



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

November 29, 2023

The Honorable Angelica Allen-McMillan
Acting Commissioner of Education
New Jersey Department of Education
P.O. Box 500
Trenton, NJ 08625-0500

Dear Acting Commissioner Allen-McMillan:

Thank you for your participation in the U.S. Department of Education's (Department) assessment peer review process under Title I of the Elementary and Secondary Education Act of 1965 (ESEA). I appreciate the efforts of the New Jersey Department of Education (NJDOE) to prepare for the peer review which occurred in March 2023.

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 NJDOE's submission and the Department found, based on evidence received, that the components of New Jersey's assessment system meet most but not all of the statutory and regulatory requirements of the ESEA. Based on the recommendations from this peer review and our own internal analysis of the State's submission, I have determined the following:

- General assessments in science for grades 5, 8, and high school (New Jersey Student Learning Assessment (NJSLA)): **Substantially meets requirements of the ESEA.**
- Alternate assessments based on alternate academic achievement standards (AA-AAAS) in science for grades 5, 8, and high school (Dynamic Learning Maps (DLM)): **Substantially meets requirements of the ESEA.**
- General English language proficiency (ELP) assessment (ACCESS): **Substantially meets requirements of the ESEA.**

Substantially meets requirements of the ESEA means that these components of the New Jersey's academic and ELP assessments meet most of the requirements of the statute and

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
www.ed.gov

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

regulations, but some additional information is required. The Department expects that NJDOE will likely be able to provide this additional information within one year. I also want to acknowledge that NJDOE, as a member of the WIDA EL assessment consortium will be administering a revised version of the ACCESS ELP assessment in the 2025-2026 school year, and that the WIDA consortium will be submitting evidence on behalf of member States following that first operational administration for further peer review.

Because additional evidence is required, the Department is continuing the condition on the State's Title I grant award related to those components of the assessment systems. To satisfy this condition, NJDOE must submit satisfactory evidence to address the items identified in the enclosed list. The condition will remain until all required evidence has been resubmitted and peer reviewed. If the outcome of the re-review by peers indicates full approval, then the condition will be removed. If adequate progress is not made, the Department may take additional action.

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

I request that NJDOE submit a plan within 30 days outlining when it will submit all additional required documentation for peer review. Upon submission of the plan, the Department will reach out to NJDOE to schedule the next peer review. Resubmission of the State's documentation for peer review should occur once the State has all necessary evidence for a particular assessment component.

I also want to take this opportunity to review the peer review status of the other ESEA-required assessments administered by the State, based upon our records:

- General assessments in R/LA and mathematics for grades 3-8 and high school (Partnership for the Assessment of Readiness of College and Careers (PARCC)): Meets requirements of the ESEA.¹
- AA-AAAS in R/LA and mathematics for grades 3-8 and high school (Dynamic Learning Maps (DLM) Year End Model (DLM-YE)): Meets requirements of the ESEA.²
- Alternate ELP assessment (Alternate ACCESS): Partially meets requirements of the ESEA.³

We are currently planning assessment peer reviews for summer 2024 (submission of documentation in June 2024). 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,

¹ <https://www2.ed.gov/admins/lead/account/nclbfinalassess/nj4.pdf>.

² <https://www2.ed.gov/admins/lead/account/nclbfinalassess/nj4.pdf>.

³ <https://oese.ed.gov/files/2021/11/NJ-7.pdf>.

please remember that if NJDOE 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/

Adam Schott
Deputy Assistant Secretary for Policy and Programs
Delegated the Authority to Perform the
Function and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

Enclosures

cc: John Boczany, Director of Assessment

Critical Elements Where Additional Evidence is Needed for New Jersey’s Assessment Systems to Meet ESEA Requirements

Critical Element	Evidence Needed
<p>1.2 – Coherent and Rigorous Academic Content Standards</p>	<p>For ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the State’s English language proficiency (ELP) standards align to its academic content standards (e.g., evidence of alignment between WIDA’s 2020 English language development standards and the State’s R/LA and mathematics content standards which could address the issues found in the alignment study).
<p>2.1 – Test Design and Development</p>	<p>For New Jersey Student Learning Assessment (NJSLA) science and Dynamic Learning Maps (DLM) science:</p> <ul style="list-style-type: none"> • Evidence that the State’s test design and test development process aligns the assessments to the depth and breadth of the State’s academic content standards for the grades that are being assessed; more specifically: <ul style="list-style-type: none"> ○ Evidence of a rationale for the lack of depth of knowledge (DOK) coverage on the NJSLA science at the lower cognitive level (DOK 1) for all grades and at the higher cognitive level (DOK 3) for grades 5 and 11. ○ Evidence of a plan and timeline for addressing the recommendations listed in the NJSLA science alignment study report. ○ Evidence that the test design for DLM science adequately samples the Essential Elements in science.
<p>2.2 – Item Development</p>	<p>For NJSLA science:</p> <ul style="list-style-type: none"> • Evidence that the State used reasonable and technically sound procedures to select items to assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills. Additional evidence provided for critical element 2.1 will likely satisfy the requirements for this critical element.
<p>2.5 – Test Security</p>	<p>For ACCESS:</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 (e.g., evidence that the State has a proactive process for detecting test security issues that does not originate with its vendor, districts, or schools such as with data forensic analyses, internet searches for released test items, or the like that are done at the State level).
<p>3.1 – Overall Validity, including Validity Based on Content</p>	<p>NJSLA science:</p> <ul style="list-style-type: none"> • Documentation of adequate alignment between the State’s assessment and the academic content standards the assessment is designed to measure in terms of content (i.e., knowledge and process), balance of content, and cognitive complexity. Additional evidence provided for critical element 2.1 will likely satisfy the requirements for this critical element.
<p>3.2 – Validity Based on Cognitive Processes</p>	<p>For NJSLA science:</p> <ul style="list-style-type: none"> • Documented adequate validity evidence that the State’s assessment taps the intended cognitive processes appropriate for each grade-level as

Critical Element	Evidence Needed
	<p>represented in the State’s academic content standards (e.g., evidence of results from the completed cognitive lab study that was referenced in the State’s evidence).</p>
<p>3.3 – Validity Based on Internal Structure</p>	<p>For NJSLA science:</p> <ul style="list-style-type: none"> • Documented adequate validity evidence that the scoring and reporting structures of the assessment are consistent with the sub-domain structures of the State’s academic content standards (e.g., evidence of results from the completed confirmatory factor analysis study that is referenced in the State’s evidence).
<p>3.4 – Validity Based on Relationships with Other Variables</p>	<p>For NJSLA science:</p> <ul style="list-style-type: none"> • Documented adequate validity evidence that the assessment scores are related as expected with other variables (e.g., evidence of the results of correlations between high school science scores and hours doing science homework, teacher judgments of science performance, success in related entry-level college science courses, or the like).
<p>4.2 – Fairness and Accessibility</p>	<p>For NJSLA science and ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the State has taken reasonable and appropriate steps to ensure that the assessment is accessible to all students and fair across student groups in its design, development, and analysis. More specifically: <ul style="list-style-type: none"> ○ Evidence of a plan and timeline for dealing with NJSLA items that showed large differential item functioning (DIF) in grades 8 and 11. ○ Evidence of completed DIF analyses based on disability status for ACCESS.
<p>4.5 – Multiple Assessment Forms</p>	<p>For NJSLA science:</p> <ul style="list-style-type: none"> • Evidence that the State ensures that all test forms adequately represent the State’s academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years (e.g., evidence of a year-to-year equating process and the results from conducting year-to-year equating analyses).
<p>4.7 – Technical Analysis and Ongoing Maintenance</p>	<p>For ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the State 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 the assessment system (e.g., evidence of meeting minutes from the State’s technical advisory committee that shows it has a plan to monitor, maintain, and improve the quality of its ELP assessment system).
<p>5.3 – Accommodations</p>	<p>For ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the accommodations provided meet students’ needs, do not alter the construct assessed, and allow for meaningful interpretations of results (e.g., evidence of the results from completed studies such as the one evaluating the performance of English learners or ELs with disabilities).
<p>5.4 – Monitoring Test Administration for Special Populations</p>	<p>For NJSLA science and DLM science:</p> <ul style="list-style-type: none"> • Evidence that the State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs

Critical Element	Evidence Needed
	(e.g., evidence that the State monitors test administration for special populations such as with a sample of completed monitoring forms or letters sent to schools or districts after monitoring has occurred).
6.3 – Challenging and Aligned Academic Achievement Standards	<p>For NJSLA science:</p> <ul style="list-style-type: none"> • Evidence that the State’s academic achievement standards 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 (e.g., reports of the results from benchmarking the State’s science achievement standards against NAEP, international assessments, or other related and appropriate measures; and/or evidence that members from institutions of higher education and the business community have signed off on the State’s science achievement standards).
6.4 – Reporting	<p>For NJSLA science, DLM science, and ACCESS:</p> <ul style="list-style-type: none"> • Evidence that student score reports are orally translated for parents with limited English proficiency and provided in alternative formats for parents with disabilities (e.g., evidence that shows how parents can request translated score reports and score reports in alternative formats that goes beyond relying on districts to provide these types of reports).

U. S. Department of Education Peer Review of State Assessment Systems

January-May 2023 State Assessment Peer Review Notes

New Jersey General and Alternate Assessments in Science Resubmission



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 New Jersey General and Alternate Assessments in Science Resubmission

Contents

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS4

CRITICAL ELEMENT 1.1 – STATE ADOPTION OF ACADEMIC CONTENT STANDARDS FOR ALL STUDENTS...MET IN PRIOR PEER REVIEW.....4

CRITICAL ELEMENT 1.2 – CHALLENGING ACADEMIC CONTENT STANDARDS

MET IN PRIOR PEER REVIEW 4

CRITICAL ELEMENT 1.3 – REQUIRED ASSESSMENTS MET IN PRIOR PEER REVIEW 4

CRITICAL ELEMENT 1.4 – POLICIES FOR INCLUDING ALL STUDENTS IN ASSESSMENTS MET IN PRIOR PEER REVIEW4

CRITICAL ELEMENT 1.5 – MEANINGFUL CONSULTATION IN THE DEVELOPMENT OF CHALLENGING STATE STANDARDS AND ASSESSMENTSMET IN PRIOR PEER REVIEW SECTION 2: ASSESSMENT SYSTEM OPERATIONS..4

Critical Element 2.1 – Test Design and Development 5
Critical Element 2.2 – Item Development 6

SECTION 3: TECHNICAL QUALITY – VALIDITY8

Critical Element 3.1 – Overall Validity, Including Validity Based on Content 8
Critical Element 3.2 – Validity Based on Cognitive Processes 9
Critical Element 3.3 – Validity Based on Internal Structure..... 10
Critical Element 3.4 – Validity Based on Relations to Other Variables..... 11

