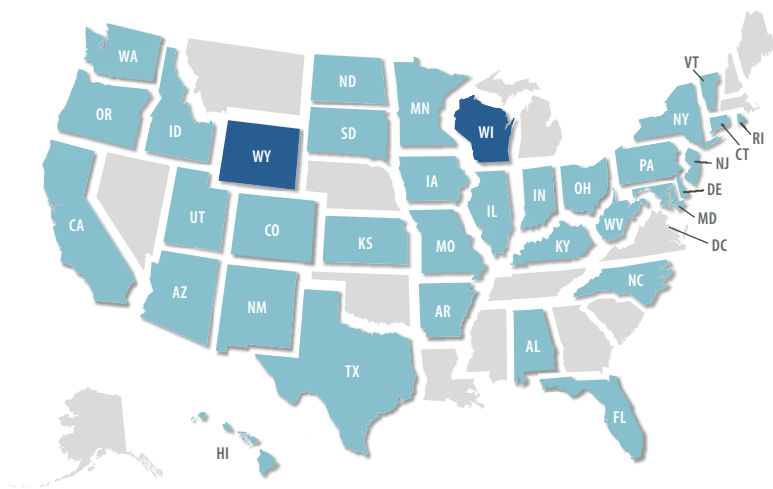


State Use of ACT—Peer Review Results

In order to comply with the regulations put forth by the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), states are required to submit evidence associated with their statewide accountability systems to the United States Department of Education (ED) for peer review. Thirty-eight states submitted evidence for their assessment systems to the peer review process in 2016. As of March 2017, ED has issued thirty-six decision letters in response. Of those responses, two states, Wisconsin and Wyoming, received feedback regarding use of the ACT as their high school reading/language arts and mathematics assessments for accountability purposes. The Center on Standards and Assessment Implementation (CSAI) was interested in looking at the feedback provided to states using the ACT in state plans, and if utilization of this assessment for accountability purposes meets ED requirements. The information included in this brief outlines the findings of ED's feedback to Wisconsin and Wyoming contained in the decision letters sent to each state regarding their use of the ACT.



Peer Review Results for State Use of the ACT

36

States that received decision letters in response to evidence submitted to ED

2

of the 36 states received feedback regarding use of the ACT as their high school reading/language arts and mathematics assessments for accountability purposes

Introduction

The assessment peer review process mandated by ESEA aims to ensure that states implement rigorous academic standards and high-quality assessments. The peer review process is evidence-based, drawn from documentation submitted by states regarding the process used to develop and administer the assessments, and data to confirm the quality of the assessment system. The review is conducted by cohorts of external assessment experts. Since ED paused peer review in 2012, almost every state has (a) substantially changed its academic content standards or adopted new ones and (b) adopted new or revised assessments associated with those standards. As a result, all states must submit documentation for peer review of reading/language arts, mathematics, and science general and alternate assessments.

ED Peer Review Guidance Document¹

In the *ED Peer Review Guidance (Guidance)* document issued in 2015, ED has broken down the type of evidence states must submit into 30 Critical Elements (CEs), grouped into six sections:

1. Statewide system of standards and assessments
2. Assessment system operations
3. Technical quality – validity
4. Technical quality – other
5. Inclusion of all students
6. Academic achievement standards and reporting

- ◆ The *Guidance* document lists each individual CE and includes a description of the level of quality states must meet to meet the requirements of the ED.
- ◆ Examples of the types of evidence states may choose to include in their peer review information packet are also included for each CE.
 - If a state's assessment is technology based, specific examples of evidence are provided as well.
- ◆ The list of evidence included in the *Guidance* is not exhaustive, and states may choose to submit types of evidence not listed.
- ◆ The *Guidance* also illustrates which CEs are likely to be addressed by state-specific evidence, which are likely to be addressed by evidence that can be coordinated among states that administer the same assessments, which may be addressed with a combination of state-specific and coordinated evidence, and which CEs will be checked for completeness by ED.

After a state submits their evidence packets, assembled as instructed by the *Guidance*, teams of expert reviewers trained by ED then review and submit notes on their findings back to states to provide them with initial feedback. ED then makes a final determination as to whether submitted evidence illustrates that a state's assessment system either meets, substantially meets, partially meets, or does not meet requirements. If required, states must then provide the additional evidence requested to prove that the assessment system(s) in question meets the requirements of ED.

