

***Submitting Evidence of Final Assessment System  
under  
Title I of the Elementary and Secondary Education Act***

To determine whether States have met Title I assessment requirements, the U.S. Department of Education will use a peer review process involving experts in the field of standards and assessments. The review will evaluate State assessment systems against Title I requirements using as a framework the Peer Reviewer Guidance for Evaluating Evidence of Final Assessments under Title I of the Elementary and Secondary Education Act.

The peer review process will not directly examine a State's assessment instrument of specific test items. Rather, it will examine evidence compiled and submitted by each state that is intended to show that its assessment system meets Title I requirements. Such evidence may include, but is not limited to, results from alignment studies; results from validation studies; written policies on including and, if appropriate, providing accommodations for students with disabilities and limited English proficient students; written policies on native-language testing of LEP students; and score reports showing disaggregation of student performance data by statutorily specified categories.

Peer Reviewers will advise the Department on whether a State assessment system meets a particular requirement based on the totality of evidence submitted. They will also provide constructive feedback to help States strengthen their assessment systems.

**A State's submission of evidence should contain three components:**

- **A table or diagram that includes: the subjects and grades tested, a brief description of who takes the test, and the ways in which the results are used;**
- **A brief narrative response to each of the "peer reviewer questions" in the Guidance; and**
- **The index (see attached form) and supporting documents that constitute evidence of meeting the Title I assessment requirements.**

A State may submit materials for final review three times during this calendar year: April 15, July 1, and October 1. The Department will notify the State of receipt of the submission and the date of the review. The State will be asked to designate staff who can be contacted by phone during the review to provide clarification, if needed.

**Send materials to: Joseph F. Johnson, Jr. Ph.D., Director of Title I  
U.S. Department of Education  
400 Maryland, S.W.  
Washington, DC 20202-6132**

## Review of Final Assessment System

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<b>Peer Questions Regarding General Characteristics</b>	<b>Evidence</b> List document(s) that address the question	<b>Page(s)</b>	<b>Notes</b>
<p><b>A1.</b> Does the State have a statewide system for assessing all schools in the selected grade spans, including Title I schools? If not, does the State at least have a system for assessing students in Title I schools in relation to performance on State standards?</p>			
<p><b>A2.</b> Does the State assessment system measure the performance of students in Title I schools using a statewide test, local assessments, or some combination?</p> <p>If the State assessment system includes LEA-adopted or developed assessments, how does the State ensure the quality and rigor of the assessments?</p>			
<p><b>A3.</b> How does the State evaluate the effectiveness of schools that do not contain any of the grade spans covered by the State assessment system (e.g., k-2 schools)?</p>			
<p><b>A4.</b> How does the State incorporate multiple measures of student achievement?</p>			
<p><b>A5.</b> Are the assessments administered annually, covering the required grade spans and content areas, incorporating the measurement of higher order thinking skills and understanding, and yielding scores in at least mathematics and reading?</p>			

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General Characteristics (con't)	Evidence List document(s) that address the question	Page(s)	Notes
<p><b>B1.</b> Do the State data on assessment participation rates indicate that virtually all students are included in the assessment and that their scores are used to evaluate school and district progress?</p>			
<p><b>B2</b> (respond to all items) What policies does the State have for including students with disabilities in their assessment system?</p> <p>Does the State policy result in participation rates that provide meaningful data on how well students with disabilities are performing relative to State standards?</p> <p>What policies are provided regarding appropriate accommodations for students with disabilities and the use of alternate assessments?</p>			
<p><b>B3**</b> (respond to all items) a) Does the State have a policy in place for maximizing the inclusion of LEP students in the statewide assessment?</p> <p>b) Does the State policy result in participation rates that provide meaningful data on how well LEP students are performing relative to State standards?</p> <p>c) What policies are provided regarding appropriate accommodations and linguistically accessible assessments for LEP students?</p>			
<p><b>B4**</b> (respond to all items) Does the State offer native language assessments for some LEP populations? Are policies in place to ensure that they are used appropriately? If not, why not? Is it practicable to offer these in the future?</p> <p>Does the State require that staff conducting native language assessment possess adequate proficiency in the native language? Are they adequately prepared and trained in the assessment procedure?</p>			

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General Characteristics (con't)	Evidence List document(s) that address the question	Page(s)	Notes
<p><b>B5</b> Do accommodations offered to students with disabilities and LEP students reflect the instructional approaches used with those students?</p>			
<p><b>B6**</b> (respond to all items)</p> <p>a) Do the accommodations offered to students with disabilities and LEP students provide a means for making valid inferences about the knowledge and skills of these students?</p> <p>b) Has the State investigated the technical quality of the accommodated scores?</p>			
<p><b>B7</b> Does the State monitor the application of inclusion policies at the local level?</p>			

