability statistics are used to inform ongoing maintenance and development. <p>For ACCESS, WIDA’s latest editions of the Annual Technical Report (2018-2019) provides evidence of subgroup test reliability by gender, ethnicity and IEP status for the online test (r4.1-2, pp. 2-289 to 2-295) and the paper test (r4.1-4, pp. 2-411 to 2-418). The peers would recommend looking at reliability by home language and SES.</p> <p>For ACCESS, WIDA’s latest editions of the Annual Technical Report (2018-2019) provides a) evidence of overall indices related to the accuracy and consistency of classification, as well as Cohen’s kappa; b) accuracy and consistency information conditional on proficiency level, and c) indices of classification accuracy, including the false-positives and the false-negatives, and consistency at the cut points for the online test (r4.1-2, pp. 2-316 to 2-341, and the paper test (r4.1-4, pp. 2-437 to 2-466).</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 WIDA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>precise estimates of <i>an EL's English proficiency</i>.</p>	<p>Proficiency Test</p> <p>r4.1-7</p> <p>Figures for Using Multistage Testing to Enhance Measurement of an English Language Proficiency Test</p>	<p>WIDA's latest editions of the Annual Technical Report (2018-2019) provides evidence of test information function (TIF) curves to inform item selection and forms creation to target each test form to the intended proficiency levels for the online test (r4.1-2, pp. 2-263 to 2-286) and for the paper test (r4.1-4, pp. 2-369 to 2-408). However, the provided TIF curves for writing call many assumptions about the assessment into question. The almost bimodal nature is not normally seen in a well-functioning assessment. These same concerns are repeated for Speaking. Additionally, the cut scores for the speaking preA are so far away from the area of high accuracy that it calls into question the usefulness of the preA speaking assessment.</p> <p>The issue is that the TIFs show that the test is information function is not always highest at the upper levels of the PLs see r4.1-2 page 277-279). Also, accuracy and consistency measures for some composite scores and domains appeared low (see for example r4.1-2 p. 2-138).</p> <p>The provided evidence does not fulfill the request from the initial peer review and does not support the assertion that the assessments being reviewed met this CE.</p> <p>• For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of an EL's ELP.</p> <p>According to the WIDA submission notes: "Each year in April and May, WIDA and its test development vendor (Center for Applied Linguistics) establish an annual refreshment plan for ACCESS for ELLs. The purpose of this plan is to identify slots within the multi-stage adaptive design where new folders of items and tasks should be developed. WIDA commits to consistently target high PL Listening items over</p>

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STATE ASSESSMENT PEER REVIEW NOTES FOR WIDA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>the course of the next two to three years, until the gaps in the item pool are filled. This plan will assist in deepening the pool of items that appropriately target PLs 5 and 6 on Listening.” The peers would like to see evidence that items at the various levels were actually produced and put into the bank.</p> <p>For Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of reliability, including test information functions (TIFs) for overall composite scores. <p>R4.1-5 provides TIFs for the alternate ACCESS but the results were not compelling as evidence of the reliability of the assessment. In particular, peers noted that the cut scores are not in typical locations for a TIF curve. Further explanation or an action plan would be needed for this evidence to become sufficient.</p> <p>R4.1-5 provides TIFs for the four domains but not for the overall test. The peers would like to see this evidence.</p>
<p>Section 4.1 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> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of test reliability, including: <ul style="list-style-type: none"> o Acceptable consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results, or a plan to improve the consistency and accuracy; o Evidence that reliability statistics are used to inform ongoing maintenance and development. 		

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 WIDA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
For ACCESS: <ul style="list-style-type: none">• For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of an EL's ELP. For Alternate ACCESS: <ul style="list-style-type: none">• Evidence of reliability, including test information functions (TIFs) for overall composite scores.		

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 WIDA

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>For all State ELP assessments, assessments should be developed, to the extent practicable, using the principles of universal design for learning (UDL) (see definition⁹).</p> <p>For ELP assessments, the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all EL students and fair across student groups, including ELs with disabilities, in their design, development, and analysis.</p>	<p>2.1-4 Annual Technical Report for ALTERNATE ACCESS for ELLs® English Language Proficiency Test, Series 103, 2015–2016 Administration</p> <p>2.2-16 Accessibility and Accommodations Supplement</p> <p>2.3-1 ACCESS for ELLs® 2.0 2016-2017 Test Administrator Manual</p> <p>r4.2-1 Bias Review Checklist</p> <p>r4.2-2 Bias & Sensitivity Review Training</p> <p>r4.2-3 Comparison of DIF methods 10</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the assessments are accessible to all students and fair across student groups in design, development, and analysis (e.g., the implementation of universal design principles, to the extent practicable, during item development and review, and additional differential item functioning (DIF) analyses to include more student subgroups). <p>Documents r4.2-3 (reading and listening only) and r4.1-5 provide evidence of evaluation bias through DIF analysis of performance by gender and ethnicity (students of Hispanic ethnic background versus students of non-Hispanic ethnic background) and impact analysis on subgroup. Document r4.2-3 provides evidence that WIDA is conducting a study on differential item functioning (DIF) based on disability status (i.e., IEP status) to examine whether the questions are biased against students with IEP accommodations (p. 1). It is an attempt to address fairness and accessibility for a variety of students. Study results are expected to be completed by February 2021.</p> <p>There is limited evidence in either the ACCESS or Alternate ACCESS technical manuals that DIF analyses are conducted beyond ethnicity and gender (r4.1-2 and r4.1-5).</p>

⁹ 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

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 WIDA

		<p>Document r4.1-5 provides evidence of DIF analyses to compare the performance of students on the Alternate ACCESS by gender and ethnicity (students of Hispanic ethnic background versus students of non-Hispanic ethnic background). The focus on Hispanic students (and not additional racial/ethnic groups) is a limitation of the study.</p> <p>Evidence provided of bias and sensitivity review training and checklists (r4.2-1 and 2).</p> <p>The peers could not find information about Universal Design during item development and review for the ACCESS or Alternate ACCESS. Nor was there in any discussion of methods used to ensure equal access of ELs with disabilities who have different needs and characteristics (r2.2-1).</p> <p>The peers typically see evidence for this CE that includes the number of items flagged for bias and the results of the bias review for these items.</p> <p>For Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all EL students and fair across student groups, including ELs with disabilities, in their design, development, and analysis, guidance and instructions on appropriate instructional supports that can be used during the assessment, particularly for Braille and alternate modes of communication. <p>Alternate ACCESS appears not to meet federal requirements. The WIDA response states that “Alternate ACCESS is not provided in Braille or any alternate mode of communication.”</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 WIDA

Section 4.2 Summary Statement

☐ No additional evidence is required or

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

For ACCESS and Alternate ACCESS:

- Evidence that the assessments are accessible to all students and fair across student groups in design, development, and analysis (e.g., the implementation of universal design principles, to the extent practicable, during item development and review, and additional differential item functioning (DIF) analyses to include more student subgroups).