SECTION 4: TECHNICAL QUALITY – OTHER..... 12

Critical Element 4.1 – Reliability 12

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey General and Alternate Assessments in Science Resubmission

Critical Element 4.2 – Fairness and Accessibility 12
Critical Element 4.3 – Full Performance Continuum 13
Critical Element 4.4 – Scoring..... 13
Critical Element 4.5 – Multiple Assessment Forms..... 14
Critical Element 4.6 – Multiple Versions of an Assessment..... 15
Critical Element 4.7 – Technical Analysis and Ongoing Maintenance 16

SECTION 5: INCLUSION OF ALL STUDENTS.....17

Critical Element 5.1 – Procedures for Including Students with Disabilities 17
Critical Element 5.2 – Procedures for Including English Learners in Academic Content Assessments..... 18
Critical Element 5.3 – Accommodations 18
Critical Element 5.4 – Monitoring Test Administration for Special Populations 20

SECTION 6: ACADEMIC ACHIEVEMENT STANDARDS AND REPORTING.....22

Critical Element 6.1 – State Adoption of Academic Achievement Standards for All Students..... 22
Critical Element 6.2 – Achievement Standards Setting 23
Critical Element 6.3 – Challenging and Aligned Academic Achievement Standards 23
Critical Element 6.4 – Reporting 24

SECTION 7: LOCALLY SELECTED NATIONALLY RECOGNIZED HIGH SCHOOL ACADEMIC ASSESSMENTS..25

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey General and Alternate Assessments in Science
Resubmission**

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

Critical Element 1.1 – State Adoption of Academic Content Standards for All Students Met in Prior Peer Review

Critical Element 1.2 – Challenging Academic Content Standards Met in Prior Peer Review

Critical Element 1.3 – Required Assessments Met in Prior Peer Review

Critical Element 1.4 – Policies for Including All Students in Assessments Met in Prior Peer Review

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

**STATE ASSESSMENT PEER REVIEW NOTES FOR New Jersey General and Alternate Assessments in Science
Resubmission**

SECTION 2: ASSESSMENT SYSTEM OPERATIONS

Critical Element 2.1 – Test Design and Development

For Alternate Assessment in Science (DLM Science) See DLM Science consortium peer review notes; consortium item only.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>From prior peer review for the NJSLA-S:</i></p> <ul style="list-style-type: none"> • <i>Evidence of 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 the State’s grade-level academic content standards and support the intended interpretations and uses of the results.</i> • <i>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).</i> 	<ul style="list-style-type: none"> • C.E. 2.1a- NJSLA-Science 2019 Technical Report <ul style="list-style-type: none"> ○ Pages 1-2 Purpose of the assessment. ○ Part 2: Test Development; Pages 10-27 ○ Appendix F Detailed Test Blueprints; pages 200-212 ○ Part 5.2.1 Performance Level Descriptors; pages 44-46 ○ Appendix E NJSLA-S Performance Level Descriptors; pages 166-199 ○ Part 2.3: Test Construction Process ○ Part 2.4: 2019 NJSLA-S Test Construction; pages 17-27 • C.E. 2.1b Alignment Study Report 	<p>The blueprints on page 11 of the technical report specify item ranges for each domain, practice, and machine scored and performance-based items but do not specify DOK. The item map (Appendix F) only specifies DOK 2 items which does not represent varying degrees of depth for grades 5 and 11. Peers expressed concern over the lack of depth in the design of test maps for grades 5 and 11. The State should provide evidence that the assessments measure the depth and breadth of the cognitive complexity in the State’s grade-level academic content standards.</p> <p>Evidence CE 2.1.b is an independent alignment study of the assessment and content standards. Peers commend the State for commissioning the study and recommend that the State submit a plan and a timeline for implementing improvements suggested in the alignment study.</p>
<p>Section 2.1 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the assessments measure the depth and breadth of the cognitive complexity in the State’s grade-level academic content standards. • A plan and a timeline for implementing improvements suggested in the alignment study (also needed for CE 3.1). 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey General and Alternate Assessments in Science
Resubmission**

Critical Element 2.2 – Item Development

For Alternate Assessment in Science, (DLM Science) this critical element met in prior peer review.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>From prior peer review or the NJSLA-S:</i></p> <ul style="list-style-type: none"> • <i>Evidence that the State used reasonable and technically sound procedures to select items to assess student achievement based on the State’s academic content standards in terms of content and cognitive process, including higher-order thinking skills.</i> 	<p>The State did not cite any evidence in support of CE 2.2. Peers were able to find the following evidence:</p> <ul style="list-style-type: none"> • C.E. 2.1a- NJSLA-Science 2019 Technical Report <ul style="list-style-type: none"> ○ Pages 1-2 Purpose of the assessment. ○ Part 2: Test Development; Pages 10-27 ○ Appendix F Detailed Test Blueprints; pages 200-212 ○ Part 2.3: Test Construction Process ○ Part 2.4: 2019 NJSLA-S Test Construction; pages 17-27 • C.E. 2.1b Alignment Study Report 	<p>This item selection process appears to be very thorough in terms of ensuring the content specified in the blueprint is achieved. However, the blueprint does not specify cognitive demand (e.g., DOK) so it is difficult to discern if or how high-level thinking is considered in item selection. The Peers encourage the State to implement the recommendation in CE 2.1 to ensure cognitive complexity is included in the blueprint, and thus, considered in item selection.</p>
<p>Section 2.2 Summary Statement</p>		
<p><u> X </u> No additional evidence is required</p>		

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

**STATE ASSESSMENT PEER REVIEW NOTES FOR New Jersey General and Alternate Assessments in Science
Resubmission**

Critical Element 2.3 – Test Administration Met in prior peer review.

Critical Element 2.4 – Monitoring Test Administration Met in prior peer review.

Critical Element 2.5 – Test Security Met in prior peer review.

Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy Met in prior 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.

**STATE ASSESSMENT PEER REVIEW NOTES FOR New Jersey General and Alternate Assessments in Science
Resubmission**

SECTION 3: TECHNICAL QUALITY – VALIDITY

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

For Alternate Assessment in Science, (DLM Science) this critical element met in prior peer review.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>From prior peer review or the NJSLA-S:</i></p> <ul style="list-style-type: none"> • <i>evidence of independent alignment analyses demonstrating that the assessments address the depth and breadth of the content standards.</i> 	<p>The State did not cite any evidence in support of CE 2.2. Peers were able to find the following evidence:</p> <ul style="list-style-type: none"> • C.E. 2.1b Alignment Study Report <ul style="list-style-type: none"> ○ Chapter 5: Conclusions; pages 43-45 	<p>Evidence C.E. 2.1b (Alignment Evaluation for the NJSLA-S) is an independent alignment study. Based on the alignment findings on pages 43-45, the State should provide a plan and a timeline for implementing the recommendations.</p>
<p>Section 3.1 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • A plan and a timeline for implementing improvements suggested in the alignment study (also needed for CE 2.1). 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey General and Alternate Assessments in Science
Resubmission**

Critical Element 3.2 – Validity Based on Cognitive Processes

For Alternate Assessment in Science, (DLM Science) this critical element met in prior peer review.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>From prior peer review or the NJSLA-S:</i></p> <ul style="list-style-type: none"> • <i>Adequate validity evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State’s academic content standards.</i> 	<p>The State did not cite any evidence in support of CE 3.2. Peers were able to find the following evidence:</p> <ul style="list-style-type: none"> • C.E. 3.3b- NJSLA-Science Cognitive Lab Proposal • C.E. 2.1a- NJSLA-Science 2019 Technical Report <ul style="list-style-type: none"> ○ Part 9: Validity: pages 129-131. 	<p>C.E. 2.1a (Technical Report) presents partial validity evidence that the assessment taps the intended cognitive processes appropriate for each grade level as represented in the State’s academic content standards (e.g., pp. 129-131: validity evidence based on test content and response processes).</p> <p>The State’s cognitive lab proposal seems reasonable and will address important questions in support of test validity. The State should submit the results of the cognitive lab study when completed.</p>
<p>Section 3.2 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Results of the cognitive lab study when completed. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey General and Alternate Assessments in Science
Resubmission**

Critical Element 3.3 – Validity Based on Internal Structure

For Alternate Assessment in Science, (DLM Science) this critical element met in prior peer review.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>From prior peer review or the NJSLA-S:</i></p> <ul style="list-style-type: none"> • <i>Adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s academic content standards (e.g., confirmatory analysis and a plan to address flagged items).</i> 	<ul style="list-style-type: none"> • C.E. 2.1a- NJSLA-Science 2019 Technical Report <ul style="list-style-type: none"> ○ Part 9.3: Evidence Based on Internal Structure; Pages 131-132 ○ Part 6.2.1: Unidimensionality; Pages 78-82 ○ Part 6.2.1.1: Intercorrelations; Pages 78-79 ○ Part 8: Reliability; Pages 112-128; specifically, Tables 8.1.1 and 8.1.3 ○ Part 6.1.3 Operational DIF Analysis; Pages 73-76 ○ Part 6.2.2.4: Person Infit and Outfit Statistics; Pages 84-94, specifically Tables 6.2.7 to 6.2.10 ○ Part 8.1.2: Raw Score Internal Consistency; Pages 113-117, specifically Table 8.1.3 • C.E. 3.3a- NJSLA-Science IRT Model Fit Addendum • C.E. 3.3b- NJSLA-Science Cognitive Lab Proposal 	<p>Peers commend the State on their thorough analyses presented in the technical report and their plan to conduct the confirmatory factor analysis and cognitive lab study. The State should submit the results of the confirmatory factor analysis and cognitive lab study when completed.</p>
Section 3.3 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Results of the confirmatory factor analysis and cognitive lab study when completed. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey General and Alternate Assessments in Science
Resubmission**

Critical Element 3.4 – Validity Based on Relations to Other Variables

For Alternate Assessment in Science, (DLM Science) this critical element met in prior peer review.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>From prior peer review or the NJSLA-S:</i></p> <ul style="list-style-type: none"> • <i>Evidence that the science tests are related as expected with similar variables (e.g., other measures of science achievement).</i> 	<p>The State did not cite any evidence in support of CE 3.4. Peers were able to find the following evidence:</p> <ul style="list-style-type: none"> • C.E. 2.1a- NJSLA-Science 2019 Technical Report <ul style="list-style-type: none"> ○ Part 9.3: Evidence Based on Internal Structure; Pages 131-132 ○ Part 6.1.3 Operational DIF Analysis; Pages 73-76; ○ Part 6.2.1.1: Intercorrelations; Pages 78-79 	<p>CE 2.1a provides evidence of test relationships to other variables, namely correlations between the state science, ELA and math assessments for grades 5 and 8, but not grade 11. However, these results are insufficient because this critical element calls for examining relationships between the State test and similar measures of science achievement such as science benchmark assessments, test taker characteristics (e.g., hours doing homework), teacher judgments, or other performance criteria (e.g., success in related entry-level college science courses).</p>
<p>Section 3.4 Summary Statement</p>		
<p><u> </u> <input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that the science tests are related as expected with similar variables (e.g., other measures of science achievement). 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey General and Alternate Assessments in Science
Resubmission**

SECTION 4: TECHNICAL QUALITY – OTHER

Critical Element 4.1 – Reliability

For Alternate Assessment in Science, (DLM Science) this critical element met in prior peer review.

