

BODY OF EVIDENCE SUBMISSION GUIDELINES AND RECOMMENDED DOCUMENTATION FOR PEER REVIEW

General Structure a BOE Plan:

In order for reviewers to easily locate the required documentation and evidence in each district's Body of Evidence Plan, districts may want to include the following:

- A cover that clearly identifies each -district binder
- Table of Contents
- Page number
- Appendices showing evidence to support each criterion

Section 1: Overview

The purpose of this section is to explain the overall Body of Evidence plan. After reading this section, reviewers should have an understanding of your district, and the approach taken.

For example, an overview may include the following:

- Demographics about the district (enrollment, # of high schools, etc.),
- Clearly define for students/parents the process by which a student graduates,
- Describe the approach your district is using (e.g. course-based) and the reasons for selecting that approach ,
- An explanation of adjustments to the BOE system since implementation, and rationale for changes.

Submit two (2) content areas (one core and one non-core) that illustrate how the criteria are being implemented through the district's Body of Evidence. This will help reviewers see how all the criteria fit together into one coherent system for these two content areas.

Section 2: Alignment

In order to meet the alignment criterion on the BOE Peer Review Scoring Guide, the submitted plan must include evidence of the following:

- There is documentation of **adequate sampling** of benchmarks as well as all the standards within the two representative content areas.
- There is evidence of a **two-way alignment process**: all assessment items and tasks align to standards and are represented in the assessments within the two representative content areas.
- The assessments from the representative content areas reflect the **cognitive depth** of the content standards and the types of student performance described in the performance standards.

Evidence in the plan that may support the required criteria for alignment:

- Assessment samples for the representative content areas (1 core & 1 non-core) are included.
- Blueprints for the assessment samples are included in the plan.
- Matrices indicating all the assessments in the representative content areas (1 core & 1 non-core) and the standards and benchmarks assessed by each are included.
- The processes used by the district to ensure alignment of current standards and benchmarks as well as future changes are described.
- If the district Body of Evidence system includes course-based information (e.g., grades), the process for assuring alignment among the course curriculum, standards, assessments, and grading practices are described and appropriate policies included.
- Evidence of the processes used to ensure alignment of assessment items/tasks to the levels of cognition called for in the performance standards is present.
- Evidence of “think aloud” protocols and/or careful examination of student work is used to evaluate/document, and revise, if necessary, the alignment of its standards and assessment system.

Section 3: Consistency

In order to meet the consistency criterion on the BOE Peer Review Scoring Guide, the submitted plan must include evidence of the following:

- For **open-ended assessments**, the district plan describes clear procedures to be used to ensure inter-rater reliability and defines a desired, acceptable rate. Data are presented that support implementation of the stated procedures.
- For **closed-ended assessments**, the district plan describes clear procedures to be used to ensure reliability and defines a desired, acceptable rate. Data are presented that support implementation of the stated procedures.

- If **teacher judgment** is part of the plan, the plan describes procedures to ensure reliability of judgment across assessments within a course & across teachers. There is clear documentation that judgment is anchored to the performance standards. Data are presented that support implementation of the stated procedures.

Evidence in the plan that may support the required criteria for consistency:

- The procedures used to ensure inter-rater reliability on open-ended assessments are described.
- Inter-rater reliability data that meets acceptable rates (inter-rater reliability to meet or exceed 80% exact agreement and 98% exact + adjacent agreement) is included.
- The procedures used to ensure reliability on closed-ended assessments are described.
- Desired, acceptable rates of reliability on closed-ended assessments are stated.
- Reliability data on closed-ended assessments (to meet or exceed average reliability coefficients greater than 0.85) is included.
- Procedures used to ensure reliability of teacher judgment across assessments within a course and across multiple teachers are described.
- Reliability data of teacher judgment is included.

Section 4: Fairness

In order to meet the fairness criterion on the BOE Peer Review Scoring Guide, the submitted plan must include evidence of the following:

- There is evidence the district uses procedures or tools to ensure that **assessment items/tasks** are not **biased** against subgroups of students.
- There is evidence the district uses **accommodations** appropriately.
- There is evidence the district provides **multiple assessment opportunities**.
- A **variety of assessment formats and strategies** are included in the system.
- The district **disaggregates assessment results** (i.e. ethnicity, gender & socio-economic status) and the results are used to search for possible bias in the system.
- Relevant district data are presented to document that **participation rates** are at least 95% for all subgroups.

Evidence in the plan that may support the required criteria for fairness:

- The procedures (e.g., bias committees) used to ensure that items and tasks are not biased against any subgroups of students are described.
- Sample forms and/or notes from bias review committee meetings are included.
- Policies and procedures for ensuring fair participation of all students in the system (e.g. students with disabilities or English language proficiency) are evident.

- There is evidence that illustrates accommodations and alternate assessments are used.
- There is evidence that the district system provides students with multiple opportunities, using different formats and strategies, to demonstrate their knowledge and skills.
- The plan includes disaggregated assessment results by identifiable subgroups (i.e. ethnicity, gender & socio-economic status) and describes how the district uses the information to make decisions.
- There is evidence that disaggregated assessment results are used to search for potential bias in the assessment system.
- The plan includes participation rates data for the content area assessments submitted.

Section 5: Standard-Setting

In order to meet the standard-setting criterion on the BOE Peer Review Scoring Guide, the submitted plan must include evidence of the following:

- The district plan describes a **rationale** and a **defensible method** of standard-setting. It explains how the determination is made regarding proficiency levels in each content area.
- The plan identifies **cut scores** for each level of performance and the method used to determine these cut scores. It shows that they are clearly tied to performance standards.
- The district plan presents a timeline showing **adequate notification** to students on progress toward proficiency in each content area.
- There is evidence that the district has included **key stakeholders** (e.g., parents, community members, teachers) in the standard-setting process.

Evidence in the plan that may support the required criteria for standard setting:

- The rationale and the standard-setting method used for determining proficiency at the content level is described.
- The cut scores used for each level of proficiency in the representative content area are included in the plan.
- The levels at which the cut scores have been set are clearly tied to the performance descriptors for the representative content areas.
- How and when individual scores are aggregated to make “graduate/not graduate” decisions are explained.
- The plan includes the timeline the district uses for their student notification process.
- The plan describes how key stakeholders are involved in the standard-setting process.

Section 6: Comparability

In order to meet the comparability criterion on the BOE Peer Review Scoring Guide, the submitted plan must include evidence of the following:

- The district provides evidence that specific procedures are in place for ensuring comparability of assessments for all students **in a given year**, regardless of classroom, program, or school in the district.
- The district provides evidence that specific procedures are in place for ensuring comparability **across years**.
- The district provides evidence that specific procedures are in place for **replacing assessment tasks/items** with comparable tasks/items in terms of content, focus, and cognitive demand.

Evidence in the plan that may support required criteria for comparability:

- There is documentation of on-going district-wide trainings, common rubrics, the use of “seeded” papers, and common administration guidelines used to ensure comparability.
- The district has a process for ensuring the assessments are administered similarly from year-to-year.
- There is evidence that the district ensures that assessments are scored the same as in previous years (e.g., the use of anchor papers and common scoring rubrics, and scoring workshops for new teachers).
- The plan includes evidence of procedures for replacing assessment tasks/items such as the use of assessment blueprints and protocols.