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

State Assessment Peer Review
Submission Cover Sheet
and Index Template

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

updated **November 18, 2015**

CHECKLIST
FOR SUBMITTING STATE EVIDENCE
FOR STATE 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 Assessment Peer Review Submission Cover Sheet:
   ☐ Included?
   ☐ Complete?
   ☐ Signed?

☐ Is a State 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?
   ☐ As applicable for each critical element, is evidence included for each subject (reading/language arts, mathematics, and science)?
   ☐ 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?

☐ Does the submission include the required number of copies of the complete submission (i.e., cover sheet, index and evidence)?

☐ 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?

INSTRUCTIONS

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

To prepare an assessment peer review submission, a State should complete an Assessment Peer Review Submission Cover Sheet and use the template for the State Assessment Peer Review Submission Index to prepare an index to its submission to accompany the evidence the State submits for assessment peer review. A State should submit a completed cover sheet and index with its submission of evidence for 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), subjects (e.g., reading/language arts, mathematics and science), 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) *Peer Review of State Assessment Systems, Non-regulatory Guidance for States*, September 25, 2015, available at: www.ed.gov/admins/lead/account/saa.html.

STATE ASSESSMENT PEER REVIEW
SUBMISSION COVER SHEET

I. State Contact Information for Assessment Peer Review Submission

State:	Kentucky	Date:	June 1, 2016
Contact:	Mary Ann Miller	Title:	Executive Director
Phone:	502-564-3141	E-Mail:	maryann.miller@education.ky.gov

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

☐ 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. 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 the course for end-of-course assessments (e.g., English II or English 10).

Table 1: State Assessment System for ESEA Title I for School Year [insert year]

Subject	Type*	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	High school
Math	General	S	S	S	S	S	S	S
	AA-AAAS	S	S	S	S	S	S	S
	AA-GLAS							
	Native Lang.							
Reading/ language arts	General	S	S	S	S	S	S	S
	AA-AAAS	S	S	S	S	S	S	S
	AA-GLAS							
	Native Lang.							
Science	General							S
	AA-AAAS							S
	AA-GLAS							
	Native Lang.							

* AA-AAAS = Alternate assessment based on alternate academic achievement standards;
AA-GLAS = Alternate assessment aligned with grade-level achievement standards;
Native Lang. = Native language assessment.

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

---

[1] See Exhibit 1and the section on Coordination of Submissions for States that Administer the Same Assessments in in *Peer Review of State Assessment Systems Non-regulatory Guidance for States*, September 25, 2015.

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

The State should complete Table 2 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 2 and complete it for each such set of assessments.

---

[2] See section on Coordination of Submissions for States that Administer the Same Assessments in *Peer Review of State Assessment Systems Non-regulatory Guidance for States*, September 25, 2015.

Table 2: 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:
Grade(s) administered:
Name of entity submitting documents on behalf of State:
Assessment type: ☐ General ☐ AA-AAAS ☐ AA-GLAS ☐ Native Lang. ☐ Other. If other, identify:

Alignment of the assessments to the full range of the State's academic content standards:
 	
☐ 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)):
  ☐ State has not adopted supplemental academic content standards
  ☐ State has adopted supplemental academic content standards[3]
 	
☐ State has not adopted common content standards[4]

Critical Elements: (Other, Mix, or State)

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

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.

At ACT's request the evidence provided for the following Critical Elements are marked as CONFIDENTIAL.
3.2 – Validity Based on Cognitive Processes
Document: 3_2 EOC_2 QualityCore content Reviews Guide

---

[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.