For Alternate ACCESS:

- Evidence that the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all EL students and fair across student groups, including ELs with disabilities, in their design, development, and analysis, guidance and instructions on appropriate instructional supports that can be used during the assessment, particularly for Braille and alternate modes of communication.

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 WIDA

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 <i>ELP assessments</i>, including performance for EL students with high and low levels of English language proficiency and with different proficiency profiles across the domains of speaking, listening, reading, and writing.</p>	<p>(WIDA Response: For detail on the reliability of ACCESS and Alternate ACCESS, see the response to peers' request for Critical Element 4.1.)</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that each assessment provides an adequately precise estimate of student performance across the full performance continuum for ELP assessments, including performance for EL students with high and low levels of ELP. <p>Test Information graphs seem to indicate that the test in some cases provides little information at key cut scores. (see for example r4.1-2, p. 281-286). This indicates that the tests might not be adequately measuring students across the continuum of abilities especially in higher grades (page 263 for discussion of TIF).</p> <p>The WIDA response for this CE referred to CE 4.1. WIDA's response to CE 4.1 does not provide sufficient evidence to support the assertion that the assessments provide adequately precise estimates of student performance across the full performance continuum. In fact, the peers are concerned that the opposite is true; the provided evidence elucidates the problems with the estimates of student performance on these assessments.</p> <p>Evidence was not provided for the Alternate ACCESS.</p> <p>In addition to previously requested evidence, the peers recommend that WIDA also include the remediation plan for correcting the varying inaccuracy of estimates identified in the evidence the consortium provided in responding to element 4.1.</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 WIDA

Section 4.3 Summary Statement		
<input type="checkbox"/> No additional evidence is required or		
<input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:		
For ACCESS and Alternate ACCESS:		
<ul style="list-style-type: none">• Evidence that each assessment provides an adequately precise estimate of student performance across the full performance continuum for ELP assessments, including performance for EL students with high and low levels of ELP.		

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 WIDA

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 (and <i>for ELP assessments, any applicable domain or component sub-tests</i>) that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State’s <i>ELP standards</i>.</p> <p><i>For ELP assessments</i>, if an English learner has a disability that precludes assessment of the student in one or more of the required domains/components (listening, speaking, reading, and writing) such that there are no appropriate accommodations for the affected domain(s)/component(s), the State must provide a description of how it will ensure that the student is assessed in the remaining domain(s)/component(s) in which it is possible to assess the student, and a description of how this will occur.¹⁰</p>	<p>2.3-1 ACCESS for ELLs® 2.0 2016-2017 Test Administrator Manual</p> <p>4.4-7 Less Than Four Domains_ Creating an Overall Composite Score for English Learners with Individualized Education Plans</p> <p>r4.4-1 Alternate ACCESS for ELLs Test Administration Tutorial</p> <p>r4.4-2 Alternate ACCESS for ELLs™ Writing Scoring Guide</p> <p>r4.4-3 Maintaining Rater Reliability in Scoring ACCESS for ELLs 2.0 Paper Speaking Test</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that if an EL has a disability that precludes assessment of the student in one or more of the required domains/components (listening, speaking, reading, and writing) because there are no appropriate accommodations for the affected domain(s)/component(s), the State ensures that the student is assessed in the remaining domain(s)/component(s) in which it is possible to assess the student, including a description of how this will occur. <p>WIDA’s notes discuss states setting and applying testing policy. A paper was provided to guide states in selecting a method for creating a composite score (4.4-7) WIDA provided documentation about the scoring of the speaking test and shows the certification process for the raters (p. 4-5, r4.4-3). There was information on how states could monitor speaking scores on pages 5-6. WIDA does not monitor these scores. The application of local scoring procedures and protocols is ultimately under direction and authority of each member state. Which, if accurate, would mean that each state using the assessment needs to submit evidence of scoring procedures and protocols to meet this CE.</p> <p>For ACCESS:</p> <ul style="list-style-type: none"> • Evidence of standardized scoring procedures and protocols that are designed to produce reliable and

¹⁰ See full reference in regulation, 34 CFR § 200.6(h)(4)(ii) (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 WIDA

		<p>meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State's ELP standards (e.g., evidence that the scoring of speaking items on the paper form of the test is monitored).</p> <p>r4.4-3 provides evidence of standardized scoring procedures and protocols to produce reliable results and interpretation of spoken response scored in real time by the test administrator on the paper form of the ACCESS Speaking test, and that the scores are reported according to the WIDA English language proficiency standards. The procedures and protocols include quality controls for inter-rater reliability to ascertain how often readers are in exact, adjacent, and nonadjacent agreement with each other, ensuring that an acceptable agreement rate is maintained. WIDA considers a minimally acceptable rate of reliability to be 70% (p. 2). No evidence was provided that there was consistent monitoring of scoring of speaking items on the paper form.</p> <p>As a way to verify the accuracy of scoring, it would have been helpful if WIDA had provided an example of an internal report containing daily and cumulative inter-rater reliability agreement results for the scoring of the paper form of the Speaking test. Also, evidence of invalidation of test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction would be helpful.</p> <p>For Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of the implementation of standardized scoring procedures and protocols (e.g., definitions of key terms and test administration and scoring procedures). <p>The application of local scoring procedures and protocols is ultimately under direction and authority of each member state. Which, if accurate, would mean that each state using</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 WIDA

		the assessment needs to submit evidence of scoring procedures and protocols to meet this CE.
Section 4.4 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___X_ The following additional evidence is needed/provide brief rationale:</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that if an EL has a disability that precludes assessment of the student in one or more of the required domains/components (listening, speaking, reading, and writing) because there are no appropriate accommodations for the affected domain(s)/component(s), the State ensures that the student is assessed in the remaining domain(s)/component(s) in which it is possible to assess the student, including a description of how this will occur. <p>For ACCESS:</p> <ul style="list-style-type: none"> • Evidence of standardized scoring procedures and protocols that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State's ELP standards (e.g., evidence that the scoring of speaking items on the paper form of the test is monitored). <p>For Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of the implementation of standardized scoring procedures and protocols (e.g., definitions of key terms and test administration and scoring procedures). 		

