

Critical Elements Where Additional Evidence is Needed to Meet the Requirements for Kentucky’s Use of the ACCESS and Alternate ACCESS as English Language Proficiency (ELP) Assessments

Critical Element	Additional Evidence Needed	Kentucky Department of Education (KDE) Response
<p>1.2. - Coherent and Additional Evidence Needed for the State's ELP standards: Progressive ELP Standards that Correspond to the State's Academic Content Standards</p>	<p>For the State's ELP standards:</p> <ul style="list-style-type: none"> • For reading/language arts, mathematics and science, evidence of alignment of its current ELP standards to the State's academic content standards, including a plan to address findings of the previous alignment study. 	<p>KDE is adopting new content area standards and field testing the new standards in the spring of 2019-2020. KDE will align the ELP standards to the state’s academic standards. KDE currently has operational assessments in science in 2019-2020 and English Language Arts and Mathematics in spring of 2021.</p>
<p>1.3.- Required Assessments</p>	<p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the alternate ELP assessment is available in kindergarten. 	<p>KDE will administer the K ACCESS starting in the 2020-2021 school year to students in kindergarten in need of an alternate assessment. Once the assessment is available from WIDA, KDE will transition to the Kindergarten Alternate ACCESS.</p> <p>The Alternate ACCESS is not available yet for Kindergarten. WIDA sent this announcement in the WIDA Wednesday on 10/2/19 that the <i>Advancing ALTELLA: Alternate Assessment Redesign Project</i> was fully funded by a grant through the U.S. Department of Education. This \$3.998 million grant will be a four-year collaboration between WIDA partners, Texas, national experts and key</p>

		<p>external groups. Minnesota is the lead state on the grant. The project will result in updated Alternate ACCESS forms, an alternate kindergarten assessment, and an alternate screener. The <i>Advancing ALTELLA</i> project will continue to further our collective commitment to improve outcomes for multilingual learners with the most significant cognitive disabilities.</p> <p>KDE will be using the K ACCESS until the Kindergarten Alternate ACCESS is available.</p>
<p>1.4 -. Policies for Including All Students in Assessments</p>	<p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> • See critical element 1.3 	<p>KDE will administer the K ACCESS starting in the 2020-2021 school year to students in kindergarten in need of an alternate assessment. Once the assessment is available from WIDA, KDE will transition to the Kindergarten Alternate ACCESS.</p> <p>The Alternate ACCESS is not available yet for Kindergarten. WIDA sent this announcement in the WIDA Wednesday on 10/2/19 that the <i>Advancing ALTELLA: Alternate Assessment Redesign Project</i> was fully funded by a grant through the U.S. Department of Education. This \$3.998 million grant will be a four-year collaboration between WIDA partners, Texas, national experts and key</p>

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<p>2.1.-Test Design and Development</p>	<p>For ACCESS and the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that both assessments are aligned to the depth and breadth of the State's ELP standards, including: <ul style="list-style-type: none"> ○ Statement of the purposes and intended uses of results. ○ Test blueprints. ○ 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 (e.g., detail about the routing rules, detail of the item selection process for paper forms to ensure it adheres to the blueprint). <p>For ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the item pool and item selection procedures adequately support the multi- stage adaptive administrations. 	<p>See WIDA Consortium Response for Critical Element 2.1.</p>

	<ul style="list-style-type: none"> Evidence that proficiency determinations are made with respect to the grade in which the student is enrolled 	
2.2- Item Development	<p>For ACCESS:</p> <ul style="list-style-type: none"> Evidence of reasonable and technically sound procedures to develop and select items (e.g., timeline of development, qualifications of item writers, item-writing training, item review processes and reviewer qualifications, field test processes for each domain, and technical advisory committee review). <p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence of reasonable and technically sound procedures to develop and select items to assess ELP (e.g., involvement of experts with knowledge of English learners (ELs) with significant cognitive disabilities). 	See WIDA Consortium Response for Critical Element 2.2.
2.3 -Test Administration	<p>For ACCESS:</p> <ul style="list-style-type: none"> Evidence of established contingency plans to address possible technology challenges during test administration. 	<p>WIDA has a contingency plan to address possible challenges during administration. See WIDA Consortium Response for Critical Element 2.3.</p> <p>In 2019-2020, KDE is piloting procedures for online emergencies. Protocols and an emergency plan for technology challenges will be in place during the operational test administration in spring of 2021.</p>

<p>2.5 - Test Security</p>	<p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of policies and procedures that prevent 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. • Specifically, evidence for the Alternate ACCESS of policies and procedures to protect the integrity of the test given that the test form is unchanged for the past several years. 	<p>See WIDA Consortium Response for Critical Element 2.5.</p>
<p>3.1- Overall Validity, including Validity Based on Content</p>	<p>For ACCESS:</p> <ul style="list-style-type: none"> • 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 and the depth and breadth of the State's ELP standards across all proficiency levels, domains, and modalities identified therein. • Documentation of alignment between the State's ELP standards and the language demands implied by, or explicitly 	<p>See WIDA Consortium Response for Critical Element 3.1.</p>

