U. S. Department of Education
Peer Review of State ELP Assessment Systems

State ELP Assessment Peer Review Submission Cover Sheet and Index Template

Kentucky and ACCESS for ELLs and Alternate ACCESS for ELLs

U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

based on September 24, 2018 Peer Review Guide

CHECKLIST
FOR SUBMITTING STATE EVIDENCE
FOR STATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT PEER REVIEW

This checklist is provided as an optional guide for a State to use before it submits its information to the U.S. Department of Education.

☐ Is a State ELP Assessment Peer Review Submission Cover Sheet:
- ☐ Included?
- ☐ Complete?
- ☐ Signed?

☐ Is a State ELP Assessment Peer Review Submission Index included?

☐ For each section and critical element in the State Assessment Peer Review Submission Index:
- ☐ Does the evidence listed for each critical element fully address the critical element?
- ☐ As applicable for each critical element, is evidence included for both general and alternate assessments?
- ☐ Does the Index for the submission clearly identify the assessments, subjects, and grades addressed for each critical element?
- ☐ Does the Index for the submission clearly identify evidence provided for each critical element (e.g., relevant document(s), page number(s) and where evidence is in the submission)?
- ☐ Does the Index for the submission include notes, where helpful, regarding evidence provided for critical elements?

☐ Is the State administering an assessment(s) that is the same as an assessment(s) administered in other States? If yes:
- ☐ Does the Index clearly identify the grades, subjects, and assessment type (e.g., general assessment, alternate assessment based on alternate academic achievement standards) for which the State is administering common assessments across States?
- ☐ Does the Index clearly identify which evidence is included with this submission?
- ☐ Does the Index clearly identify the entity or entities submitting other relevant evidence and the elements for which that entity is submitting evidence?

☐ Has the State received instructions for submitting the peer review index and evidence files into the secure web portal?

☐ Has an e-mail message been sent to the State's contact at the U.S. Department of Education (Department) at OSS.[State]@ed.gov alerting the contact to expect the submission into the secure web portal?

INSTRUCTIONS

Note: This template is customized for English language proficiency (ELP) assessment peer review. Do not use this template for an academic content area (Reading/language arts, mathematics and/or science) assessment peer review submission. A separate template for academic content area assessment peer review is available online at www.ed.gov/admins/lead/account/saa.html.

This document provides a template for both a cover sheet for a State to include with its ELP assessment peer review submission and an index that parallels the sections of critical elements for ELP assessment peer review for a State to use to present its ELP assessment peer review submission. A checklist for Submitting State Evidence for ELP Assessment Peer Review also is provided.

To prepare an assessment peer review submission, a State should complete an ELP Assessment Peer Review Submission Cover Sheet and use the template for the State ELP Assessment Peer Review Submission Index to prepare an index to its submission to accompany the evidence the State submits for ELP assessment peer review. A State should submit a completed cover sheet and index with its submission of evidence for ELP assessment peer review.

A State's index should outline the evidence for each critical element by listing the evidence submitted to address the critical element in the evidence column and adding any applicable notes in the notes column. The index should identify the assessments (e.g., general and alternate) and grade or grade band (e.g., grades 3-8 or high school, if relevant) addressed for each for each critical element. The index also should clearly identify each piece of evidence provided for each critical element (e.g., relevant document(s), page number(s) and where evidence is in the submission).

For more information on preparing an assessment peer review submission, see the U.S. Department of Education's (Department) "*A State's Guide to the U.S. Department of Education's Assessment Peer Review Process*", September 24, 2018 available at: www.ed.gov/admins/lead/account/saa.html.

STATE ELP ASSESSMENT PEER REVIEW
SUBMISSION COVER SHEET

I. State Contact Information for Assessment Peer Review Submission

State:	Kentucky	Date:	March 15, 2019
Contact:	Jennifer Stafford	Title:	Director
Phone:	(502) 564-2256	E-Mail:	Jennifer.stafford@education.ky.gov

II. Review Information. Indicate reason(s) for assessment peer review[1]:

X New submission of English Language Proficiency Assessment

X New submission of alternate ELP assessment

☐ Changes to an existing test design or test administration

☐ Additional evidence following up on a prior assessment peer review

III. Assessments For Which Evidence is Submitted. In Table 1 below, identify the subjects and grades for which evidence is submitted for this assessment peer review. For all grades, mark cells with "S" for State-specific assessments and "M" for assessment administered in multiple States. Also complete Table 2 to indicate the subject and grades for the required assessments for which no evidence is being submitted in this peer review.

Table 1: Assessments Submitted for this Peer Review

Subject	Type	Gr. K-2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	HS	NAME USED IN STATE
ELP	General	M	M	M	M	M	M	M	M	ACCESS for ELLs
	Alternate	M	M	M	M	M	M	M	M	Alternate ACCESS for ELLs

Table 2: Assessments <u>Not</u> Submitted for This Peer Review:

Subject	Type	Gr. K-2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	HS	NAME USED IN STATE
ELP	General									
	Alternate									

NOTE: If the State is administering all State-specific assessments (i.e., there are not assessments administered in multiple States), skip to Section V).

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[1] see pp. 13-15 of *"A State's Guide to the U.S. Department of Education's Assessment Peer Review Process"*, September 24, 2018 available at: www.ed.gov/admins/lead/account/saa.html

IV. Coordination of Submissions for States that Administer the Same Assessments[2].

The State should complete Table 3 below for each assessment(s) administered in multiple States to identify the source of the evidence submitted for each critical element.

For each assessment that is administered in multiple States, indicate whether the State has adopted a set of ELP content standards that are common across the other States administering the same assessment(s) and, if so, whether the State has adopted supplemental State-specific ELP content standards (i.e., added or made changes to the common set of ELP content standards with State-specific ELP content standards in the same core subject area(s)).

For the cell for each critical element, note one of the following:
- **Other:** Element is addressed entirely by evidence submitted by the entity identified in the table

- **Mix:** Element is addressed in part by evidence submitted by the entity identified in the table (and in part by the State, as indicated in the Index, or by another entity)

- **State:** Element is addressed entirely by evidence submitted by the State

If the State administers more than one set of assessment(s) administered in multiple States, such as between the assessments in grades 3-8 and high school or for the general and alternate assessments, copy Table 3 and complete it for each such set of assessments.