¹ U.S. Department of Education *Peer Review of State Assessment Systems: Non-Regulatory Guidance for States for Meeting Requirements of the Elementary and Secondary Education Act of 1965, as amended*. (1st ed.) (2015). Washington, DC: U.S. Department of Education. Retrieved from <https://www2.ed.gov/policy/elsec/guid/assessguid15.pdf>.

High School Assessment Component: Case Studies Using Wisconsin and Wyoming

Looking specifically at the use of the ACT, the assessment was found to partially meet the requirements of ED in both Wisconsin and Wyoming. Additional evidence addressing various CEs will need to be submitted for further review.

Summary

There are nine CEs for which the Wisconsin Department of Public Instruction (WIDPI) and the Wyoming Department of Education (WDE) must both submit additional evidence surrounding their use of the ACT, with the bulk coming from CE Section 5: Inclusion of all Students. There are 12 CEs total for which either Wisconsin or Wyoming must submit ACT related additional evidence. The nine overlapping CEs are:

1. 2.1 – Test Design and Development,
2. 3.1 – Overall Validity, Including Validity Based on Content,
3. 3.3 – Validity Based on Internal Structure,
4. 5.1 – Procedures for Including Students with Disabilities,
5. 5.2 – Procedures for Including ELs,
6. 5.3 – Accommodations,
7. 5.4 – Monitoring Test Administration for Special Populations,
8. 6.2 – Achievement Standards-Setting, and
9. 6.4 – Reporting.

Though the panel may request that WIDPI and WDE submit additional evidence/documentation for the same CEs, the specific evidence requested may or may not be the same between the states and may apply to multiple assessments (e.g., ACT and the state’s alternate assessment).

An example of a request for the same evidence for both states can be found for CE 5.4 - Monitoring Test Administration for Special Populations. For this CE, both states must submit additional evidence related to their processes for monitoring the testing of students with disabilities and ELs to ensure that they are appropriately included in assessments and receive the appropriate accommodations.

However, for CE 5.1 – Procedures for Including Students with Disabilities, the states are asked to submit documentation that addresses different areas of concern. For this CE, WIDPI is required to submit **“evidence that clarifies what specific accessibility tools are available to all students, including students with disabilities, taking the ACT tests.”** For the same CE, WDE is asked to submit two different types of documentation within the context of the ACT, including **“documentation of training provided to teachers on accommodations for the . . . ACT,”** and **“documentation to clarify the relationship between WDE’s inclusion/accommodation policies and ACT’s.”** Though the same CE was found not to be sufficiently addressed for both states, the additional evidence each state needs to provide in order to meet the requirements of the CE is different.

In some cases, the requests for additional evidence concerning the same CE may be worded differently in each letter, but ask for evidence that addresses a similar requirement found to be lacking in the evidence submitted for each state. To meet the requirements of CE 3.3 - Validity Based on Internal Structure, WDE is required to submit “[confirmatory] evidence that the reporting structures of the . . . ACT are consistent with the sub-domain structures of the State’s academic content standards.” WIDPI must provide “evidence that establishes the ACT reading, English and writing tests as a single R/LA construct.” The panel then goes on to list the types of evidence the state may include in their resubmission:

- ◆ Reports of analyses of the internal structure of the assessments (e.g., tables of item correlations) that show the extent to which the interrelationships among subscores are consistent with the State’s academic content standards for relevant student groups;
OR
- ◆ Reports of analyses that show the dimensionality of the assessment is consistent with the structure of the State’s academic content standards and the intended interpretations of results;
OR
- ◆ Evidence that ancillary constructs needed for success on the assessments do not provide inappropriate barriers for measuring the achievement of all students, such as evidence from cognitive labs or documentation of item development procedures;
OR
- ◆ Reports of differential item functioning (DIF) analyses that show whether particular items (e.g., essays, performance tasks, or items requiring specific knowledge or skills) function differently for relevant student groups

While the information requested was stated differently to each state education agency, both states are required to undergo similar activities to gather the evidence needed to meet ED requirements. Both states must acquire and then provide confirmatory evidence from the test publisher that shows an analysis of the internal structure of the assessment and its interrelationships as related to either psychometrics (WIDPI) or the measurement (WDE) of the final assessment results as related to state standards.