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 WIDA

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 <i>ELP assessments</i> within or across grade-spans, ELP levels, or school years, the State ensures that all forms adequately represent the State’s <i>ELP standards</i> and yield consistent score interpretations such that the forms are comparable within and across settings.</p>	<p>2.1-2 Annual Technical Report for ACCESS for ELLs® 2.0 Online English Language Proficiency Test, Series 401, 2016–2017 Administration</p> <p>2.1-5 Annual Technical Report for ACCESS for ELLs® 2.0 Paper English Language Proficiency Test, Series 401, 2016–2017 Administration</p> <p>r4.5-1 Alternate ACCESS CDF Curves</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS:</p> <ul style="list-style-type: none"> • Evidence that all forms adequately represent the State's ELP standards and yield consistent score interpretations such that the forms are comparable within and across settings, particularly for the listening domain (e.g., rationales for why equating is not done for the paper versions of the reading and listening domains and rationales for the use of the anchor item sets). <p>Document 2.1.2 (pp. 54-56) provides evidence of a procedure known as common-item equating to ensure the comparability of results on new forms to the older forms.</p> <p>Page 29 of the WIDA Response states that when the “online version of ACCESS was created, the Listening domain test was equated with that of the paper version using a common-person linking method, as there were no common Listening items between versions in the first year of ACCESS Online.” In the first year there were no Listening items, but these many years later, it would be expected that data would be provided for Listening. Since WIDA reports on four domains, it appears that the foundation of the assessment is based on the separation of those skills and abilities. Assuming the four domains represent different content, it is important to equate across all four domains.</p> <p>Page 29 of the WIDA Response also states that the “Reading domain tests were linked using anchor item sets, ensuring the online version of the test maintained the same scale as the paper version.”</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 WIDA

		<p>The way the paper version is treated either makes it a different form or a different version. Thus, either here or in 4.6 the equating needs to be addressed to meet one or the other CE's.</p> <p>The grade span forms and changes by school year are not adequately addressed in the provided evidence.</p> <p>For Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that all forms adequately represent the State's ELP standards and yield consistent score interpretations such that the forms are comparable within and across settings (e.g., evidence that using the same test items every year does not impact validity). <p>r4.5-1 shows scale scores by proportions of students for each form of Alternate ACCESS. The curves do not provide evidence that the forms represent the ELP standards. WIDA provided evidence of comparability in terms of score distribution but it is not responsive to the request. It would be helpful to have the results of the linking study and a plan for equating to ensure there has not been drift over time. In short, using the same items for 7 years is normally considered a risk to validity which then calls into question the ability to provide consistent score interpretations.</p>
Section 4.5 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> <p>For ACCESS:</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 WIDA

- Evidence that all forms adequately represent the State's ELP standards and yield consistent score interpretations such that the forms are comparable within and across settings, particularly for the listening domain (e.g., rationales for why equating is not done for the paper versions of the reading and listening domains and rationales for the use of the anchor item sets).

For Alternate ACCESS:

- Evidence that all forms adequately represent the State's ELP standards and yield consistent score interpretations such that the forms are comparable within and across settings (e.g., evidence that using the same test items every year does not impact validity).

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 WIDA

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), 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>r4.6-1 Exploring Scoring Discrepancies in ACCESS Writing Assessments: Why do handwritten responses score higher than keyboard responses? (Poster)</p> <p>4.6-6 Series 400 ACCESS Paper and Online Comparability Report</p> <p>r4.6-2 Draft comparability report ACCESS501 effect size graph</p>	<p>This CE was met in the initial submission</p>
Section 4.6 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 WIDA

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>2.1-4 Annual Technical Report for ALTERNATE ACCESS for ELLs® English Language Proficiency Test, Series 103, 2015–2016 Administration</p> <p>r1.3-1 Advancing ALTELLA: Alternate Assessment Redesign</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence of adequate technical quality is made public, including on the State's website. <p>WIDA response (p. 32) states that “each member state takes responsibility for making the technical quality of the ACCESS tests available to the public”. To support this effort, WIDA provides redacted versions of the Annual Technical Report available to member states to post publicly.” Documents r4.1-2 is an example of the full annual technical report for ACCESS.</p> <p>Document r4.1-5 is an example of the full annual technical report for Alternate ACCESS.</p> <p>Since WIDA is deferring this requirement to the states, the states must meet this requirement.</p> <p>For Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence of a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system. <p>Evidence was found that WIDA received a grant to do this, however, a grant is not going to fund the recurring cycle. Evidence could not be found in r1.3-1 that the redesign would result in a “system for monitoring, maintaining, and improving, as needed, the quality of its assessment system”.</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 WIDA

Section 4.7 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> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none">• Evidence of adequate technical quality is made public, including on the State's website. (If WIDA is differing than states will need to meet this CE). <p>For Alternate ACCESS:</p> <ul style="list-style-type: none">• Evidence of a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system.		

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 WIDA

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 students¹¹ 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> <ul style="list-style-type: none"> • For ELP assessments, policies that require the inclusion of an EL with a disability that precludes assessment of the student in one or more of the required domains (speaking, listening, reading, and writing) such that there are no appropriate accommodations for the affected component (the State must assess the student’s English language proficiency based on the remaining components in which it is possible to assess the student). 	<p>2.2-16 <i>Accessibility and Accommodations Supplement</i></p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of policies that require the inclusion of an EL with a disability that precludes assessment of the student in one or more of the required domains (i.e., ensuring that the student will be assessed based on the remaining components in which it is possible to assess the student <p>Document 2.2-16 (p. 4) provides evidence of the participation expectations for all ELs with disabilities. WIDA’s accessibility supplement/manual is in process of being revised. This evidence was insufficient during the previous peer review and it is still insufficient. There needs to be evidence of a clear policy requiring students to take as many domains as they are capable of participating in, and a procedure for producing an overall score based on the domains assessed. The WIDA response indicates that a revised accessibility supplement/manual will be released in Fall, 2021, but the delay caused students in 2020 to lack the inclusion that these guidelines would allow.</p> <p>According to WIDA response (p. 26), “Alternate ACCESS is not provided in Braille or any alternate mode of communication.”</p> <p>Evidence was not sufficient to meet this CE.</p>

¹¹ For ELP peer review, this refers to ELs with disabilities.

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 WIDA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 5.1 Summary Statement ___ No additional evidence is required or __X__ The following additional evidence is needed/provide brief rationale: For ACCESS and Alternate ACCESS: <ul style="list-style-type: none"> • Evidence of policies that require the inclusion of an EL with a disability that precludes assessment of the student in one or more of the required domains (i.e., ensuring that the student will be assessed based on the remaining components in which it is possible to assess the student. 		

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 WIDA

Critical Element 5.2 – DOES NOT APPLY to ELP Assessment Peer Review

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"> Note: This critical element does not apply to ELP assessments, as the requirements only apply to the inclusion of ELs in <u>academic assessments</u>. 		
Section 5.2 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] 		

