

Commissioner's Seal Assessment Nomination Process Overview

Review Team

RIDE will include at least two internal assessment and/or content staff members and recruit at least one assessment and/or content practitioner from a Rhode Island district or school for a team of at least three members. If RIDE cannot find a qualified external candidate, an additional internal staff person will be included.

Nomination of Assessments

Assessments must be nominated by the Superintendent or director of an LEA. (Please see District Responsibilities for a list of required documents.)

All nominations must be submitted by July 1 in order to be considered for the upcoming school year. Nominations submitted after the deadline may not be considered until the following year.

Districts should submit assessments for evaluations to Phyllis Lynch, Director of Instruction, Assessment and Curriculum, at phyllis.lynch@ride.ri.gov.

The review team will evaluate all qualifying assessments and provide a final recommendation to the Director of Instruction, Assessment, and Curriculum. The Director will make the final decision of approval or rejection.

Districts will be informed of all final decisions within one week of final evaluation through the Commissioner's Field Memo and posting on the RIDE website. The submitting district will be informed via email before public communication.

If the assessment is rejected, Superintendents have the opportunity to appeal to the Commissioner. (Please see appeal process.)

Appeal Process

If the Director rejects an assessment, districts may choose to appeal to the Commissioner. The district is responsible for providing the Commissioner with all additional documentation or evidence to support the appeal regarding the rejected assessment. The Commissioner's decision regarding the assessment is final.

District Responsibilities

Districts are responsible for submitting all relevant documentation for a nominated assessment. This must include but may not be limited to:

- 1) Assessment name

- 2) Assessment vendor
- 3) Technical documents:
 - a. Released items, forms, or other content exemplars
 - b. Test blueprint and/or specifications
 - c. Performance standards and related application of performance standards
 - d. Alignment studies
 - e. Administration manuals/documents
 - f. Training manuals/documents
 - g. Evidence of test purpose
 - h. Technical review documents
 - i. Evidence of summative scores
 - j. Test development documentation, i.e.:
 - i. Standard setting
 - ii. Item development procedures
 - iii. Related policy documents

Districts may use the spreadsheet in Appendix A as a method to organize and/or cite their evidence. Hyperlinks to appropriate documents are allowable. However, RIDE reserves the right to request paper copies.

Appendix A

Evidence for Review

Note: Districts must choose one of three types of assessment: End of Course, Advanced Topics/Deep Study or Major Topics of the Subject Area. Evidence is only required for one of three assessment types (Criteria Number D).

(Districts may request an electronic copy, if desired.)

Category Number	Criteria Number	Criteria	Evidence 1	Evidence 2	Evidence 3	Notes	Criteria Description
1	A	1A					Test specifications, such as test blueprints, with detailed descriptions are available for review
1	B1	1B1					Assessment was found to be aligned to or builds on state adopted high school mathematics or English Language Arts/ literacy standards using external alignment study
1	B2	1B2					Internal alignment study that: (a) confirmed alignment to high school state adopted standards; (b) uses best practices/methodology for alignment study; and (c) can be confirmed through review of released items and related assessment materials
1	C	1C					A complete test form <i>OR</i> sample released test items are available for review
1	D	1D					Type of assessment: (a) end-of-course; (b) advanced topic/deep study; or (c) major topics of the subject area
1	D1	1D1					<i>End-of-course:</i> Content included in the assessment is of sufficient breadth and depth to cover a high school course in a particular conceptual category such as geometry or grade level such as Grade 9 English language arts
1	D1a	1D1a					<i>End-of-course:</i> Content is aligned to the state adopted high school mathematics or English language arts/ literacy standards
1	D1b	1D1b					<i>End-of-course:</i> Content included in assessment includes the major topics of a typical high school course in that subject.
1	D1c	1D1c					<i>End-of-course:</i> Items sufficiently assess higher level thinking skills or depth of knowledge in accordance with the state adopted high school standards
1	D2	1D2					<i>Advanced topics/ deep study:</i> Content included in the assessment is an advanced level of study, such as calculus, or includes deep study of a particular area, such as English composition.

							Content must build on foundational knowledge; include enough breadth to adequately cover the topic and sufficient depth to be considered deep learning in the subject matter
1	D2a	1D2a					<i>Advanced topics/ deep study:</i> Content is aligned to and/or builds upon the state adopted high school mathematics or English language arts/ literacy Standards.
1	D2b	1D2b					<i>Advanced topics/ deep study:</i> Content reflects advanced study and learning in high school mathematics or English language arts/ literacy
1	D2c	1D2c					<i>Advanced topics/ deep study:</i> Items sufficiently assess higher level thinking skills or depth of knowledge in accordance with the state adopted high school standards
1	D3	1D3					<i>Major topics of the subject area:</i> Content included in the assessment includes the major work or topics of the subject area; content must include adequate breadth to cover major work of the content area of high school mathematics or English language arts/ literacy standards
1	D3a	1D3a					<i>Major topics of the subject area:</i> Content is aligned to or builds upon the state adopted high school mathematics or English language arts/ literacy standards
1	D3b	1D3b					<i>Major topics of the subject area:</i> Content includes the major work of the grade or subject area, as determined by the high school state adopted standards for mathematics and English language arts/ literacy
1	D3c	1D3c					<i>Major topics of the subject area:</i> Items sufficiently assess higher level thinking skills or depth of knowledge in accordance with the state adopted high school standards
2	A	2A					Performance level(s) is indicated and described
2	B	2B					Performance level(s) is established by assessment author and/or users of the assessment results
2	C	2C					Performance standard is relevant to one or more of the following uses: (a) post-secondary admission or placement in appropriate course, (b) credentialing, (c) school accountability, or (d) if not a terminal assessment, the performance level(s) indicates a student is on track for college and career readiness
3	A	3A					Development is external to local school or district

4	A1	4A1					Administration is external to local school or district
4	A2	4A2					Administration is internal to local school or district and includes: (a) established administration protocols, (b) training for test administrators, (c) certification of proper test administration, and (d) monitoring/ auditing of administration process
5	A	5A					Scoring is external to the local school and district; if applicable, local educators may serve as scorers in centralized scoring activities with blind scoring for large scale assessment programs, such as the state assessments and Advanced Placement exams
5	B	5B					Scoring process is identified and clear protocols exist
5	C	5C					Scoring is external to local school and district
5	D	5D					The process of generating reports is external to local school and district
5	E	5E					Production of official score reports is external to local school and district
6	A	6A					Assessment addresses content standards covered over an extended period of time or course of study
6	B	6B					Assessment is intended to produce a score to be used for summative purposes
6	C	6C					Assessment provides a single score or set of scores where: (a) retests or additional test administrations replace existing scores; and (b) additional test administrations do not provide additional information about student performance
7	A	7A					Documentation of technical quality is available
7	B	7B					Documentation includes not only a description of steps to be taken to ensure quality, but also contains outcome evidence to demonstrate technical quality
7	C	7C					Technical quality has been certified through an independent, external review