

**U. S. Department of Education  
Peer Review of State Academic  
Assessment Systems**

**State Academic Assessment Peer Review  
Submission Cover Sheet  
and Index Template**

**Kentucky  
KAS Assessment Science  
KAS Alternate Assessment Science**



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

*based on September 24, 2018 Peer Review Guide*

**STATE ACADEMIC ASSESSMENT PEER REVIEW  
SUBMISSION COVER SHEET**

**I. State Contact Information for Academic Assessment Peer Review Submission**

<b>State:</b>	Kentucky	<b>Date:</b>	June 28, 2019
<b>Contact:</b>	Jennifer L. Fraker	<b>Title:</b>	Executive Director
<b>Phone:</b>	502-564-2106, ext. 4106	<b>E-Mail:</b>	Jennifer.Fraker@education.ky.gov

**II. Review Information.** Indicate reason(s) for assessment peer review<sup>1</sup>:

- New assessments based on existing academic content standards
- New assessments based on new or revised academic content standards
- Assessments based on new or revised academic achievement standards
- Development of a new technology-based or native language version of an 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. For high school, include only assessments the State administers to meet the assessment requirements for grades 10-12 in ESEA Section 1111(b)(3), indicating the grade for end-of-grade assessments (e.g., Grade 11) and/or the course for end-of-course assessments (e.g., English II).

**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
Math	General									
	AA-AAAS									
	Other:									
Reading / language arts	General									
	AA-AAAS									
	Other:									
Science	General			S			S			KAS Assessment Science
	AA-AAAS			S			S			KAS Alternate Assessment Science
	Other:									

\* AA-AAAS = Alternate assessment based on alternate academic achievement standards;

\*Other: could include native language assessment, locally-selected nationally-recognized, or advanced mathematics exception (please specify).

<sup>1</sup> 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](http://www.ed.gov/admins/lead/account/saa.html)

**Table 2: Assessments Not 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
Math	General		S	S	S	S	S	S	S	K-PREP
	AA-AAAS		S	S	S	S	S	S	S	K-PREP
	Other:									
Reading / language arts	General		S	S	S	S	S	S	S	K-PREP
	AA-AAAS		S	S	S	S	S	S	S	K-PREP
	Other:									
Science	General									
	AA-AAAS									
	Other:									

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

**IV. Coordination of Submissions for States that Administer the Same Assessments.<sup>2</sup>**

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 academic 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 academic content standards in these content areas (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)).

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.

<sup>2</sup> 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](http://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): .....					
Subject: Science					
Grade(s) administered: Grades 4 and 7					
Name of entity submitting documents on behalf of State: Not Applicable					
Assessment type:					
<input checked="" type="checkbox"/> General		<input checked="" type="checkbox"/> AA-AAAS		<input type="checkbox"/> Native Lang.	
				<input type="checkbox"/> Locally selected, nationally recognized	
<input type="checkbox"/> Other. If other, identify:					
Alignment of the assessments to the depth and breadth of the State’s academic content standards:					
<input type="checkbox"/> State has adopted common content standards. Also indicate whether the State has or has not adopted supplemental State-specific academic content standards in these content areas (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)):					
<input type="checkbox"/> State has not adopted supplemental academic content standards					
<input type="checkbox"/> State has adopted supplemental academic content standards <sup>3</sup>					
<input type="checkbox"/> State has not adopted common content standards <sup>4</sup>					
Critical Elements: (Other, Mix, or State)					
1.1 S	2.1 S	3.1 S	4.1 S	5.1 S	6.1 S
1.2 S	2.2 S	3.2 S	4.2 S	5.2 S	6.2 S
1.3 S	2.3 S	3.3 S	4.3 S	5.3 S	6.3 S
1.4 S	2.4 S	3.4 S	4.4 S	5.4 S	6.4 S
1.5 S	2.5 S		4.5 S		
	2.6 S		4.6 S		
			4.7 S		

<sup>3</sup> 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.

<sup>4</sup> 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](mailto:OSS.[State]@ed.gov) to discuss the process for maintaining the security of those items.

[None]
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**VI. Signature.** I assure that the above information is accurate and complete.

Authorized State Official (Printed Name): Wayne Lewis, PhD
Signature and Date:  June 26, 2019

**STATE ASSESSMENT PEER REVIEW SUBMISSION INDEX: ACADEMIC CONTENT ASSESSMENTS  
SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS**

**Critical Element 1.1 – State Adoption of Academic Content Standards for All Students**

	<b>Evidence</b>	<b>Notes</b>
<p><b><u>For academic content standards:</u></b> The State formally adopted challenging academic content standards for all students in reading/language arts, mathematics and science and applies its academic content standards to all public schools and public school students in the State.</p>	<p style="text-align: center;"><u>    All Assessments    </u></p> <p>Kentucky statute defining development and implementation of content standards: <b>0_3 ALL_05 KRS 158_6453 Academic Standards and Assessments.pdf</b> (Section (2)((h) and (i) direct the state Board of Education to promulgate regulations and section (2) (j) directs the Kentucky Department of Education to implement the standards p. 4)</p> <p>Formal adoption of science standards by Kentucky Board of Education: <b>0_5 ALL_16 KBE Summary Minutes of June 2013 mtg.pdf</b> (Action Item XX.B.1 p20)</p> <p>Adopted Science Standards: <b>0_10 ALL_01 Kentucky Academic Standards Science.pdf</b></p>	

**Critical Element 1.2 – Challenging Academic Content Standards**

	<b>Evidence</b>	<b>Notes</b>
<p><b><u>For academic content standards:</u></b> The State’s challenging academic content standards in reading/language arts, mathematics, and science are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards.</p>	<p style="text-align: center;"><u>    All Assessments    </u></p> <p>Education Goals section in the Kentucky Academic Standards includes the requirement that schools “...develop their students’ abilities to ... apply core concepts and principles from mathematics, science, arts and humanities, social studies, English/language arts, health, mathematics, practical living, including, physical education, to situations they will encounter throughout their lives, and ... be measured on the proportion of students who make a successful transition to work, postsecondary education and the military.”</p>	

	Evidence	Notes
	<p><b>0_10 ALL_01 Kentucky Academic Standards Science.pdf</b> (p.1)</p> <p>Kentucky adopted standards derived from the National Research Council’s Framework for K12 Science Education (Next Generation Science Standards) to ensure that the standards are challenging and aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards: <b>0_10 ALL_01 Kentucky Academic Standards Science.pdf</b> (see page 137 of the standards document, which is page 5 of the pdf document)</p>	