Another detail present in the feedback provided to the states is that the panels specified whether the additional evidence requested applies to the entire assessment system for the state, only the ACT, or only the R/LA portion of the ACT.

A side-by-side comparison of all overlapping Critical Elements and feedback that addresses the additional evidence WIDPI and WDE must submit surrounding their use of the ACT are included in Appendices A–C.

The following charts list the Critical Elements for which WIDPI and/or WDE must submit additional evidence with regard to their use of the ACT for their state's reading/language arts and mathematics assessment for accountability purposes. Feedback may be inclusive of other state-specific assessments.

Appendix A: Critical elements for which both WIDPI and WDE must submit additional evidence

CRITICAL ELEMENT	WISCONSIN	WYOMING
<p>2.1 – Test Design and Development</p> <p>The State's test design and test development process is well-suited for the content, is technically sound, aligns the assessments to the full range of the State's academic content standards, and includes:</p> <ul style="list-style-type: none"> – Statement(s) of the purposes of the assessments and the intended interpretations and uses of results; – Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the full range of the State's grade-level academic content standards, and support the intended interpretations and uses of the results; – Processes to ensure that each 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); – If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design. 	<p>For the reading/language arts (R/LA) and mathematics [<i>WI feedback contains verbiage that notes which portion(s) of the ACT (reading and language arts, mathematics) the state is required to submit additional evidence for</i>] general assessments in high school (ACT), WIDPI must provide:</p> <ul style="list-style-type: none"> – Evidence that the test design measures the full range of the State's grade-level academic content standards (e.g., evidence of alignment of the test design blueprint to academic content standards). This evidence should include information about the State's plan to assess the full breadth of the State's R/LA standards, including speaking and listening. (Note: WIDPI has received a speaking and listening waiver; therefore, the Department does not expect WIDPI to submit additional evidence regarding speaking and listening during the period of the waiver.) – Evidence for the R/LA tests that describe the use of writing and reading test scores to support the intended interpretations and use of the results for R/LA accountability purposes. 	<ul style="list-style-type: none"> – For all assessments in reading/language arts, evidence regarding how the Wyoming Department of Education (WDE) plans to assess the full breadth of its reading/language arts standards, including writing, speaking and listening. [NOTE: Wyoming has received a speaking and listening waiver; therefore, the Department does not expect Wyoming to submit additional evidence regarding speaking and listening during the period of the waiver.] – Documentation of independent alignment studies between the State's academic content standards and the State's high school assessment, the ACT.