For General Assessment in Science, NJSLA-S this critical element met in prior peer review.

Critical Element 4.2 – Fairness and Accessibility

For Alternate Assessment in Science, (DLM Science) this critical element met in prior peer review.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>From prior peer review or the NJSLA-S:</i></p> <ul style="list-style-type: none"> • <i>Evidence of reasonable and appropriate steps to ensure that assessments are accessible to all students and fair across student groups in their design, development and analysis (e.g., analysis of all subgroups including ELs and students with disabilities).</i> 	<p>The State did not cite any evidence in support of CE 4.2. Peers were able to find the following evidence:</p> <ul style="list-style-type: none"> • C.E. 2.1a- NJSLA-Science 2019 Technical Report <ul style="list-style-type: none"> ○ Part 2: Test Development; Pages 10-27 ○ Part 7.2.1: Special Equatings; Pages 109-110 ○ Part 6.2.5.1: Scale score distributions by grade; Page 105 ○ Part 8.1.2: Raw Score Internal Consistency; Pages 113-117 • C.E. 2.1a- NJSLA-Science 2019 Technical Report <ul style="list-style-type: none"> ○ Part 8: Reliability; Pages 112-128; specifically, Tables 8.1.1 and 8.1.3 ○ Part 6.1.3 Operational DIF Analysis; Pages 73-76 ○ Part 6.2.2.4: Person Infit and Outfit Statistics; Pages 84-94, specifically Tables 6.2.7 to 6.2.10 	<p>Peers commend the State on the analytic details provided in the 2019 Technical Report. Test development procedures are to industry standard and include several Bias and Sensitivity Committee reviews. Analyses were performed for all special test forms (CBT, PBT, TTS, SP, SP TTS, HR); reliability coefficients were calculated for all student subgroups. Peers recommend that the State provide more documentation on item writing and review processes to ensure fairness and accessibility across all student groups (e.g., PowerPoint training slides, detailed item review report).</p>
<p>Section 4.2 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • More detailed documentation on item writing and review processes to ensure fairness and accessibility across all student groups (e.g., PowerPoint training slides, detailed item review report). 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey General and Alternate Assessments in Science
Resubmission**

Critical Element 4.3 – Full Performance Continuum

For Alternate Assessment in Science, (DLM Science) this critical element met in prior peer review.
For General Assessment in Science, NJSLA-S this critical element met in prior peer review.

Critical Element 4.4 – Scoring

For Alternate Assessment in Science, (DLM Science) this critical element met in prior peer review.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>From prior peer review or the NJSLA-S:</i></p> <ul style="list-style-type: none"> • <i>Evidence that 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 academic achievement standards.</i> 	<p>The State did not cite any evidence in support of CE 4.4. Peers were able to find the following evidence:</p> <ul style="list-style-type: none"> • C.E. 2.1a- NJSLA-Science 2019 Technical Report <ul style="list-style-type: none"> ○ Part 4: Scoring; Pages 36-43 ○ Part 7.2.1: Special Equatings; Pages 109-110 ○ Part 6.2.5.1: Scale score distributions by grade; Page 105 ○ Part 8.1.2: Raw Score Internal Consistency; Pages 113-117 	<p>Scoring procedures, especially hand scoring of CR items, are to industry standard. Procedures include range finding, scoring guides, team leader and scorer training, qualifying, and monitoring. Additional quality control procedures are in place. Assessment results are reported in terms of the State’s academic achievement standards. Evidence meets the requirements for CE 4.4.</p>
<p>Section 4.4 Summary Statement</p>		
<p><input checked="" type="checkbox"/> No additional evidence is required</p>		

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

**STATE ASSESSMENT PEER REVIEW NOTES FOR New Jersey General and Alternate Assessments in Science
Resubmission**

Critical Element 4.5 – Multiple Assessment Forms

For Alternate Assessment in Science, (DLM Science) this critical element met in prior peer review.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>From prior peer review or the NJSLA-S:</i></p> <ul style="list-style-type: none"> • <i>Evidence that the State ensures that all forms adequately represent the State’s academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years (e.g., equating results and form construction specifications).</i> 	<p>The State did not cite any evidence in support of CE 4.5. Peers were able to find the following evidence:</p> <ul style="list-style-type: none"> • C.E. 2.1a- NJSLA-Science 2019 Technical Report <ul style="list-style-type: none"> ○ Part 7: Equating and Scaling; Pages 107-111 ○ Part 7.2.1: Special Equatings; Pages 109-110 ○ Part 2.3: Test Construction Process; Pages 27-37. 	<p>Since the Technical Report was produced in 2019 when performance standards were set, it did not report on year-to-year equating procedures (see par. 1 on p. 107). The State must submit evidence of their equating process and results for subsequent years.</p>
<p>Section 4.5 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence of a year-to-year equating process and results. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey General and Alternate Assessments in Science
Resubmission**

Critical Element 4.6 – Multiple Versions of an Assessment

For Alternate Assessment in Science, (DLM Science) this critical element met in prior peer review.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>From prior peer review or the NJSLA-S:</i></p> <ul style="list-style-type: none"> • <i>Evidence that the State followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments;</i> • <i>Evidence that the State documented adequate evidence of comparability of the meaning and interpretations of the assessment results.</i> 	<p>The State did not cite any evidence in support of CE 4.6. Peers were able to find the following evidence:</p> <ul style="list-style-type: none"> • C.E. 2.1a- NJSLA-Science 2019 Technical Report <ul style="list-style-type: none"> ○ Part 2: Test Development; Pages 10-27 ○ Part 7.2: Accommodative Form Equivalence; Pages 109-110 ○ Part 7.2.1: Special Equatings; Pages 109-110 ○ Part 3.4.2.1: Accommodated Test Form Development; Pages 34-35. 	<p>The State must provide detailed descriptions of the design and development process to support comparable interpretations of results for students tested across the multiple versions of the assessments (i.e., CBT, PBT, TTS, SP, SP TTS, HR). In addition, studies are required to demonstrate comparability of the meaning and interpretations of the assessment results from these multiple versions.</p>
<p>Section 4.6 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Detailed descriptions of the design and development process to support comparable interpretations of results for students tested across the multiple versions of the assessments (i.e., CBT, PBT, TTS, SP, SP TTS, HR). • Studies demonstrating comparability of the meaning and interpretations of the assessment results from the multiple versions. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey General and Alternate Assessments in Science
Resubmission**

Critical Element 4.7 – Technical Analysis and Ongoing Maintenance

For Alternate Assessment in Science, (DLM Science) this critical element met in prior peer review.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>From prior peer review or the NJSLA-S:</i></p> <ul style="list-style-type: none"> • <i>Evidence of adequate technical quality of its assessments that is made public, including on the State’s website.</i> 	<ul style="list-style-type: none"> • C.E. 2.1a- NJSLA-Science 2019 Technical Report <ul style="list-style-type: none"> ○ Part 9.7.3 Future Studies; Pages 134-136 • C.E. 4.7a- Screenshot of NJSLA-Science Technical Report Posted on NJDOE Assessments Website 	<p>Evidence meets the requirements for CE 4.7.</p> <p>Peers recommend that the State make the Alignment Study available on the NJDOE Assessments website.</p>
<p>Section 4.7 Summary Statement</p>		
<p><u> X </u> No additional evidence is required</p>		

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

**STATE ASSESSMENT PEER REVIEW NOTES FOR New Jersey General and Alternate Assessments in Science
Resubmission**

SECTION 5: INCLUSION OF ALL STUDENTS

Critical Element 5.1 – Procedures for Including Students with Disabilities

For General Assessment in Science, NJSLA-S this critical element met in prior peer review.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>From prior peer review of the DLM Science:</i></p> <ul style="list-style-type: none"> • Evidence 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; • Evidence that the State 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. 	<ul style="list-style-type: none"> • CE 5.1 Updated DLM Participation Criteria 	<p>The State updated the DLM participation criteria to indicate that participation in the DLM does not preclude, delay or otherwise affect the student’s ability to earn a standard diploma. Evidence meets the requirements for CE 5.1.</p>
<p>Section 5.1 Summary Statement</p>		
<p><u> X </u> No additional evidence is required</p>		

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

**STATE ASSESSMENT PEER REVIEW NOTES FOR New Jersey General and Alternate Assessments in Science
Resubmission**

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

For Alternate Assessment in Science, (DLM Science) this critical element met in prior peer review.

For General Assessment in Science, NJSLA-S this critical element met in prior peer review.

Critical Element 5.3 – Accommodations

For Alternate Assessment in Science, (DLM Science) this critical element met in prior peer review.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>From prior peer review or the NJSLA-S:</i></p> <ul style="list-style-type: none"> • <i>Evidence that the accommodations it provides do not alter the construct being assessed and allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations.</i> 	<ul style="list-style-type: none"> • C.E. 2.1a- NJSLA-Science 2019 Technical Report <ul style="list-style-type: none"> ○ Part 6.1.3: Operational DIF Analysis; Pages 72-75 ○ Part 3.4: Test Accessibility Features and Accommodations; Pages 31-34 ○ Part 6.2.2.4: Person Infit and Outfit Statistics; Pages 84-94, specifically Tables 6.2.7 to 6.2.10 ○ Part 8.1.2 Raw Score Internal Consistency; Pages 113-117, specifically Tables 8.1.1 and 8.1.3 • C.E. 5.3a - NJSLA & NJGPA decision-Making Process Manual <ul style="list-style-type: none"> ○ Pages 6 – 9: Use of technology to deliver the NJSLA & NJGPA, Participation Guidelines for the NJSLA& NJGPA, Universal Design. ○ Pages 24 – 28: Questions to Guide Evaluation at the Student Level. • C.E. 5.3b- NJSLA & NJGPA Accessibility Features and Accommodations Manual <ul style="list-style-type: none"> ○ Pages 2-41: What is a Student Registration and Personal Needs Profile (SR/PNP)? Why Collect Student Accessibility Features and Accommodations Information Prior to the Assessment? Accessibility Features for All Students, Administrative Considerations for All Students 	<p>The State provides accommodations as listed in the technical report on page 34 and in the accommodation manual. Some analyses of comparability were provided (e.g., DIF, Infit/Outfit), but it is not clear whether the results of these analyses demonstrate that the constructs are not altered. Peers recommend that the State reference additional empirical evidence from other studies to support the interpretation of accommodated assessment results (e.g., CCSSO).</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 New Jersey General and Alternate Assessments in Science
Resubmission**

