

**Draft Agenda—Tentative as of 7/6/2018 8:23 AM**

**State Assessment Peer Review Seminar  
August 1 and 2, 2018**

**Wednesday, August 1**

<b>9:00 a.m.</b>	<b>Welcome, Introductions</b>
<b>9:30 a.m. - 10:45 a.m.</b>	<b>Plenary Session One: Updated Guide to State Assessment Peer Review</b> What's the Same? What's Different?: ESSA Assessment Requirements
<b>11:00 a.m. - 12:15 p.m.</b>	<b>Breakout Session A</b>
<b>12:15 p.m. - 1:30 p.m.</b>	<b>Lunch (on your own)</b>
<b>1:30 p.m. - 3:00 p.m.</b>	<b>Plenary Session Two: Focus on ELP Assessment Peer Review</b> <i>Panel One: General ELP Assessments</i> <i>Panel Two: Alternate ELP Assessments</i>
<b>3:15 p.m. - 4:30 p.m.</b>	<b>Breakout Session B*</b>
<b>4:30 p.m.</b>	<b>Adjourn</b>

**Thursday, August 2**

<b>8:30 a.m. - 9:45 a.m.</b>	<b>Breakout Session C*</b>
<b>10:15 a.m. - 11:30 a.m.</b>	<b>Breakout Session D</b>
<b>11:30 a.m. - 12:30 p.m.</b>	<b>Lunch (on your own)</b>
<b>12:30 p.m. - 1:45 p.m.</b>	<b>Plenary Session Three:</b> Alternate Academic Achievement Standards for Students with Significant Cognitive Disabilities: "on track to pursue postsecondary education or competitive integrated employment"
<b>2:00 p.m. - 3:15 p.m.</b>	<b>Breakout Session E*</b>
<b>3:15 p.m.</b>	<b>Adjourn/Safe Travels</b>

\*Indicates that space is available for individual State consultations with ED staff as needed.

## Schedule of Breakout Sessions “At a Glance”

Breakout Session/Number	1 (Pennsylvania)	2 (South Carolina)	3 (Virginia)	Plenary Session Room
A	A-1 State Critical Elements: Test Operations and Maintenance	A-2 Best practices in assembling peer review submissions	A-3 Validity Evidence: Content and Cognitive /Linguistic Processes	
B	B-1 Monitoring Test Administration (including special populations)	B-2 Alternate ELP Achievement Standards	B-3 Locally selected nationally recognized high school assessments	*individual consultation w/ED staff
C	C-1 State Critical Elements: Inclusion	C-2 Assessment reporting in peer review	C-3 Validity evidence for ELP assessments	*individual consultation w/ED staff
D	D-1 Monitoring Test Administration (including special populations)	D-2 Validity Evidence: Content and Cognitive /Linguistic Processes	D-3 Alternate ELP Achievement Standards	
E	E-1 Best practices in assembling peer review submissions	E-2 Validity evidence for ELP assessments	E-3 State Critical Elements: Inclusion	*individual consultation w/ED staff

## Session Descriptions

### Plenary Sessions

**Session One (Wednesday 8/1 9:30 a.m.):** *Updated Guide to State Assessment Peer Review.* In this session, Department of Education staff will provide a general overview and orientation to the updated guide. A detailed discussion of the similarities and differences with the previous peer review guidance from 2015 will frame the basis for this session. A particular focus area will be the new requirements for State assessments found in the Every Student Succeeds Act (ESSA). It is hoped that this session will serve to set the stage for the remainder of the seminar.

**Session Two (Wednesday 8/1 1:30 p.m.):** *Focus on ELP assessment peer review: General ELP assessments and Alternate ELP assessments.* One of the significant new requirements in ESSA is that ELP assessments are now part of the State assessment peer review process. As this is new for all States, two panels will discuss: 1) General considerations for general ELP assessment peer review; and 2) Considerations for alternate ELP peer review. Panelists will use examples and content from the updated Guide to frame discussion and guide questions.

**Session Three: (Thursday 8/2 12:30 p.m.)** *Alternate Academic Achievement Standards for Students with Significant Cognitive Disabilities: “on track to pursue postsecondary education or competitive integrated employment”*. This session will focus on a panel discussion that addresses a new ESSA requirement for Alternate Academic Achievement Standards (AAAS). The new requirement states that AAAS must reflect professional judgment as to the highest possible standards achievable by such students, and be designed to ensure that a student who meets those standards is on track to pursue postsecondary education or competitive integrated employment. Most, if not all States cannot yet demonstrate evidence of meeting this requirement. This session will focus on a discussion of considerations that States might make in gathering evidence to demonstrate this alignment.