CRITICAL ELEMENT	WISCONSIN	WYOMING
<p>3.1 – Overall Validity, including Validity Based on Content</p> <p>The State has documented adequate overall validity evidence for its assessments, and the State's validity evidence includes evidence that the State's assessments measure the knowledge and skills specified in the State's academic content standards, including:</p> <ul style="list-style-type: none"> – Documentation of adequate alignment between the State's assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), the full range of the State's academic content standards, balance of content, and cognitive complexity; – If the State administers alternate assessments based on alternate academic achievement standards, the assessments show adequate linkage to the State's academic content standards in terms of content match (i.e., no unrelated content) and the breadth of content and cognitive complexity determined in test design to be appropriate for students with the most significant cognitive disabilities. 	<p>For the R/LA and mathematics general assessments in high school (ACT), WIDPI must provide:</p> <ul style="list-style-type: none"> – Evidence that independently establishes alignment, specifically that: <ul style="list-style-type: none"> ♦ Each assessment is aligned to its test blueprint, and each blueprint is aligned to the full range of the State's academic content standards, including speaking and listening in R/LA (Note: WIDPI has received a speaking and listening waiver; therefore, the Department does not expect WIDPI to submit additional evidence regarding speaking and listening during the period of the waiver); or ♦ Each assessment is aligned to the full range of the State's academic content standards, and the procedures the State follows to ensure such alignment during test development; and ♦ Describes a systematic process and timeline to address any gaps or weaknesses identified through analysis of alignment. – See evidence in 2.1 above regarding the use of writing and reading test scores to support the intended interpretations and use of the results for R/LA accountability purposes. 	<ul style="list-style-type: none"> – Evidence of independent alignment studies evaluating the test items to the State content standards for all assessments (PAWS, WyAlt, and ACT). <i>[WY feedback includes all state assessments for which the state will have to provide additional evidence, including ACT. PAWS refers to the Proficiency Assessment for Wyoming Students, administered in grades 3-8 in reading and math, and grades 4 and 8 in science. Wy-ALT refers to the Wyoming Alternate Assessment for Students with Significant Cognitive Disabilities, the state's alternative assessment.]</i>
<p>3.3 – Validity Based on Internal Structure</p> <p>The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State's academic content standards on which the intended interpretations and uses of results are based.</p>	<p>For the R/LA general assessments in high school (ACT), WIDPI must provide:</p> <ul style="list-style-type: none"> – Evidence that establishes the ACT reading, English, and writing tests as a single R/LA construct. Evidence may include: <ul style="list-style-type: none"> ♦ Reports of analyses of the internal structure of the assessments (e.g., tables of item correlations) that show the extent to which the interrelationships among subscores are consistent with the State's academic content standards for relevant student groups; OR ♦ Reports of analyses that show the dimensionality of the assessment is consistent with the structure of the State's academic content standards and the intended interpretations of results; OR ♦ Evidence that ancillary constructs needed for success on the assessments do not provide inappropriate barriers for measuring the achievement of all students, such as evidence from cognitive labs or documentation of item development procedures; OR ♦ Reports of differential item functioning (DIF) analyses that show whether particular items (e.g., essays, performance tasks, or items requiring specific knowledge or skills) function differently for relevant student groups. 	<ul style="list-style-type: none"> – Evidence that the reporting structures of the PAWS, WyAlt, and ACT are consistent with the sub-domain structures of the State's academic content standards. Evidence for this critical element is typically confirmatory, but what is provided is procedural.

CRITICAL ELEMENT	WISCONSIN	WYOMING
<p>5.1 – Procedures for Including Students with Disabilities</p> <p>The State has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State’s assessment system, including, at a minimum, guidance for individual educational plan (IEP) Teams to inform decisions about student assessments that:</p> <ul style="list-style-type: none"> – Provides clear explanations of the differences between assessments based on grade-level academic achievement standards and assessments based on alternate academic achievement standards, including any effects of State and local policies on a student’s education resulting from taking an alternate assessment based on alternate academic achievement standards; – States that decisions about how to assess students with disabilities must be made by a student’s IEP Team based on each student’s individual needs; – Provides guidelines for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment; – Provides information on accessibility tools and features available to students in general and assessment accommodations available for students with disabilities; – Provides guidance regarding selection of appropriate accommodations for students with disabilities; – Includes instructions that students eligible to be assessed based on alternate academic achievement standards may be from any of the disability categories listed in the IDEA; – Ensures that parents of students with the most significant cognitive disabilities are informed that their student’s achievement will be based on alternate academic achievement standards and of any possible consequences of taking the alternate assessments resulting from district or State policy (e.g., ineligibility for a regular high school diploma if the student does not demonstrate proficiency in the content area on the State’s general assessments); – The State has procedures in place to ensure that its implementation of alternate academic achievement standards for students with the most significant cognitive disabilities promotes student access to the general curriculum. 	<p>For the R/LA and mathematics general assessments in high school (ACT), WIDPI must provide:</p> <ul style="list-style-type: none"> – Evidence that clarifies what specific accessibility tools are available to all students, including students with disabilities, taking the ACT tests. 	<ul style="list-style-type: none"> – Documentation of training provided to teachers on accommodations for the PAWS and ACT. – Documentation to clarify the relationship between WDE’s inclusion/accommodation policies and ACT’s.