	<p>stated in, the State's academic content standards</p> <p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence of 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 students with are the most significant cognitive disabilities. 	
3.2- Validity Based on Linguistic Processes	<p>For ACCESS and the Alternate ACCESS:</p> <ul style="list-style-type: none"> 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 	See WIDA Consortium Response for Critical Element 3.2.
3.3- Validity Based on Internal Structure	<p>For ACCESS and the Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence that the scoring and reporting structures of the assessments are consistent with the subdomain structures of the State's ELP standards (e.g., an explanation of how the included statistical analyses relate to the validity framework for the assessments). 	See WIDA Consortium Response for Critical Element 3.3.
3.4 - Validity Based on Relationships with Other Variables	<p>For ACCESS and the Alternate ACCESS:</p> <ul style="list-style-type: none"> Adequate validity evidence that the State's assessment scores are related as expected with other variables. 	See WIDA Consortium Response for Critical Element 3.4.

<p>4.1- Reliability</p>	<p>For ACCESS and the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of test reliability, including: • Reliability by subgroups. • Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results. • Evidence that reliability statistics are used to inform ongoing maintenance and development. <p>For ACCESS:</p> <ul style="list-style-type: none"> • For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of an EL's ELP. <p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of reliability, including test information functions (TIFs) for overall composite scores. 	<p>See WIDA Consortium Response for Critical Element 4.1.</p>
<p>4.2- Fairness and accessibility</p>	<p>For ACCESS and the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the assessments are accessible to all students and fair across student groups in design, development, and analysis (e.g., the implementation of universal design principles, to the extent practicable, during item development and review, and additional differential item functioning analyses to include more student subgroups). <p>For the Alternate ACCESS:</p>	<p>See WIDA Consortium Response for Critical Element 4.2.</p>

	<ul style="list-style-type: none"> Evidence that 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, guidance and instructions on appropriate instructional supports that can be used during the assessment particularly for Braille and alternate modes of communication. 	
4.3- Full Performance Continuum	<p>For ACCESS and the Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence 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 ELP. 	See WIDA Consortium Response for Critical Element 4.3.
4.4- Scoring	<p>For ACCESS and the Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence that if an EL has a disability that precludes assessment of the student in one or more of the required domains/components (listening, speaking, reading, and writing) because there are no appropriate accommodations for the affected domain(s)/component(s), the State ensures that the student is assessed in the remaining 	<p>See WIDA Consortium Response for Critical Element 4.4.</p> <p>KDE explains in trainings for districts for both paper and online administrations if a student cannot take a domain or domains of ACCESS for ELLs. Supplementary materials are available and will be submitted summer/fall 2021.</p> <p>For paper administration: the test administrator will mark the domains that the student</p>

	<p>domain(s)/component(s) in which it is possible to assess the student, including a description of how this will occur.</p> <p>For ACCESS:</p> <ul style="list-style-type: none"> Evidence of standardized scoring procedures and protocols 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 (e.g., evidence that the scoring of speaking items on the paper form of the test is monitored.) <p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> Evidence of the implementation of standardized scoring procedures and protocols (e.g., definitions of key terms and test administration and scoring procedures). 	<p>could not take on the back of the test form. KDE will apply the lowest score for those domains and apply the reading and writing scores the student could take to get an overall composite.</p> <p>For online: the student will take reading and writing online and then KDE will force submit the listening and speaking domains online so that the student will get an overall score and can participate in the two domains of reading and writing,</p>
<p>4.5- Multiple Assessment Forms</p>	<p>For ACCESS:</p> <ul style="list-style-type: none"> Evidence 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, particularly for the listening domain (e.g., rationales for why equating is not done for the paper versions of the 	<p>See WIDA Consortium Response for Critical Element 4.5.</p>

	<p>reading and listening domains and rationales for the use of the anchor item sets) .</p> <p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence 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 (e.g., evidence that using the same test items every year does not impact validity 	
<p>4.7- Technical Analysis and Ongoing Maintenance</p>	<p>For ACCESS and the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of adequate technical quality is made public, including on the State's website. <p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system. 	<p>KDE will provide a link to WIDA’s technical manual on the ACCESS for ELLs page of the KDE website for districts to access.</p> <p>KDE has in place monitoring of the ACCESS for ELLs assessments and will continue monitoring the ACCESS and Alternate ACCESS during the testing window in January/February each year.</p>
<p>5.1- Procedures for Including Students with Disabilities</p>	<p>For ACCESS and the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of 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 (i.e., ensuring that the student will be assessed based on the remaining components in which it is possible to assess the student) . 	<p>KDE explains in trainings for districts for both paper and online administrations if a student cannot take a domain or domains of ACCESS for ELLs.</p> <p>For paper administration: the test administrator will mark the domains that the student could not take on the back of the test form. KDE will apply the lowest score for those domains and apply the reading and writing scores</p>