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[2] see page 21 of "*A State's Guide to the U.S. Department of Education's Assessment Peer Review Process*", September 24, 2018 available at: www.ed.gov/admins/lead/account/saa.html

Table 3: Information Critical Elements for Which Evidence, in Full or in Part, Has Been Submitted for This Assessment Peer Review by Another Entity

Name of assessment(s): ACCESS for ELLs and Alternate ACCESS for ELLs

Grade(s) administered: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Name of entity submitting documents on behalf of State: WIDA

Assessment type:

X General ELP   X Alternate ELP   ☐ Other. If other, identify:

Alignment of the assessments to the depth and breadth of the State's ELP standards:

X State has adopted common ELP standards. Also indicate whether the State has or has not adopted supplemental State-specific ELP content standards (i.e., added or made changes to the common set of academic content standards with State-specific academic content standards in the same core subject area(s)):

    ☐ State has not adopted supplemental ELP standards
    ☐ State has adopted supplemental ELP standards[3]

☐ State has not adopted common content standards[4]

Critical Elements: (Other, Mix, or State)

1.1	State	2.1	Other	3.1	Other	4.1	Other	5.1	State	6.1	Other
1.2	Other	2.2	Other	3.2	Other	4.2	Other	5.2	State	6.2	Other
1.3	State	2.3	Mix	3.3	Other	4.3	Other	5.3	Mix	6.3	Other
1.4	State	2.4	State	3.4	Other	4.4	Other	5.4	Mix	6.4	Mix
1.5	State	2.5	Mix			4.5	Other				
		2.6	Mix			4.6	Other				
						4.7	Other				

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[3] A State that has adopted supplemental State-specific academic content standards with content standards different than or in addition to the content standards on which the assessment(s) administered in multiple States are aligned will need to submit evidence specific of that content for each critical element, as applicable.

[4] A State checking this box is encouraged to contact the Department early in the planning process to determine whether a coordinated submission of evidence is appropriate for part or all of an assessment peer review for the State's assessment system.

V. Proprietary Information. Does your submission contain any proprietary information or secure materials? If yes, please list the relevant piece(s) of evidence and any special instructions related to this evidence. If the State is submitting samples or forms of items, please contact your program office at OSS.[State]@ed.gov to discuss the process for maintaining the security of those items.

The state is not submitting proprietary information.

VI. Signature. I assure that the above information is accurate and complete.

Authorized State Official (Printed Name):
Wayne D. Lewis, Jr.
Signature and Date:

March 15, 2019

STATE ASSESSMENT PEER REVIEW SUBMISSION INDEX: ELP ASSESSMENTS
SECTION 1: STATEWIDE SYSTEM OF ELP STANDARDS AND ASSESSMENTS

Critical Element 1.1 – ELP Standards for All English Learners

	Evidence	Notes
For English language proficiency (ELP) standards: The State formally adopted K-12 ELP standards for all ELs in public schools in the State.	The State formally adopted K-12 ELP standards for all ELs in public schools in the State. **ACCESS for ELLs Adoption of Standard** 1_1-1 ELP Standards for All English Learners (pages 5-7) **Alignment of the Standards:** 1_1-2 Alignment Between Kentucky ELP standards to WIDA Consortium English Language Proficiency Standards 1_1-3 A Alignment Between Kentucky Core Content for Assessment to WIDA ELP Standards (April) 1_1-3 B Alignment Between Kentucky Core Content for Assessment to WIDA ELP Standards (August)	Kentucky is providing evidence for the Peer Review in partnership with WIDA Consortium assessments used to meet the federally required annual administration of a standards-based English language proficiency test to all English Language Learners (ELLs) in grades K-12. **ACCESS for ELLs Adoption of Standards** *The English Language Proficiency* (ELP Standards) *Standards for Kentucky Schools* document was developed to demonstrate the link between ELP standards and the state academic content and achievement standards in reading/language arts and mathematics in 2003. The Kentucky State Board accepted these standards in draft form pending a move from an interim English language proficiency assessment to a NCLB-compliant single statewide assessment. In 2006, revisions to the *Kentucky Program of Studies* and to the *Core Content for Assessment* were completed. These revisions, as well as the selection of a new statewide English language proficiency test, necessitated a review and alignment of the new ELP Standards with the revised Kentucky Program of Studies and Core Content for Assessment 4.1. This alignment was facilitated by WIDA consortium, of which Kentucky became a member July 1, 2006.

	Evidence	Notes
		➢ September 7-8, 2006: WIDA facilitated an alignment study involving both Kentucky ELL and mainstream classroom teachers who aligned Kentucky's ELP Standards, WIDA standards, and State academic content and student achievement standards. ➢ Fall 2006: Kentucky teachers participated in a gap analysis and revision of the *ELP Standards* based on the alignment results provided by WIDA. ➢ Academic Year 2006-2007: Kentucky teachers participated in an independent alignment study of the revised standards in consultation with the National Technical Advisory Panel for Assessment and Accountability (NTAPAA). ➢ Spring 2007: Statewide training and implementation of the new ELP standards took place. Kentucky requested and was granted an extension of the implementation timeline for the ELP assessment for K-12, including the reading and writing domains for K-1, until Spring 2007 (Appendix B). The State completed the following timeline for implementation of the new assessment: ➢ Fall 2005-May 2006: KDE researched options for a new ELP assessment.

	Evidence	Notes
		➢ May 11, 2006: Kentucky teachers participated in a review of the ACCESS for ELLs (ACCESS®) and the WIDA ACCESS Placement Test (W-APT®) assessments and provided feedback for KDE and WIDA in the first review by stakeholders of the WIDA and Kentucky ELP standards. ➢ June 13-14, July 18, August 1, and August 9: WIDA led a "train-the-trainers" meeting for KDE staff and Kentucky district assessment coordinators (DACSs) in teams with ESL test administrators and educators. ➢ July 1, 2006, the ACCESS® assessment was selected by Kentucky as the single statewide annual assessment of English language proficiency for LEP students in the four required domains of listening, speaking, reading, and writing. ➢ July 25, 2006: OAA notified all district assessment coordinators (DACs) about the test administration protocol, timetables, and training dates for the *ACCESS* test administration. ➢ Summer 2006: After collecting input from districts, other member states in the WIDA consortium, and Title III consultants, the Office of Assessment and Accountability established the annual

	Evidence	Notes
		testing window as January 8-February 16, 2007.
		➤ 2006-07: Statewide training for test administrators was conducted by KDE as part of a comprehensive professional development plan for the Title III program.
		ACCESS for ELLs ACCESS for ELLs is Kentucky's assessment tied to the state's language proficiency standards with varying stages of second language acquisition. It contains social and academic language contexts. For Title I accountability, ACCESS for ELLs measures annual gains in English language proficiency.
		Alternate ACCESS for ELLs® Alternate ACCESS for ELLs® is an individually administered paper and pencil test. It is available in four grade level clusters: Grades 1-2, 3-5, 6-8, and 9-12. There is not a Kindergarten form. The test allows students to demonstrate their English language proficiency in all four language domains (listening, speaking, reading, and writing) and in four of the five ELP standards (social and instructional language, and the language of language arts, mathematics and science).
		Alternate ACCESS for ELLs® is designed for ELLs with significant cognitive disabilities. A student with significant cognitive disabilities is identified as having one or more of the existing categories of disabilities under IDEA (e.g.,