**Critical Element 1.3 – Required Assessments**

	Evidence	Notes
<p>The State’s assessment system includes annual general and alternate assessments aligned with <b>grade-level academic achievement standards</b> or alternate academic achievement standards in:</p> <ul style="list-style-type: none"> <li>• Reading/language arts (R/LA) and mathematics in each of grades 3-8 and at least once in high school (grades 9-12);</li> <li>• Science at least once in each of three grade spans (3-5, 6-9 and 10-12).</li> </ul> <p>AND</p> <p>The State’s <b>academic content assessments</b> must be the same assessments administered to all students in the tested grades, with the following exceptions:</p>	<p style="text-align: center;"><u>    All Assessments    </u></p> <p>Kentucky statute defining annual and alternate assessments: <b>0_3 ALL_05 KRS 158_6453 Academic Standards and Assessments.pdf</b> (Section 3 directs the Kentucky Board of Education to ...” be responsible for creating and implementing a balanced statewide assessment program that measures the students', schools', and districts' achievement of the goals set forth in KRS 158.645 and 158.6451, to ensure compliance with the federal Every Student Succeeds Act of 2015, Pub. L. No. 114-95, or its successor, and to ensure school accountability.”; Section 4(b) requires that the state assessments cover content including language, reading, English, mathematics and science. See p. 5)</p>	

	<b>Evidence</b>	<b>Notes</b>
<ul style="list-style-type: none"> <li>Students with the most significant cognitive disabilities may take an alternate assessment aligned with alternate academic achievement standards.</li> <li>A State may permit an LEA to administer a nationally recognized high school academic assessment in lieu of the State high school assessment if certain conditions are met.</li> <li>A State that administers an end-of-course high school mathematics assessment may exempt an 8<sup>th</sup> grade student from the mathematics assessment typically administered in eighth grade and allow the student to take the State end-of-course mathematics test instead.</li> <li>The Department may have approved the State, under the Innovative Assessment Demonstration Authority, to permit students in some LEAs to participate in a demonstration assessment system in lieu of participating in the State assessment.</li> </ul>	<p>Kentucky Administrative rules specify the inclusion of all students: <b>0_3 ALL_12 703 KAR 5_070 Inclusion of Special Populations Dec 2016.pdf</b> (See SUMMARY OF THE STANDARDS FOR INCLUSION OF SPECIAL POPULATIONS p. 5)</p> <p style="text-align: center;"><b>___ KAS Alternate Assessment ___</b></p> <p>All students take the same assessment (KAS Alternate Assessment Science) except for, “A small percentage of students with disabilities shall participate in the Alternate Assessment Program. These students are generally those who have moderate to severe cognitive disabilities and represent approximately one (1) percent of the total student population.” who may take the alternate KAS Alternate Assessment Science if the IEP team deems that appropriate.</p> <p><b>1_3 ALT_01 Science PLDs.pdf</b></p> <p>Kentucky does not administer any of the other allowed exceptions.</p>	

**Critical Element 1.4 – Policies for Including All Students in Assessments**

	<b>Evidence</b>	<b>Notes</b>
<p>The State requires the inclusion of all public elementary and secondary school students in its assessment system and clearly and consistently communicates this requirement to districts and schools.</p> <ul style="list-style-type: none"> <li>For students with disabilities, policies state that all students with disabilities in the State, including</li> </ul>	<p style="text-align: center;"><b>___ All Assessments ___</b></p> <p>Kentucky Administrative Rules define the inclusion policies: <b>0_3 ALL_12 703 KAR 5_070 Inclusion of Special Populations Dec 2016.pdf</b></p> <p>General Considerations: pp.4-8 Students with Disabilities: pp. 8-15</p>	

	<b>Evidence</b>	<b>Notes</b>
<p>those children with disabilities publicly placed in private schools as a means of providing special education and related services, must be included in the assessment system;</p> <ul style="list-style-type: none"> <li>• For ELs:               <ul style="list-style-type: none"> <li>○ Policies state that all ELs must be included in all aspects of the content assessment system, unless the State has chosen the statutory option for recently arrived ELs under which such ELs are exempt from one administration of its reading/ language arts assessment.</li> <li>○ If a State has developed native language assessments for ELs in R/LA, ELs must be assessed in R/LA in English if they have been enrolled in U.S. schools for three or more consecutive years, except, if a district determines, on a case-by-case basis, that native language assessments would yield more accurate and reliable information, the district may assess a student with native language assessments for a period not to exceed two additional consecutive years.</li> <li>○ If the State uses the flexibility for Native American language schools and programs: (1) the State provides the content assessment in the Native American language to all students in the school or program; (2) the State submits</li> </ul> </li> </ul>	<p>ELs: pp.16-22            Students with 504 plans: pp. 22-28            Students in alternative programs, state agency children and students receiving instruction in home or hospital settings: pp. 28-29</p> <p style="text-align: center;">___ <b>KAS Alternate Assessment</b> ___</p> <p><b>0_3 ALL_12 703 KAR 5_070 Inclusion of Special Populations Dec 2016.pdf</b> pp. 30-35</p> <p>Kentucky does not use flexibility for Native American schools or programs.</p>	

	Evidence	Notes
such content assessment for peer review as part of its State assessment system; and (3) the State continues to provide ELP assessments and services for ELs as required by law. The State must assess in English the students' achievement in R/LA in high school.		

**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
<p>If the State has developed or amended challenging <b>academic</b> standards and assessments, the State has conducted meaningful and timely consultation with:</p> <ul style="list-style-type: none"> <li>• State leaders, including the Governor, members of the State legislature and State board of education (if the State has a State board of education).</li> <li>• Local educational agencies (including those located in rural areas).</li> <li>• Representatives of Indian tribes located in the State.</li> <li>• Teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents.</li> </ul>	<p style="text-align: center;"><u>    All Assessments    </u></p> <p>Kentucky statute requires meaningful and timely consultation with the required entities: <b>0_3 ALL_05 KRS 158_6453 Academic Standards and Assessments.pdf</b> (Section 2; pp. 1-5)</p> <p>There were many meetings of the various groups. Some examples are:</p> <p>Board minutes <b>0_5 ALL_13 KBE Summary Minutes of April 2013 mtg.pdf</b> (pp.19-20)</p> <p>SCAAC minutes <b>0_6 ALL_02 SCAAC Meeting Summary Minutes March 19 2013.pdf</b> (p.3)</p> <p>NTAPAA agenda <b>0_6 ALL_02 SCAAC Meeting Summary Minutes March 19 2013.pdf</b> (pp.3-4)</p> <p><i>[Note: We believe that the evidence listed here is sufficient to document compliance with CE 1.5. However, sine this is a new requirement, we submitted minutes from additional meeting in which consultation with the required groups occurred. See 0_6 ALL_XX ... ]</i></p>	

	Evidence	Notes
	Kentucky does not have Indian tribes located in the state.	