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Peer Questions Regarding Alignment	Evidence List document(s) that address the question	Page(s)	Notes
<p><b>C1.</b> What is the State’s approach to ensuring alignment of its standards and assessment? What kinds of alignment studies have been done? Who was involved? What methodology was used? What were the findings?</p>			
<p><b>C2**</b> How is the State ensuring that its assessment system reflects its content standards in terms of comprehensiveness and emphasis?</p>			
<p><b>C3**</b> (respond to all items) How is the State ensuring that its assessment reflects its content and performance standards in terms of depth and match with performance standards?  How is the State ensuring that its assessment covers the range of cognitive complexity of its standards, not just the basic skills? How is the State ensuring that the assessments actually reflect the types of student performance called for in performance standards?</p>			
<p><b>C4.</b> How clearly has the State identified any gaps or weaknesses and what is it doing to improve the alignment of its assessment and standards?</p>			

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<b>Alignment (con't)</b>	<b>Evidence</b> List document(s) that address the question	<b>Page(s)</b>	<b>Notes</b>
<p><b>C5.</b> If the State system consists of several assessments or draws upon assessment data from several sources, is there a coherent design that shows how all the standards are assessed?</p>			
<p><b>C6.</b> How is the alignment of the assessment and the standards communicated? Is it clear to educators and parents what is being assessed and how it relates to the standards?</p>			

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Peer Questions Regarding Technical Quality	Evidence List document(s) that address the question	Page(s)	Notes
<p><b>D1.</b> (respond to all items) How has the State considered the issue of validity (in addition to the alignment of the assessment with the content standards) and taken steps to ascertain that the assessments are measuring the knowledge and skills described in the standards--and that the interpretations are appropriate?</p> <p>Has the State specified the purposes for the assessments, delineating the types of uses and decisions most appropriate to each?</p>			
<p><b>D2**</b> (respond to all items)</p> <p>a) How comprehensively has the State determined that its assessments provide consistent and reliable results for individual students, schools, and LEAs? Is reliability data available for school classifications, student scores, and student classification (performance level).</p> <p>b) Does the State include information in its reports about the level of reliability of its scores (standard error)?</p>			
<p><b>D3**</b> What steps has the State taken steps to ensure the fairness of the assessments?</p>			
<p><b>D4**</b> How are multiple measures used to meet the criteria of validity, reliability, and fairness?</p> <p>a) Are diverse item formats used appropriately to elicit student behaviors consistent with the standards?</p> <p>b) Are multiple measures used to increase the reliability of student and/or school classifications that have high stakes consequences?</p>			

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Technical Quality (con't)	Evidence List document(s) that address the question	Page(s)	Notes
<b>D5</b> In what way does the State ensure that the assessment results are comparable for different schools and for different years?			
<b>D6</b> What evidence does the State have that its administration, scoring, analysis, and reporting procedures consistently meet high technical standards?			
<b>D7</b> What actions has the State taken to ensure that teachers, other educators, and parents properly interpret and use the results? How does the State help them take into account the accuracy of the results when making interpretations?			
<b>D8</b> What steps is the State taking to periodically review and improve its assessments?			

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<b>Peer Questions Regarding Reporting &amp; Using Results in Accountability</b>	<b>Evidence</b> List document(s) that address the question	<b>Page(s)</b>	<b>Notes</b>
<b>E1</b> How does the State provide individual student reports? What is the source of the data?			
<b>E2</b> What is contained in the student reports? How are the data presented? Are the results based on the State's content and performance standards?			
<b>E3</b> How does the State ensure the quality of these reports?			
<b>E4</b> How are the results disseminated and communicated? Are they clear and understandable?			
<b>E5</b> How is the State supporting the appropriate interpretation and use of the student level reports?			
<b>F1</b> Which disaggregated student achievement results are reported at which levels? (By grade level and content area, as appropriate)			
<b>F2</b> If all levels of the reports are not produced by the State, how does the State confirm that locally developed reports are produced and disseminated?			

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<b>Reporting (con't)</b>	<b>Evidence</b> List document(s) that address the question	<b>Page(s)</b>	<b>Notes</b>
<b>F3</b> How are public reports disseminated?			
<b>F4</b> What are the State policies regarding reporting results for small schools and small student subgroups?  How does the State ensure that LEA and school personnel do not over-interpret the findings? Is student confidentiality ensured?			
<b>F5</b> How does the State use disaggregated information to ensure that statewide policies and procedures regarding curriculum and other aspects of their reform program are reinforcing the importance of all students mastering the standards? How does the State help LEAs do the same?			
<b>G1</b> Do all participating LEAs annually develop and disseminate performance profiles for all their schools that receive Title I funds?			
<b>G2</b> What does the State do to assist LEAs in producing profiles that are of high quality and are useful in improving school programs?			
<b>G3</b> How does the State document that LEAs publicize and disseminate the profiles to all the required audiences?			

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<b>H1</b> In what way is student performance on State assessments defined as the primary element in the State's definition of adequate yearly progress for schools and districts?			
<b>H2</b> What role do local assessments play in defining AYP? Are they part of the "State's assessment system" or are they considered supplemental? If they are part of the definition for AYP, what steps are taken to ensure that they are of high quality?			
<b>H3</b> If non-cognitive measures are used as part of the AYP definition, how are they weighted? Are they included in an index, or are they used as a secondary screen or filter?			
<b>I1</b> Has the State clearly informed the LEAs regarding which students must be considered in determining adequate yearly progress?			
<b>I2</b> Does the State make any effort to ensure that LEAs are following this policy?			

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