	Evidence	Notes
		intellectual disabilities, autism, traumatic brain injury, multiple disabilities, etc); and their cognitive impairments may prevent them from attaining grade level achievement standards, even with the best instruction. (adapted from U.S. Department of Education: Alternate Achievement Standards of Students with the Most Significant Cognitive Disabilities Non Regulatory Guidance, August 2005). Kentucky has selected the WIDA Alternate ACCESS for ELLs assessment as their alternate ELP assessment. The Alternate ACCESS proficiency levels are aligned with the proficiency levels of WIDA ACCESS for ELLs. By adopting the WIDA standards, KY adopted the system of standards and assessments provided by WIDA for all students, including those with significant cognitive disabilities.

Critical Element 1.2 – Coherent and Progressive ELP Standards that Correspond to the State's Academic Content Standards

	Evidence	Notes
For ELP standards: The ELP standards: - are derived from the four domains of speaking, listening, reading, and writing; - address the different proficiency levels of ELs; and	*For ELP standards:* The ELP standards: - are derived from the four domains of speaking, listening, reading, and writing; - address the different proficiency levels of ELs; and	Part of the evidence for Critical Element 1.2 is submitted by the WIDA Consortium for Kentucky Kentucky uses the Kentucky Academic Standards and reflects the alignment of WIDA ELD standards as a "key element" of the organization and format of the ELD standards.

	Evidence	Notes
align to the State academic content standards (see definition[5]). The ELP standards must contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State's academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science.	align to the State academic content standards (see definition[6]). The ELP standards must contain language proficiency expectations that reflect standards must contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State's academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science. **WIDA 2007 and 2012 ELD Standards** 1_2-1 WIDA 2007 Standards 1_2-2 WIDA 2012 Amplification ELD Standards	 **WIDA 2007 and 2012 ELD Standards** The 2007 and 2012 WIDA ELD Standards document illustrates the four language domains, as well as the six proficiency levels. This document is used to represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. It also serves as a resource for planning and implementing the standards.
	Alignment of the Standards: 1_2-3 Kentucky Academic Standards English/ELA 1_2-4 Kentucky Academic Standards Math 1_2-5 Kentucky Academic Standards Science	**Alignment of the Standards** The documents contain the Kentucky Academic Standards (English/ELA, math, and science) for grades Primary-12. These standards help ensure that all students across the commonwealth are focusing on a common set of standards.

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[5] see page 24 of "*A State's Guide to the U.S. Department of Education's Assessment Peer Review Process*", September 24, 2018 available at: www.ed.gov/admins/lead/account/saa.html

[6] see page 24 of "*A State's Guide to the U.S. Department of Education's Assessment Peer Review Process*", September 24, 2018 available at: www.ed.gov/admins/lead/account/saa.html

	Evidence	Notes
	Alignment of the Standards: 1_1-2 Alignment Between Kentucky ELP standards to WIDA Consortium English Language Proficiency Standards 1_1-3 A Alignment Between Kentucky Core Content for Assessment to WIDA ELP Standards (April) 1_1-3 B Alignment Between Kentucky Core Content for Assessment to WIDA ELP Standards (August)	**Alignment Between Kentucky's ELP standards to WIDA Consortium English Language Proficiency Standards** These documents demonstrate the alignment between Kentucky's ELP standards to WIDA Consortium English Language Proficiency Standards.

Critical Element 1.3 – Required Assessments

	Evidence	Notes
The State's assessment system includes an ***annual general and alternate ELP assessment*** (aligned with State ELP standards) administered to: • All ELs in grades K-12.	The State's assessment system includes an ***annual general and alternate ELP assessment*** (aligned with State ELP standards) administered to: • All ELs in grades K-12.	**Legislative Statutes** Kentucky's assessment system was established by legislative statutes and the Kentucky Board of Education. These legislative statutes include the requirement that ELs in Kentucky are assessed in grades K-12, and if needed, are afforded an

	Evidence	Notes
	Legislative Statutes 1_3-1 KRS 158.6455 School Accountability System (page 1) 1_3-2 703 KAR 5:080 Administration Code (page 16)	alternate ELP assessment to comply with federal and state laws.

Critical Element 1.4 – Policies for Including All ELs in ELP Assessments

	Evidence	Notes
o Policies require the inclusion *of all public elementary and secondary ELs in the State's ELP assessment*, including ELs with disabilities.	Policies require the inclusion *of all public elementary and secondary ELs in the State's ELP assessment*, including ELs with disabilities.	There are three documents that Kentucky uses as policy to include all ELs in ELP assessments: 1. 703 KAR 5:070 2. WIDA TAM 3. WIDA Accessibility and Accommodations Supplement
	State Regulation 1_4-1 703 KAR 5:070 Inclusions of Special Populations (page 16)	**State Regulation** 703 KAR 5:070 Inclusions of Special Populations (page 16)
	Test Administrator's Manual and Supplement 1_4-2 Test Administration Manual-ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs and Alternate ACCESS for ELLs 1_4-3 WIDA Accessibility and Accommodations Supplement	**Test Administrator's Manual and Supplement** The test administration manual and supplement outlines policies and procedures for the ACCESS assessments to ensure a standardized test administration so that the testing environment is similar for all students.

Critical Element 1.5 – Meaningful Consultation in the Development of Challenging State Standards and Assessments (Note: this is a new requirement under ESSA, so it does not apply to standards and assessments adopted prior to the passage of ESSA (December 2015)).

	Evidence	Notes
If the State has developed or amended challenging *ELP* standards and assessments, the State has conducted meaningful and timely consultation with: • State leaders, including the Governor, members of the State legislature and State board of education (if the State has a State board of education). • Local educational agencies (including those located in rural areas). • Representatives of Indian tribes located in the State. • Teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents.	If the State has developed or amended challenging *ELP* standards and assessments, the State has conducted meaningful and timely consultation with: • State leaders, including the Governor, members of the State legislature and State board of education (if the State has a State board of education). • Local educational agencies (including those located in rural areas). • Representatives of Indian tribes located in the State. • Teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals, administrators, other staff, and **No evidence submitted.**	Standards and assessments were adopted prior to the passage of ESSA in December 2015.

SECTION 2: ASSESSMENT SYSTEM OPERATIONS

Critical Element 2.1 – Test Design and Development

	Evidence	Notes
The State's test design and test development process is well-suited for the content, is technically sound, aligns the assessments to *the depth*		Evidence for Critical Element 2.1 is submitted by the WIDA Consortium for Kentucky.