**SECTION 2: ASSESSMENT SYSTEM OPERATIONS**

**Critical Element 2.1 – Test Design and Development**

	Evidence	Notes
<p>The State’s test design and test development process is well-suited for the content, is technically sound, aligns the assessments to <b><u>the depth and breadth of the State’s academic content standards</u></b> for the grade that is being assessed and includes:</p> <ul style="list-style-type: none"> <li>• Statement(s) of the purposes of the assessments and the intended interpretations and uses of results;</li> <li>• 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 <b><u>the State’s grade-level academic content standards</u></b> and support the intended interpretations and uses of the results.</li> <li>• Processes to ensure that each academic assessment is tailored to the knowledge and skills included in <b><u>the State’s academic content standards</u></b>, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills).</li> </ul>	<p>[Note that at the time of development, the assessments were known as “K-PREP”]</p> <p style="text-align: center;"><b>___ KAS Assessment Science ___</b></p> <p><b>0_2 KAS 01 2017-2018 K-PREP Technical Manual 2.0.pdf</b>                      Test Development (pp. 15-27)                      Science blueprint (p. 23)</p> <p style="text-align: center;"><b>___ KAS Alternate Assessment ___</b></p> <p><b>2_1 ALT_01 Standard Selection Process.pdf</b> (p.12)</p> <p><b>2_1 ALT_02 Science content and bias training.pdf</b> (pp.17-21)</p> <p>KDE does not administer any assessments that are computer-adaptive or include portfolios.</p>	

	Evidence	Notes
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 that determination for all reporting.</li> <li>• If the State administers a content assessment that includes portfolios, such assessment may be partially administered through a portfolio but may not be <i>entirely</i> administered through a portfolio.</li> </ul>		

**Critical Element 2.2 – Item Development**

	Evidence	Note
<p>The State uses reasonable and technically sound procedures to develop and select items to:</p> <ul style="list-style-type: none"> <li>• Assess student achievement based on the <b>State’s academic content standards</b> in terms of content and cognitive process, including higher-order thinking skills.</li> </ul>	<p style="text-align: center;">___ <b>KAS Assessment Science</b> ___</p> <p><b>0_2 KAS 01 2017-2018 K-PREP Technical Manual 2.0.pdf</b> Item Development (pp. 16 - 21)</p> <p style="text-align: center;">_____ <b>KAS Alternate Assessment</b> _____</p> <p><b>2_2 ALT_01 AT Science Item Development Training.pdf</b></p> <p><b>2_2 ALT_02 Science Test Development Report.pdf</b></p>	

**Critical Element 2.3 – Test Administration**

	Evidence	Notes
<p>The State implements policies and procedures for standardized test administration; specifically, the State:</p> <ul style="list-style-type: none"> <li>• Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations;</li> <li>• 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;</li> <li>• 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.</li> </ul>	<p style="text-align: center;">___ KAS Assessment Science ___</p> <p><b>0_2 KAS 01 2017-2018 K-PREP Technical Manual 2.0.pdf</b>                      Test Administration (pp. 28 - 30)</p> <p>District/Building Assessment Coordinator Manual:  <b>0_1 KAS K-PREP 2019 DAC BAC Manual.pdf</b></p> <p>Test Administrator Manuals:  <b>0_1 KAS K-PREP 2019 TAM Grade 4.pdf</b>  <b>0_1 KAS K-PREP 2019 TAM Grade 7.pdf</b></p> <p>Administrator Training:  <b>2_3 ALL_01 Administration-Code-Training.pdf</b></p> <p style="text-align: center;">_____ KAS Alternate Assessment _____</p> <p><b>2_3 ALT_01 2017-18 Combined Overview-Attainment Task Administration Guide FINAL.pdf</b></p> <p><b>2_3 ALT_02 2017-2018 Overview and AT Part 1-KDE TRG Final.pdf</b></p> <p><b>2_3 ALT_03 2017-2018 Overview and AT Part 2-KDE TRG Final.pdf</b></p>	

**Critical Element 2.4 – Monitoring Test Administration**

	Evidence	Notes
<p>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 academic assessments and the AA-AAAS.</p>	<p style="text-align: center;"><b>___KAS Assessment Science___</b></p> <p>KDE conduct on-site visits to districts and school during test windows. Form used during observation:  <b>2_4 ALL_01 2019 Kentucky Site Visits Survey Questions.pdf</b>  <i>[Note: references to online assessment do not apply to grade 4 &amp; 7 science assessments, which were paper and pencils tests.]</i></p> <p style="text-align: center;"><b>_____KAS Alternate Assessment_____</b></p> <p><b>2_4 ALT_01 Alternate Assessment District Checklist.pdf</b></p> <p><b>2_4 ALT_02 District Monitoring Checklist Training.pdf</b></p>	

**Critical Element 2.5 – Test Security**

	Evidence	Notes
<p>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:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Detection of test irregularities;</li> <li>• Remediation following any test security incidents involving any of the State’s assessments;</li> <li>• Investigation of alleged or factual test irregularities.</li> <li>• Application of test security procedures to all assessments in the State system: the general academic assessments and the AA-AAAS.</li> </ul>	<p style="text-align: center;">_____All Assessments_____</p> <p><b>2_3 ALL_01 Administration-Code-Training.pdf</b>                      Non-Disclosure (slide 7)                      Test Security (slides 8-12)                      Monitoring (slides 13-14)</p> <p><b>2_5 ALL_05 Documented Incidences Issue Codes 1996-2015.pdf</b></p> <p><b>2_5 ALL_06 Allegation Reporting Overview.pdf</b></p> <p><b>2_5 ALL_01 Steps to Follow When a Testing Allegation or Irregularity Occurs.pdf</b></p> <p style="text-align: center;">_____KAS Alternate Assessment_____</p> <p><b>2_4 ALT_02 District Monitoring Checklist Training.pdf</b> (pp.5-7)</p> <p><b>2_5 ALT_01 KY Alternate Assessment Code of Ethics.pdf</b></p> <p><b>2_5 ALT_02 DAC Training.pdf</b> (p.18)</p> <p><b>2_5 ALT_03 Nondisclosure Form 2017-18.pdf</b></p>	

**Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy**

	Evidence	Notes
<p>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:</p>	<p style="text-align: center;">_____All Assessments_____</p> <p><b>2_6 ALL_01 Data_Governance_Policy_v1.4.pdf</b></p> <p><b>2_6 ALL_02 DistrictGuidance_securityprivacy.pdf</b></p>	

	Evidence	Notes
<ul style="list-style-type: none"> <li>To protect the integrity of its test-related data in test administration, scoring, storage and use of results;</li> <li>To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools;</li> <li>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.</li> </ul>	<p><b>2_6 KP_03 K-PREP Data Security.pdf</b></p> <p><b>6_4 ALL_15 Sch Report Card Simpsonville EL.pdf</b> See footnote beginning on p.3 “An asterisk * indicates that information has been suppressed from view due to student data privacy requirements.”</p> <p><b>2_6 ALL_06 KDE Data Access, Collection and Use Policy.pdf</b></p>	

**SECTION 3: TECHNICAL QUALITY – VALIDITY**

**Critical Element 3.1 – Overall Validity, Including Validity Based on Content**

	Evidence	Notes
<p>The State has documented adequate overall validity evidence for its assessments consistent with nationally recognized professional and technical testing standards. The State’s validity evidence includes evidence that:</p> <p><b><u>The State’s academic assessments</u></b> measure the knowledge and skills specified in the State’s academic content standards, including:</p> <ul style="list-style-type: none"> <li>Documentation of adequate alignment between the State’s assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and</li> </ul>	<p style="text-align: center;">___ <b>KAS Assessment Science</b> ___</p> <p><b>0_2 KAS 01 2017-2018 K-PREP Technical Manual 2.0.pdf</b> (pp.67-73)</p> <p><b>0_2 KAS 04 Science Grade 4 and 7 Ind Align Review.pdf</b></p> <p style="text-align: center;">_____ <b>KAS Alternate Assessment</b> _____</p> <p><b>2_1 ALT_01 Standard Selection Process.pdf</b> (p.12)</p> <p><b>1_3 ALT_01 Science PLDs.pdf</b></p>	

	Evidence	Notes
<p>process), , balance of content, and cognitive complexity;</p> <ul style="list-style-type: none"> <li>• Documentation that the assessments address the depth and breadth of the content standards;</li> <li>• If the State has adopted alternate academic achievement standards and administers alternate assessments aligned with those standards, the assessments show adequate alignment to the State’s academic content standards for the grade in which the student is enrolled in terms of content match (i.e., no unrelated content) and the breadth of content and cognitive complexity determined in test design to be appropriate for students with the most significant cognitive disabilities.</li> </ul>		

**Critical Element 3.2 – Validity Based on Cognitive Processes**

	Evidence	Notes
<p>The State has documented adequate validity evidence that its assessments tap: <b><u>the intended cognitive processes</u></b> appropriate for each grade level as represented in the State’s academic content standards.</p>	<p style="text-align: center;">___KAS Assessment Science___</p> <p><b>0_2 KAS_11 HumRRO 2017 No 035 KDE Science Field Test Observation.pdf</b> (See Student Questions About the Test pp.5-6)</p> <p style="text-align: center;">_____KAS Alternate Assessment_____</p> <p>KDE ensures that the KAS Alternate Assessment measure the intended cognitive processes by training of item developers, annual standard-setting panelists and educators who make expert observational judgements:</p>	

	Evidence	Notes
	<p><b>3_2 ALT_01 Science Content Standards Alignment and Bias Review Report.pdf</b> (p. 5)</p> <p><b>3_2 ALT_02 Science Standard Setting Report.pdf</b> (Question 6 on p. 4)</p> <p><b>6_3 ALT_01 ALTERNATE K-PREP Science Standard Setting Training.pdf</b> (Slide 23)</p>	

**Critical Element 3.3 – Validity Based on Internal Structure**

	Evidence	Notes
<p>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 <u>academic content standards</u>.</p>	<p>____ <b>KAS Assessment Science</b> ____</p> <p><b>0_2 KAS 01 2017-2018 K-PREP Technical Manual 2.0.pdf</b> (pp.67-73)</p> <p><b>0_2 KAS 02 2017-2018 K-PREP Yearbook 2.0.pdf</b></p> <ul style="list-style-type: none"> <li>• Appendix S pp. 166 - 169</li> </ul> <p>____ <b>KAS Alternate Assessment</b> ____</p> <p>KDE does not report any subscales for the KAS Alternate Assessment and so evidence related to overall validity (CE 3.1) and intended cognitive processes (CE 3.2) applies here.</p>	

**Critical Element 3.4 – Validity Based on Relations to Other Variables**

	Evidence	Notes
<p>The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.</p>	<p>____ <b>KAS Assessment Science</b> ____</p> <p><b>0_2 KAS 03 KY Science Standard Setting 2018 TechReport V1.2.pdf</b> (See Follow-up Review Meeting</p>	

	<b>Evidence</b>	<b>Notes</b>
	<p>on pp. 26 – 29 for information from other variables used by panelists.)</p> <p style="text-align: center;"><b>_____KAS Alternate Assessment_____</b></p> <p>KDE has applied for a grant with a consortium of states to look at validity. Strengthening the Utility and Validity of Alternate Assessments aligned to Alternate Academic Achievement Standards to Improve Student Outcomes (SUVA).</p> <p><b>3_4 ALT_01 2016-2018_South Carolina Project Abstract SUVA.pdf</b></p> <p>If that grant is not funded, KDE is looking into analyzing the relationship between alternate assessment scores and results from schools that are beginning to implement standard-based grading for student on IEPs as a validity indicator.</p>	

**SECTION 4: TECHNICAL QUALITY – OTHER**

**Critical Element 4.1 – Reliability**

	<b>Evidence</b>	<b>Notes</b>
<p>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</p>	<p style="text-align: center;"><b>___KAS Assessment Science___</b></p> <p><b>0_2 KAS 01 2017-2018 K-PREP Technical Manual 2.0.pdf</b></p> <ul style="list-style-type: none"> <li>• Reliability pp.59-65</li> </ul> <p><b>0_2 KAS 02 2017-2018 K-PREP Yearbook 2.0.pdf</b></p> <ul style="list-style-type: none"> <li>• Reliability Appendix M pp. 126 – 128</li> <li>• CSEM Appendix G pp. 32 – 38</li> <li>• Accuracy Appendix P pp. 152 - 154</li> </ul>	