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 WIDA

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 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 students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment. 	<p>2.1-4 Annual Technical Report for ALTERNATE ACCESS for ELLs® English Language Proficiency Test, Series 103, 2015–2016 Administration</p> <p>2.2-16 Accessibility and Accommodations Supplement</p> <p>2.2-17 The WIDA Accessibility and Accommodations Framework</p> <p>2.3-1 ACCESS for ELLs® 2.0 2016-2017 Test Administrator Manual</p> <p>5.3-7 ACCESS FOR ELLs 2.0® Unique Accommodations Request Form</p> <p>r5.3-1 ACCESS for ELLs 2.0 Online Sample Items for the Public</p> <p>r5.3-2 CCSSO Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students</p> <p>r5.3-3 WIDA Research Agenda Supporting English Learners with Disabilities</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence that the provided accommodations: <ul style="list-style-type: none"> Are appropriate and effective for meeting the individual student's need(s) to participate in the assessments. Do not alter the construct being assessed. 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. <p>It is unclear if WIDA requires all states to implement accommodations as outlined in the provided evidence or if states are permitted to alter these.</p> <p style="text-align: center;"><u>ACCESS</u></p> <p>Document 5.3-3 provides evidence of WIDA’s research studies at various stages of completion to verify the appropriateness and effectiveness of allowable accommodations to allow student participation in the WIDA assessments. For example, Page 6 provides evidence of an Accessibility and Accommodations use studies scheduled for summer 2021 to investigate 1) the efficacy of ACCESS’s current accommodations; 2) common practices across the consortium in selecting accessibility tools and accommodations for students taking ACCESS; and 3) how IEP team members understand and differentiate accessibility tools and accommodations for English</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 WIDA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>language proficiency assessments and content assessments. Evidence not yet available.</p> <p>Document r4.1-2 (p. 35) states that accommodations should not “affect the validity and reliability of the interpretation of the scores for their intended purposes.” Similarly, document 2.2-16 (p. 6) states that accessibility supports identified as likely to compromise the validity of the assessment and invalidate students’ results are excluded from the Accessibility and Accommodations Supplement. However, neither documents provide evidence of what procedures are used to accomplish this goal.</p> <p>WIDA is currently developing evaluation tools for the assessment using the updated CCSSO Accessibility Manual. The work will be completed in 2021. WIDA should submit documentation to peer review when completed.</p> <p>WIDA has provided a timeline and comprehensive research agenda for supporting ELs with disabilities. These studies will address important information across a range of topics including DIF, reporting, performance differences for ELs with and without accommodations.</p> <p>The submitted evidence is hopeful, yet it is insufficient to meet the requirements of this CE at this time.</p> <p style="text-align: center;"><u>Alternate ACCESS</u></p> <p>Evidence specific to the Alternate ACCESS not found.</p> <ul style="list-style-type: none"> • Evidence of a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.

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 WIDA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>5.3.7 provides a process for other accommodations to be considered for ACCESS (but not specifically Alternate ACCESS.)</p> <p>For Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that appropriate accommodations are available for ELs. <p>Evidence specific to Alternate ACCESS was not found.</p> <ul style="list-style-type: none"> • Evidence that accommodations do not deny students with disabilities or ELs the opportunity to participate in the assessment <p>Evidence specific to Alternate ACCESS was not found.</p>
Section 5.3 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the provided accommodations: <ul style="list-style-type: none"> o Are appropriate and effective for meeting the individual student's need(s) to participate in the assessments. o Do not alter the construct being assessed. o 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. <p>For Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that appropriate accommodations are available for ELs. • Evidence that accommodations do not deny students with disabilities or ELs the opportunity to participate in the assessment 		

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 WIDA

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">• Evidence of a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.		

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 WIDA

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 ELP assessments, and AELPA. 		<p>The CE requires state specific evidence to meet.</p>
Section 5.4 Summary Statement		
<input type="checkbox"/> No additional evidence is required or		

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 WIDA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none">• [list additional evidence needed w/brief rationale]		

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 WIDA

SECTION 6: ELP ACHIEVEMENT STANDARDS AND REPORTING

Critical Element 6.1 – State Adoption of ELP 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><i>For ELP standards:</i></p> <ul style="list-style-type: none"> The State adopted ELP achievement standards that address the different proficiency levels of ELs; If the State has developed alternate ELP achievement standards, it has adopted them only for ELs who are students with the most significant cognitive disabilities who cannot participate in the regular ELP assessment even with appropriate accommodations. 		<p>The CE requires state specific evidence to meet.</p>
<p>Section 6.1 Summary Statement</p> <p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] 		

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 WIDA

Critical Element 6.2 – ELP 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"> • <i>ELP achievement standards and, as applicable, alternate ELP achievement standards</i>, such that: <ul style="list-style-type: none"> ○ Cut scores are developed for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported. 	<p>6.1-3 Alternate ACCESS for ELLs Standard Setting Study: Technical Brief</p> <p>r6.2-1 Alternate ACCESS for ELLs to Dynamic Learning Maps Analysis</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the State used a technically sound method and process for setting ELP achievement standards, such that cut scores are developed for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported. <p>Document 6.1-3 (pp. 12-15) provides evidence of a procedure based on a series of logistic regression analyses to derive cut scores for the Alternate ACCESS proficiency levels. In addition to the cut scores for each domain, cut scores were also determined for four composite scores: Oral Language, Comprehension, Literacy, and Overall. The derivation of cut scores was based on the rationale that the English language proficiency development of students with the most significant cognitive disabilities does not increase dramatically from one grade level to the next, and that the same cut scores are used for all grade clusters (from grades 1 to 12) by domain to help detect growth in English language proficiency from year to year. Table 6-A presents the cuts for four domain scores and four composite scores (p. 15). Sufficient data were not presented. For example, if a logistic regression was done, the logistic regression should be shown in the report. CE 6.2 requires that “cut scores are developed for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported.”</p> <p>Document r6.2-1 provides evidence of a WIDA’s study to support states’ reclassification criteria for students who participate in Alternate ACCESS. To this end, the study</p>

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STATE ASSESSMENT PEER REVIEW NOTES FOR WIDA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>examined the relationship between Alternate ACCESS and Dynamic Learning Maps (DLM), a content assessment for students with the most significant cognitive disabilities used in several WIDA states. Findings from the study showed that the Alternate ACCESS overall composite proficiency level of P2 (Emerging) best indicates that a student will receive an At Target or Advanced performance level on DLM ELA, mathematics and science assessments (p. 16). The study presented is interesting, however it appears DLM assigns performance levels against grade level standards, not a single standard across multiple grade levels. This is a reclassification study, not a standard setting study.</p>
<p>Section 6.2 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> <p>For Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the State used a technically sound method and process for setting ELP achievement standards, such that cut scores are developed for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported. 		

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 WIDA

Critical Element 6.3 –Aligned ELP Achievement Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>For ELP achievement standards: The State has ensured that ELP assessment results are expressed in terms that are clearly aligned with the State's ELP standards, and its ELP performance-level descriptors.</p> <p>If the State has adopted alternate ELP achievement standards for ELs who are students with the most significant cognitive disabilities, the alternate ELP achievement standards should be linked to the State's grade-level/grade-band ELP standards, and should reflect professional judgment of the highest ELP achievement standards possible for ELs who are students with the most significant cognitive disabilities.</p>	<p>r3.1-1 Conducting a series of alignment studies</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS:</p> <ul style="list-style-type: none"> Evidence that ELP assessment results are expressed in terms that are clearly aligned with the State's ELP standards and its ELP performance level descriptors. <p>Studies described have not yet been completed. Document r3.1-1 provides evidence of proposed WIDA's studies to ensure that ELP assessment results are expressed in terms that are clearly aligned with the State's ELP standards and its ELP performance-level descriptors. The proposed work includes a) an alignment study in Summer 2021 of the online and paper versions of ACCESS to the WIDA 2007 and 2012 ELP Standards, and b) a Spring 2021 correspondence study between WIDA's ELP Standards and state career and college ready science standards.</p> <p>The evidence provided by the state does not address the requested evidence from the initial peer review. In short, alignment studies will not demonstrate that the process for developing performance level descriptors was done in a technically appropriate manner as in the industry standard methods and the requirements of this CE.</p> <p>For Alternate ACCESS:</p> <ul style="list-style-type: none"> If the State has developed alternate ELP achievement standards, evidence that the alternate ELP achievement standards are linked to the State's grade-level/grade-band ELP standards and reflect professional judgment of the highest ELP achievement standards possible for