	Evidence	Notes
and breadth of the State's ELP standards, and includes: • Statement(s) of the purposes of the assessments and the intended interpretations and uses of results; • Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of ***the State's ELP standards***, and support the intended interpretations and uses of the results. • Processes to ensure that the ELP assessment is tailored to the knowledge and skills included in ***the State's ELP standards*** and reflects appropriate inclusion of the range of complexity found in the standards. • If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design and intended uses and interpretations of results. • If the State administers a computer-adaptive assessment, it makes proficiency determinations with respect to the grade in which the student is enrolled and uses		

	Evidence	Notes
that determination for all reporting. • If the State administers a content assessment that includes portfolios, such assessment may be partially administered through a portfolio but may not be *entirely* administered through a portfolio.		

Critical Element 2.2 – Item Development

	Evidence	Notes
The State uses reasonable and technically sound procedures to develop and select items to: • Assess student English language proficiency based on the ***State's ELP standards*** in terms of content and language processes.		Evidence for Critical Element 2.2 is submitted by the WIDA Consortium for Kentucky.

Critical Element 2.3 – Test Administration

	Evidence	Notes
The State implements policies and procedures for standardized test administration; specifically, the State: • Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations;	The State implements policies and procedures for standardized test administration; specifically, the State: • Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations;	Part of the evidence for Critical Element 2.3 is submitted by the WIDA Consortium for Kentucky for ACCESS and Alternate ACCESS.

	Evidence	Notes
• Has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities; • If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration.	**Regulations/Training Materials** *Administration Code* 1_3-2 703 KAR 5:080 Administration Code 2_3-1 KBE Summary Minutes February 2014 meeting (pp 12) 2_3-2 Administration Code 2017 PowerPoint 2_3-3 Administration Code Training Group Signature Sheet 2-3-3 A Jefferson Fall Signature Sheet (Example) *Inclusion of Special Populations* 1_4-1 703 KAR 5:070 Inclusion of Special Populations 2_3-4 KBE Summary Minutes February 2014 meeting (pp.11) 2_3-5 Inclusion of Special Populations 2018 PowerPoint 2_3-6 Inclusion of Special Populations Training Group Signature Sheet 2_3-6 A Fayette Winter Signature Sheet (Example) **Recorded Training** 2_3-7 Administration Code for Kentucky's Educational Assessment Program 2_3-8 Inclusions of Special Populations Training	**Regulations/Training Materials** Kentucky Administrative Regulations (KAR) set forth requirements of standardized procedures for the administration of its assessments, including administration with accommodations for ACCESS. KDE provides training and regular communications with District Assessment Coordinators (DACs) to ensure standardized test administration of the ACCESS and Alternate ACCESS. The test administration manuals are included in the appropriate technical reports for ACCESS and Alternate ACCESS. **Recorded Training** Video Training Sessions were recorded and made available on the Kentucky Department of Education's Media Portal. These recorded trainings provided test administrators guidance to prepare for statewide administration and the inclusion of English Learners.

	Evidence	Notes
	• Has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities; • If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration. **ACCESS for ELLs and Alternate ACCESS for ELLs 2018-19 Trainings** 2_3-9 Overview 2_3-10 User Accounts 2_3-11 Materials Ordering 2_3-12 Test Setup 2_3-13 Writing Tier Placement 2_3-14 Roster Training in Student Data Review and Roster Application	All test administrators involved in state assessments were required to sign a form acknowledging the receipt of a copy of the Administration Code and participation in training for the regulation. All test administrators completed WIDA online training for ACCESS and Alternate ACCESS and signed a non-disclosure agreement. Districts have a Kentucky specific page on the KDE website with trainings and additional resources. Districts must complete testing rosters for all students taking a state required assessment. Districts also have Kentucky specific e-mails sent to them monthly from DRC on ACCESS and Alternate ACCESS testing. **ACCESS for ELLs and Alternate ACCESS for ELLs 2018-19 Trainings** Trainings specific to ACCESS and Alternate ACCESS were recorded and made available to test coordinators. These recorded trainings provided test administrators guidance to prepare for statewide administration.

	Evidence	Notes
	Test Administrator's Manual 2_3-15 2018-2019 Test Administration Manual-ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs and Alternate ACCESS for ELLs	**Test Administrator's Manual** The test administration manual outlined policies and procedures for the ACCESS assessments to ensure a standardized test administration so that the testing environment is similar for all students.
	Monday DAC E-mails 2_3-16 Monday DAC E-mail- July 2, 2018 2_3-17 Special DAC E-mail- July 25, 2018 2_3-18 Monday DAC E-mail- July 30, 2018 2_3-19 Monday DAC E-mail- August 8, 2018 2_3-20 Monday DAC E-mail- October 1, 2018 2_3-21 Monday DAC E-mail- October 15, 2018 2_3-22 Special Monday DAC E-mail- November 13, 2018 2_3-23 Monday DAC E-mail- December 3, 2018	**Monday DAC E-mails** The Office of Standards Assessment and Accountability, Division of Assessment and Accountability Support sent weekly Monday e-mails to all Kentucky DACs providing information on assessments and accountability actions. Special DAC e-mails are released as needed on hot topics. Several relevant e-mails are provided as evidence.
	DAC Monthly Webcasts 2_3-24 DAC Monthly Webcasts- July 2018 PowerPoint and Video 2_3-25 DAC Monthly Webcasts- December 2018 PowerPoint and Video 2_3-26 DAC Monthly Webcast-March 2019 PowerPoint	**Monthly DAC Webcasts** The Division of Assessment and Accountability Support hosted a live monthly DAC webcasts to update DACs on the administration of assessments and accountability.
	Data Recognition Corporation (DRC): Kentucky E-mails 2_3-27 Email 1 – WIDA AMS 2_3-28 Email 2 – Technology Resources 2_3-29 Email 3 – Materials Ordering Opening 2_3-30 Email 4- Materials Ordering Closing 2_3-31 Email 6 –Sent to SEA only, no districts 2_3-32 Email 8 – Test Setup Opening 2_3-33 Email 9 – Materials Arrive	**Data Recognition Corporation (DRC): Kentucky E-mails** DRC provided timely information to state and district personnel responsible for the overall administration of ACCESS for ELLs and Alternate ACCESS for ELLs.