4.2 – Fairness and Accessibility
Document: 4_2 EOC_02 English Multiple Choice Item Writer Guide pp6
Document: 4_2 EOC_03 Reading Item Writer Guide pp7
Document: 4_2 EOC_04 Reading Test Passage Selection Guide pp6
Document: 4_2 EOC_05 QualityCore Mathematics Item Writers Guide pp3
Document: 4_2 EOC_06 QualityCore Science Multiple Choice Item Writers Guide pp4
Document: 4_2 EOC_07 ACT End-of-Course Fairness Reviewers Guide Multiple-Choice Items pp2

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

Authorized State Official (Printed Name):

Stephen W. Pruitt

Signature and Date:

5/31/16

STATE ASSESSMENT PEER REVIEW SUBMISSION INDEX

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
1.1 – State Adoption of Academic Content Standards for All Students 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 elementary and secondary schools and students in the State.	<u>All Assessments</u> ***Document, 0_0 ALL_02: Notes to Reviewers on Evidence Submitted, is a Note to Reviewers and provides an overview of how files in Kentucky's Peer Review submission are organized.*** <u>**Adoption of Standards**</u> • 1_1 ALL_01: KBE Summary Minutes of February 2010 mtg (pp. 7-10) • 1_1 ALL_02: KBE Summary Minutes of April 2013 mgt (pp. 19-20) • 1_1 ALL_03: KBE Summary Minutes of June 2013 mgt (pp. 6-8) • <u>1_1 ALL_04: Kentucky Academic Standards Web Overview</u> o <u>Web Link:</u> <u>http://education.ky.gov/comm/UL/Pages/Kentucky-Core-Academic-Standards.aspx</u> • 1_1 ALL_05: Kentucky's Learning Goals and Academic Expectations <u>**K-PREP**</u> **See Evidence in Critical Element 1.1 ALL Assessments** <u>**EOC**</u> • 1_1 EOC_01: Kentucky Standards and EOC	Kentucky is providing for the Peer Review the combination of summative assessments used in 2014-15 to meet the federally required testing of reading, writing, mathematics and science. Senate Bill 1 (SB 1), enacted in the 2009 Kentucky General Assembly, required a new public school assessment program beginning in the 2011-12 school year. These assessments were collectively named the Kentucky Performance Rating for Educational Progress (K-PREP) tests. NCS Pearson provides the K-PREP assessments for grades 3-8 and writing on-demand at high school at grades 10 and 11. K-PREP assessment for grades 3-8 is a blended model built with norm-referenced test (NRT) and criterion-referenced test (CRT) items which consist of multiple-choice (mc), extended-response (er) and short answer (sa) items. The NRT is a purchased test with national norms and the CRT portion is customize-made for Kentucky. The legislation allowed, with approval by the Kentucky Board of Education, an end-of-course (EOC) assessment program at the high school level. Kentucky completed the state-required procurement process in 2011, and ACT, Inc. was awarded the contract to provide EOC assessments. Assessments for English 10, Algebra II, Biology and US History have been purchased as part of ACT's *QualityCore®* program. The program is syllabus-driven and includes curriculum and instruction support materials. *QualityCore®* has been developed based on

	Alternate K-PREP **See Evidence in Critical Element 1.1 ALL Assessments**	research in high-performing classrooms that focus on the essential standards for college and career readiness. Alternate K-PREP is Kentucky's current assessment for students with moderate and significant disabilities (i.e., for the less than 1% of the total student population for whom traditional assessments would be an inappropriate measure of progress). This is custom-made for the Kentucky assessment provided by Inclusive Large Scale Standards and Assessment group, part of the Human Development Institute at the University of Kentucky. The summative testing requirements for reading, writing, mathematics and science are measured with Attainment Tasks in Alternate K-PREP. Attainment tasks are multiple choice items with picture-based responses. The alternate assessment program uses an additional Transition Attainment Record (TAR) at grades 8, 10 and 11. The TAR is a checklist which evaluates the student's readiness in reading, mathematics and science. With the 2009 implementation of Senate Bill 1 (SB1) requiring new assessment standards for English/language arts and mathematics for the general assessment, new statements aligned to the standards also were required for the Alternate Assessment. Human Resources Research Organization (HumRRO) serves the Kentucky Department of Education (KDE) as a third-party check of psychometric work. They provide research to support policy and requirements of the assessment and accountability system.