	Evidence	Notes
<p>recognized professional and technical testing standards, including:</p> <ul style="list-style-type: none"> <li>• Test reliability of the State’s assessments estimated for its student population;</li> <li>• Overall and conditional standard error of measurement of the State’s assessments, including any domain or component sub-tests, as applicable;</li> <li>• Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results;</li> <li>• For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of <b>a student’s academic achievement</b>.</li> </ul>	<p style="text-align: center;"><u>    KAS Alternate Assessment    </u></p> <p><b>4_1 ALT_01 Science Reliability Report.pdf</b> (see Appendix A for reliability and Appendix B for overall SEM)</p> <p><b>4_1 ALT_02 Supplemental Analysis_2018.pdf</b> (Conditional Standard Error of Measurement and Classification Accuracy)</p> <p>KDE does not administer any computer-adaptive tests.</p>	

**Critical Element 4.2 – Fairness and Accessibility**

	Evidence	Notes
<p><i>For all State academic assessments,</i> assessments should be developed, to the extent practicable, using the principles of universal design for learning (UDL) (see definition<sup>5</sup>).</p> <p><b><u>For academic content assessments,</u></b> the State has taken reasonable and appropriate steps to ensure that its</p>	<p style="text-align: center;"><u>    KAS Assessment Science    </u></p> <p><b>0_2 KAS 01 2017-2018 K-PREP Technical Manual 2.0.pdf</b> Test Development Chapter (pp. 15 – 27) Reference to Universal Design at the top of page 17.</p> <p style="text-align: center;"><u>    KAS Alternate Assessment    </u></p> <p><b>2_1 ALT_02 Science content and bias training.pdf</b></p>	

<sup>5</sup> 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](http://www.ed.gov/admins/lead/account/saa.html)

	Evidence	Notes
assessments are accessible to all students and fair across student groups in their design, development and analysis.	<b>3_2 ALT_01 Science Content Standards Alignment and Bias Review Report.pdf</b> (pp. 3-4)	

**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 <b>academic assessments</b> , including performance for high- and low-achieving students.	<p style="text-align: center;"><u>—KAS Assessment Science—</u></p> <p><b>0_2 KAS 01 2017-2018 K-PREP Technical Manual 2.0.pdf</b> (Scaled Scores pp.49 - 53)</p> <p><b>0_2 KAS 02 2017-2018 K-PREP Yearbook 2.0.pdf</b></p> <ul style="list-style-type: none"> <li>• Appendix G pp. 32 – 38</li> <li>• Appendix L pp. 115 - 116</li> </ul> <p style="text-align: center;"><u>—KAS Alternate Assessment—</u></p> <p>The Conditional Standard Error of Measurement and Classification Accuracy statistics indicate that the KAS Alternate Assessment is adequately precise across the full performance continuum and at the PLD cut scores.</p> <p><b>4_1 ALT_02 Supplemental Analysis_2018.pdf</b></p>	

**Critical Element 4.4 – Scoring**

	Evidence	Notes
The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State’s <b>academic achievement standards</b> .	<p style="text-align: center;"><u>—KAS Assessment Science—</u></p> <p><b>0_2 KAS 01 2017-2018 K-PREP Technical Manual 2.0.pdf</b></p> <ul style="list-style-type: none"> <li>• Scoring Guides p. 21</li> <li>• Performance Scoring pp.74 – 77</li> <li>• Quality Control pp. 79 - 82</li> </ul>	

	Evidence	Notes
	<p><b>0_2 ALL_01 HumRRO 2018 No 085 K-PREP 2018 Third-Party Checking Report.pdf</b></p> <p style="text-align: center;"><u>_____KAS Alternate Assessment_____</u></p> <p>Scoring reliability ensured by annual rater training and qualifying rater quiz.</p> <p><b>4_4 ALT_01 2018-19 Overview and AT Part 1.pdf</b> (slide 4)</p>	

**Critical Element 4.5 – Multiple Assessment Forms**

	Evidence	Notes
<p>If the State administers multiple forms of <b>academic assessments</b> within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State’s <b>academic content standards</b> and yield consistent score interpretations such that the forms are comparable within and across school years.</p>	<p style="text-align: center;"><u>_____KAS Assessment Science_____</u></p> <p><b>0_2 KAS 01 2017-2018 K-PREP Technical Manual 2.0.pdf</b></p> <ul style="list-style-type: none"> <li>• Equating pp. 54 - 58</li> </ul> <p style="text-align: center;"><u>_____KAS Alternate Assessment_____</u></p> <p>The first year for science to be reported in accountability was 2017-18. For 2018-19, the alternate assessment underwent a change of removing performance dimensions, and changes to the participation guidelines ultimately requiring new standard setting for 2018-19. Moving forward, comparability across years will be by linked items in each form and relatively stable percentages and cut scores for each performance level.</p> <p><b>4_4 ALT_01 2018-19 Overview and AT Part 1.pdf</b> (see slide 2 for confirmation of the change in assessment requiring new standard setting.)</p>	

	Evidence	Notes

**Critical Element 4.6 – Multiple Versions of an Assessment**

	Evidence	Notes
<p>If the State administers any of its assessments in multiple versions within a subject area (e.g., online versus paper-based delivery; <b>or a native language version of the academic content assessment</b>), grade level, or school year, the State:</p> <ul style="list-style-type: none"> <li>Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments;</li> <li>Documented adequate evidence of comparability of the meaning and interpretations of the assessment results.</li> </ul>	<p style="text-align: center;">____ <b>KAS Assessment Science</b> ____</p> <p><b>0_2 KAS 01 2017-2018 K-PREP Technical Manual 2.0.pdf</b> Braille and Large Print Test Materials p. 27</p> <p style="text-align: center;">____ <b>KAS Alternate Assessment</b> ____</p> <p>NA</p>	

**Critical Element 4.7 – Technical Analysis and Ongoing Maintenance**

	Evidence	Notes
<p>The State:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p style="text-align: center;">____ <b>All Assessments</b> ____</p> <p><b>TAC: 0_3 ALL_06 KRS 158_6454 National Technical Advisory Panel on Assessment and Accountability.pdf</b></p> <p><b>SCASS: 4_7 ALL_01 KRS 158_6452 School Curriculum Assessment and Accountability Council.pdf</b></p> <p style="text-align: center;">____ <b>KAS Alternate Assessment</b> ____</p> <p><b>3_2 ALT_01 Science Content Standards Alignment and Bias Review Report.pdf</b> (p. 2 Plan for Review)</p>	