	Evidence	Notes
	2_3-34 Email 10 – Additional Materials Ordering Opening 2_3-35 Email 11 – Additional Materials Ordering Closing 2_3-36 Email 12 – Test Window Opening 2_3-37 Email 13 – Test Window Closing	

Critical Element 2.4 – Monitoring Test Administration

	Evidence	Notes
The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. Monitoring of test administration should be demonstrated for all assessments in the State system: the general ELP assessments and the AELPA.	The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. Monitoring of test administration should be demonstrated for all assessments in the State system: the general ELP assessments and the AELPA.	Multiple measures were used to monitor and help ensure standardized test administration procedures are implemented with fidelity across districts and schools. KDE staff performed regular on-site visits to schools during statewide test administrations.
	Monitoring Forms 2_4-1 2019 ACCESS for ELLs (ACCESS Online/Paper, Kindergarten and Alternate ACCESS for ELLs) Site Visit Survey Questions 2_4-2 2019 ACCESS for ELLs Site Visits Testing Environment Reporting Form	**Monitoring Forms** Kentucky Department of Education staff observed testing and interviewed school and/or district personnel. Monitoring forms provide evidence that on-site visits to schools were performed.
	Secure Materials Not Returned 2_4-3 Copy of ACCESS Preliminary MMR.KY.xlsx	**Secure Materials Not Returned** ELP assessments were desk audited. Staff monitored for appropriate number and percentage of population tested at each school when ordering materials or additional materials.

	Evidence	Notes
		WIDA supplied the state with weekly reports of phone calls, e-mails or issues that occur during testing as well as the list of districts and what materials Staff monitor each year and follow-up with DRC in a spreadsheet if secure materials are not returned after testing with feedback if it was returned and if not; then it is reported as an allegation.

Critical Element 2.5 – Test Security

	Evidence	Notes
The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through: • Prevention of any assessment irregularities, including maintaining the security of test materials (both during test development and at time of test administration), proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels	The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through: Prevention of any assessment irregularities, including maintaining the security of test materials (both during test development and at time of test administration), proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration; **Statute and Regulation** 1_3-2 703 KAR 5:080 Administration Code (page 4-7, 18-19)	Part of the evidence for Critical Element 2.5 is submitted by WIDA Consortium for Kentucky. Test Security is a focus in Kentucky. Administrative regulations, training, a security audit and implementation of proposals from the security audit, a high level of importance is placed on test security. The Kentucky Department of Education is currently reviewing responses for a proposal (RFP) to contract with a vendor to provide more intense monitoring of state testing. **Statute and Regulations** Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) set forth requirements of standardized procedures for standardized administration of its assessments

	Evidence	Notes
for all individuals involved in test administration; • Detection of test irregularities; • Remediation following any test security incidents involving any of the State's assessments; • Investigation of alleged or factual test irregularities. • Application of test security procedures to the general ELP assessments and the AELPA.	2_5-1 KRS 161_120 Disciplinary Actions Related to Certificates – Appeals **Security Audit Report** 2_5-2 Kentucky Security Audit Report --Final -- 01-31-2012 • Detection of test irregularities **Allegations Reporting** 2_5-3 Allegations Reporting Website 2_5-4 Allegations Reporting Login 2_5-5 Allegations Reporting Form 2_5-6 Notarized Statement Form 2_5-7 Non-disclosure Form 2_5-8 Steps to Follow When a Testing Allegation or Irregularity Occurs • Remediation following any test security incidents involving any of the State's assessments; **Recorded Training** 2_3-7 Administration Code for Kentucky's Educational Assessment Program • Investigation of alleged or factual test irregularities.	including ACCESS for ELLs and Alternate ACCESS for ELLs. **Security Audit Report** A security audit was completed by a third-party vendor to review the state's policies and practices for ensuring that state testing was conducted in accordance with the test security and other policies and procedures described in statutes and regulations. **Allegations Reporting** An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test or interpretation of those scores must be reported as an allegation. Specific details on how to submit an allegation when an irregularity has occurred is provided as evidence. **Recorded Training** Video Training Sessions were recorded and made available on the Kentucky Department of Education's Media Portal. These recorded trainings provided test administrators guidance to prepare for statewide administration and the inclusion of English Learners.

	Evidence	Notes
	Test Security RFP 2_5-9 A Final_RFP_Test Security 2_5-9 Test Security Superintendent template 2_5-10 No Violation template 2_5-11 Violation No Score Change template 2_5-12 Violation Proctor No Scores Change template 2_5-13 Violation Test Scores Lowered template 2_5-14 Violation Proctor Test Scores Lowered template	**Test Security RFP** The Kentucky Department of Education is currently seeking a vendor to provide data forensics that apply to districts, schools, classrooms, teachers/proctors, test forms, and to individual students for both paper-based and online administrations of state-required assessments. The forensics work will involve both paper based tests (PBT) and computer based tests (CBT).

Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy

	Evidence	Notes
The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically: • To protect the integrity of its test-related data in test administration, scoring, storage and use of results; • To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools;	The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically: • To protect the integrity of its test-related data in test administration, scoring, storage and use of results; **Data Policies:** • 2_6 ALL-1: Data Governance Policy • 2_6 ALL-2: Data Requests – Overview • 2_6 ALL-2 A: Schedule C Education Record Release and Data Use Agreement of the Kentucky WIDA MOU (p.21)	Part of the evidence for Critical Element 2.6 is submitted by the WIDA Consortium for Kentucky. **Data Policies** KDE purposely limited access to student level information to those with a "need to know." KDE staff are limited to systems and/or data within systems that align with their KDE role. This was implemented through role based access and password protected accounts. In addition to the KDE staff with access, KDE share data with

	Evidence	Notes
• To protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups.	• To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools; **Guidance and Resources:** Kentucky Department of Education • 2_6 ALL-3: Data Privacy and Security Overview • 2_6 ALL-4: Data Collection – Use – Overview • 2_6 ALL-5: Data Governance – Overview • 2_6 ALL-6: KDE Data Access, Collection and Use Policy • 2_6 ALL-7: Family Educational Rights and Privacy Act (FERPA) • 2_6 ALL-8: Protection of Pupil Rights Amendment • 2_6 ALL-9: Children's Online Privacy Protection Act (COPPA) • 2_6 ALL-10: Parents' Guide to Guidance for Schools and Districts: Best Practices for Keeping Parents Informed about Student Data Collection	vendors, researchers and other state agencies. Use of this personally identifiable information (PII) must fall under a Family Educational Rights and Privacy Act (FERPA) exception and an applicable memorandum of understanding (MOU) must be executed. KDE's data request process and MOU templates are available at the link listed under Data Policies. **Guidance and Resources** The KDE provides guidance to help inform districts' development of appropriate data procedures. These documents provide evidence that Kentucky secured student-level assessment data and protected student privacy and confidentiality, and provided guidelines for districts and schools.