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 WIDA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>ELs who are students with the most significant cognitive disabilities.</p> <p>Document r3.1-2 provides evidence of the relationship between the Alternate ACCESS and WIDA's ELP standards (see Critical Element 3.1 above) based on a 2020 two-part study designed to 1) explore the alignment between Alternate ACCESS and the Alternate Model Performance Indicators (AMPIs), assessable downward extensions of the Model Performance Indicators (MPIs) from ELP standards; and 2) examine the linkage between the AMPIs and MPIs.</p> <p>The WIDA response to this request referred to CE 3.1 which WIDA did not provide sufficient evidence to meet. This lack of sufficient evidence also applies to this CE.</p>
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> <p>For ACCESS:</p> <ul style="list-style-type: none"> Evidence that ELP assessment results are expressed in terms that are clearly aligned with the State's ELP standards and its ELP performance level descriptors. <p>For Alternate ACCESS:</p> <ul style="list-style-type: none"> If the State has developed alternate ELP achievement standards, evidence that the alternate ELP achievement standards are linked to the State's grade-level/grade-band ELP standards and reflect professional judgment of the highest ELP achievement standards possible for ELs who are students with the most significant cognitive disabilities. 		

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 WIDA

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 <i>English language proficiency for all ELs including the number and percentage of ELs attaining ELP</i>.</p> <p>For the <i>ELP assessment</i>, the State provides coherent and timely information about each student’s attainment of the State’s ELP standards to parents that:</p> <ul style="list-style-type: none"> • Reports the <i>ELs’ English proficiency</i> in terms of the State’s grade level/grade-band ELP standards (including performance-level descriptors); • 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; 	<p>6.4-3 ALTERNATE ACCESS for ELLs SPRING 2018 Interpretive Guide for Score Reports Grades 1-12</p> <p>r6.4-1 ADI-PPT-Notes-10.25.19, See pp.15, 16, 24-26.</p> <p>r6.4-2 LEA-Notes-12.11.19, See pp. 4, 5.</p> <p>r6.4-3 ADI-Notes-12.19.19, See p.1.</p>	<p>The blue text is the additional evidence requested by previous peer reviewers.</p> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the State's reporting of assessment results facilitates timely interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public. • Evidence that the State provides coherent and timely information about each student's attainment of the State's ELP standards to parents that 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. • Evidence that student reports are, upon request by an individual with a disability, provided in an alternative format accessible to that parent. <p>The provided response contains no evidence that WIDA facilitates timely interpretations and use of results nor provides coherent and timely information about each student’s attainment of the ELP standards which were two of the three critical evidences requested for this CE.</p> <p>There is no evidence submitted regarding the availability of a student’s assessment information in an alternative format upon request by a parent who is an individual with a disability.</p> <p>These aspects of this critical element will need to be addressed by states if the consortium does not provide evidence of meeting this CE.</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 WIDA

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"> 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. 		<p>For Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence that performance level descriptors are included on student score reports. <p>Document 2.1-3 (p. 21) provides evidence that Alternate ACCESS English language proficiency (performance) levels for the productive and receptive language domains are included on the Alternate ACCESS Individual Student Report.</p> <p>The Alternate ACCESS ISR included additional subscales that are not the four domains. These subscales do not appear to have been included in the initial peer review and the peers are concerned that there is not sufficient evidence of reliability and validity nor are there standards set for these subscales.</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> <p>For ACCESS and Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence that the State's reporting of assessment results facilitates timely interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public. Evidence that the State provides coherent and timely information about each student's attainment of the State's ELP standards to parents that 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. Evidence that student reports are, upon request by an individual with a disability, provided in an alternative format accessible to that parent. <p>For Alternate ACCESS</p> <ul style="list-style-type: none"> Due to the new evidence submitted for this review, it appears the original review lacked information on the three subscales that appear on the Alternate ACCESS ISR. An explanation of the three subscales including validity, standards, reliability, standard setting etc. needs to be provided. 		

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 WIDA

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence

SECTION 7: DOES NOT APPLY TO ELP ASSESSMENT PEER REVIEW

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.

U. S. DEPARTMENT OF EDUCATION

Peer Review of State Assessment Systems

January-May 2022 State ELP Assessment Peer Review Notes



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 Bureau of Indian Education
(ELP assessment)

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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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(ELP assessment)**

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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 Bureau of Indian Education
(ELP assessment)**

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

Critical Element 1.1 – State Adoption of ELP Standards for All English Learners

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>For English language proficiency (ELP) standards:</i></p> <p>The State formally adopted K-12 ELP standards for all ELs in public schools in the State.</p>	<p>The State formally adopted K-12 ELP standards for all ELs in schools in the State as of January 2020.</p> <p>Final Rule</p> <p>Standards, Assessments and Accountability System for BIE-funded schools.</p> <p>Effective Date: 4/27/2020</p> <p>Document Citation 85 FR 17009</p> <p>CFR: 25 CFR 30.109, 30.110</p> <p>8101/20 ESEA</p> <p>WIDA ELL Program Overview</p> <p>Live Overview WIDA ELL in relation to BIE to make meaning and connection to identification and application. Recorded for future access and review.</p> <p><u>ACCESS for ELLs Adoption of Standards</u></p> <p>BIE will align the WIDA ELD 2020 Framework Standards with Unified Assessments beginning in the spring of 2022 presented in a live webinar recorded for future access in Reading/Language Arts, Math and Science</p>	<p>BIE does not provide evidence of any formal adoption of the WIDA ELD Standards or other English language proficiency standards.</p> <p>The final rule provided in WIDA ACCESS CE 1.1 shows the requirement to implement and adopt English language proficiency standards, but does not mention the chosen standards or the adoption process.</p>
Section 1.1 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"> Evidence that BIE formally adopted K-12 ELP standards for all ELs in public schools in the State. 		