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	Section 2: Accommodations for Students with Disabilities and English Language Learners	
Section 5.3 Summary Statement		
<p data-bbox="191 386 995 418">_X_ The following additional evidence is needed/provide brief rationale:</p> <ul data-bbox="247 420 1688 449" style="list-style-type: none"> <li data-bbox="247 420 1688 449">• Additional empirical evidence from other studies to support the interpretation of accommodated assessment results (e.g., CCSSO). 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey General and Alternate Assessments in Science
Resubmission**

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><i>From prior peer review for the NJSLA-S and DLM science:</i></p> <ul style="list-style-type: none"> • <i>Evidence that the State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are:</i> <ul style="list-style-type: none"> ○ <i>Consistent with the State’s policies for accommodations;</i> ○ <i>Appropriate for addressing a student’s disability or language needs for each assessment administered;</i> ○ <i>Consistent with accommodations provided to the students during instruction and/or practice;</i> ○ <i>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; and</i> ○ <i>Administered with fidelity to test administration procedures.</i> 	<ul style="list-style-type: none"> • CE 5.4 (a) DLM Test Observation and Accommodations Monitoring Form • CE 5.4 (b) Standard IEP Form for Districts <p>For the NJSLA-S: No evidence was provided by the state.</p> <p>For the DLM: CE 5.4 is the updated Observation/Monitoring form to ensure appropriate documentation and accommodations selection process. The test observation form has been enhanced to include the monitoring of students’ accommodations to ensure that the appropriate accommodations are provided and required processes were diligently followed.</p> <p>Districts use a standard IEP template to ensure that students are assigned the appropriate accommodations that are consistent with accommodations used during regular instruction. There is a distinct section for accommodations for district and statewide assessments.</p> <p>Evidence Documents:</p> <ol style="list-style-type: none"> 1. CE 5.4 (a) DLM Test Observation and Accommodations Monitoring Form <p>CE 5.4 (b) Standard IEP Form for Districts</p>	<p><u>For the NJSLA-S:</u> The State did not provide, nor did Peers find any evidence in support of CE 5.4.</p> <p><u>For the DLM science:</u> Evidence provided by the State demonstrates the existence of tools for monitoring test administration for DLM science. However, detailed evidence is needed to demonstrate that the State has policies and procedures for monitoring test administration to ensure that appropriate assessments with or without accommodations are selected for all students. For example, such evidence can include a summary of results of monitoring for the most recent year(s) of test administration, the frequency of monitoring, training of monitors, etc.</p>
<p>Section 5.4 Summary Statement</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 New Jersey General and Alternate Assessments in Science
Resubmission**

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 for the NJSLA-S and DLM science:</p> <ul style="list-style-type: none"> • Evidence that the State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are: <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.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey General and Alternate Assessments in Science
Resubmission**

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><i>From prior peer review for the NJSLA-S and DLM science:</i></p> <ul style="list-style-type: none"> <i>Evidence that the State formally adopted challenging academic achievement standards in reading/language arts, mathematics, and science for all students (and for the DLM science, alternate achievement standards for all students with significant cognitive disabilities).</i> 	<ul style="list-style-type: none"> CE 6.1 SBOE Approval of DLM Cut Scores (Pages 4-5) <p>Content standards, not achievement standards:</p> <ul style="list-style-type: none"> C.E. 1.1a_2020 NJSLA Adoption SBOE Minutes June 3, 2020 (Science).pdf; Pages 11-13 <p>For the DLM: Evidence documents: CE 6.1 SBOE Approval of DLM Cut Scores (Pages 4-5)</p>	<p><u>For the NJSLA-S:</u> The State did not provide, nor did Peers find any evidence in support of CE 6.1.</p> <p><u>For the DLM science:</u> Evidence CE 6.1 (p. 4-5) documents State Board’s approval of the Science DLM cut scores for grades 5, 8, and 11. Evidence meets the requirements for CE 6.1 for DLM.</p>
<p>Section 6.1 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed for the NJSLA-S:</p> <ul style="list-style-type: none"> Evidence that the State formally adopted challenging academic achievement standards in science for all 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 New Jersey General and Alternate Assessments in Science
Resubmission**

Critical Element 6.2 – Achievement Standards Setting

For Alternate Assessment in Science, (DLM Science) this critical element met in prior peer review.
For General Assessment in Science, NJSLA-S this critical element met in prior peer review.

Critical Element 6.3 – Challenging and Aligned Academic Achievement Standards

For Alternate Assessment in Science, (DLM Science) this critical element met in prior peer review.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>From prior peer review for the NJSLA-S:</i></p> <ul style="list-style-type: none"> <i>Evidence that the achievement standards 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.</i> 	<p><i>For the NJSLA-S:</i> No evidence was provided by the state.</p>	<p>The State did not provide any evidence in support of CE 6.3. However, Peers found partial evidence in C.E. 2.1a (Technical Report) that provides an overview and results of the NJSLA-S standard setting study (Part 5, pp. 44-62). According to p. 10, “The NJSLA-S is aligned to the New Jersey Student Learning Standards for Science (NJSLA-S), adopted in 2014, which in turn are based upon the National Research Council’s Framework for K–12 Science Education and the Next Generation Science Standards (NGSS).”</p> <p>The State needs to provide additional detailed evidence that the achievement standards 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>Section 6.3 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> Additional detailed evidence that the achievement standards 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. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey General and Alternate Assessments in Science
Resubmission**

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><i>From prior peer review for the NJSLA-S:</i></p> <ul style="list-style-type: none"> • <i>Evidence that the State provides information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students (e.g., interpretive guides).</i> • <i>Evidence that 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.</i> <p><i>From prior peer review for the NJSLA-S and DLM science:</i></p> <ul style="list-style-type: none"> • <i>Evidence that the student reports are 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; and</i> • <i>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.</i> 	<ul style="list-style-type: none"> • C.E. 6.4.a- NJSLA-S 2019 Score Interpretation Guide • C.E. 6.4.b-Spring2022StatewideAssessmentResults • C.E. 6.4c- New Jersey Student Learning Assessment (NJSLA) and New Jersey Graduation Proficiency Assessment (NJGPA) Score Reporting Schedule • C.E. 6.4.d- Science Sample Parent Letter • C.E.6.4e- Translated Sample Individual Student Reports <ul style="list-style-type: none"> ○ C.E. 6.4e (Arabic) NJSLA-ELA_ISR_AR ○ C.E. 6.4e (Chinese) NJSLA-S_ISR_ZH ○ C.E. 6.4e (Portuguese)NJSLA-S_ISR_PT ○ C.E. 6.4 e (Spanish) NJSLA-S_ISR_ES • C.E. 6.4f Translated Parent Score Interpretation Guides • C.E. 6.4g Sample PowerPoint Template for reporting NJSLA-S results to local boards of education • CE 6.4 2021_22 DLM Score Release Memo to Districts • 6.4a: Arabic Translation • 6.4b: Chinese Translation 	<p><u>For the NJSLA-S:</u></p> <p>Evidence meets the requirements for CE 6.4.</p> <p><u>For NJSLA-S and DLM science:</u></p> <p>Evidence CE 6.4 (DLM only) provides direction to districts about oral translation for parents with a disability defined by the ADA but does not mention parents with limited English proficiency who do not speak one of the 8 languages for which there are translated reports.</p> <p>There is no information provided for NJSLA-S about how oral or written translations are provided to parents who speak languages for which a translation is not available or who need an alternative format based on an ADA defined disability.</p>
<p>Section 6.4 Summary Statement</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 New Jersey General and Alternate Assessments in Science
Resubmission**

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: For the NJSLA-S and DLM science:</p> <ul style="list-style-type: none"> • Evidence that the student reports are 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; and <p>For the NJSLA-S:</p> <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. 		

SECTION 7: LOCALLY SELECTED NATIONALLY RECOGNIZED HIGH SCHOOL ACADEMIC ASSESSMENTS

Not applicable to this 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 2023 State ELP Assessment Peer Review Notes

New Jersey WIDA ACCESS State Specific Resubmission



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 New Jersey WIDA ACCESS State
Specific Resubmission

Contents

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS	4
Critical Element 1.1 – State Adoption of ELP Standards for All English Learners	4
Critical Element 1.2 – Coherent and Progressive ELP Standards that Correspond to the State’s Academic Content Standards	4
Critical Element 1.3 – Required Assessments.....	5
Critical Element 1.4 – Policies for Including All Students in Assessments ..	5
Critical Element 1.5 – Meaningful Consultation in the Development of Challenging State Standards and Assessments.....	5
SECTION 2: ASSESSMENT SYSTEM OPERATIONS.....	6
Critical Element 2.1 – Test Design and Development	6
Critical Element 2.2 – Item Development	6
Critical Element 2.3 – Test Administration.....	6
Critical Element 2.4 – Monitoring Test Administration	6
Critical Element 2.5 – Test Security.....	7
Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy	8
SECTION 3: TECHNICAL QUALITY – VALIDITY	8
Critical Element 3.1 – Overall Validity, Including Validity Based on Content	8
Critical Element 3.2 – Validity Based on Linguistic Processes.....	8
Critical Element 3.3 – Validity Based on Internal Structure.....	8
Critical Element 3.4 – Validity Based on Relations to Other Variables.....	8
SECTION 4: TECHNICAL QUALITY – OTHER.....	9
Critical Element 4.1 – Reliability	9
Critical Element 4.2 – Fairness and Accessibility	9
Critical Element 4.3 – Full Performance Continuum	9
Critical Element 4.4 – Scoring.....	10
Critical Element 4.5 – Multiple Assessment Forms.....	11
Critical Element 4.6 – Multiple Versions of an Assessment.....	11
Critical Element 4.7 – Technical Analysis and Ongoing Maintenance	11
SECTION 5: INCLUSION OF ALL STUDENTS.....	13
Critical Element 5.1 – Procedures for Including Students with Disabilities	13
Critical Element 5.2 – DOES NOT APPLY to ELP Assessment Peer Review	13
Critical Element 5.3 – Accommodations	13
Critical Element 5.4 – Monitoring Test Administration for Special Populations	

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey WIDA ACCESS State
Specific Resubmission

..... 13

**SECTION 6: ELP ACHIEVEMENT STANDARDS AND
REPORTING.....14**

**Critical Element 6.1 – State Adoption of ELP Achievement Standards for All
Students..... 14**

Critical Element 6.2 – ELP Achievement Standards Setting 15

Critical Element 6.3 –Aligned ELP Achievement Standards 15

Critical Element 6.4 – Reporting 16

**SECTION 7: DOES NOT APPLY TO ELP ASSESSMENT PEER
REVIEW17**

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey WIDA ACCESS State Specific Resubmission

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

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

Met in prior peer review.