CRITICAL ELEMENT	WISCONSIN	WYOMING
<p>5.2 – Procedures for Including ELs</p> <p>The State has in place procedures to ensure the inclusion of all English learners in public elementary and secondary schools in the State’s assessment system and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum:</p> <ul style="list-style-type: none"> – Procedures for determining whether an English learner should be assessed with accommodation(s); – Information on accessibility tools and features available to all students and assessment accommodations available for English learners; – Guidance regarding selection of appropriate accommodations for English learners. 	<p>For the R/LA and mathematics general assessments in high school (ACT), WIDPI must provide:</p> <ul style="list-style-type: none"> – As noted in element 5.1, evidence that clarifies what specific accessibility tools are available to all students, including ELs, taking the ACT tests. 	<ul style="list-style-type: none"> – Evidence of training for teachers on English learner accommodations for PAWS and ACT. – Evidence that English learners receive appropriate accommodations related to their English proficiency based on their individual needs. – Documentation of the process, including who is on the decision-making team, for determining accommodations for English learners. – Evidence of a decision-making framework that schools use to make accommodations decisions.
<p>5.3 – Accommodations</p> <p>The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and English learners. Specifically, the State:</p> <ul style="list-style-type: none"> – Ensures that appropriate accommodations are available for students with disabilities under the Individuals with Disabilities Education Act (IDEA) and students covered by Section 504; – Ensures that appropriate accommodations are available for English learners; – Has determined that the accommodations it provides (i) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations; – Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. 	<p>For the R/LA and mathematics general assessments in high school (ACT), WIDPI must provide:</p> <ul style="list-style-type: none"> – Evidence of a process to determine that the accommodations it provides (i) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) 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. 	<ul style="list-style-type: none"> – Documentation of the process for reviewing an exceptional accommodation request (PAWS, WyAlt, ACT).

CRITICAL ELEMENT	WISCONSIN	WYOMING
<p>5.4 – Monitoring Test Administration for Special Populations</p> <p>The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and English learners so that they are appropriately included in assessments and receive accommodations that are:</p> <ul style="list-style-type: none"> – Consistent with the State’s policies for accommodations; – Appropriate for addressing a student’s disability or language needs for each assessment administered; – Consistent with accommodations provided to the students during instruction and/or practice; – Consistent with the assessment accommodations identified by a student’s IEP Team or 504 team for students with disabilities, or another process for an English learner; – Administered with fidelity to test administration procedures. 	<p>For the R/LA and mathematics general assessments in high school (ACT)...WIDPI must provide:</p> <ul style="list-style-type: none"> – Evidence of a process for monitoring testing of students with disabilities and ELs to ensure 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 or 504 team for students with disabilities, or another process for an EL; and ♦ Administered with fidelity to test administration procedures 	<ul style="list-style-type: none"> – Evidence that WDE monitors test administration in its districts and schools to ensure that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under the Individuals with Disabilities Education Act, students covered by Section 504, and English learners 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 individualized educational program team or 504 team for students with disabilities, or another process for an English learner; ♦ Administered with fidelity to test administration procedures (PAWS, WyAlt, ACT).

CRITICAL ELEMENT	WISCONSIN	WYOMING
<p>6.2 – Achievement Standards-Setting</p> <p>The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting its academic achievement standards and alternate academic achievement standards to ensure they are valid and reliable.</p>	<p>For the R/LA and mathematics general assessments in high school (ACT), WIDPI must provide:</p> <ul style="list-style-type: none"> – Evidence that provides greater detail about the achievement standard setting process, including: <ul style="list-style-type: none"> ♦ A description of the standards-setting method and process used by the State; ♦ The rationale for the method selected; ♦ Documentation that the method used for setting cut scores allowed panelists to apply their knowledge and experience in a reasonable manner and supported the establishment of reasonable and defensible cut scores; ♦ Documentation of the process used for setting cut scores and developing performance-level descriptors aligned to the State's academic content standards; ♦ A description of the process for selecting panelists; ♦ Documentation that the standards-setting panels consisted of panelists with appropriate experience and expertise, including: <ul style="list-style-type: none"> ▪ Content experts with experience teaching the State's academic content standards in the tested grades; ▪ Individuals with experience and expertise teaching students with disabilities, English learners and other student populations in the State; ▪ As appropriate, individuals from institutions of higher education and individuals knowledgeable about career-readiness; and ▪ A description, by relevant characteristics, of the panelists (overall and by individual panels) who participated in achievement standards setting. 	<ul style="list-style-type: none"> – Clarify how the WDE performance level descriptors (PLDs) for the ACT are connected to WDE's content standards and to the interpretations of academic knowledge and skills.

