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Creating assessments is a complex process that involves many steps including blueprint development, item writing, bias review, and standards setting. Legislation requires Assessment Review and Development Committees and Advisory Panels as part of this important process.

In Spring 2023, the Kentucky Department of Education sought Kentucky educators and other community stakeholders to assist in the many assessments related tasks. Many responded to the call for participation.

Item Review

During the Item Content Review, a panel of educators review and offer feedback on newly developed items for the following criteria before the items make it to the field-testing stage:

Standard Alignment
- Does the item align to the identified standard?
- Does the item measure the intent of the aligned standard?
- Is the Depth of Knowledge accurate and appropriate?

Content Alignment
- Is clear, concise, and grade-level appropriate language used?
- Is the content grade-level appropriate?
- Is the stimulus, if present, appropriate?
- Are all answer choices plausible?

Accuracy
- Is the item content accurate?
- Does the item have spelling or grammatical errors?

Bias Review

During the Bias and Sensitivity Review, a diverse panel reviews and offers feedback on newly developed items for the following criteria before the items make it to the field-testing stage:

Construct Relevance and Language Appropriateness
- Are the content, context, and vocabulary grade appropriate?
- Is low frequency or ambiguous vocabulary used?
- Are idioms that would disadvantage English Learners used?
- Is regional language that is not common throughout the state used?
- Does the item rely on prior knowledge of extraneous content?

Groups
- Does the item discriminate against or give an advantage to students of certain ethnic, racial, religious, or political backgrounds?

- Does the item discriminate against English Learners or students with special needs?
- Does the item favor one gender over another
- Are graphics adaptable to Braille and large print?
- Does the item respectfully portray represented groups rather than perpetuating stereotypes?
- Does the item have a content associated with certain socioeconomic groups?
- Does the setting of the item unfairly advantage students of a certain region?

Sensitivity
- Is the item likely to elicit undue emotion in students?
- Does the item appropriately portray life's tragedies?
- Does the item elicit association with recent catastrophic occurrences?
- Does the item avoid controversial topics?

Assessment Standard Setting/Standard Validation

When a new assessment is administered for the first time, the expectation is to build a range of student performances from the lowest possible performance to the highest possible performance. The remaining scores are designed to include everything in between.

As part of the reporting of student performance on a new assessment, students will receive a performance level classification which provides a simple description of their performance. This is called a Performance Level Descriptor (PLD). The performance levels on the Kentucky Summative Assessments (KSA) and Alternate Kentucky Summative Assessments (AKSA) are Novice, Apprentice, Proficient and Distinguished.

The primary question that standard setting participants works to answer is: "What is the minimum performance a student need to demonstrate on the assessment to be classified into each of the performance levels?"

Accountability Standards Setting

Standards setting will determine the specific scores that are considered each color level of each indicator and overall score and be approved by the Kentucky Department of Education and the Local Superintendent Advisory Council (LSAC).

The process starts by establishing policy definitions for the overall performance categories separately for 1) elementary, 2) middle schools and 3) high schools. This policy vision will be clearly documented in a series of Policy Descriptors (PDs) for each performance category. Next, the Center and KDE will develop more specific School Performance Level Descriptors (SPLDs) for each classification.

These SPLDs, based on the policy definitions and Board- approved weights, will be reviewed

and refined by Kentucky education stakeholders.

Standard Setting Panel
In June, KDE convened a broad-based panel of educators, leaders, experts, and stakeholders broadly representative of the state's education policy interests. In September, this panel will evaluate information and make recommendations regarding performance expectations for the accountability system.

The key activities of the standard setting meeting are as follows:

Confirm PDs and SPLDs
- Review and discuss the process for developing and features of existing PDs and SPLDs Operationalize SPLDs
- Panelists will work in small groups to operationalize the SPLDs by listing clarifications or elaborations necessary to help define the five color performance levels (i.e., Blue, Green, Yellow, Orange and Red).
- The full group will discuss, revise as necessary, and ultimately document overall recommended guidance to operationalize the expectations for each indicator category.

Establish Overall Ratings
- Panelists will review school performance profiles associated with each SPLD and recommend a cut score.
- Impact data reflecting the recommended group median cut scores will be presented.
- Panelists will be invited to suggest any revisions to the cut scores that may be appropriate, keeping in mind that final decisions must conform with the SPLDs.

Establish Indicator Thresholds
- Panelists will be trained on the requirements and intended use for the indicator performance levels, (i.e., evaluation of status will range from very low to very high); intended to provide schools with indication of relative strengths/areas to work on.
- Using an anonymized schools list, representing a range of schools at each color rating level, panelists will classify performance using 1-5 for each indicator, where 1= very low and 5=very high.
- After multiple rounds of interaction with the data, results will be presented and discussed. The median value will be regarded as the panel recommendation (e.g. schools with a median rating of 4.5 and higher meet the very high threshold; schools with a median rating of 3.5 to 4.4 meet the high threshold and so forth). The group will have an opportunity to make any additional adjustments by consensus only.

Evaluation
- Panelists will complete an evaluation of the process, which will include an opportunity to provide feedback on their confidence in the results.

Quality Control (QC) Fall Data Review

Quality Control (QC) Fall Data Review This data review period is the last opportunity in the fall to request changes to individual student level data prior to Public Release.