## **Breakout Sessions**

**Session A-1 (Wednesday 8/1 11:00 a.m.)** *State Critical Elements: Test Operations and Maintenance*. In this panel, the discussion will focus primarily on critical elements that are generally a State responsibility under the peer review framework. Panelists will discuss various aspects of evidence needed for test administration, test and data security, training and maintenance of a State assessment. Panelists who’ve served as recent peer reviewers will offer observations on what types of evidence demonstrate a State’s adherence to these critical elements. *This session will specifically address critical elements 2.3, 2.5, 2.6 and 4.7.*

**Session A-2 (Wednesday 8/1 11:00 a.m.) and E-1 (Thursday 8/2 2:00 p.m.)** *Best practices in assembling peer review submissions*. Peer reviewers will discuss what, from their perspective makes for an effective peer review submission of evidence. They’ll offer general observations on evidence consolidation and index development that make the review of the evidence straightforward and clear. Because of the popularity of this topic, it will be offered twice. *This session will address all critical elements.*

**Session A-3 (Wednesday 8/1 11:00 a.m.) and D-2 (Thursday 8/2 10:15 a.m.)** *Validity Evidence: Content and Cognitive /Linguistic Processes*. In this session, panelists will focus the discussion specifically around two critical elements that impact the validity argument made by States in their peer review submissions. Specifically, panelists will focus on the content validity evidence that is effective as well as evidence cognitive process (for academic assessments) and/or linguistic process (ELP assessments) that support a State’s validity claims. Because of the popularity of this topic, it will be offered twice. *This session will specifically address critical elements 3.1 and 3.2.*

**Session B-1 (Wednesday 8/1 3:15 p.m.) and D-1 (Thursday 8/2 10:15 a.m.)** *Monitoring Test Administration (including special populations)*. Peer reviewers on this panel will discuss the types of evidence that supports a State’s demonstration of effective test administration monitoring—both for general test administration and for special populations. Multiple types of evidence that demonstrate monitoring will be described, as well as suggestions for ways that States might better “capture” evidence of the monitoring that does take place. Because of the popularity of this topic, it will be offered twice. *This session will specifically address critical elements 2.4 and 5.4*

**Session B-2 (Wednesday 8/1 3:15 p.m.) and D-3 (Thursday 8/2 10:15 a.m.)** *Alternate ELP Achievement Standards.* Under the ESSA, States must provide an alternate ELP assessment (AELPA) for those ELs with significant cognitive disabilities. States may develop AELPAs that are at the same level of achievement as the general ELP, or they may optionally develop alternate ELP achievement standards. Panelists in this session will focus the discussion on the types of evidence needed to support alternate ELP achievement standards. Because of the popularity of this topic, it will be offered twice. *This session will specifically address critical elements 2.1, 2.2, section 3, section 6 in the context of AELPA peer review.*

**Session B-3 (Wednesday 8/1 3:15 p.m.)** *Locally selected nationally recognized high school assessments.* This session will address one of the assessment flexibilities in the ESSA—the use of nationally recognized high school assessments by local education agencies in lieu of the State high school assessment. If States use this flexibility, the nationally recognized high school assessment will be subject to peer review. Panelists will discuss in this section the type of evidence that a State should develop to meet these (optional) peer review requirements. *This session will specifically address section 7 of the peer review guide.*

**Session C-1 (Thursday 8/2 8:30 a.m.) and E-3 (Thursday 8/2 2:00 p.m.)** *State Critical Elements: Inclusion.* Panelists in these sessions will discuss the types of evidence that support the critical elements for inclusion in the updated Guide. The ESSA clarifies and reinforces several peer review requirements for inclusion. Peers will discuss the importance of practice and policy that supports the inclusion of all students in State assessment, and how a State may document these policies and practices for peer review purposes. The discussion will also address the application of these critical elements on ELP peer review. Because of the popularity of this topic, it will be offered twice. *This session will specifically address section 5 of the updated Guide.*

**Session C-2 (Thursday 8/2 8:30 a.m.)** *Assessment reporting in peer review.* This session will focus on the requirements for assessment reporting as found in the updated Guide. ESSA added several new requirements for assessment reporting, and most States missed at least one part of this critical element in 2016-17 peer reviews. Peers will discuss the evidence needed to address all critical elements for peer review, and focus on items most commonly missed by States in submitting this information. . *This session will specifically address critical element 6.4 of the updated Guide.*

**Session C-3 (Thursday 8/2 8:30 a.m.) and E-2 (Thursday 8/2 2:00 p.m.)** *Validity evidence for English Language Proficiency (ELP) assessments.* Panelists will discuss the specific requirements in the updated guide as they relate to ELP assessment validity. Particular attention will be paid to overall test design and item development, and all four types of validity evidence found in the guide. Panelists will discuss practical interpretations of the ESSA requirement that ELP standards be “aligned with” the State’s academic standards. Because of the popularity of this topic, it will be offered twice. *This session will specifically address critical elements 2.1, 2.2 and section 3 of the updated Guide as applied to ELP assessment and AELPA peer review.*