<ul style="list-style-type: none"> <li>Evidence of adequate technical quality is made public, including on the State’s website.</li> </ul>	<p><b>3_2 ALT_02 Science Standard Setting Report.pdf</b></p>	
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**SECTION 5: INCLUSION OF ALL STUDENTS**

**Critical Element 5.1 – Procedures for Including Students with Disabilities**

	<b>Evidence</b>	<b>Notes</b>
<p>The State has in place procedures to ensure the inclusion of all public elementary and secondary school students 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.</p> <p>If a State adopts alternate academic achievement standards for students with the most significant cognitive disabilities and administers an alternate assessment aligned with those standards under ESEA section 1111(b)(1)(E) and (b)(2)(D), respectively, the State must:</p> <ul style="list-style-type: none"> <li>Establish guidelines for determining whether to assess a student with an AA-AAAS, including:             <ul style="list-style-type: none"> <li>A State definition of “students with the most significant cognitive disabilities” that addresses factors related to</li> </ul> </li> </ul>	<p style="text-align: center;">_____ <b>All Assessments</b> _____</p> <p><b>0_3 ALL_12 703 KAR 5_070 Inclusion of Special Populations Dec 2016.pdf</b> pp. 4 - 15</p> <p style="text-align: center;">_____ <b>KAS Alternate Assessment</b> _____</p> <p><b>0_3 ALL_12 703 KAR 5_070 Inclusion of Special Populations Dec 2016.pdf</b> pp. 30-35</p> <p><b>5_1 ALT_01 KDE Alternative Diploma vs ESSA State Defined Alternate Diploma Cooperative and District Training.pdf</b> (slides 4 &amp; 18)</p> <p><b>5_1 ALT_02 Parent_Guide_to_Alternate_K-Prep p12.pdf</b> (p.12)</p> <p><b>5_1 ALT_03 AccommodationsDetermination2016.pdf</b></p> <p><b>5_1 ALT_04 2018 Alternate Assessment Participation Guidelines Record Review Document.pdf</b> (pp. 7-12)</p>	

	<b>Evidence</b>	<b>Notes</b>
<p>cognitive functioning and adaptive behavior;</p> <ul style="list-style-type: none"> <li>• Provide information for IEP Teams to inform decisions about student assessments that:                             <ul style="list-style-type: none"> <li>○ Provides a clear explanation of the differences between assessments aligned with grade-level academic achievement standards and those aligned with alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an AA-AAAS, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma;</li> </ul> </li> <li>• Ensure that parents of students assessed with an AA-AAAS are informed that their child's achievement will be measured based on alternate academic achievement standards;</li> <li>• Not preclude a student with the most significant cognitive disabilities who takes an AA-AAAS from attempting to complete the requirements for a regular high school diploma; and</li> <li>• Promote, consistent with requirements under the IDEA, the involvement and progress of students with the most significant cognitive disabilities in the general education</li> </ul>		

	Evidence	Notes
<p>curriculum that is based on the State’s academic content standards for the grade in which the student is enrolled; and</p> <ul style="list-style-type: none"> <li>• Develop, disseminate information on, and promote the use of appropriate accommodations to ensure that a student with the most significant cognitive disabilities who does not take an AA-AAAS participates in academic instruction and assessments for the grade in which the student is enrolled.</li> <li>• The State has in place and monitors implementation of guidelines for IEP teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards, if applicable. Such guidelines must be developed in accordance with 34 CFR § 200.6(d).<sup>6</sup></li> </ul>		

**Critical Element 5.2 – Procedures for Including English Learners in Academic Content Assessments**

	Evidence	Notes
<p>The State has in place procedures to ensure the inclusion of all ELs in public elementary and secondary schools in the State’s academic content assessments and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum:</p>	<p style="text-align: center;">_____ All Assessments _____</p> <p><b>0_3 ALL_12 703 KAR 5_070 Inclusion of Special Populations Dec 2016.pdf</b> pp. 16 - 22</p> <p style="text-align: center;">_____ KAS Alternate Assessment _____</p>	

<sup>6</sup> See the full regulation at 34 CFR § 200.6(d) (online at [https://www.ecfr.gov/cgi-bin/text-idx?SID=07e168e9e7a6c5931b4549cc15547ee9&mc=true&node=se34.1.200\\_16&rgn=div8](https://www.ecfr.gov/cgi-bin/text-idx?SID=07e168e9e7a6c5931b4549cc15547ee9&mc=true&node=se34.1.200_16&rgn=div8))

	Evidence	Notes
<ul style="list-style-type: none"> <li>Procedures for determining whether an EL should be assessed with a linguistic accommodation(s);</li> <li>Information on accessibility tools and features available to all students and assessment accommodations available for ELs;</li> <li>Assistance regarding selection of appropriate linguistic accommodations for ELs, including to the extent practicable, assessments in the language most likely to yield accurate and reliable information on what those students know and can do to determine the students' mastery of skills in academic content areas until the students have achieved English language proficiency.</li> </ul>	<p><b>5_2 ALT_01 IEP_Guidance_Document.pdf</b> (p. 41)</p>	

**Critical Element 5.3 – Accommodations**

	Evidence	Notes
<p>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:</p> <ul style="list-style-type: none"> <li>Ensures that appropriate accommodations, such as, interoperability with, and ability to use, assistive technology, are available to measure the <b>academic achievement</b> of students with disabilities.</li> </ul>	<p style="text-align: center;">_____ <b>All Assessments</b> _____</p> <p><b>0_3 ALL_12 703 KAR 5_070 Inclusion of Special Populations Dec 2016.pdf</b></p> <p>Accommodations for:</p> <ul style="list-style-type: none"> <li>Generally pp.4-8</li> <li>Students with disabilities pp. 8-15</li> <li>ELs pp.16-22</li> </ul> <p style="text-align: center;">_____ <b>KAS Alternate Assessment</b> _____</p> <p><b>5_1 ALT_03 AccommodationsDetermination2016.pdf</b></p>	

	Evidence	Notes
<ul style="list-style-type: none"> <li>Ensures that appropriate accommodations are available for ELs;</li> <li>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;</li> <li>Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.</li> <li>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.</li> </ul>	<p><b>5_2 ALT_01 IEP_Guidance_Document.pdf</b> (pp. 41 &amp; 48)</p> <p><b>5_3 ALT_01 Comparison of IEP, 504, IHP and EAP School Plans (ADA).pdf</b></p> <p><b>5_3 ALT_02 703 KAR 5070 Dec 2016 (page 4).pdf</b></p> <p><b>5_3 ALT_03 Application to Request Unapproved Calculator.pdf</b></p>	