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 Bureau of Indian Education
(ELP assessment)**

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">• See examples for Critical Element 1.1 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i>, p.30

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 Bureau of Indian Education
(ELP assessment)**

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>For ELP standards: The ELP standards:</p> <ul style="list-style-type: none"> are derived from the four domains of speaking, listening, reading, and writing; address the different proficiency levels of ELs; and <p>align to the State academic content standards (see definition¹²). The ELP standards must contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State’s academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science.</p>	<p>ELD 2020 Standards reflect the varied proficiency levels of identified ELs; and will be aligned to the BIE State academic content standards. The ELP standards must contain language proficiency expectations that reflect the language for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State’s academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science.</p>	<p>BIE provides WIDA ACCESS CE 1.2, which contains the WIDA ELD Standards Framework, 2020 Edition. The Standards are clearly derived from the four domains of speaking, listening, reading, and writing, and address the different proficiency levels of ELs as required by this critical element.</p> <p>The WIDA ELD Standards describe the language proficiency expectations reflecting language ELs need to demonstrate proficiency in academic content based on grade-level content in social/instructional language, language arts, math, science, and social studies.</p> <p>BIE does not provide any evidence of alignment to BIE-adopted academic content standards as required for this critical element. Additionally, because there is no evidence of BIE adoption of the WIDA ELD Standards provided, it is not possible to say BIE has met the standards-based requirements of this critical element by submitting information for WIDA ELD Standards.</p>
Section 1.2 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"> BIE must provide evidence for all requirements within this Critical Element. See examples for Critical Element 1.2 in <i>A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process</i> p.31 		

¹² see page 24 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

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 Bureau of Indian Education
(ELP assessment)**

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 Bureau of Indian Education
(ELP assessment)**

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 an <i>annual general and alternate ELP assessment</i> (aligned with State ELP standards) administered to:</p> <ul style="list-style-type: none"> • All ELs in grades K-12. 		<p>Department staff were able to determine that the BIE administers English language proficiency assessments to students identified as English learners in all grades. Department staff were able to determine that the BIE administers an alternate English language proficiency assessment to English learners with the most severe cognitive disabilities in all grades except for kindergarten.</p>
Section 1.3 Summary Statement		
<p><u> x </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the State’s assessment system includes an annual alternate ELP assessment aligned with State ELP standards (e.g., evidence that the State has implemented Alternate ACCESS for kindergarten once it becomes available). 		

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 Bureau of Indian Education
(ELP assessment)**

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
<ul style="list-style-type: none"> The State has policies that require the inclusion <i>of all public elementary and secondary ELs in the State's ELP assessment</i>, including ELs with disabilities. 		<p>Department staff determined that the BIE has not provided sufficient evidence for this critical element. The submission provided a statement that all EL students would take the ACCESS or Alternate ACCESS as scheduled on the dates identified on the BIE State page of the WIDA website. The submission also stated that the WIDA Test Administration Manual and the WIDA Accessibility and Accommodations Supplement identify policies and procedures to ensure a standardized test administration and create a similar test environment for all students. Documentation was not provided to demonstrate BIE adoption of policies requiring all EL students participation in the English language proficiency assessment or dissemination of this policy in materials for school and district staff.</p>
Section 1.4 Summary Statement		
<p><u> x </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> Evidence 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 (e.g., test coordinator, test administration, and accommodations manuals); and; <ul style="list-style-type: none"> For students with disabilities, evidence of policies which 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; 		

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 Bureau of Indian Education
(ELP assessment)**

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 <i>ELP</i> 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>Department staff determined that the documentation submitted demonstrated the BIE conducted meaningful consultation that provided tribal representatives, teachers, school administrators, and other stakeholders an opportunity to participate. Department staff believe the BIE has provided sufficient evidence for this critical element.</p>
Section 1.5 Summary Statement		
<u> x </u> 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 Bureau of Indian Education
(ELP assessment)**

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 <i>the depth and breadth of the State’s ELP standards</i>, 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 <i>the State’s ELP standards</i>, and support the intended interpretations and uses of the results. • Processes to ensure that the ELP assessment is tailored to the knowledge and skills included in <i>the State’s ELP standards</i> and reflects appropriate inclusion of the range of complexity found in the standards. • If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design and intended uses and interpretations of results. • If the State administers a computer-adaptive assessment, it makes proficiency determinations with respect to the grade in which the 		<p>See WIDA</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 Bureau of Indian Education
(ELP assessment)**

<p>student is enrolled and uses that determination for all reporting.</p> <p>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>		
<p>Section 2.1 Summary Statement</p>		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education
(ELP assessment)**

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 English language proficiency based on the <i>State's ELP standards</i> in terms of content and language processes. 		<p>See WIDA</p>
Section 2.2 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education
(ELP assessment)**

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>BIE utilizes all federal guidelines for establishing communication for LEAs and all educators a clear, thorough, and consistent standardized procedures for the administration of its assessments, including administration with accommodations.</p> <p>ALL test administrators are to complete WIDA online training for ACCESS and Alternate ACCESS for certification each academic year and shared on the BIE State Page within WIDA. These results are accessible and used to assist in guidance for access and completion.</p> <p>Example: 2.3</p> <p>Review of these indicators are included in the following webinar trainings:</p> <p>WIDA ELD Standards Overview WIDA Overview Unified Assessments Training</p> <p>All trainings were initially live with recorded access made available on the BIE website within WIDA and the Unified Assessments location within TEAMS</p> <p>All recorded trainings provided test administrators guidance to prepare for statewide administration and the inclusion of English Learners.</p> <p>Additionally, beginning in the 2022 ACCESS administration, ALL educators within the LEA must enter and complete to the level of certification for WIDA ACCESS and WIDA Alternate ACCESS</p>	<p>BIE describes procedures and assures compliance in narrative form but provides no supporting evidence or backup documentation showing that these policies are formalized, implemented internally, or shared externally. Training materials and webinars referenced are not provided as evidence, and descriptions of the WIDA training materials are not provided.</p> <p>BIE does not provide any information regarding accommodations on the WIDA ACCESS assessment.</p> <p>BIE does not refer to or provide any information on the Alternate ACCESS assessment procedures or trainings.</p> <p>BIE does not provide any information regarding use of technology, as required by this critical element.</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 Bureau of Indian Education
(ELP assessment)**

	Trainings specific to ACCESS and Alternate ACCESS are within the WIDA website Secure Portal with expectations for and monitoring of access and content completion – certified if offered.	
Section 2.3 Summary Statement		
<input type="checkbox"/> No additional evidence is required or <input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale: <ul style="list-style-type: none"> • BIE must provide evidence for all requirements within this Critical Element. • See examples for Critical Element 2.3 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i> p.40-42 		

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 Bureau of Indian Education
(ELP assessment)**

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
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 ELP assessments and the AELPA.		Documentation submitted by the BIE provided policies for test administration. Department staff note that while documentation of policies, procedures or evidence of BIE monitoring of test administrations were not provided the submission did include a note that a monitoring form was being developed and plans for monitoring the 2022 – 2023 administration of English language proficiency assessments.
Section 2.4 Summary Statement		
<p><u> x </u> The following additional evidence is needed/provide brief rationale: Evidence that it 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 ELP assessments and the AELPA.</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 Bureau of Indian Education
(ELP assessment)**