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><i>From the prior peer review, for ELP standards:</i></p> <ul style="list-style-type: none"> <i>For Reading/Language Arts (R/LA) and mathematics, evidence of alignment of the current ELP standards to the State’s academic content standards.</i> 	<p>CE 1.2a NJ ELD Standards Alignment Report Draft – Pages 25 to 26 show the extent to which the grade level standards are aligned.)</p>	<p>The Peers commend the State for commissioning the alignment study. The State should provide a timeline for ensuring the alignment of its content standards and WIDA standards (i.e., implementing the recommendations on page 34 of CE 1.2a).</p>
<p>Section 1.2 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> A timeline for ensuring the alignment of the State’s content standards and WIDA standards (i.e., implementing the recommendations on page 34 of CE 1.2a). 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey WIDA ACCESS State Specific Resubmission

Critical Element 1.3 – Required Assessments

Met in prior peer review.

Critical Element 1.4 – Policies for Including All Students in Assessments

Met in prior peer review.

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

Met in prior 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.

STATE ASSESSMENT PEER REVIEW NOTES FOR New Jersey WIDA ACCESS State Specific Resubmission

SECTION 2: ASSESSMENT SYSTEM OPERATIONS

Critical Element 2.1 – Test Design and Development

See WIDA ACCESS Peer Review Notes: consortium-item.

Critical Element 2.2 – Item Development

See WIDA ACCESS Peer Review Notes: consortium-item.

Critical Element 2.3 – Test Administration

Met in prior peer review.

Critical Element 2.4 – Monitoring Test Administration

Met in prior 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.

STATE ASSESSMENT PEER REVIEW NOTES FOR New Jersey WIDA ACCESS State Specific Resubmission

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><i>From the prior peer review—NOTE SEE ALSO WIDA Peer Notes:</i></p> <ul style="list-style-type: none"> • <i>Evidence 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:</i> <ul style="list-style-type: none"> • <i>Detection of test irregularities.</i> • <i>Remediation following any test security incidents involving any of the State’s assessments.</i> • <i>Investigation of alleged or factual test irregularities.</i> 	<ol style="list-style-type: none"> 1. Detection of Testing Irregularities: 2. Remediation following any test security incidents <p>CE 2.5a: Sample email communication to district, district investigation, and response to security breach. CE 2.5b: Corrective Action Plan process CE 2.5b: Corrective Action Plan form CE 2.5c: Corrective Action Plan Form CE 2.5d: Vendor Report of student plagiarism</p>	<p>The evidence provided by the State is very narrow and does not address the scope of the critical element. Peers recommend that the State provide documentation of a detailed and comprehensive policy, auditing process, security manual, and training to support the detection and remediation of security incidents (e.g., PowerPoint slides, training attendance logs, frequency of training, and who needs training). In addition, the State should provide evidence of how it works with or trains schools and districts to detect irregularities, maintains written documentation of security incidences and irregularities, and remediates issues (e.g., consequences). Finally, Peers recommend that the State provide evidence of their integration of WIDA security procedures.</p>
<p>Section 2.5 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Documentation of a detailed and comprehensive policy, auditing process, security manual, and training to support the detection and remediation of security incidents (e.g., PowerPoint slides, training attendance logs, frequency of training, and who needs training). • Evidence of how the State works with or trains schools and districts to detect irregularities, maintains written documentation of security incidences and irregularities, and remediates issues (e.g., consequences). • Evidence of the State’s integration of WIDA security 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 New Jersey WIDA ACCESS State Specific Resubmission

Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy
Met in prior peer review.

SECTION 3: TECHNICAL QUALITY – VALIDITY

Critical Element 3.1 – Overall Validity, Including Validity Based on Content
See WIDA ACCESS Peer Review Notes: consortium-item.

Critical Element 3.2 – Validity Based on Linguistic Processes
See WIDA ACCESS Peer Review Notes: consortium-item.

Critical Element 3.3 – Validity Based on Internal Structure
Met in prior peer review.

Critical Element 3.4 – Validity Based on Relations to Other Variables
Met in prior peer review for the ACCESS ELP Assessment only.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey WIDA ACCESS State Specific Resubmission

SECTION 4: TECHNICAL QUALITY – OTHER

Critical Element 4.1 – Reliability

See WIDA ACCESS Peer Review Notes: consortium-item.

Critical Element 4.2 – Fairness and Accessibility

See WIDA ACCESS Peer Review Notes: consortium-item.

Critical Element 4.3 – Full Performance Continuum

See WIDA ACCESS Peer Review Notes: consortium-item.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey WIDA ACCESS State Specific Resubmission

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><i>From the prior peer review—NOTE SEE ALSO WIDA Peer Notes:</i></p> <ul style="list-style-type: none"> • <i>Evidence that the State 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 the State’s ELP standards, specifically:</i> <ul style="list-style-type: none"> • <i>Documentation for how the State will score tests when a student is exempt from one domain, including a rationale for the State’s composite proficiency level in such cases.</i> • <i>Evidence of the State’s scoring procedures and protocols.</i> • <i>Evidence that the State’s consistently ensures the accuracy of scoring item given on the paper test forms.</i> 	<p>See WIDA submission on behalf of the consortium Refer to WIDA submission on behalf of the consortium State supplement: CE 4.4a – ESSA Guidance (Pages 2-4) Ce 4.4b - Technical Report generating imputed overall composite scores CE 4.4b Technical Report generating imputed overall composite scores</p>	<p>Peers commend the State for updating the Entry and Exit Guidance that includes a link to WIDA’s calculation tool to calculate students’ scores that have less than four domains assessed due to a disability.</p> <p>Peers could not find evidence of the State’s scoring procedures and protocols or evidence that the State consistently ensures the accuracy of scoring items given on the paper test forms.</p>
<p>Section 4.4 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence of the State’s scoring procedures and protocols. • Evidence that the State consistently ensures the accuracy of scoring items given on the paper test forms. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey WIDA ACCESS State Specific Resubmission

Critical Element 4.5 – Multiple Assessment Forms

See WIDA ACCESS Peer Review Notes: consortium-item.

Critical Element 4.6 – Multiple Versions of an Assessment

Met in prior peer review.

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><i>From prior peer review for the Alternate ACCESS:</i></p> <ul style="list-style-type: none"> <i>Evidence of 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</i> <p><i>From prior peer review for the ACCESS AND the Alternate ACCESS:</i></p> <ul style="list-style-type: none"> <i>Evidence of adequate technical quality is made public, including on the State’s website.</i> 		<p>The State did not cite any evidence in support of CE 4.7.</p> <p>ACCESS The State should provide evidence that they have a system in place for monitoring the technical quality of their system (e.g., meeting minutes from the technical advisory group).</p> <p>Alternate and ACCESS No evidence was submitted that shows the public has access to technical quality information. WIDA provides redacted technical reports for states to post on their websites. The State should provide information that a process is implemented to make the technical quality known to stakeholders (e.g., placing the tech reports on their website). The science submission did include a screenshot of the NJSLA resources which included the technical report. The State should submit a similar document for the ELP program.</p>
<p>Section 4.7 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> For Alternate ACCESS, evidence of a system for monitoring, maintaining, and improving, as needed, the quality of the State’s assessment system, including clear and technically sound criteria for the analyses of the Alternate ACCESS. For ACCESS and Alternate ACCESS, evidence that information of adequate technical quality has been made public (e.g., 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 New Jersey WIDA ACCESS State Specific Resubmission

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey WIDA ACCESS State Specific Resubmission

SECTION 5: INCLUSION OF ALL STUDENTS

Critical Element 5.1 – Procedures for Including Students with Disabilities

Met in prior peer review.

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

Critical Element 5.3 – Accommodations

See WIDA ACCESS Peer Review Notes: consortium-item.

Critical Element 5.4 – Monitoring Test Administration for Special Populations

Met in prior 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.

STATE ASSESSMENT PEER REVIEW NOTES FOR New Jersey WIDA ACCESS State Specific Resubmission

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>From the prior peer review for ACCESS and Alternate ACCESS:</i></p> <ul style="list-style-type: none"> <i>Evidence that the State adopted ELP achievement standards that address the different proficiency levels of ELs.</i> <p><i>For the Alternate ACCESS:</i></p> <ul style="list-style-type: none"> <i>If the State 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.</i> 	<p>CE 6.1a – Minutes of State Board Adoption of cut scores for ACCESS and Alt-ACCESS (Pages 6-10)</p>	<p>Evidence meets the requirements for CE 6.1.</p> <p>Peers noted that there is no specific evidence that the alternate ELP achievement standards adopted by the State are only for ELLs who are students with the most significant cognitive disabilities.</p>
<p>Section 6.1 Summary Statement</p>		
<p><u> X </u> No additional evidence is required</p>		

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

STATE ASSESSMENT PEER REVIEW NOTES FOR New Jersey WIDA ACCESS State Specific Resubmission

Critical Element 6.2 – ELP Achievement Standards Setting
Met in prior peer review.

Critical Element 6.3 – Aligned ELP Achievement Standards
See WIDA ACCESS Peer Review Notes: consortium-item.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 New Jersey WIDA ACCESS State Specific Resubmission

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><i>From prior peer review for ACCESS and alternate ACCESS:</i></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>Evidence that if it is not practicable to provide written translations of the student’s ELP report to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian.</i> • <i>Evidence that student reports are, upon request by an individual with a disability, provided in an alternative format accessible to that parent.</i> 	<p>CE 6.4a DRC New Jersey Score Reports Schedule CE 6.4b State Broadcast memo: Spring 2022 Statewide Assessments Results CE 6.4c State Broadcast memo: Release of State Assessments Data Files</p>	<p>The State provided information on when the schools and districts receive reports (e.g., June 22, 2022) (6.4a p.1) and the deadlines for schools to provide reports to schoolboards. It is unclear if ACCESS follows the same reporting schedule for disseminating ISRs to parents as the DLM or NJSLA (6.4 b, p. 1-2). The State should clarify the reporting schedule for ACCESS and Alternate ACCESS results to parents.</p> <p>The State must provide (a) evidence that when written translations of the student’s ELP report are not feasible, oral translations are provided to a parent or guardian with limited English proficiency, and (b) evidence that student reports are, upon request by a parent with a disability, provided in an alternative format. Peers stress that this is an important issue on which the State needs evidence. Parents/guardians with disabilities or parents/guardians who do not read one of the languages provided on WIDA translated reports need to have access to their students results. This process of access needs to be clearly communicated to schools and districts to ensure parents/guardians have access.</p>
<p>Section 6.4 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Evidence that when it is not feasible to provide written translations of the student’s ELP report to a parent or guardian with limited English proficiency, the State provides oral translations. • Evidence that student reports are, upon request by a parent with a disability, provided in an alternative format accessible to that parent. 		