CRITICAL ELEMENT	WISCONSIN	WYOMING
<p>6.4 - Reporting</p> <p>The State reports its assessment results, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of results for students tested by parents, educators, State officials, policymakers and other stakeholders, and the public, including:</p> <ul style="list-style-type: none"> – The State reports to the public its assessment results on student achievement at each proficiency level and the percentage of students not tested for all students and each student group after each test administration; – The State reports assessment results, including itemized score analyses, to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address the specific academic needs of students, and the State also provides interpretive guides to support appropriate uses of the assessment results; – The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its assessments that: <ul style="list-style-type: none"> ♦ Provide valid and reliable information regarding a student's achievement; ♦ Report the student's achievement in terms of the State's grade-level academic achievement standards (including performance-level descriptors); ♦ Provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students; ♦ Are available in alternate formats (e.g., Braille or large print) upon request and, to the extent practicable, in a native language that parents can understand; ♦ The State follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration. 	<p>For the R/LA and mathematics general assessments in high school (ACT), WIDPI must provide:</p> <ul style="list-style-type: none"> – Evidence that test score reports and supporting material (a) reflect the State's test reporting categories (i.e., a single score for R/LA), and (b) provide information on the State's academic achievement levels. – Evidence that the score reports are available in alternative formats. – Evidence of a process and timeline for delivering reports to students, parents, teachers, principals, and other stakeholders as soon as practicable after each test administration. – Evidence of materials that support parents and educators in the use and interpretation of test scores. 	<ul style="list-style-type: none"> – Documentation of the process and timeline for delivering individual score reports for PAWS, WyAlt, and ACT.

Appendix B: Additional critical elements for which WIDPI must submit additional evidence

CRITICAL ELEMENT	ADDITIONAL EVIDENCE REQUESTED (FOR ACT)
<p>3.4 – Validity Based on Relationships with Other Variables</p> <p>The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.</p>	<p>For the R/LA and mathematics general assessments in high school (ACT), WIDPI must provide:</p> <ul style="list-style-type: none"> – Evidence that shows the assessment scores are related as expected with criterion and other variables for all student groups (e.g., reports of analyses that demonstrate positive correlations between State assessment results and assessments of the same content area administered by some or all districts in the State).
<p>4.1 – Reliability</p> <p>The State has documented adequate reliability evidence for its assessments for the following measures of reliability for the State’s student population overall and each student group and, if the State’s assessments are implemented in multiple States, for the assessment overall and each student group, including:</p> <ul style="list-style-type: none"> – Test reliability of the State’s assessments estimated for its student population; – Overall and conditional standard error of measurement of the State’s assessments; – Consistency and accuracy of estimates in categorical classification decisions for the cut scores and achievement levels based on the assessment results; – For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a student’s achievement. 	<p>For the R/LA general assessments in high school (ACT), WIDPI must provide:</p> <ul style="list-style-type: none"> – Evidence that supports the reliability for the composite R/LA test scores using the State’s data from test administration, such as: <ul style="list-style-type: none"> ♦ Reliability estimates for the State overall and major reporting sub-groups. ♦ Standard error of measurement for the State overall and major reporting sub-groups. ♦ Estimates of classification accuracy and decision consistency for the State overall and major reporting sub-groups
<p>4.4 – Scoring</p> <p>The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable results, facilitate valid score interpretations, and report assessment results in terms of the State’s academic achievement standards.</p>	<p>For the R/LA general assessments in high school (ACT), WIDPI must provide:</p> <ul style="list-style-type: none"> – Evidence on the hand scoring for the writing tests, such as rater recruiting criteria, training, range finding/calibration, validity papers, and procedures to reconcile discrepant ratings among human scorers.