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 the general ELP assessments and the AELPA. 	<p>The BIE has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through the following: 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.</p> <p>ACCESS for ELLS policies and procedures are located within the Test Coordinator Manual for WIDA ACCESS and WIDA Alternate ACCESS.</p> <p>BIE utilizes WIDA guidelines for administering ACCESS for ELLs on the BIE State Page on the WIDA website.</p>	<p>BIE does not provide any state-specific evidence for this critical element beyond a narrative description/assurance of compliance.</p> <p>BIE does not provide any information regarding detecting test irregularities, nor how these issues are investigated or remedied.</p> <p>No information is provided for Alternate ACCESS.</p>
Section 2.5 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"> • BIE must provide evidence for all requirements within this Critical Element. • See examples for Critical Element 2.5 in <i>A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process</i> p.43-45 		

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 Bureau of Indian Education
(ELP assessment)**

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 Bureau of Indian Education
(ELP assessment)**

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>BIE WIDA Lead, once notified, registers new/updated test coordinators for LEAs as well as assigns through the WIDA system, privileges of users to align access to individual roles. This is evidence in password-protected accounts that must be completed once the LEA personnel registered receive guidance.</p> <p>This process intent is to secure student-level assessment data and protects student privacy.</p> <p>Data is collected and reported within the compilation of living data bases for all assessments as multiple roles are assumed by some individuals. This system is updated regularly.</p>	<p>BIE describes an internal policy to protect access to the WIDA ACCESS testing system through restricted access, but provides no evidence that this policy is formalized and implemented/shared internally and/or externally.</p> <p>BIE provides no evidence of guidelines for student privacy and confidentiality shared with or implement by schools.</p> <p>BIE does not address sensitive student data, including PII, and how reporting process protect these data. BIE does not define the minimum number of students required for reporting.</p>
Section 2.6 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"> BIE must provide evidence for all requirements within this Critical Element. See examples for Critical Element 2.6 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i> p.46-47 		

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 Bureau of Indian Education
(ELP assessment)**

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><i>The State’s ELP assessments</i> measure the knowledge and skills specified in the State’s ELP standards, including:</p> <ul style="list-style-type: none"> • Documentation of adequate alignment between the State’s ELP assessment and the ELP standards the assessment is designed to measure in terms of language knowledge and skills, the depth and breadth of the State’s ELP standards, across all proficiency levels, domains, and modalities identified therein; • Documentation of alignment (as defined) between the State’s ELP standards and the language demands implied by, or explicitly stated in, the State’s academic content standards; • If the State administers an AELPA aligned with alternate ELP achievement standards, the assessment shows adequate linkage to the State’s ELP standards in terms of content match (i.e., no unrelated content) and that the breadth of content and linguistic complexity 		<p>See WIDA</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 Bureau of Indian Education
(ELP assessment)**

determined in test design is appropriate for ELs who are students with the most significant cognitive disabilities.		
Section 3.1 Summary Statement		
___ No additional evidence is required or ___ The following additional evidence is needed/provide brief rationale: <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education
(ELP assessment)**

Critical Element 3.2 – Validity Based on Linguistic Processes

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate validity evidence that its assessments tap <i>the intended language processes</i> appropriate for each grade level/grade-band as represented in the State's ELP standards.		See WIDA
Section 3.2 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education
(ELP assessment)**

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 <i>ELP standards</i> on which the intended interpretations and uses of results are based.</p>		<p>See WIDA</p>
Section 3.3 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education
(ELP assessment)**

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
The State has documented adequate validity evidence that the State's assessment scores are related as expected with other variables.		See WIDA
Section 3.4 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education
(ELP assessment)**

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 (<i>for ELP assessments, including any domain or component sub-tests, as applicable</i>); • 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 		<p>See WIDA</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 Bureau of Indian Education
(ELP assessment)**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
precise estimates of <i>an EL's English proficiency</i> .		
Section 4.1 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education
(ELP assessment)**

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 ELP assessments</i>, assessments should be developed, to the extent practicable, using the principles of universal design for learning (UDL) (see definition¹³).</p> <p><i>For ELP assessments</i>, the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all EL students and fair across student groups, including ELs with disabilities, in their design, development, and analysis.</p>		See WIDA
<p>Section 4.2 Summary Statement</p> <p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

¹³ 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

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 Bureau of Indian Education
(ELP assessment)**

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
The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for <i>ELP assessments</i> , including performance for EL students with high and low levels of English language proficiency and with different proficiency profiles across the domains of speaking, listening, reading, and writing.		See WIDA
Section 4.3 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education
(ELP assessment)**

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 (and <i>for ELP assessments, any applicable domain or component sub-tests</i>) that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State's <i>ELP standards</i>.</p> <p><i>For ELP assessments</i>, if an English learner has a disability that precludes assessment of the student in one or more of the required domains/components (listening, speaking, reading, and writing) such that there are no appropriate accommodations for the affected domain(s)/component(s), the State must provide a description of how it will ensure that the student is assessed in the remaining domain(s)/component(s) in which it is possible to assess the student, and a description of how this will occur.¹⁴</p>		<p>See WIDA</p>
Section 4.4 Summary Statement		
<p><input type="checkbox"/> No additional evidence is required or</p> <p><input type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

¹⁴ See full reference in regulation, 34 CFR § 200.6(h)(4)(ii) (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 Bureau of Indian Education
(ELP assessment)**

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 Bureau of Indian Education
(ELP assessment)**

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
If the State administers multiple forms of <i>ELP assessments</i> within or across grade-spans, ELP levels, or school years, the State ensures that all forms adequately represent the State’s <i>ELP standards</i> and yield consistent score interpretations such that the forms are comparable within and across settings.		See WIDA
Section 4.4 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education
(ELP assessment)**

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), 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>See WIDA</p>
Section 4.6 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education
(ELP assessment)**

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>See WIDA</p> <p>Based on CE, BIE needs to demonstrate their public posting of information related to technical quality.</p>
Section 4.7 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 of adequate technical quality is made 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 Bureau of Indian Education
(ELP assessment)**

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 students¹⁵ 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> <ul style="list-style-type: none"> For ELP assessments, policies that require the inclusion of an EL with a disability that precludes assessment of the student in one or more of the required domains (speaking, listening, reading, and writing) such that there are no appropriate accommodations for the affected component (the State must assess the student’s English language proficiency based on the remaining components in which it is possible to assess the student). 	<p>The BIE has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the BIE assessment system. Decisions about how to assess students with disabilities must be determined by the student’s IEP Team under IDEA, the placement under Section 504, or the individual or team designated by an LEA to make that decision under Title II of the ADA, as applicable, based on each student’s individual abilities and needs.</p> <p>State Evidence 5.1 Appendix D p. 27</p> <p>For ELP Assessments: policies that require the inclusion of an EL with a disability that precludes assessment of the student in one or more of the required domains (speaking, listening, reading, and writing) such that there are no appropriate accommodations for the affect component (the BIE must assess the student’s English language proficiency based on the remaining components in which it is possible to assess the student).</p>	<p>BIE provides the WIDA Accessibility and Accommodations Manual, which addresses both WIDA ACCESS and Alternate ACCESS, including descriptions of available accommodations and a checklist to guide IEP teams in selecting appropriate accommodations.</p> <p>BIE does not provide any evidence that the Agency has adopted or implemented the procedures in the WIDA manual, nor any evidence that the resource has been shared internally or externally.</p> <p>No evidence is provided regarding policies for ELs with disabilities precluding assessment in one or more domains.</p>

¹⁵ For ELP peer review, this refers to ELs with disabilities.