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable

1.2 – Coherent and Rigorous Academic Content Standards
 	
The State's academic content standards in reading/language arts, mathematics and science specify what students are expected to know and be able to do by the time they graduate from high school to succeed in college and the workforce; contain content that is coherent (e.g., within and across grades) and rigorous; encourage the teaching of advanced skills; and were developed with broad stakeholder involvement.
	<u> All Assessments </u>
	
	• 1_2 ALL_01: Kentucky Academic Standards
	  o Web Link: http://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx
	• 1_2 ALL_02: Kentucky Curriculum Standards (paper pp. 1-8 only – web pp. 1-728)
	  o Web Link: http://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%20Standards_Final-9%2011%2015.pdf
	• 1_2 ALL_03: Common Core State Standards to Kentucky State Standards Crosswalk Overview (paper: overview Web page)
	  o Web Link: http://education.ky.gov/curriculum/standards/kyacadstand/Pages/Crosswalk-Common-Core-State-Standards-(CCSS)-Comparison-to-Kentucky-State-Standards.aspx
	• 1_2 ALL_04: English Language Arts Deconstructed Standards Overview (paper: overview Web page)
	  o Web Link: http://education.ky.gov/curriculum/standards/kyacadstand/Pages/English-Language-Arts-Deconstructed-Standards.aspx
	• 1_2 ALL_05: Mathematics Deconstructed Standards Overview (paper: overview Web page)
	  o Web Link: http://education.ky.gov/curriculum
		Kentucky adopted the Common Core after extensive review and input by Kentucky teachers during the national review period before these were finalized. Therefore, the quality of the standards has been established nationally as well as confirmed by teachers within the state. The standards are now known as the Kentucky Academic Standards.
		
		Additionally, as part of the department's regular review process of the academic standards that have been implemented in Kentucky's public schools, the Kentucky Department of Education (KDE) sought public input through an online review process on the state's English/language arts and mathematics standards from August 25, 2014 through April 30, 2015. Revisions to the standards that result from this review will impact future testing in Kentucky beginning with the 2017-18 assessments.

- 1_2 ALL_06: Kentucky's Learning Goals and Academic Expectations

K-PREP

**See Evidence in Critical Element
1.2 ALL Assessments**

EOC

**See Evidence in Critical Element
1.2 ALL Assessments**

Alternate K-PREP

- 1_2 ALT_01: Alt K-PREP Technical Manual 2014-15 - Chapter 3 – What is the Content (pp. 16-17)
- 1_2 ALT_02: Alt K-PREP Technical Manual 2014-15 –Appendix B – Content Standards (pp. 46-88)

**Also see Evidence in Critical Element
1.2 ALL Assessments**

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
1.3 – Required Assessments The State's assessment system includes annual general and alternate assessments (based on grade-level academic achievement standards or alternate academic achievement standards) in: • Reading/language arts and mathematics in each of grades 3-8 and at least once in high school	**All Assessments** **State Statutes and Regulations** • 1_3 ALL_01: Senate Bill 1 2009 (pp 7-19) • 1_3 ALL_02: KRS 158_6453 Assessment Academic Content Standards HS College Ready Accommodations (pp. 4-10) • 1_3 ALL_03: 703 KAR 5:070 Inclusion	The Kentucky assessment system is established by statute and Kentucky Board of Education action.

<table>
<tr>
<td>
(grades 10-12);
- Science at least once in each of three grade spans (3-5, 6-9 and 10-12).
</td>
<td>
Regulation Feb 2014 (pp. 3-4, 7-9, 16-17, 21-23, 29-32)
- 1_3 ALL_04: 703 KAR 5:240 Accountability Administrative Procedures (pp. 1-2)

Kentucky Board of Education Adoption
- 1_3 ALL_05: KBE Summary Minutes of June 2009 mtg (pp. 16)
- 1_3 ALL_06: KBE Summary Minutes of August 2009 mtg (pp. 15-17)
- 1_3 ALL_07: KBE Summary Minutes of December 2013 mtg (pp. 18-19)
- 1_3 ALL_08: KBE Summary Minutes of February 2014 mtg (pp. 11)

