The District of Columbia Office of the State Superintendent of Education

Peer Review Evidence Log December 1, 2011

Finding (Critical Element)	Narrative	Evidence
3.0– STATEWIDE ASSESSMENT SYSTEM		
1. Evidence of Board approval of the new science standards, as well as confirmation by OSSE and its TAC that the tests based on the new science standards can be equated with the current tests.	Minutes posted on the SBOE website and attached, signed resolution also included. Also, we have a letter from CTB confirming the tests based on the new science standards can be equated to past tests and our TAC approved the equating.	**1**. Signed Resolution by the State Board of Education. **2**. 2010 CTB Memo **3**. TAC Correspondence
4.0 – TECHNICAL QUALITY		
1. A contract (or other commitment of resources) that includes target dates and specific activities that will be conducted to examine consequential validity for DC CAS.	OSSE has joined the Council of Chief State School Officers SCASS for Surveys of Enacted Curriculum. Included in this document is explanation of how OSSE plans to use this data moving forward.	**1**. Consequential Validity Study: Surveys of Enacted Curriculum.
2. A long-term test development plan that specifies field-test design and item development/acquisition procedures for the DC CAS, including complete test blueprints for each form in science for grades five, eight and Biology that show item specifications for both operational and field test items.	A chart with long range blueprints are included in this document. This was completed in partnership with our test vendor, CTB McGraw Hill.	**1.**DC CAS Item Development Report. **2.** Science blueprint grades five, eight, and Biology. **3**. DC CAS Item Specifications-draft (Reading). **4**. DC CAS Publication Sign-Off Form
3. An empirical evaluation to confirm that use of accommodations on the DC CAS reading, math and science tests yield meaningful scores for SWD and LEP students.	The empirical evaluation (SWD) details the OSSE progress in meeting the MOA commitments in relation to research, current best practices, and supporting adviceprovided by various technical	**1. a**. SEA response to U.S. Department of Education Peer Review Feedback on Accommodations for Students with Disabilities. **1. b**. The District of Columbia Office of

	assistance providers. The response begins with an analysis of the accommodations for SWD allowed on the DC CAS, followed by the guidelines, training, and monitoring practices to ensure the policy is implemented with fidelity. The response also includes the next steps OSSE is taking to ensure that a continuous improvement system has been built to ensure the validity of accommodated scores and the use of data the implementation of accommodations for SWD to inform DC CAS policies and practices for accommodating SWD. The empirical evaluation (LEP) details OSSE progress in meeting the MOA commitments in relation to the research, current best practice, and supporting advice provided by various technical assistance providers. The response begins with an analysis of the accommodations for ELs allowed on the DC CAS, followed by the guidelines, training, and monitoring practices to ensure the policy is implemented with fidelity. The response then details data or research to be conducted with the Spring 2011 administration of the DC CAS and internal practices developed by OSSE to ensure that a continuous improvement system has been built to ensure the validity of accommodated scores and the use of data the implementation of EL accommodations to inform DC CAS policies and practices for	the State Superintendent of Education Testing Accommodations Manual (CD) **1. c.** Review of Literature on Accommodations for Students with Disabilities in Statewide Tests. **1. d**. Summary of the District of Columbia's Accommodations for Students with Disabilities on the DC CAS. **1. e**. Examining Students with Disabilities Accommodation Use on the DC CAS. **1. f**. Review of the District of Columbia's Comprehensive Assessment System Testing Accommodations Manual, Accommodations for Students with Disabilities. **1. g**. Analysis of DC Reading/Language Arts Standards. **1. h**. OSSE October 30, 2009 Memo 1. i. Testing Accommodations Manual: A Guide to Selecting, Administering and Evaluating the Use of Accommodations PowerPoint. **1. j**. DC CAS Accommodations for Students with Disabilities Observation Form. **2. a**. SEA response to U.S. Department of Education Peer Review Feedback on EL Accommodations. **2. b.** 2010 Empirical Study Review of Literature. **2. c**. 2009 MACC response to Research in Action, Inc. White Paper. **2. d.** Approved Accommodations for

	accommodating ELs.	Linguistically and Culturally Diverse (LCD) Students on State Testing-Spring 2007. **2. e.** Policy Review Memo 2009 **2. f.** Policy Review Memo 2011 **2. g**. 2010 Analysis of DC CAS EL Accommodation Rates **2.h**. Training PowerPoints, 2009 (Accommodations) 2. i. Training PowerPoints, 2011 (Webinar) **2. j**. Accommodations for ELLs FAQs **2. k**. Accommodations Observations Form ELL.
5.0 – ALIGNMENT		
1. A test design that shows coverage of all science standards over a three year period on the DC CAS and indicates for each of the years 2011-2013 exactly which science standards will be assessed each year.	A chart with long range blueprints areincluded in this document. This was completed in partnership with our test vendor, CTB McGraw Hill.	**1.** Science blueprint grades five, eight, and Biology.
2. The item specifications used to guide item writing (item content, format and scoring criteria) for reading, math and science.	CTB provided this information for OSSE to approve. The documents are over 100 pages long each, so only a sampling of pages included.	**2**. Style guide for DC CAS.
6.0 – INCLUSION		
1. Data confirming participation of all high school students in the Biology test (DC CAS or DC CAS-Alt) at some point in their high school career.	Using the State Longitudinal Data System (SLED), OSSE was able to take the enrollment file from 2008 and compare it to the testing file for biology since 2008 and calculate the percent of students who took the biology exam.	**1**. Biology Participation Rate Memo. **2**. High School Biology Test Data
2. Documentation that OSSE reports separately the number and percent of	The DC CAS Technical Report contains the breakdown of all students in the tested	**1.** DC CAS 2010 Technical Report (Section Three).

students with disabilities assessed on the regular science assessment without accommodations, on the regular science assessment with accommodations, and on the alternate science assessment against alternate academic achievement standards. (6.1.2)	grade levels, including students with disabilities assessed both with and without accommodations on the Science assessment.	**2.** DC CAS Alt 2011 Technical Report (Part 5: Results).
7.0 – REPORTING		
1. An individual student level report on the DC CAS and CAS-Alt that includes Performance Level Descriptors in science that are content and grade specific.	Student reports include results expressed as achievement levels with appropriate explanation of the meaning of the achievement levels. DC CAS Science Performance Level Descriptors have been outlined for grades 5, 8, and Biology.	**1.** Individual student level report for the DC CAS and DC CAS Alt. **2.**DC CAS Science Performance Level Descriptors (Grades 5, 8, and Biology).