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 Bureau of Indian Education
(ELP assessment)**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>Section 5.1 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"> • BIE must provide evidence for all requirements within this Critical Element. • See examples for Critical Element 5.1 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i> p.60-61 		

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 Bureau of Indian Education
(ELP assessment)**

Critical Element 5.2 – DOES NOT APPLY to ELP Assessment Peer Review

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"> Note: This critical element does not apply to ELP assessments, as the requirements only apply to the inclusion of ELs in <u>academic assessments</u>. 		
Section 5.2 Summary Statement		
___ No additional evidence is required or		
___ The following additional evidence is needed/provide brief rationale:		
<ul style="list-style-type: none"> [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education
(ELP assessment)**

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 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 students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment. 	<p>Inclusion of Special Populations:</p> <p>BIE College and Career Ready Standards Summative Assessment Accessibility Features and Accommodations Manual (9th Edition)</p> <p>5.3 1.0 Section 3 pp. 18-41 & Section 4 pp. 44-58 [MISSING]</p> <p>Recorded Trainings</p> <p>Recorded Webinars for academic year 2021-2022 will be available Spring 2022. These recordings will provide test administrators guidance to prepare for statewide administration and the inclusion of English Learners and available on the BIE State page on identified dates (TBD) and recorded for access meeting needs of LEAs.</p>	<p>BIE referenced a document but did not provide it as evidence for this critical element.</p> <p>BIE does not provide any information here regarding accommodations for ELs with disabilities on the general ACCESS for ELLs assessment or on Alternate ACCESS.</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 Bureau of Indian Education
(ELP assessment)**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 5.3 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"> BIE must provide evidence for all requirements within this Critical Element. See examples for Critical Element 5.3 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i> p.63-64 		

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 Bureau of Indian Education
(ELP assessment)**

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 ELP assessments, and AELPA. 		<p>BIE provided no evidence related to monitoring.</p>
Section 5.4 Summary Statement		
___ No additional evidence is required or		

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 Bureau of Indian Education
(ELP assessment)**

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"> • BIE must provide evidence for all requirements within this Critical Element. • See examples for Critical Element 5.4 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i> p.64-65 		

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 Bureau of Indian Education
(ELP assessment)**

SECTION 6: ELP ACHIEVEMENT STANDARDS AND REPORTING

Critical Element 6.1 – State Adoption of ELP 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>For ELP standards:</p> <ul style="list-style-type: none"> The State adopted ELP achievement standards that address the different proficiency levels of ELs; If the State has developed alternate ELP achievement standards, it has adopted them only for ELs who are students with the most significant cognitive disabilities who cannot participate in the regular ELP assessment even with appropriate accommodations. 	<p>The BIE has adopted ELP achievement standards as of January 2020 utilizing WIDA 2012 standards.</p> <p>Evidence forthcoming in academic year 2021-2022 academic year completion and results received.</p> <p>IF/when the BIE developed alternate ELP achievement standards, it has adopted them only for ELLs who are students with the most significant cognitive disabilities who cannot participate in the regular ELP assessment even with appropriate accommodations outlined within an IEP in place.</p>	<p>BIE does not provide any evidence of formal adoption of the ELP achievement standards, although stating they were adopted in January 2020.</p> <p>No evidence or statement is made regarding whether or not BIE has adopted alternate ELP achievement standards for students with the most significant cognitive disabilities.</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"> BIE must provide evidence for all requirements within this Critical Element. See examples for Critical Element 6.1 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i> p.65-66 		

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 Bureau of Indian Education
(ELP assessment)**

Critical Element 6.2 – ELP 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"> • <i>ELP achievement standards and, as applicable, alternate ELP achievement standards</i>, such that: <ul style="list-style-type: none"> ○ Cut scores are developed for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported. • 		<p>See WIDA</p>
Section 6.2 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education
(ELP assessment)**

Critical Element 6.3 –Aligned ELP Achievement Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>For ELP achievement standards:</i> The State has ensured that ELP assessment results are expressed in terms that are clearly aligned with the State’s ELP standards, and its ELP performance-level descriptors.</p> <p>If the State has adopted alternate ELP achievement standards for ELs who are students with the most significant cognitive disabilities, the alternate ELP achievement standards should be linked to the State’s grade-level/grade-band ELP standards, and should reflect professional judgment of the highest ELP achievement standards possible for ELs who are students with the most significant cognitive disabilities.</p>		<p>See WIDA</p>
Section 6.3 Summary Statement		
<p>___ No additional evidence is required or</p> <p>___ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • [list additional evidence needed w/brief rationale] 		

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 Bureau of Indian Education
(ELP assessment)**

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 <i>English language proficiency for all ELs including the number and percentage of ELs attaining ELP.</i></p> <p>For the <i>ELP assessment</i>, the State provides coherent and timely information about each student’s attainment of the State’s ELP standards to parents that:</p> <ul style="list-style-type: none"> • Reports the <i>ELs’ English proficiency</i> in terms of the State’s grade level/grade-band ELP standards (including performance-level descriptors); • 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; 	<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>For the ELP assessment, the State provides coherent and timely information about each student’s attainment of the State’s ELP standards to parents that:</p> <ul style="list-style-type: none"> • Reports the ELs’ English Proficiency in terms of the State’s grade level/grade-band ELP standards (including performance-level descriptions); • 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. <p><u>Reporting Schedule and Training</u></p> <p>The BIE process for using/disseminating ACCESS reports, guides, parent information etc.</p> <ul style="list-style-type: none"> • 1.5.1 Monday Test Coordinator E-mail • 1.5.2 ACCESS/Alternate ACCESS test Schedule • ACCESS/Alternate ACCESS Test Schedule Sample 5.1 [Missing] <p><u>Reporting Schedule and Training</u></p>	<p>BIE provides no evidence that it reports assessment results for the English language proficiency assessment or the alternate ELP assessment.</p> <p>BIE restates the requirements for this critical element but does not address them.</p> <p>BIE lists a few examples of dissemination tools for test and reporting scheduling, but does not provide any of the referenced items as evidence. No information is provided regarding how information is shared with families, educators, or other stakeholders.</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 Bureau of Indian Education
(ELP assessment)**

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"> 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. 	<p>The BIE WIDA Program Lead provided ACCESS/Alternate ACCESS schedule template for LEAs in January of 2022 with the intent to provide these samples for planning in the fall of the 2022 academic year moving forward to provide additional and proactive planning time.</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"> BIE must provide evidence for all requirements within this Critical Element. See examples for Critical Element 6.4 in <i>A State's Guide to the U.S. Department of Education's Assessment Peer Review Process</i> p.71-73 		

SECTION 7: DOES NOT APPLY TO ELP ASSESSMENT PEER REVIEW

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.