**Critical Element 5.4 – Monitoring Test Administration for Special Populations**

	Evidence	Notes
<p>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</p>	<p style="text-align: center;">_____ <u>All Assessments</u> _____</p> <p><b>0_1 KAS K-PREP 2019 DAC BAC Manual.pdf</b></p> <p><b>5_4 ALL_01 IDEA_Compliance_Record_Review_Document.pdf</b></p>	

	<b>Evidence</b>	<b>Notes</b>
<p>they are appropriately included in assessments and receive accommodations that are:</p> <ul style="list-style-type: none"> <li>• Consistent with the State’s policies for accommodations;</li> <li>• Appropriate for addressing a student’s disability or language needs for each assessment administered;</li> <li>• Consistent with accommodations provided to the students during instruction and/or practice;</li> <li>• 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;</li> <li>• Administered with fidelity to test administration procedures;</li> <li>• Monitored for administrations of all required academic content assessments and AA-AAAS.</li> </ul>	<p><b>2_4 ALL_01 2019 Kentucky Site Visits Survey Questions.pdf</b></p> <p>____<b>KAS Alternate Assessment</b>____</p> <p><b>2_4 ALT_01 Alternate Assessment District Checklist.pdf</b></p> <p><b>2_4 ALT_02 District Monitoring Checklist Training.pdf</b></p>	

**SECTION 6: ACADEMIC ACHIEVEMENT STANDARDS AND REPORTING**

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

	<b>Evidence</b>	<b>Notes</b>
<b><u>For academic content standards:</u></b>	____ <b>KAS Assessment Science</b> ____	

	Evidence	Notes
<p>The State formally adopted <b><u>challenging academic achievement standards</u></b> in reading/language arts, mathematics, and science for all students, specifically:</p> <ul style="list-style-type: none"> <li>• The State formally adopted academic achievement standards in the required tested grades and, at its option, alternate academic achievement standards for students with the most significant cognitive disabilities;</li> <li>• The State applies its academic achievement standards to all public elementary and secondary school students enrolled in the grade to which they apply, with the exception of students with the most significant cognitive disabilities to whom alternate academic achievement standards may apply;</li> </ul> <p>The State’s academic achievement standards and, as applicable, alternate academic achievement standards, include: (1) at least three levels of achievement, with two for high achievement and a third for lower achievement; (2) descriptions of the competencies associated with each achievement level; and (3) achievement scores that differentiate among the achievement levels.</p>	<p>In Kentucky, the Commissioner adopts academic achievement standards.</p> <p><b>0_2 KAS_03 KY Science Standard Setting 2018 TechReport V1.2.pdf</b> (see Final Performance Level Standards p. 30)</p> <p><b>6_1 KAS_01 Performance Level Descriptors_KY_Science_Grade 4.pdf</b></p> <p><b>6_1 KAS_02 Performance Level Descriptors_KY_Science_Grade 7.pdf</b></p> <p><b>6_1 KAS_03 KPREP Cut Scores 2017-18.pdf</b></p> <p>____<b>KAS Alternate Assessment</b>____</p> <p><b>1_3 ALT_01 Science PLDs.pdf</b></p>	

**Critical Element 6.2 – Achievement Standards Setting**

	<b>Evidence</b>	<b>Notes</b>
<p>The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting:</p> <ul style="list-style-type: none"> <li>• <u>Academic achievement standards and, as applicable, alternate academic achievement standards.</u></li> </ul>	<p style="text-align: center;">___KAS Assessment Science___</p> <p><b>0_2 KAS 03 KY Science Standard Setting 2018 TechReport V1.2.pdf</b>                      Standard Setting Procedure p. 15                      Committee Participant Composition pp. 49-52</p> <p style="text-align: center;">___KAS Alternate Assessment___</p> <p><b>3_2 ALT_02 Science Standard Setting Report.pdf</b></p>	

**Critical Element 6.3 – Challenging and Aligned Academic Achievement Standards**

	<b>Evidence</b>	<b>Notes</b>
<p><u><b>For academic achievement standards:</b></u></p> <p>The State’s academic achievement standards are challenging and aligned with the State’s academic content standards and with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards such that a student who scores at the proficient or above level has mastered what students are expected to know and be able to do by the time they graduate from high school in order to succeed in college and the workforce.</p> <p>If the State has adopted alternate academic achievement standards for students with the most significant cognitive disabilities, the alternate academic achievement standards (1) are</p>	<p style="text-align: center;">___KAS Assessment Science___</p> <p><b>0_2 KAS 03 KY Science Standard Setting 2018 TechReport V1.2.pdf</b></p> <ul style="list-style-type: none"> <li>• Goals (p. 6) “...the Kentucky Academic Standards for Science in grades K-12 define a set of performance expectations for what students should know and be able to do and are derived from the National Research Council’s Framework for K-12 Science Education, also known as the Next Generation Science Standards (NGSS).”</li> </ul> <p style="text-align: center;">___KAS Alternate Assessment___</p> <p>Please see cut scores and expert judgement based on standard setting and standard validations which find 92% of the participants indicating cut scores “are just about right” in:  <b>5_1 ALT_02 Science Standard Setting Report.pdf</b></p>	

	Evidence	Notes
aligned with the State’s challenging academic content standards for the grade in which a student is enrolled; (2) promote access to the general curriculum consistent with the IDEA; (3) reflect professional judgment as to the highest possible standards achievable for such students; (4) are designated in the IEP for each student for whom alternate academic achievement standards apply; and (5) are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or competitive integrated employment.	<p>Alternate KPREP Performance Level Descriptors are available in <b>1_3 ALT_01 Science PLDs.pdf</b></p> <p><b>6_3 ALT_01 ALTERNATE K-PREP Science Standard Setting Training.pdf</b> (slide 23 in particular)</p>	

**Critical Element 6.4 – Reporting**

	Evidence	Notes
<p>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.</p> <p>The State reports to the public its assessment results on <b><u>student academic achievement for all students and each student group at each achievement level<sup>7</sup></u></b></p>	<p style="text-align: center;">___KAS Assessment Science___</p> <p><b>6_4 ALL_01 KPREP Student Reports Elementary School.pdf</b></p> <p><b>6_4 ALL_02 KPREP Student Reports Middle School.pdf</b></p> <p><b>6_4 ALL_03 KPREP Student Reports High School.pdf</b></p> <p><b>6_4 ALL_07 KPREP School Listing Elementary School.pdf</b></p>	

<sup>7</sup> Although all students with disabilities must be included in a State’s assessment system, requirements for public reporting in ESEA section 1111(h)(1)(C)(ii) apply only to children with disabilities as defined in section 602(3) of the IDEA.