K-PREP

**See Evidence in Critical Element
1.3 All Assessments**

EOC

**See Evidence in Critical Element
1.3 All Assessments**

Alternate K-PREP

**See Evidence in Critical Element
1.3 All Assessments**
</td>
<td></td>
</tr>
</table>

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
1.4 – Policies for Including All Students in Assessments 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	**All Assessments** **Inclusion of All Students** - 1_4 ALL_01: Inclusion of Special Populations Regulation 703 KAR 5:070 (pp. 3, 4, 7, 8, 16, 23, 29, 30) - 1_4 ALL_02: Administration Code	Inclusion policies are established by administrative regulations and documented in the various administration manuals.

schools.
- For students with disabilities, policies state that all students with disabilities in the State, including students with disabilities publicly placed in private schools as a means of providing special education and related services, must be included in the assessment system;
- For English learners:
  - Policies state that all English learners must be included in the assessment system, unless the State exempts a student who has attended schools in the U.S. for less than 12 months from one administration of its reading/ language arts assessment;
  - If the State administers native language assessments, the State requires English learners to be assessed in reading/language arts 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.

Regulation 703 KAR 5:080 (p. 4)

Students with Disabilities
- 1_4 ALL_03: Inclusion of Special Populations Regulation 703 KAR 5:070 (pp. 9-16)

English Learners
- 1_4 ALL_04: Inclusion of Special Populations Regulation 703 KAR 5:070 (pp. 16, 19)

K-PREP

Inclusion of All Students
- 1_4 KP_01: K-PREP 2015 DAC BAC Manual Final (pp. 19-25)
- K-PREP 2015 Test Administration Manuals
- 1_4 KP_02: K_PREP 2015 Grade 3 TAM Final (pp. 11-15)
- 1_4 KP_03: K_PREP 2015 Grade 4 TAM Final (pp. 12-16)
- 1_4 KP_04: K_PREP 2015 Grade 5 TAM Final (pp. 11-15)
- 1_4 KP_05: K_PREP 2015 Grade 6 TAM Final (pp. 12-16)
- 1_4 KP_06: K_PREP 2015 Grade 7 TAM Final (pp. 12-16)
- 1_4 KP_07: K_PREP 2015 Grade 8 TAM Final (pp. 12-16)
- 1_4 KP_08: K_PREP 2015 Grades 10-11 (pp. 10-14)

Students With Disabilities
- 1_4 KP_09: K-PREP 2015 DAC BAC Manual Final (pp. 19 24-32)
- K-PREP 2015 Test Administration Manuals
- 1_4 KP_10: K_PREP 2015 Grade 3 TAM Final (pp. 16-21)

| | 1_4 KP_11: K_PREP 2015 Grade 4 TAM Final (pp. 17-22) 1_4 KP_12: K_PREP 2015 Grade 5 TAM Final (pp. 16-22) 1_4 KP_13: K_PREP 2015 Grade 6 TAM Final (pp. 17-23) 1_4 KP_14: K_PREP 2015 Grade 7 TAM Final (pp. 17-23) 1_4 KP_15: K_PREP 2015 Grade 8 TAM Final (pp. 17-23)1_4 KP_16: K_PREP 2015 Grades 10-11 (pp. 15-20) **English Learners** 1_4 KP_17: K-PREP 2015 DAC BAC Manual Final (pp. 19 21-23) K-PREP 2015 Test Administration Manuals 1_4 KP_18: K_PREP 2015 Grade 3 TAM Final (pp.13) 1_4 KP_19: K_PREP 2015 Grade 4 TAM Final (pp. 14) 1_4 KP_20: K_PREP 2015 Grade 5 TAM Final (pp. 13) 1_4 KP_21: K_PREP 2015 Grade 6 TAM Final (pp. 14) 1_4 KP_22: K_PREP 2015 Grade 7 TAM Final (pp. 14) 1_4 KP_23: K_PREP 2015 Grade 8 TAM Final (pp. 14) 1_4 KP_24: K_PREP 2015 Grades 10-11 (pp. 12) <div align="center">**EOC**</div> 1_4 EOC_01: ACT DAC Guide 2014-15 ACT QualityCore (pp. 37-56) <div align="center">**Alternate K-PREP**</div> 1_4 ALT_01: Alt K-PREP Technical Manual 2014-15 - Chapter 2 - Who are the | |