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

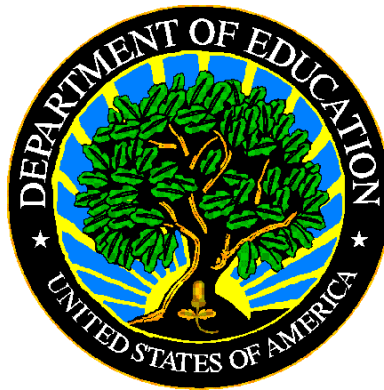
STATE ASSESSMENT PEER REVIEW NOTES FOR New Jersey WIDA ACCESS State Specific Resubmission

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 2023 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 ACCESS Consortium
Resubmission

Contents

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS	4
Critical Element 1.1 – State Adoption of ELP Standards for All English Learners	4
Critical Element 1.2 – Coherent and Progressive ELP Standards that Correspond to the State’s Academic Content Standards	4
Critical Element 1.3 – Required Assessments.....	5
Critical Element 1.4 – Policies for Including All Students in Assessments ..	5
Critical Element 1.5 – Meaningful Consultation in the Development of Challenging State Standards and Assessments.....	5
SECTION 2: ASSESSMENT SYSTEM OPERATIONS.....	6
Critical Element 2.1 – Test Design and Development	6
Critical Element 2.2 – Item Development	7
Critical Element 2.3 – Test Administration.....	8
Critical Element 2.4 – Monitoring Test Administration	8
Critical Element 2.5 – Test Security.....	8
Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy ..	10
SECTION 3: TECHNICAL QUALITY – VALIDITY	11
Critical Element 3.1 – Overall Validity, Including Validity Based on Content	11
Critical Element 3.2 – Validity Based on Linguistic Processes.....	13
Critical Element 3.3 – Validity Based on Internal Structure.....	15
Critical Element 3.4 – Validity Based on Relations to Other Variables.....	15
SECTION 4: TECHNICAL QUALITY – OTHER.....	15
Critical Element 4.1 – Reliability	15
Critical Element 4.2 – Fairness and Accessibility	17
Critical Element 4.3 – Full Performance Continuum	18
Critical Element 4.4 – Scoring.....	19
Critical Element 4.5 – Multiple Assessment Forms.....	21
Critical Element 4.6 – Multiple Versions of an Assessment.....	22
Critical Element 4.7 – Technical Analysis and Ongoing Maintenance	22
SECTION 5: INCLUSION OF ALL STUDENTS.....	23
Critical Element 5.1 – Procedures for Including Students with Disabilities	23
Critical Element 5.2 – DOES NOT APPLY to ELP Assessment Peer Review	23
Critical Element 5.3 – Accommodations	23
Critical Element 5.4 – Monitoring Test Administration for Special Populations	

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 ACCESS Consortium
Resubmission

..... 24

SECTION 6: ELP ACHIEVEMENT STANDARDS AND REPORTING.....24

Critical Element 6.1 – State Adoption of ELP Achievement Standards for All Students..... 24

Critical Element 6.2 – ELP Achievement Standards Setting 24

Critical Element 6.3 –Aligned ELP Achievement Standards 24

Critical Element 6.4 – Reporting 26

SECTION 7: DOES NOT APPLY TO ELP ASSESSMENT PEER REVIEW27

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 ACCESS Consortium Resubmission

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

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

Not part of Consortium Review—either previously met and/or see State specific peer notes

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p><i>Note to Peers-- From prior 2021 peer review:</i> <i>For the State’s English language proficiency (ELP) standards:</i> <i>Evidence that the State’s ELP standards align to the State’s academic content standards, specifically:</i></p> <ul style="list-style-type: none"> • <i>Evidence that WIDA’s current ELP standards are aligned to the State’s current reading/language arts (R/LA) and mathematics content standards (e.g., clarify that the State’s content standards for R/LA and mathematics are the same as those used in consortium alignment studies).</i> • <i>Evidence of a plan to address the findings from the alignment study for R/LA and mathematics.</i> • <i>Evidence of a completed alignment study between WIDA’s current ELP standards and the State’s current science content standards, and a plan to address any findings from the alignment study.</i> 	<p>r1.2-4 WIDA_ELPDF Science Alignment Report</p> <p>r1.2-5 WIDA-ELD-Standards-Framework-2020</p>	<p><u>Note: Suggestions for states are underlined in the comments.</u></p> <p>WIDA conducted an alignment study (CE 1.2-4) between science practices and ELP Standards. There is limited coverage of some ELPD science key practices. More evidence needs to be provided of a plan to address the findings from the alignment study for R/LA and math, and a plan to address the findings from the alignment study for science.</p> <p>The USDOE peer review guidance calls for an independent alignment study. In terms of independence, the WIDA evidence is concerning. A panel of educators was convened for the alignment study that represented a diverse geography but the demographic makeup was not diverse. The peers encourage WIDA to ensure panels are more representative of WIDA teachers and students. The panel included two WIDA researchers which causes concern about the independence of the process (p. 4-5).</p> <p>The science alignment study states that an internal review was conducted and “the ELPD Framework’s key practice language functions were found to express the language of science needed for all WIDA states regardless of NGSS adoption status” (p. 3). There is no evidence (independent or other) provided to substantiate that claim.</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 ACCESS Consortium Resubmission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<p>The peers note that there are new WIDA standards in 2020. The results of the independent alignment should be provided to peers.</p> <p>For States: <u>This may include some state responsibility in terms of the learning standards.</u></p>
Section 1.2 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <p>For WIDA:</p> <ul style="list-style-type: none"> • Documentation from WIDA of the training for facilitators to demonstrate independence of alignment study. • Evidence from WIDA of a plan to address the findings from the alignment study for R/LA and mathematics; and science. <p>For States:</p> <ul style="list-style-type: none"> • Documentation from the states of the alignment between their adopted standards and NGSS because WIDA aligned only the NGSS standards. 		

Critical Element 1.3 – Required Assessments

Not part of Consortium Review—either previously met and/or see State specific peer notes

Critical Element 1.4 – Policies for Including All Students in Assessments

Not part of Consortium Review—either previously met and/or see State specific peer notes

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

Not part of Consortium Review—either previously met and/or see State specific peer notes

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 ACCESS Consortium Resubmission

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><i>Note to Peers-- From prior 2021 peer review:</i></p> <p><i>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 State’s ELP standards and reflect appropriate inclusion of the range of complexity found in the standards, specifically:</i></p> <ul style="list-style-type: none"> • <i>Evidence that the test blueprints include the number of items for each standard and subdomain.</i> • <i>Evidence of a description of the item selection process for paper test forms that adheres to the test blueprints.</i> 	<p>r2.1-6 <i>ACCESS for ELLs Online Test Blueprint</i></p> <p>r2.1-7 <i>ACCESS for ELLs Paper Test Blueprint</i></p> <p>r2.1-8 <i>Kindergarten ACCESS Test Blueprint</i></p> <p>r2.1-9 <i>Principles for Selecting Folders to Paperize and Field Test to create the new Paper ACCESS for ELLs Third Form</i></p> <p>r2.1-10 <i>Series503Paper_ItemSelection_Final</i></p> <p>r2.1-11 <i>2018Paper_ItemSelection_Results</i></p> <p>r2.1-12 <i>ACCESS-Test-Administrator-Essentials</i></p>	<p>For ACCESS:</p> <p>The peers note that blueprints have been provided for both online and paper-based formats. They include the appropriate information regarding the number of items and targets. The number of items per subdomain is not provided for either paper or the online assessment; nor are specifications for complexity for the online assessment.</p> <p>Document r2.1-9 provides an overview of the item selection process which, when combined with the information from the blueprint, shows a satisfactory development process. Evidence r.2.1-9, r2.1-10, r2.1-11 describes a process for creating the paper test, item selection and the outcome of the selection.</p>
<p>Section 2.1 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <p>For ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the blueprints reflect the number of items per subdomain for the paper and the online assessment • Evidence that the blueprints reflect the appropriate inclusion of the range of complexity found in the standards for the online 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 ACCESS Consortium Resubmission

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><i>Note to Peers-- From prior 2021 peer review:</i> <i>Evidence that the State uses reasonable and technically sound procedures to develop and select items to assess student ELP based on the State’s ELP standards in terms of content and language processes, specifically:</i></p> <ul style="list-style-type: none"> <i>Evidence of the qualifications of item reviewers such as their grade levels taught, years of experience, and demographic diversity (for ACCESS only).</i> 	<p>r2.2-3 <i>602 IW ParticipantSummaryQualifications</i></p> <p>r2.2-4 <i>602 SE Qualifications</i></p> <p>r2.2-5 <i>502 Online ATR_final_5_23_2022</i></p> <p>r3.2-2 <i>Bias Sensitivity Content Review Panelist Demographics_ACCESS Series602</i></p>	<p>For ACCESS: Qualifications of item writers have been provided and seem sufficiently expert as well as diverse in terms of experience (r2.2-3). Additional background information of item reviewers was collected in r3.2-2. WIDA might consider reflecting this information on document r2.2-3 and including years of experience on r3.2-2.</p>
<p>Section 2.2 Summary Statement</p>		
<p><u> X </u> No additional evidence is required.</p>		

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

STATE ASSESSMENT PEER REVIEW NOTES FOR WIDA ACCESS Consortium Resubmission

Critical Element 2.3 – Test Administration

Not part of Consortium Review—either previously met and/or see State specific peer notes

Critical Element 2.4 – Monitoring Test Administration

Not part of Consortium Review—either previously met and/or see State specific peer notes

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><i>Note to peers: there is variability across WIDA states concerning this CE; Some states have met this CE and others have not. WIDA has indicated that they are providing evidence for this CE. Please review and make observations accordingly, in order to inform any State ELP review that may benefit from this evidence.</i></p> <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; 	<p>r2.5-5 2022–2023 Test Policy Handbook for State Education Agencies</p> <p>r2.5-6 WIDA Data Forensics Communications Policy 12.13.2022</p> <p>r2.5-7 WIDA EC Meeting Notes Day 1 12.5.22</p> <p>r2.5-8 CAL TEST SECURITY GUIDE_rev2021</p> <p>R2.5-9 Screenshot of Test Security Webinar webpage</p>	<p>Both the Alternate and ACCESS: WIDA provides test security policies for the ACCESS and the Alternate in the Test Policy Handbook (r2.5-5) for states and offers trainings on the materials and security responsibilities of each party. To detect irregularities, WIDA has partnered with Caveon and offers analyses to the states to identify possible issues with test result integrity. The data forensics policy includes a number of ways that WIDA stands ready to assist states with investigations into irregularities.</p> <p>The CAL Test Security Guide (r2.5-8) provides information about the expectations for CAL, but it is unclear how this relates to state-level test security policies and expectations.</p> <p>For States: <u>For states to comply with this request for evidence, state policy documents that align to the WIDA handbook should be provided. In addition, states should provide training materials that specify detection, remediation, investigations, and reporting (e.g., PowerPoint slides, training attendance logs, frequency of training, and who needs training) for both ACCESS and the alternate.</u></p> <p><u>States should maintain written documentation of security incidences and irregularities and how those issues were addressed (i.e., consequences) for both the alternate and 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 ACCESS Consortium Resubmission