	Evidence	Notes
	• 2_6 ALL-11: Data Request and Approval Process Documents • 2_6 ALL-12: Data Security Best Practice Guidelines **Kentucky Hardware Security** • 2_6 ALL-13: Kentucky Hardware Security • To protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups **Data Integrity** • 2_6 ALL-14: System Access Control • 2_6 ALL-15:School Report Card Resources	**Kentucky Hardware Security** The KDE provided guidance to help protect the districts' technology. **Data Integrity** These documents provided guidance to districts on the protection of personally identifiable information including protecting individual student data in reporting.

SECTION 3: TECHNICAL QUALITY – VALIDITY
Critical Element 3.1 – Overall Validity, Including Validity Based on Content

	Evidence	Notes
The State has documented adequate overall validity evidence for its assessments consistent with nationally recognized professional and technical testing standards. The		Evidence for Critical Element 3.1 is submitted by the WIDA Consortium for Kentucky.

	Evidence	Notes
State's validity evidence includes evidence that: ***The State's ELP assessments*** measure the knowledge and skills specified in the State's ELP standards, including: • Documentation of adequate alignment between the State's ELP assessment and the ELP standards the assessment is designed to measure in terms of language knowledge and skills, the depth and breadth of the State's ELP standards, across all proficiency levels, domains, and modalities identified therein; • Documentation of alignment (as defined) between the State's ELP standards and the language demands implied by, or explicitly stated in, the State's academic content standards; • If the State administers an AELPA aligned with alternate ELP achievement standards, the assessment shows adequate linkage to the State's ELP standards in terms of content match (i.e., no unrelated content) and that the breadth of content and linguistic complexity determined in test design is appropriate for ELs who are		

	Evidence	Notes
students with the most significant cognitive disabilities.		

Critical Element 3.2 – Validity Based on Linguistic Processes

	Evidence	Notes
The State has documented adequate validity evidence that its assessments tap *the intended language processes* appropriate for each grade level/grade-band as represented in the State's ELP standards.		Evidence for Critical Element 3.2 is submitted by the WIDA Consortium for Kentucky.

Critical Element 3.3 – Validity Based on Internal Structure

	Evidence	Notes
The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State's *ELP standards* on which the intended interpretations and uses of results are based.		Evidence for Critical Element 3.3 is submitted by the WIDA Consortium for Kentucky.

Critical Element 3.4 – Validity Based on Relations to Other Variables

	Evidence	Notes
The State has documented adequate validity evidence that the State's		Evidence for Critical Element 3.4 is submitted by the WIDA Consortium for Kentucky.

	Evidence	Notes
assessment scores are related as expected with other variables.		

SECTION 4: TECHNICAL QUALITY – OTHER

Critical Element 4.1 – Reliability

	Evidence	Notes
The State has documented adequate reliability evidence for its assessments for the following measures of reliability for the State's student population overall and each student group consistent with nationally recognized professional and technical testing standards. If the State's assessments are implemented in multiple States, measures of reliability for the assessment overall and each student group consistent with nationally recognized professional and technical testing standards, including: • Test reliability of the State's assessments estimated for its student population (*for ELP assessments, including any domain or component sub-tests, as applicable*); • Overall and conditional standard error of measurement of the State's assessments, including		Evidence for Critical Element 4.1 is submitted by the WIDA Consortium for Kentucky.

	Evidence	Notes
any domain or component sub-tests, as applicable; • Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results; • For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of *an EL's English proficiency*.		

Critical Element 4.2 – Fairness and Accessibility

	Evidence	Notes
For all State ELP assessments, assessments should be developed, to the extent practicable, using the principles of universal design for learning (UDL) (see definition[7]). *For ELP assessments,* the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all EL students and fair across student groups, including ELs with disabilities, in their design, development, and analysis.		Evidence for Critical Element 4.2 is submitted by the WIDA Consortium for Kentucky.

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[7] see page 28 of "*A State's Guide to the U.S. Department of Education's Assessment Peer Review Process*", September 24, 2018 available at: www.ed.gov/admins/lead/account/saa.html

Critical Element 4.3 – Full Performance Continuum

	Evidence	Notes
The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for *ELP assessments*, including performance for EL students with high and low levels of English language proficiency and with different proficiency profiles across the domains of speaking, listening, reading, and writing.		Evidence for Critical Element 4.3 is submitted by the WIDA Consortium for Kentucky.

Critical Element 4.4 – Scoring

	Evidence	Notes
The State has established and documented standardized scoring procedures and protocols for its assessments (and *for ELP assessments, any applicable domain or component sub-tests*) that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State's *ELP standards*. *For ELP assessments,* if an English learner has a disability that precludes assessment of the student in one or		Evidence for Critical Element 4.4 is submitted by the WIDA Consortium for Kentucky.

	Evidence	**Notes**
more of the required domains/components (listening, speaking, reading, and writing) such that there are no appropriate accommodations for the affected domain(s)/component(s), the State must provide a description of how it will ensure that the student is assessed in the remaining domain(s)/component(s) in which it is possible to assess the student, and a description of how this will occur.[8]		

Critical Element 4.5 – Multiple Assessment Forms

	Evidence	**Notes**
If the State administers multiple forms of *ELP assessments* within or across grade-spans, ELP levels, or school years, the State ensures that all forms adequately represent the State's *ELP standards* and yield consistent score interpretations such that the forms are comparable within and across settings.		Evidence for Critical Element 4.5 is submitted by the WIDA Consortium for Kentucky.

Critical Element 4.6 – Multiple Versions of an Assessment

	Evidence	**Notes**
If the State administers any of its assessments in multiple versions within a subject area (e.g., online		Evidence for Critical Element 4.6 is submitted by the WIDA Consortium for Kentucky.

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[8] See full reference in regulation, 34 CFR § 200.6(h)(4)(ii) (online at https://www.ecfr.gov/cgi-bin/text-idx?SID=07e168e9e7a6c5931b4549cc15547ee9&mc=true&node=se34.1.200_16&rgn=div8)

	Evidence	Notes
versus paper-based delivery), grade level, or school year, the State: • Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments; • Documented adequate evidence of comparability of the meaning and interpretations of the assessment results.		

Critical Element 4.7 – Technical Analysis and Ongoing Maintenance

	Evidence	Notes
The State: • Has a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments), and • Evidence of adequate technical quality is made public, including on the State's website.		Evidence for Critical Element 4.7 is submitted by the WIDA Consortium for Kentucky.