	<p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence of procedures to ensure the inclusion of all public elementary and secondary school ELs with disabilities in the State's assessment system (e.g., specific guidelines for participation in the AELPA). 	<p>the student could take to get an overall composite.</p> <p>For online: the student will take reading and writing online and then KDE will force submit the listening and speaking domains online so that the student will get an overall score and can participate in the two domains of reading and writing,</p> <p>KDE will update the guidance document for EL students with IEPs and also the trainings to include ACCESS and Alternate ACCESS accommodations.</p>
<p>5.3 -Accommodations</p>	<p>For ACCESS and the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the provided accommodations: <ul style="list-style-type: none"> ○ Are appropriate and effective for meeting the individual student's need(s) to participate in the assessments. ○ Do not alter the construct being assessed. ○ 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 ○ Evidence of a process to individually review and 	<p>KDE uses the accommodations provided by WIDA for both ACCESS and Alternate ACCESS. The schools and districts are provided a link to these accommodations in the trainings and in the manuals. Districts and schools are provided the form to use for all their EL students with an IEP or 504 Plan to record the accommodations used for both assessments which are appropriate for both online and paper assessments.</p> <p>If districts or schools need an accommodation that is not listed in the trainings or manuals but is on the IEP and 504 plan then a school and district must submit this documentation and get it</p>

	<p>allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.</p> <p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that appropriate accommodations are available for ELs. • Evidence that accommodations do not deny students with disabilities or ELs the opportunity to participate in the assessment. 	<p>approved prior to using it on any of the ELP assessments. It has to be valid and reliable and not to invalidate the construct of the ELP assessments.</p>
<p>6.1- State Adoption of ELP Achievement Standards for All Students</p>	<p>For ACCESS and the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the State adopted ELP achievement standards that address the different proficiency levels of ELs. • If the State has developed alternate ELP achievement standards, evidence that it has adopted them only for ELs who students with the most significant cognitive disabilities are who cannot participate in the regular ELP assessment even with appropriate accommodations. 	<p>KDE will formally adopt standards in the 2019-2020 school year.</p>
<p>6.2- ELP Achievement Standards-Setting</p>	<p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that the State used a technically sound method and process for setting ELP achievement standards, such that cut scores are 	<p>See WIDA Consortium Response for Critical Element 6.2.</p>

	<p>developed for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported.</p>	
<p>6.3-Aligned ELP Achievement Standards</p>	<p>For ACCESS:</p> <ul style="list-style-type: none"> Evidence that ELP assessment results are expressed in terms that are clearly aligned with the State's ELP standards and its ELP performance level descriptors. <p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> If the State has developed alternate ELP achievement standards, evidence that the alternate ELP achievement standards are linked to the State's grade-level/grade-band ELP standards and reflect professional judgment of the highest ELP achievement standards possible for ELs who are students with the most significant cognitive disabilities. 	<p>See WIDA Consortium Response for Critical Element 6.3.</p>
<p>6.4 - Reporting</p>	<p>For ACCESS and the Alternate ACCESS:</p> <ul style="list-style-type: none"> The State reports to the public its assessment results on ELP for all ELs including the number of ELs attaining ELP. Evidence that the State's reporting of assessment results facilitates timely 	<p>KDE will expand reporting the ELP results and include how many EL students met attainment on the ELP assessment in School Report Card in the fall of 2019-2020.</p> <p>Districts and schools are provided three frequency reports: School, District and</p>

	<p>interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public.</p> <ul style="list-style-type: none"> • Evidence that the State provides coherent and timely information about each student's attainment of the State's ELP standards to parents that 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 with limited English proficiency, are orally translated for such parent or guardian. • Evidence that student reports are, upon request by an individual with a disability, provided in an alternative format accessible to that parent. <p>For the Alternate ACCESS:</p> <ul style="list-style-type: none"> • Evidence that performance level descriptors are included on student score 	<p>State. These reports show the number and percentage of tested students per grade who scored at each proficiency level. Schools and districts can share these results with staff and with Board members. They also receive Student Roster Report that contains information about a group of students within a single school and grade. There are trainings that are provide to schools and districts on how to interpret the results.</p> <p>The ELP assessment (ACCESS and Alternate ACCESS) results are sent in May to school and districts to send home to parents about each individual student. If the parent needs the Individual Student Report (ISR) translated into their native language, it can be done in multiple language available in WIDA Assessment Management System (WIDA AMS).</p> <p>KDE does provide accessibility formats upon request to schools and districts.</p> <p>KDE will be working on a new parent resources to assist with the interpretation of the Alternate and ACCESS results like what is provided to parents on the other state required assessments.</p>
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