<ul style="list-style-type: none"> • 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>Section 2.5 Summary Statement</p>		
<p><u> X </u> No additional evidence is required from WIDA.</p> <p>For States:</p> <ul style="list-style-type: none"> • States should submit policy documents that align to the WIDA handbook. For example, states should provide training materials that specify detection, remediation, investigations, and reporting (e.g., PowerPoint slides, training attendance logs, frequency of training, and who needs training). • States should provide documents that describe security incidences and irregularities and how those issues were addressed (i.e., consequences). 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 ACCESS Consortium Resubmission

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><i>Note to peers: there is variability across WIDA states concerning this CE; Some states have met this CE and others have not. WIDA has indicated that they are providing evidence for this CE. Please review and make observations accordingly, in order to inform any State ELP review that may benefit from this evidence.</i></p> <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>r2.6-2 DRC-Data-Privacy-Security-Program-2021</p> <p>r2.6-3 Audit-Findings-Executive-Summary-2021</p>	<p>For the ACCESS and Alternate: WIDA provided documentation of their security systems including how student level information should be handled (r2.6-1, r2.6-2, and r2.6-3). States would need to individually demonstrate that their handling of data meets the requirements of the critical element.</p> <p>For States: <u>States should provide information that shows adequate security measures, including which staff members are allowed access to data, and how data are secured during administration, scoring, and storage.</u></p> <p><u>States will need to demonstrate how security is maintained during handoffs of data files as the evidence provided only shows protection when the data is with WIDA.</u></p> <p><u>States should provide documentation about how they protect personally identifiable information for any individual student reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups.</u></p>
<p>Section 2.6 Summary Statement</p>		
<p><u>_X_</u> No additional evidence is required from WIDA.</p> <p>For States:</p> <ul style="list-style-type: none"> States should submit evidence that demonstrates their handling of data meets the requirements of the critical element. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 ACCESS Consortium Resubmission

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><i>Note to Peers-- From prior 2021 peer review:</i></p> <p><i>Evidence that the State’s assessment measures the knowledge and skills specified in the State’s ELP standards, specifically:</i></p> <ul style="list-style-type: none"> • <i>Evidence of a plan to address any issues identified in the alignment and correspondence studies.</i> 	<p>r3.1-4 <i>Alignment Study Report_ACCESS with WIDA 2007-2012</i></p> <p>r1.2-4 <i>WIDA_ELPDF Science Alignment Report</i></p> <p>r1.2-5 <i>WIDA English Language Development Standards Framework, 2020 Edition (Kindergarten—Grade 12)</i></p> <p>r3.1-5 <i>EC Meeting December 2022 Assessment</i></p>	<p>Per USDOE criteria, alignment studies are to be a “Report of results of an independent alignment study that is technically sound”. Peers noted several concerns associated with the independence and methodology of the current study (r3.1-4).</p> <ul style="list-style-type: none"> • This study is not independent. For example: <ul style="list-style-type: none"> ○ The facilitators of this study were WIDA staff and while they were instructed not to provide ratings, facilitators played a very key role in pacing the conversation, influencing the panel dynamics, helping each group come to a consensus on the LDLs for each MPI, modeling assignments of items to MCIs, and discussing test items within groups (p. 16-17). ○ The authors of the report were all WIDA staff which implies that all analyses and interpretations of the results were conducted by WIDA. ○ There was an evaluator from WCEPS (p. 16) but there was no description of the evaluator’s role in assuring any objectivity in this study. • Setting aside the technical concerns from the peers, there was no “evidence of a plan to address any issues identified in the alignment and correspondence studies” (e.g., timeline, corrective actions, and how the revisions will address the knowledge and skills specified in the ELP standards). • WIDA indicates a plan to have the 2025/2026 school year assessment administration be aligned with the 2020 edition of the ELD standards framework. The

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 ACCESS Consortium Resubmission

		peers note that to meet this critical element an independent alignment will be required for those new standards.
Section 3.1 Summary Statement		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <p>For WIDA:</p> <ul style="list-style-type: none"> • Evidence that WIDA’s assessment measures the knowledge and skills specified in the State’s ELP standards, specifically: • Evidence of a plan to address any issues identified in an independent alignment and/or correspondence 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 ACCESS Consortium Resubmission

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
<p><i>Note to Peers-- From prior 2021 peer review:</i></p> <p>Documentation of adequate validity evidence that the State’s assessments tap the intended language processes appropriate for each grade-level/grade-band as represented in the State’s ELP standards, specifically:</p> <ul style="list-style-type: none"> • <i>Evidence that items are reviewed based on the linguistic complexity of the vocabulary, graphics, and other content features of the items.</i> • <i>Evidence that the panel reviewing the items include language development experts.</i> • <i>Evidence that the State documents the reviewers’ judgments of the language processes being demonstrated by the items.</i> 	<p>r3.2-1 <i>ACCESS for ELLs Test Development Cycle</i></p> <p>r2.2-4</p> <p>r3.2-1 <i>ACCESS for ELLs Test Development Cycle</i></p> <p>r2.2-4 <i>602 SE Qualifications</i></p> <p>r3.2-2 <i>Bias Sensitivity Content Review Panelist Demographics_ACCESS Series602</i></p> <p>r2.2-5 <i>502 Online ATR_final_5_23_2022</i></p>	<p>WIDA provided evidence that describes the item review process by standard experts (p. 11, r3.2-1). It is unclear how the standard expert reviewers consider complexity in their review. Evidence should be provided that items are reviewed based on the linguistic complexity of the vocabulary, graphics, and other content features of the items (e.g., review criteria, training materials, documentation of findings, and implementation of findings).</p> <p>WIDA provides the summary of qualifications of the reviewers who are primarily teachers. The information provided about the reviewers includes years of teaching, degrees, and certifications. Information about language development expertise is missing (r2.2-4). WIDA should provide “evidence that the panel reviewing the items includes language development experts”.</p> <p>It is unclear that r2.2-5 (p. 2-16 and 2-17) provides sufficient evidence that the reviewers’ comments are documented. In document r2.2-5 (2-16) it is stated that feedback is recorded and implemented but this process is not documented (e.g., reviewer comments, and revisions/resolutions).</p>
<p>Section 3.2 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <p>For WIDA: Documentation of adequate validity evidence that WIDA’s assessments tap the intended language processes appropriate for each grade-level/grade-band as represented in WIDA’s ELP standards, specifically:</p> <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 (e.g., review criteria, training materials, documentation of findings, and implementation of findings). 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 ACCESS Consortium Resubmission

- Evidence that the panel reviewing the items includes language development experts.
- Evidence that WIDA documents the reviewers' judgments of the language processes being demonstrated by the items.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 ACCESS Consortium Resubmission

Critical Element 3.3 – Validity Based on Internal Structure

Not part of Consortium Review—either previously met and/or see State specific peer notes

Critical Element 3.4 – Validity Based on Relations to Other Variables

Not part of Consortium Review—either previously met and/or see State specific peer notes

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><i>Note to Peers-- From prior 2021 peer review:</i></p> <p><i>Documentation of adequate reliability for the State’s assessments consistent with nationally recognized professional and technical testing standards, specifically:</i></p> <ul style="list-style-type: none"> • <i>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).</i> • <i>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.</i> • <i>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.</i> 	<p>r2.2-5 502 Online ATR_final_5_23_2022 r4.1-8 CAL Quarterly Notes r4.1-9 WIDA TAC meeting notes April 2021 r4.1-10 601_RefreshmentPlan_Proposal_200608</p>	<p>WIDA provides evidence of consideration of TIFs which is appreciated by the peers.</p> <p>However, peers find no evidence of plans to improve the low consistency and accuracy or precision across all proficiency levels for each modality. For example, r2.2-5 (p. 5-40 – 5-42) shows overall classification indices that are very low, typically between .5 and .7. WIDA should present a plan for improving domain reliability or cease reporting at this granular level.</p> <p>Further, WIDA states that “Only a few states set their reclassification criterion using both one or more of the ACCESS Composites as well as the individual domain scale scores” (r2.2-5, p. 2-242). Peers caution that any use of domain proficiency levels should be viewed through the lens of their low consistency and accuracy. This is critical because the domain proficiency levels provide context for the domain scale scores. If states are using individual domains as indicated by WIDA, more evidence is needed in light of the technical quality that states are using scores appropriately.</p> <p>WIDA should provide 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. R4.1-10 is a plan to do so, but it is unclear if this is taking</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 ACCESS Consortium Resubmission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
•		<p>place or when it is scheduled to. WIDA should confirm the inclusion of the new items.</p> <p>For States: <u>Given the low accuracy and consistency, states that make use of domain scores, may need to provide additional evidence to justify their use.</u></p>
Section 4.1 Summary Statement		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <p>For WIDA:</p> <p>Documentation of adequate reliability for WIDA’s assessments consistent with nationally recognized professional and technical testing standards, specifically:</p> <ul style="list-style-type: none"> • Plans to improve the low consistency and accuracy or precision across all proficiency levels for each modality. • 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. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 ACCESS Consortium Resubmission

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>Note to Peers-- From prior 2021 peer review:</i></p> <p><i>Evidence that the State 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, specifically:</i></p> <ul style="list-style-type: none"> • <i>Evidence of completed differential item functioning (DIF) analyses based on disability status</i> 	<p>r2.2-5 502 Online ATR_final_5_23_2022</p> <p>r4.2-3 Comparison of DIF Methods for ELs with disabilities</p> <p>r4.2-4 Presentation at Spring 2021 TAC meeting on DIF for ELs with IEPs</p> <p>r4.1-9 WIDA TAC meeting notes April 2021</p>	<p>WIDA provides a detailed explanation regarding the challenges and potential misinterpretations associated with conducting DIF analyses in the way suggested by the prior review (including a discussion with the TAC). Still, WIDA commits to an ongoing process to analyze DIF as well as incorporate Universal Design principles into their development process. Peers encourage WIDA to conduct annual DIF analysis or other empirical analyses (e.g., differential test functioning (DTF)) to ensure assessments are accessible to all ELs. The peers suggest incorporating guidance from the WIDA TAC regarding options for analyzing DIF by disability (p. 3 in R4.1-9).</p>
<p>Section 4.2 Summary Statement</p>		
<p>X No additional evidence is required.</p>		