SECTION 5: INCLUSION OF ALL STUDENTS

Critical Element 5.1 – Procedures for Including Students with Disabilities

	Evidence	Notes
The State has in place procedures to ensure the inclusion of all public elementary and secondary school students[9] with disabilities in the State's assessment system. Decisions about how to assess students with disabilities must be made by a student's IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student's individual abilities and needs. • *For ELP assessments,* policies that require the inclusion of an EL with a disability that precludes assessment of the student in one or more of the required domains (speaking, listening, reading, and writing) such that there are no appropriate accommodations for the affected component (the State must assess the student's English language proficiency based on the remaining components in which it is possible to assess the student).	The State has in place procedures to ensure the inclusion of all public elementary and secondary school students[10] with disabilities in the State's assessment system. Decisions about how to assess students with disabilities must be made by a student's IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student's individual abilities and needs. • *For ELP assessments,* policies that require the inclusion of an EL with a disability that precludes assessment of the student in one or more of the required domains (speaking, listening, reading, and writing) such that there are no appropriate accommodations for the affected component (the State must assess the student's English language proficiency based on the remaining components in which it is possible to assess the student). **Inclusion of Special Populations** 1_4-1 703 KAR 5070 Inclusion of Special Populations 2_3-4 KBE Summary Minutes February 2014 meeting (page 11- Formal Board approval 1-4-1) 5_1-1 SLD Eligibility Guidance Document (page 7 and 24) (Example)	Policies and procedures are in place to ensure the inclusion of students with disabilities. Evidence includes administrative regulations, manuals, PowerPoint and recorded training. **Inclusion of Special Populations** Evidence provided that ensured appropriate accommodations and assessments are accessible to students with disabilities and ELs, including ELs with disabilities include regulations and Kentucky Board of Education meeting minutes.

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[9] For ELP peer review, this refers to ELs with disabilities.

[10] For ELP peer review, this refers to ELs with disabilities.

	Evidence	Notes
	-Appendix A of this document helps schools evaluate EL students for a Specific Learning Disability (SLD) by ruling out exclusionary factors. 5_1-2 IEP_Guidance_Document (page 41, 60) - Page 41: Guidance for making IEP determinations for EL students with disabilities. - Page 60: State alternate assessment participation guidance, including Alternate ACCESS 5_1-3 704 KAR 3_305 Minimum Requirements for High School Graduation (Sec 8) **Recorded Training** 2_3-8 Inclusions of Special Populations Training (slide 12) **Test Administrator's Manuals** 1_4-2 ACCESS for ELLs 2016-17 District and School Test Coordinator Manual 2_3-15 ACCESS for ELLs 2.0 2018-19 Test Administrator Manual 1_4-3 Accessibility and Accommodations Supplement 2_3-9 Overview	**Recorded Training** Video Training Sessions were recorded and made available on the Kentucky Department of Education's Media Portal. These recorded trainings provided test administrators guidance to prepare for statewide administration and the inclusion of English Learners. **Test Administrator's Manual** The test administration manuals outline policies and procedures for the ACCESS assessments to ensure a standardized test administration so that the testing environment is similar for all students.

Note: Does not apply to ELP assessments. Critical Element 5.2 – Procedures for Including English Learners in Academic Content Assessments

	Evidence	Notes
Note: This critical element does not apply to ELP assessments, as the requirements only apply to the inclusion of ELs in **academic assessments**.	Does not apply for ELP assessments	Does not apply for ELP assessments

Critical Element 5.3 – Accommodations

	Evidence	Notes
The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and ELs, including ELs with disabilities. Specifically, the State: • Ensures that appropriate accommodations are available for ELs; • Has determined that the accommodations it provides (1) are appropriate and effective for meeting the individual student's need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations; • Has a process to individually	**Inclusion of Special Populations** 1_4-1 703 KAR 5070 Inclusion of Special Populations (page 16-22) • p. 16 Section A –Documentation Needed to Implement Accommodations, affirms the process used by Kentucky to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. • p. 4 Of the Summary Section affirms that Kentucky ensures that accommodations for all required assessments do not deny students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment. 2_3-4 KBE Summary Minutes February 2014 meeting (page 11) • Ensures that accommodations for all required assessments do not deny students with disabilities or ELs the opportunity to	Part of the evidence for Critical Element 5.3 is submitted by the WIDA Consortium for Kentucky. **Inclusion of Special Populations** Evidence provided includes the current Inclusion of Special Populations regulation that ensured appropriate accommodations and assessments are accessible to students with disabilities and ELs. The meeting minutes are also provided as evidence that the Kentucky Board of Education adopted the regulation.

	Evidence	Notes
review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. • Ensures that accommodations for all required assessments do not deny students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment.	participate in the assessment and any benefits from participation in the assessment. 2_4-1 The 2018 Kentucky Site Visits Survey Questions Document (item 6, pages 3-4) **Recorded Training** 2_3-8 Inclusions of Special Populations Training (slide 12)	**Recorded Training** Video Training Sessions were recorded and made available on the Kentucky Department of Education's Media Portal. These recorded trainings provided test administrators guidance to prepare for statewide administration and the inclusion of English Learners.

Critical Element 5.4 – Monitoring Test Administration for Special Populations

	Evidence	Notes
The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are: • Consistent with the State's policies for accommodations; • Appropriate for addressing a student's disability or language needs for each assessment administered; • Consistent with accommodations provided to the students during instruction and/or practice;	**Statute and Regulation** 1_3-2 703 KAR 5:080 Administration Code (page 4-7, 18-19) 1_4-1 703 KAR 5070 Inclusion of Special Populations (page 16-22) 5_4-1 Compliance Record Review Document 5_4-2 Compliance Record Review Document Monitoring School Year 2019-2020 School Year 2018-2019	Part of the evidence for Critical Element 5.4 is submitted by the WIDA Consortium for Kentucky. **Statute and Regulations** Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) set forth requirements of standardized procedures for standardized administration of its assessments including ACCESS for ELLs and Alternate ACCESS for ELLs.

	Evidence	Notes
• Consistent with the assessment accommodations identified by a student's IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA, the individual or team designated by a district to make these decisions; or another process for an EL; • Administered with fidelity to test administration procedures; • Monitored for administrations of all required ELP assessments, and AELPA.	5_1-2 SLD Eligibility Guidance Document (page 24) 5_1-3 IEP_Guidance_Document (page 41, 60) **Recorded Training** 2_3-7 Administration Code for Kentucky's Educational Assessment Program 2_3-8 Inclusions of Special Populations Training (slide 12)	**Recorded Training** Video Training Sessions were recorded and made available on the Kentucky Department of Education's Media Portal. These recorded trainings provided test administrators guidance to prepare for statewide administration and the inclusion of English Learners.

