

Commissioner’s Seal Assessment Review Criteria

Assessments under consideration for use towards a Commissioner’s Seal Council Designation must meet all criteria listed below:

1. Content
2. Performance Standard
3. External Development
4. Administration
5. External Scoring and Reporting
6. Summative
7. Technical Quality

This document is intended to serve as a reference document for those who may desire to submit an assessment for RIDE review.

Content: Test Specification and Alignment

Criteria
Test specifications, such as test blueprints, with detailed descriptions are available for review.
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 <i>OR</i> 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.
A complete test form OR sample released test items are available for review.

Content: Categorical

Content-area assessments can fall into one of three categories:

1. End-of-course: 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.
 - Examples: PARCC Mathematics: Algebra One; PARCC English Language Arts: Grade 9
2. Advanced topics/ deep study: content included in the assessment is an advanced topic 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 include sufficient depth to be considered deep learning in the subject matter.
 - Examples: AP Calculus AB; AP English Language and Composition

3. Major topics of the subject area: 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 areas of high school mathematics or English language arts/ literacy standards.
- Examples: SAT; PSAT

Reviewers must determine, is the assessment content:

- a. End-of-course
- b. Advanced topics/ deep study
- c. Major topics of the subject area
- d. None of the above

If d, assessment is rejected. If a, b or c, use one of the applicable criteria set below.

a. End of Course
Criteria
Content is aligned to the state adopted high school mathematics or English language arts/ literacy standards.
Content included in assessment includes the major topics of a typical high school course in that subject.
Items sufficiently assess higher level thinking skills or depth of knowledge in accordance with the state adopted high school standards.
b. Advance Topics/Deep Study
Criteria
Content is aligned to and/ or builds upon the state adopted high school mathematics or English language arts/ literacy standards.
Content reflects advanced study and learning in high school mathematics or English language arts/ literacy.
Items sufficiently assess higher level thinking skills or depth of knowledge in accordance with the state adopted high school standards.
c. Major Topics of the Content Area
Criteria
Content is aligned to or builds upon the state adopted high school mathematics or English language arts/ literacy standards.
Content includes the major work of the grade or subject area, as determined by the high school state adopted standards for mathematics or English language arts/ literacy
Items sufficiently assess higher level thinking skills or depth of knowledge in accordance with the state adopted high school standards.

Performance Standard

The assessment must have established performance levels that indicate a student is on track or ready for college and career. Such performance levels are used for a relevant secondary or post-secondary purpose, such as school accountability, admissions, post-secondary course placement, or credentialing.

Criteria and Evidence
Performance level(s) is indicated and described.
Performance level(s) is established by assessment author and/or users of the assessment results.
Performance standard relevant to one or more of the following uses: <ul style="list-style-type: none">• Post-secondary admission or placement in appropriate course• Credentialing• School accountability If not a terminal assessment, the performance level(s) indicates a student is on track for college and career readiness.

External Development

Development of the assessment is external to the local school or district. Local educators may serve on advisory committees in support of the development of large-scale assessment programs, such as the state assessments.

Criteria
Development is external to the local school or district. (Indicate developer in comments.)

Administration

Administration is external *OR* includes appropriate procedures to ensure proper test administration.

Criteria
a) Administration is external to local school or district. OR
b) Administration is internal to local school or district but includes: <ol style="list-style-type: none">1. Established administration protocols;2. Training for test administrators;3. Certification of proper test administration; and4. Monitoring/auditing of administration process.

External Scoring and Reporting

Criteria
Scoring process is identified and clear protocols exist.
Scoring is external to local school and district.
The process of generating reports is external to local school and district.
Production of official score reports is external to local school and district.

Summative

Assessment is intended to measure cumulative content and provide a culminating evaluation of student performance.

Criteria
Assessment addresses content standards covered over an extended period of time or course of study.
Assessment is intended to produce a score to be used for summative purposes.
Assessment provides a single score or set of scores where: <ul style="list-style-type: none">• Retests or additional test administrations replace existing scores• Additional test administrations do not provide additional information about student performance.

Technical Quality

Criteria
Documentation of technical quality is available.
Documentation includes not only a description of steps to be taken to ensure quality, but also contains outcome evidence to demonstrate technical quality.
Technical quality has been certified through an independent, external review.