Seal of Biliteracy Assessment Nomination and Assessment Review Process

Assessment Nomination Process:

Source of Nomination	As LEAs are responsible for determining which of their students have met the state-established criteria for earning a Seal of Biliteracy, only the superintendent (or equivalent) of an LEA may nominate an assessment for inclusion. Multiple LEAs may jointly nominate an assessment. RIDE will begin vetting World Language assessments against the established criteria using the recommended list from a consortium of national Seal of Biliteracy advocates. RIDE will begin vetting English language assessments against the established criteria using the established list of ELA assessments used for the Commissioner's Seal.
Process	The Commissioner will establish a process for nominating an assessment. That process will be based on the criteria listed above and will identify the specific evidence that must be gathered and submitted by the LEA
Deadline	The Commissioner will establish a deadline by which a test must be nominated to be considered for inclusion on the list of approved assessments in a given year. Assessments nominated after the deadline will be considered for inclusion the following year.

Assessment Selection Process:

RIDE will gather a team of staff and external partners who are content and assessment experts to review RIDE-selected and district nominated English language and world language assessments. These teams will review assessments using criteria that outline best practices in assessments and are aligned with the purpose of the Seal of Biliteracy. The recommendation of the teams will be approved or rejected by the Director of Instruction, Assessment and Curriculum. Any appeals can be made to the Commissioner.

Approval Authority	RIDE will be responsible for the review and approval of all nominated assessments
Review Process	RIDE will establish a process for determining whether nominated assessments meet the criteria for approval
Review Team	RIDE will convene a review team(s) consisting of RIDE staff and external reviewers to evaluate each nominated assessment. The review team for each assessment will contain no less than three members, including at least one external member. People currently affiliated with a RI LEA nominating an assessment are not eligible for inclusion on a review team for that assessment. RIDE will develop criteria for procedures and eligibility requirements for the recruitment and selection of external review team members.
Status	Upon completion of review, an assessment will be recommended for approval, recommended for denial, or designated to be returned for additional evidence. RIDE will review each recommendation and make the final approval decisions.

Appeal	An LEA may appeal a decision to reject an assessment to the Commissioner.
Resubmission	An assessment that has been reviewed and been denied approval may not be submitted again for reconsideration unless a significant revision has been made to the assessment or its performance standards. Performance on an assessment that has been approved may be submitted as evidence by students in any LEA.
Approval Period	An assessment will be approved for use for a period no longer than five years. After five years, assessments will be reviewed to ensure that they still meet the criteria for approval. Any change in the state content standards or the performance standards on the designated high school state assessments will trigger a review of all approved assessments. Any change in the content or performance standards of an approved assessment will result in removal of the assessment from the list of approved assessments pending resubmission and review.

Assessment Criteria:

- English language and World Language Assessments Technical criteria

Performance Standard The assessment must have established performance levels that indicate a student's level of readiness for the use of multiple languages in real world environments.	*Criteria* - Performance level(s) is indicated and described. - Performance level(s) is established by assessment author and/or users of the assessment results. - Performance level(s) is used for a relevant secondary or post-secondary purpose, such as admissions or post-secondary course placement.
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.
Administration Administration is external OR includes appropriate procedures to ensure proper test administration.	*Criteria* - Administration is external to local school or district (or) - Administration is internal to local school or district but includes: established administration protocols; training for test administrators; certification of proper

	test administration; monitoring/auditing of administration process.
External Scoring and Reporting Assessment results are determined externally or appropriate procedures are in place to ensure proper test scoring and reporting.	*Criteria* • 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. • Scoring process is identified and clear protocols exist. • 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: (a) Retests or additional test administrations replace existing scores and (b) Additional test administrations do not provide additional information about student performance.
Technical Quality Assessment has documented evidence that is of a quality indicative of assessment best practices.	*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.

World Language Assessment Content Criteria Breadth, depth and type of content may vary among assessments; however content included in the assessment must be sufficient breadth and depth to cover the relevant high school world language content standards. Content may be an advanced level of study, which build on foundational knowledge, to include enough breadth to adequately cover the topic and sufficient

depth to be considered deep learning in the subject matter. World language assessments must include evaluation of the four domains: writing, reading, listening and speaking.

Criteria

- Test specifications, such as test blueprints, with detailed descriptions are available for review.
- Assessment was found to be aligned to or builds on ACTFL Standards OR 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 included in assessment includes the major topics of a typical high school course in that subject.
- Includes items that assess the following domain:

  - Reading- Reading comprehension tasks are based largely on measuring the amount of information readers can retrieve from a text, and the inferences and connections that they can make within and across texts. The assessment should measure what readers are able to understand from what they read.
  - Writing- Writing tasks measure what writers can handle at each level as well as the content, context, accuracy, and discourse types associated with the writing tasks at each level. They also present the limits that writers encounter when attempting to function at the next higher major level.
  - Listening - Listening comprehension tasks are based largely on the amount of information listeners can retrieve from what they hear and the inferences and connections that they can make. The assessment measures what the listeners are understand from what they hear.
  - Speaking- Speaking tasks measure what speakers can handle at each level, as well as the content, context, accuracy, and discourse types associated with tasks at each level. They also present the limits that speakers encounter when attempting to function at the next higher major level.

English Language Assessment Content Criteria

Breadth, depth and type of content may vary among assessments; however content included in the assessment must be sufficient breadth and depth to cover the relevant high school ELA or English language content standards. Content may be an advanced level of study, which build on foundational knowledge, to include enough breadth to adequately cover the topic and sufficient depth to be considered deep learning in the subject matter. English assessments must include evaluation of the two domains: writing and reading.

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 ELA Standards OR 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 included in assessment includes the major topics of a typical high school course in that subject.
- Includes items that assess the following domain:

  - Reading- Reading comprehension tasks are based largely on measuring the amount of information readers can retrieve from a text, and the inferences and connections that they can make within and across texts. The assessment should measure what readers are able to understand from what they read.
  - Writing- Writing tasks measure what writers can handle at each level as well as the content, context, accuracy, and discourse types associated with the writing tasks at each level. They also present the limits that writers encounter when attempting to function at the next higher major level.

o World language assessments that may be vetted against this criteria include: AP Exams in language and composition for world languages, IB exams in world languages, ACTFL AAPPL assessments, Signed language proficiency interview (SLPI), ACTFL Latin Interpretive Reading Exam, and/or STAMP4S Standards-based measurement of proficiency

o English language assessments that may be vetted against this criteria include: PARCC English 9, MCAS English, SAT English, PSAT English, ACT English or Reading, AP English Language and Composition, IB English, and/or WIDA ACCESS tests for reading and writing

Process for Determining Performance Standards:

Performance standards will be established for both the Silver and Gold level Seal of Biliteracy for each assessment. Performance standards will be chosen by RIDE to reflect the Performance Descriptors for each level of the Seal of Biliteracy, based on the established performance standards and descriptors of the assessment publisher. Documentation must be available to provide evidence of the technical quality of the proposed performance standard.

Qualifying Assessments and Performance Standards:

To be released in Fall 2017:

Qualifying English Assessments	Silver Level Performance Standard	Gold Level Performance Standard
TBD	*TBD*	*TBD*

Qualifying World Language Assessments	Silver Level Performance Standard	Gold Level Performance Standard
TBD	*TBD*	*TBD*