	Evidence	Notes
<p>For <b><u>academic content assessments</u></b>, the State reports assessment results, including itemized score analyses, to districts and schools so that parents, teachers, principals, and administrators can interpret the results and address the <b><u>specific academic needs of students</u></b>, and the State also provides interpretive guides to support appropriate uses of the assessment results.</p> <ul style="list-style-type: none"> <li>• The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its academic content assessments that:               <ul style="list-style-type: none"> <li>○ Provide valid and reliable information regarding a <b><u>student’s academic achievement</u></b>;</li> <li>○ Report the <b><u>student’s academic achievement</u></b> in terms of the State’s grade-level academic achievement standards;</li> <li>○ Provide information to help parents, teachers, and principals interpret the test results and address the specific <b><u>academic needs of students</u></b>;</li> <li>○ Are provided in an understandable and uniform format;</li> <li>○ Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written</li> </ul> </li> </ul>	<p><b>6_4 ALL_08 KPREP School Listing Middle School.pdf</b></p> <p><b>6_4 ALL_09 KPREP School Listing High School.pdf</b></p> <p><b>6_4 ALL_11 KPREP School Summary Report Elementary School.pdf</b></p> <p><b>6_4 ALL_12 KPREP School Summary Report Middle School.pdf</b></p> <p><b>6_4 ALL_13 KPREP School Summary Report High School.pdf</b></p> <p><b>6_4 ALL_14 KAS Science 2019 School Summary Reports.pdf</b></p> <p>Online resource for school reports:</p> <p><b>6_4 ALL_17 SRC Home.pdf</b></p> <p><b>6_4 ALL_16 Home - Kentucky School Report Card.pdf</b> Note Language (English or Spanish) Option in upper right</p> <p><b>6_4 ALL_15 Sch Report Card Simpsonville EL.pdf</b></p> <p style="text-align: center;">_____KAS Alternate Assessment_____</p> <p><b>6_4 ALL_04 Alternate KPREP Student Reports Elementary School.pdf</b></p> <p><b>6_4 ALL_05 Alternate KPREP Student Reports Middle School.pdf</b></p> <p><b>6_4 ALL_06 Alternate KPREP Student Reports High School.pdf</b></p>	

	Evidence	Notes
<p>translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian;</p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>• The State follows a process and timeline for delivering individual student reports to parents, teachers, and principals as soon as practicable after each test administration.</li> </ul>	<p><b>6_4 ALL_10 Alternate KPREP School Listing High School.pdf</b></p> <p>KDE has included sufficient interpretive information on the Alternate K-PREP report and considers the report itself to be an interpretive guide. Some information to support reporting is found in this guide:</p> <p><b>5_1 ALT_01 Parent_Guide_to_Alternate_K-Prep.pdf</b></p>	

**SECTION 7: LOCALLY SELECTED NATIONALLY RECOGNIZED HIGH SCHOOL ACADEMIC ASSESSMENTS (if applicable; evidence for this section would be submitted in ADDITION to evidence for sections 1 through 6)**

**Critical Element 7.1 – State Procedures for the Use of Locally Selected, Nationally Recognized High School Academic Assessments**

	Evidence	Notes
<p>The State has established technical criteria to use in its review of any submission of a locally selected, nationally recognized high school academic assessment. The State has completed this review using its established technical criteria and has found the assessment meets its criteria <b>prior to</b> submitting for the Department’s assessment peer review.</p> <p>The State’s technical criteria include a determination that the assessment:</p> <ul style="list-style-type: none"> <li>• Is aligned with the challenging State academic standards; and</li> </ul>	<p>NA</p>	

	Evidence	Notes
<ul style="list-style-type: none"> <li>• Addresses the depth and breadth of those standards.</li> </ul> <p>AND</p> <p>The State has procedures in place to ensure that a district that chooses to use a nationally recognized high school academic assessment administers the same assessment to all high school students in the district except for students with the most significant cognitive disabilities who may be assessed with an AA-AAAS.</p> <p>AND</p> <p>The technical criteria established by the State in reviewing a locally selected, nationally recognized high school academic assessment must ensure that the use of appropriate accommodations does not deny a student with a disability or an EL—</p> <ul style="list-style-type: none"> <li>• The opportunity to participate in the assessment; and</li> <li>• Any of the benefits from participation in the assessment that are afforded to students without disabilities or students who are not ELs.</li> </ul>		

**Element 7.2 –State Monitoring of Districts Regarding the Use of Locally Selected, Nationally Recognized High School Academic Assessments**

	Evidence	Notes
The State must have procedures in place to ensure that:	NA	

	Evidence	Notes
<p><b>Before</b> a district requests approval from the State to use a nationally recognized high school academic assessment, the district notifies all parents of high school students it serves—</p> <ul style="list-style-type: none"> <li>• That the district intends to request approval from the State to use a nationally recognized high school academic assessment in place of the statewide academic assessment;</li> <li>• Of how parents and, as appropriate, students may provide meaningful input regarding the district’s request (includes students in public charter schools who would be included in such assessments); and</li> <li>• Of any effect of such request on the instructional program in the district.</li> </ul>		

**Element 7.3 –Comparability of the Locally Selected Nationally Recognized High School Academic Assessments with the State Assessments**

	Evidence	Notes
<p>The locally selected, nationally recognized high school academic assessment:</p> <ul style="list-style-type: none"> <li>• Is equivalent to or more rigorous than the statewide assessment, with respect to—                             <ul style="list-style-type: none"> <li>○ The coverage of academic content;</li> <li>○ The difficulty of the assessment;</li> <li>○ The overall quality of the assessment; and</li> </ul> </li> </ul>	NA	

	<b>Evidence</b>	<b>Notes</b>
<ul style="list-style-type: none"> <li>○ Any other aspects of the assessment that the State may establish in its technical criteria;</li> <li>● Produces valid and reliable data on student academic achievement with respect to all high school students and each subgroup of high school students in the district that—               <ul style="list-style-type: none"> <li>○ Are comparable to student academic achievement data for all high school students and each subgroup of high school students produced by the statewide assessment at each academic achievement level;</li> <li>○ Are expressed in terms consistent with the State’s academic achievement standards; and</li> <li>○ Provide unbiased, rational, and consistent differentiation among schools within the State for the purpose of the State determined accountability system including calculating the Academic Achievement indicator and annually meaningfully differentiating between schools.</li> </ul> </li> </ul>		