CRITICAL ELEMENT	ADDITIONAL EVIDENCE REQUESTED (FOR ACT)
<p>4.7 – Technical Analysis and Ongoing Maintenance</p> <p>The State has a system for monitoring and maintaining, and improving as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all the assessments in its assessment system (i.e., general assessments and alternate assessments).</p>	<p>For the R/LA and mathematics general assessments in high school (ACT), WIDPI must provide:</p> <ul style="list-style-type: none"> – Evidence of regular internal and external technical review of the ACT testing program in the State, such as minutes from technical advisory committee (TAC) meetings and documentation of roles and responsibilities of TAC members.
<p>6.3 – Challenging and Aligned Academic Achievement Standards</p> <p>The State’s academic achievement standards are challenging and aligned with the State’s academic content standards such that a high school student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the workforce.</p> <p>If the State has defined alternate academic achievement standards for students with the most significant cognitive disabilities, the alternate academic achievement standards are linked to the State’s grade-level academic content standards or extended academic content standards, show linkage to different content across grades, and reflect professional judgment of the highest achievement standards possible for students with the most significant cognitive disabilities.</p>	<p>For the R/LA and mathematics general assessments in high school (ACT), WIDPI must provide:</p> <ul style="list-style-type: none"> – Evidence that the State’s academic achievement standards are aligned with the State’s academic content standards. – Evidence that the State’s academic achievement standards are challenging.

Appendix C: Additional critical elements for which WDE must submit additional evidence

CRITICAL ELEMENT	ADDITIONAL EVIDENCE REQUESTED (FOR ACT)
<p>2.3 – Test Administration</p> <p>The State implements policies and procedures for standardized test administration; specifically the State:</p> <ul style="list-style-type: none"> – Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations; – Has established procedures to ensure that all individuals responsible for administering the State’s general and alternate assessments receive training on the State’s established procedures for the administration of its assessments; – If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration. 	<ul style="list-style-type: none"> – Evidence of State policies for test administration to address unexpected or irregular testing situations that may arise during course of test administration.
<p>2.4 – Monitoring Test Administration</p> <p>The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools..</p>	<ul style="list-style-type: none"> – Documentation that clearly identifies or clarifies WDE’s role in the monitoring of the ACT test administration.
<p>2.5 – Test Security</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, proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration; – Detection of test irregularities; – Remediation following any test security incidents involving any of the State’s assessments; – Investigation of alleged or factual test irregularities. 	<ul style="list-style-type: none"> – Documentation outlining what remediation WDE requires following test security violations (for all assessments). – Documentation of a test security agreement with ACT, including procedures ACT follows to report incidents to WDE.
<p>2.6 – Systems for Protecting Data Integrity and Privacy</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 materials and related data in test developments, administration, and 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. 	<ul style="list-style-type: none"> – Evidence of a specific data security agreement between WDE and ACT.

CRITICAL ELEMENT	ADDITIONAL EVIDENCE REQUESTED (FOR ACT)
<p>3.2 – Validity Based on Cognitive Processes</p> <p>The State has documented adequate validity evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State’s academic content standards.</p>	<ul style="list-style-type: none"> – Documentation that all of the State’s assessments...measure the intended cognitive processes appropriate for each grade level as represented in the State’s academic content standards.
<p>4.2 – Fairness and Accessibility</p> <p>The State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments.</p>	<ul style="list-style-type: none"> – Documentation on the accommodations that can be used for each assessment, grade, and subject area (i.e., ... ACT). – Training materials given to ACT fairness review committees and item writers, including demographic information on these reviewers.
<p>6.1 – State Adoption of Academic Achievement Standards for All Students</p> <p>The State formally adopted challenging academic achievement standards in reading/language arts, mathematics and in science for all students, specifically:</p> <ul style="list-style-type: none"> – The State formally adopted academic achievement standards in the required tested grades and, at its option, also alternate academic achievement standards for students with the most significant cognitive disabilities; – The State applies its grade-level academic achievement standards to all public elementary and secondary school students enrolled in the grade to which they apply, with the exception of students with the most significant cognitive disabilities to whom alternate academic achievement standards may apply; – The State’s academic achievement standards and, as applicable, alternate academic achievement standards, include: (a) At least three levels of achievement, with two for high achievement and a third of lower achievement; (b) descriptions of the competencies associated with each achievement level; and (c) achievement scores that differentiate among the achievement levels. 	<ul style="list-style-type: none"> – Documentation of formal adoption of...academic achievement standards for high school (for the ACT).



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