It is the review of individual student data in the Student Data Review and Rosters (SDRR) application. This process allows school and districts the opportunity to mark 100-day students and check demographics for individual students tested for ACCESS/Alternate ACCESS, KSA, AKSA and Postsecondary Readiness measures. Additional tasks include reporting location for Cohort Graduation Rate, checking Postsecondary Readiness Scores, requesting nonparticipations, making annotations and marking accommodations for Individualized Education Plan (IEP) and English Learner (EL) students if needed.
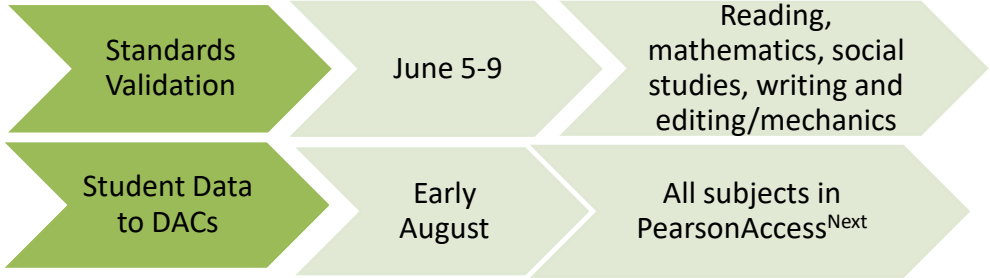
Quality Control (QC) Day

Quality Control (QC) Day This QC Day is for District Assessment Coordinators (DACs) and their designees to review aggregated data and student listings on the KDE Applications Login.

QC Data for review reflects the changes made in SDRR application and Infinite Campus (IC) data for ACCESS, Alternate ACCESS, KSA, AKSA, Postsecondary Readiness and Cohort Graduation Rate during the Data Review Period. ACT, K Screen, and Quality of School Climate and Safety data are included in the spreadsheets.
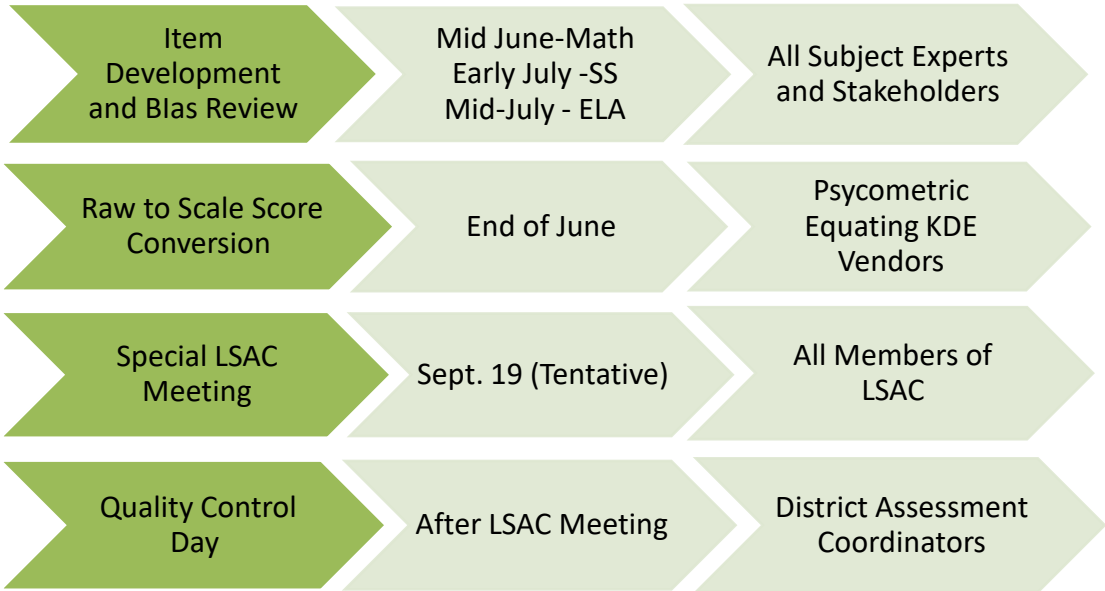
QC Day allows schools and districts the opportunity to conduct a final review of the data to ensure data quality, identify statewide systemic data issues, and ensure accurate data before public reporting.

QC Day is not for individual student changes. DACs must submit a QC Day Nondisclosure agreement prior to this day or data will not be released to them.

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Kentucky Summative Assessment (KSA)

| Standards Validation | June 5-9 | Reading, mathematics, social studies, writing and editing/mechanics |
| Student Data to DACs | Early August | All subjects in PearsonAccess^{Next} |

Alternate Kentucky Summative Assessment (AKSA)

Item Development and Bias Review	Mid June-Math Early July -SS Mid-July - ELA	All Subject Experts and Stakeholders
Raw to Scale Score Conversion	End of June	Psycometric Equating KDE Vendors
Special LSAC Meeting	Sept. 19 (Tentative)	All Members of LSAC
Quality Control Day	After LSAC Meeting	District Assessment Coordinators

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Accountability Standard Setting and Reporting Timeline

Fall Data Review	Early-Mid August	DACs Review Demographic and Accountability Data
Standard Setting	Sept. 13 - 15	Includes stakeholders and two LSAC members
Special LSAC Meeting	Early Oct.	All members of LSAC
Quality Control Day	After LSAC Meeting	District Assessment Coordinators
Public Reporting	Late Oct./Early Nov.	Release of the School Report Card