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

STATE ASSESSMENT PEER REVIEW NOTES FOR WIDA ACCESS Consortium Resubmission

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><i>Note to Peers-- From prior 2021 peer review:</i></p> <p><i>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 ELP 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.</i></p>	<p>No specific evidence submitted. Please refer to response to CE 4.1.</p>	<p>Please refer to response to CE 4.1.</p>
<p>Section 4.3 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <p>For WIDA:</p> <ul style="list-style-type: none"> Plans to improve the precision across all proficiency levels for each modality (sufficient evidence submitted in 4.1 will satisfy the request for 4.3). 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 ACCESS Consortium Resubmission

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><i>Note to Peers-- From prior 2021 peer review:</i></p> <ul style="list-style-type: none"> Evidence that the State 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 the State’s ELP standards, specifically: <ul style="list-style-type: none"> Documentation for how the State will score tests when a student is exempt from one domain, including a rationale for the State’s composite proficiency level in such cases. Evidence of the State’s scoring procedures and protocols. Evidence that the State’s consistently ensures the accuracy of scoring item given on the paper test forms. 	<p>4.4-7 <i>Less Than Four Domains: Creating an Overall Composite Score for English Learners with Individualized Education Plans</i> r2.2-5 <i>502 Online ATR_final_5_23_2022</i> r4.4-1 Screenshot Less Than Four Domains Calculation Tool website</p>	<p>r4.4-7 and r4.4-1 show that WIDA has created a process for states to follow when a student cannot test in one of the domains. There is also a tool for states to create a total score. Because the implementation is left to the states, states should add to this evidence by providing policy documents that ensure these processes are followed consistently. r6.4-5 shows that an overall score is reported only when all four domains are assessed (p. 18).</p> <p>WIDA includes a chapter on scoring in their technical report which pertains to the online ACCESS, and the process seems appropriate (r2.2-5, Section 4). However, evidence of policies and procedures for the scoring of the paper forms is missing and WIDA indicates that speaking is a state responsibility in the submission narrative. The peers note that WIDA needs to provide scoring policies and procedures for the other domains.</p> <p>For States: <u>There was no evidence presented by WIDA for scoring procedures and protocols or accuracy of scoring items on the paper test forms. States should provide evidence of a policy or procedure for scoring the speaking domain; as well as how they ensure consistency in scoring of paper forms.</u></p>
<p>Section 4.4 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <p>For WIDA:</p> <ul style="list-style-type: none"> Evidence that the State and/or WIDA has established and documented standardized scoring procedures and protocols for its paper ELP assessments that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the ELP standards. <p>For States:</p> <ul style="list-style-type: none"> Evidence of the State’s scoring procedures and protocols for online speaking. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 ACCESS Consortium Resubmission

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 ACCESS Consortium Resubmission

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><i>Note to Peers-- From prior 2021 peer review:</i></p> <p><i>Evidence that the State ensures that all forms of the assessment adequately represent the State's ELP standards and yield consistent score interpretations such that the forms are comparable within and across settings, specifically:</i></p> <ul style="list-style-type: none"> • <i>Evidence of an equating plan for the paper test forms of the listening and reading tests.</i> • <i>Evidence of a rationale for using anchor item sets for the reading tests.</i> 	<p>r4.5-2 502 Paper ATR_final_5_23_2022</p> <p>3.1-5 ACCESS-ATR-Series-401-Paper-Vol2</p>	<p>WIDA provided evidence of equating plans. Paper is pre-equated using the 2014-2020 forms (for listening and reading). Writing and speaking are also pre-equated using values from 2018.</p>
<p>Section 4.5 Summary Statement</p>		
<p>X No additional evidence is required.</p>		

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

STATE ASSESSMENT PEER REVIEW NOTES FOR WIDA ACCESS Consortium Resubmission

Critical Element 4.6 – Multiple Versions of an Assessment
Met in prior peer review.

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><i>Note to peers: there is variability across WIDA states concerning this CE; Some states have met this CE and others have not. WIDA has indicated that they are providing evidence for this CE. Please review and make observations accordingly, in order to inform any State ELP review that may benefit from this evidence.</i></p> <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>r4.7-1 <i>ACCESS-Online ATR-Redacted</i></p> <p>r4.7-2 <i>ACCESS-Paper-ATR-Redacted</i></p> <p>r4.7-3 <i>Alt-ACCESS-ATR-Redacted</i></p>	<p>NOTE: The first bullet notes a need for additional evidence specific to maintaining technical quality. This bullet is specific to the alternate and as such, there is no evidence provided with regard to a system for monitoring and improving the technical quality.</p> <p>WIDA provided evidence of redacted technical reports for states to use to meet this critical element (r4.7-1, r4.7-2, r4.7-3). It is up to the states to make this information available to the public.</p> <p>For States: <u>The peers noted that individual states must provide public access to technical quality documents. In addition, the states should provide evidence that they have a system for monitoring and improving the quality of their assessments.</u></p>
<p>Section 4.7 Summary Statement</p>		
<p><u> </u> X No additional evidence is required from WIDA.</p> <p>For States:</p> <ul style="list-style-type: none"> Individual states should provide evidence that the public has access to technical documents. States should provide evidence that they have a system for monitoring and improving the quality of their 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 ACCESS Consortium Resubmission

SECTION 5: INCLUSION OF ALL STUDENTS

Critical Element 5.1 – Procedures for Including Students with Disabilities

Not part of Consortium Review—either previously met and/or see State specific peer notes

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

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><i>Note to Peers-- From prior 2021 peer review:</i></p> <p><i>Documentation that the State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and ELs, including ELs with disabilities (e.g., completed work products or research studies to demonstrate that the provided accommodations are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, do not alter the construct being assessed, and allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations).</i></p>	<p>r5.3-3 <i>WIDA Research Agenda on English Learners with Disabilities</i></p> <p>r5.3-4 <i>WIDA Accessibility and Accommodation Framework</i></p> <p>r5.3-5 <i>WIDA Accessibility and Accommodations Manual</i></p>	<p>The peers commend that WIDA presents a framework for ongoing research with regard to ensuring accommodations are appropriate. WIDA notes that the “study exploring performance of ELs with disabilities on ACCESS and the ACCESS accommodations studies have yet to be completed.” Evidence from completed studies is needed to fulfill this element.</p> <p>For States: <u>States will need to demonstrate that appropriate accommodations are offered to students within their state.</u></p>
<p>Section 5.3 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <p>For WIDA:</p> <ul style="list-style-type: none"> • Evidence from WIDA of completed studies. <p>For States:</p> <ul style="list-style-type: none"> • Evidence of state policies that offer appropriate accommodations to students within their 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 WIDA ACCESS Consortium Resubmission

Critical Element 5.4 – Monitoring Test Administration for Special Populations

Not part of Consortium Review—either previously met and/or see State specific peer notes

SECTION 6: ELP ACHIEVEMENT STANDARDS AND REPORTING

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

Not part of Consortium Review—either previously met and/or see State specific peer notes

Critical Element 6.2 – ELP Achievement Standards Setting

Met in prior peer review.

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>Note to Peers-- From prior 2021 peer review:</i></p> <p><i>Evidence that 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 (e.g., evidence of a clear description of the process used to develop the State’s ELP achievement standards so that it is clear, for example, that the State’s cut scores were set and performance level descriptors written to reflect the depth and breadth grade level and grade band).</i></p>	<p>1.2-3 <i>2012 Amplification of The English Language Development Standards</i></p> <p>6.1-1 <i>ACCESS for ELLs 2.0 Assessment Proficiency Level Scores Standard Setting Project Report</i></p>	<p>The critical element asks for evidence that the achievement standards are aligned to the academic content standards. Details on the PLD development process are lacking. Document 1.2-3 (p. 123) briefly outlines the PLD development process and the inclusion of educators, but there is no specific information about how the PLDs were actually developed to ensure they reflect the ELP standards. More detail is needed to ensure that there is alignment between the WIDA’s ELP standards and its ELP performance level descriptors.</p> <p>The technical report (6.1-1) only provides PLDs for levels 4-6. It was unclear why levels 1-3 were not provided in the technical report (p. 117).</p> <p>The role that the PLDs played in the standard setting is also unclear. There are several mentions of encouraging the panelists to review the PLDs, but the specific instruction about how to use them in rendering judgments was not provided. As a result, the connection between the assessment results in terms of the achievement standards and the PLDs is unknown.</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 ACCESS Consortium Resubmission

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 6.3 Summary Statement		
<p data-bbox="191 293 1965 326">_X_ The following additional evidence is needed/provide brief rationale:</p> <p data-bbox="191 354 338 386">For WIDA:</p> <ul data-bbox="247 386 1703 449" style="list-style-type: none"> <li data-bbox="247 386 1388 418">• Evidence of alignment between the WIDA’s ELP standards and its ELP performance level descriptors. <li data-bbox="247 418 1703 449">• Evidence regarding the specific instructions to panelists during standard setting concerning the use of PLDs in rendering judgments. 		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As 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 ACCESS Consortium Resubmission

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><i>Note to peers: there is variability across WIDA states concerning this CE; Some states have met this CE and others have not. WIDA has indicated that they are providing evidence for this CE. Please review and make observations accordingly, in order to inform any State ELP review that may benefit from this evidence.</i></p> <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; 	<p>r6.4-5 <i>ACCESS for ELLs Interpretive Guide for Score Reports Grades K-12</i></p> <p>r6.4-6 <i>ACCESS Sample Individual Score Report-English</i></p> <p>r6.4-7 <i>ACCESS Sample Individual Score Report-Spanish</i></p>	<p>WIDA provides an interpretive guide for stakeholders (r6.4-5). Peers noted the statement reminding users that the translated editions of the score reports are to accompany, not replace, the English versions. WIDA should be commended for that reminder.</p> <p>Peers note that the ISRs are available in 49 languages. However, WIDA or individual states should provide evidence of policies or procedures used to provide reports in a format or language parents/guardians can understand (e.g., additional languages not offered by WIDA, or alternate formats for parents/guardians with a disability).</p> <p>For States: <u>Each state needs to provide their own number and percentage of ELs attaining ELP. Also, states need to create and provide timelines for communication with families and the public.</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 ACCESS Consortium Resubmission

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"> • 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. 		
Section 6.4 Summary Statement		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <p>For WIDA or States:</p> <ul style="list-style-type: none"> • WIDA or individual states should provide evidence of policies or procedures used to provide reports in a format or language parents/guardians can understand. <p>For States:</p> <ul style="list-style-type: none"> • States need to provide their own number and percentage of ELs attaining ELP and communicate it to the public. • States need to create and provide timelines for communication with families and the public. 		

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.