SECTION 6: ACADEMIC AND ELP ACHIEVEMENT STANDARDS AND REPORTING

Critical Element 6.1 – State Adoption of ELP Achievement Standards for All Students

	Evidence	Notes
For ELP standards: • The State adopted ELP achievement standards that address the different proficiency levels of ELs; • If the State has developed alternate ELP achievement standards, it has adopted them only for ELs who are students	• The State adopted ELP achievement standards that address the different proficiency levels of ELs; **Achievement Standards Adopted** 6_1-1 KY Reclassification Report	Evidence for Critical Element 6.1 is submitted by the WIDA Consortium for Kentucky. **Achievement Standards Adopted** Kentucky established reclassification criteria and targets for attaining English language proficiency. The KY Reclassification Report

	Evidence	Notes
with the most significant cognitive disabilities who cannot participate in the regular ELP assessment even with appropriate accommodations.	1_1-2 Alignment Between Kentucky ELP standards to WIDA Consortium English Language Proficiency Standards 1_1-3 A Alignment Between Kentucky Core Content for Assessment to WIDA ELP Standards (April) 1_1-3 B Alignment Between Kentucky Core Content for Assessment to WIDA ELP Standards (August) • If the State has developed alternate ELP achievement standards, it has adopted them only for ELs who are students with the most significant cognitive disabilities who cannot participate in the regular ELP assessment even with appropriate accommodations. 6_1-2 Alternate ACCESS for ELLs Standard Setting- The ACCESS Scale Score to Proficiency Level Tables to show that Kentucky has adopted WIDA ELP achievement standards.	demonstrates the process used and the stakeholders' decisions.

Critical Element 6.2 – Achievement Standards Setting

	Evidence	Notes
The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting: • ***ELP achievement standards and, as applicable, alternate ELP***		Evidence for Critical Element 6.2 is submitted by the WIDA Consortium for Kentucky.

	Evidence	Notes
achievement standards, such that: ○ Cut scores are developed for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported.		

Critical Element 6.3 – Challenging and Aligned Academic Achievement Standards or Aligned ELP Achievement Standards

	Evidence	Notes
For ELP achievement standards: The State has ensured that ELP assessment results are expressed in terms that are clearly aligned with the State's ELP standards, and its ELP performance-level descriptors. If the State has adopted alternate ELP achievement standards for ELs who are students with the most significant cognitive disabilities, the alternate ELP achievement standards should be linked to the State's grade-level/grade-band ELP standards, and should reflect professional judgment of the highest ELP achievement standards possible for ELs who are students with the most significant cognitive disabilities.		Evidence for Critical Element 6.3 is submitted by the WIDA Consortium for Kentucky.

Critical Element 6.4 – Reporting

	Evidence	Notes
The State reports its assessment results for all students assessed, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public. The State reports to the public its assessment results on ***English language proficiency for all ELs including the number and percentage of ELs attaining ELP***. For the ***ELP assessment***, the State provides coherent and timely information about each student's attainment of the State's ELP standards to parents that: • Reports the ***ELs' English proficiency*** in terms of the State's grade level/grade-band ELP standards (including performance-level descriptors); • Are provided in an understandable and uniform format; • Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or	The State reports its assessment results for all students assessed, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public. For the ***ELP assessment***, the State provides coherent and timely information about each student's attainment of the State's ELP standards to parents that: • Reports the ***ELs' English proficiency*** in terms of the State's grade level/grade-band ELP standards (including performance-level descriptors); • Are provided in an understandable and uniform format; • Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian. **Reporting Schedule and Training** Kentucky *process* for using/disseminating ACCESS reports, guides, parent information, etc. • 6_4-1 Monday DAC E-mail • 6_4-2 ACCESS/Alternate ACCESS test Schedule • 2_3-14 Rosters training for ACCESS/Alternate ACCESS • 2_3-26 Data Validation Training	Part of the evidence for Critical Element 6.4 is submitted by the WIDA Consortium for Kentucky. **Reporting Schedule and Training** Kentucky communicated the ACCESS/Alternate ACCESS schedule with districts at the beginning of the year. Throughout the year important dates are included in the Monday DAC E-mails to communicate deadlines. Evidence includes the test schedule and relevant e-mail communications.

	Evidence	Notes
guardian with limited English proficiency, are orally translated for such parent or guardian; • Upon request by a parent who is an individual with a disability as defined by the ADA, as amended, are provided in an alternative format accessible to that parent.	WIDA submission regarding Individual Student Reports for educators and parents/guardians The State reports to the public its assessment results on *English language proficiency for all ELs including the number and percentage of ELs attaining ELP*. **School Report Card (SRC)** Sample School Report Card for Accountability: • 6_4-3 School Report Card-Raise the bar. Close the Gap Intro- KY Website • 6_4-4 Welcome to Kentucky's School Report Card • 6_4-5 ELP Growth-Elementary/Middle • 6_4-6 ELP Transition-High School • 6_4-7 ELP Disaggregated Transition-High School • 6_4-8 Parent Portal • 6_4-9 703 KAR 5_270 Growth Chart for EL students (page 8) • 6_4-10 Transition Readiness Chart	Districts were sent information on when rosters opened and closed, to make changes to demographic information for student listings, how to make annotations, apply for non-participations, mark accommodations for EL students who had an IEP and mark accountability. They had several opportunities to do clean-up their data during the roster phase of Student Data Review and Rosters Application (SDRR) and then again in the fall for Data Review. Districts were sent Kentucky specific e-mails on pre-data validation that usually occurs in March for demographic information and the post reporting data validation that occurs in April-May after the reports are posted to make changes to the scores in WIDA AMS is done through the state. Annually, scores for ACCESS and Alternate ACCESS are made available electronically in WIDA AMS in April and paper copies of the reports are sent to the districts. Data review was completed for ACCESS and Alternate ACCESS in August of the next school year. Once verified, scores were put into Infinite Campus (IC), our student information system. **School Report Card** The scores on ACCESS and Alternate ACCESS were included in accountability. The School Report Card presented ELP proficiency/attainment in the growth indicator for elementary and middle schools and for attainment in the English Learner Readiness of Transition Readiness for high school

	Evidence	Notes
		English Learner students. Evidence includes samples from the public SRC.
	Consolidated Compliance Plan and Website Style Guide • 6_4-11 Consolidated Compliance Plan (page 5) • 6_4-12- KDE Website Style Guide and Best Practices Draft –Accessibility- (page 3) • 6_4-13 Monday Message - Feb. 25, 2019	**Consolidated Compliance Plan and Guidance** Kentucky Department of Education's Consolidated Compliance Plan and Website Style Guide ensures, access to all persons including individuals with limited English proficiency. These documents are evidence that the school report card, website and all KDE programs and activities are available for all beneficiaries, including those with limited English proficiency. For parents who need additional support to access the SRC, including parents with limited English, guidance was communicated to districts.