Students (pp.9-15)

**Also see Evidence in Critical Element
1.3 All Assessments and
1.3 K-PREP**

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable

1.5 – Participation Data
 	
The State's participation data show that all students, disaggregated by student group and assessment type, are included in the State's assessment system. In addition, if the State administers end-of-course assessments for high school students, the State has procedures in place for ensuring that each student is tested and counted in the calculation of participation rates on each required assessment and provides the corresponding data.
	<u>All Assessments</u>
	
	• 1.5 ALL_01 Student Participation 2015 Table 1
	
	<u>K-PREP</u>
	
	• Kentucky School Report Card (Assessment Tab for K-PREP) contains number enrolled, number tested and participation rate.
	  o 1_5 KP_01: K-PREP School Report Card
	    ✓ School Selection Web Link: http://applications.education.ky.gov/SRC/
	  o 1_5 KP_02: K-PREP School Report Card Sample
	
	<u>EOC</u>
	
	• 1_5 EOC_01: Kentucky School Report Card (Assessment Tab for K-PREP) contains number enrolled, number tested and participation rate.
	  o 1_5 EOC_01 Kentucky School Report Card
	    ✓ School Selection Web Link: http://applications.education.ky.gov/SRC/
	  o 1_5 EOC_02: K-PREP School Report Card Sample
	
	<u>Alternate K-PREP</u>
		Kentucky reports annual participation data on the Kentucky Department of Education (KDE) website.
		
		Kentucky tested grades 4 and 7 science with the Stanford Achievement Test, Tenth Edition (SAT 10). With this norm-referenced test (NRT), Kentucky did report National Percentiles but did not report the number tested and participation rates. The administration of the NRT in science was part of Kentucky's approved ESEA Flexibility Waiver as a transition step while the state is building its new science test that will align with the Next Generation Science Standards.

| | • The School Report Card (Assessment Tab for K-PREP) contains number enrolled, number tested and participation rate (including Disability – Alternate Students Only
  o 1_5 ALT_01: K-PREP School Report Card
    ✓ School Selection Web Link: http://applications.education.ky.gov/SRC/
  o 1_5 ALT_02: K-PREP School Report Card Sample
  o 1_5 ALT_03: Alt K-PREP Technical Manual 2014-15 – Appendix A – Participation Guidelines (pp.41-45) | |

SECTION 2: ASSESSMENT SYSTEM OPERATIONS

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable

2.1 – Test Design and Development
 	
The State's test design and test development process is well-suited for the content, is technically sound, aligns the assessments to the full range of the State's academic content 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 full range of the State's grade-level academic content standards, and support the intended interpretations and uses of the results;
• Processes to ensure that each assessment is tailored to the knowledge and skills included in the State's academic content standards, reflects
	<u>All Assessments</u>
	
	• Kentucky Revised Statutes (KRS)
	  o 2_1 ALL_01: Senate Bill 1 2009
	  o 2_1 ALL_02: KRS 158.6451 Legislative declaration on goals for Commonwealth's schools – Model curriculum framework.
	  o 2_1 ALL_03: KRS 158.6452 School Curriculum, Assessment and Accountability Council
	  o 2_1 ALL_04: KRS 158.6453 Definitions – Assessment of achievement of goals – Revision of academic content standards – Components – Criterion-referenced and norm-referenced tests – Program assessments – High school and college readiness assessments – ACT and WorkKeys
		The purposes of the Kentucky assessment system are documented in state statutes and administrative regulations. Those requirements also specify the process to ensure the quality of the assessment.
		
		Test blueprints are included in the appropriate technical reports.
		
		Kentucky's adoption of the Common Core State Standards (CCSS) was undertaken with the intent of adopting higher, more rigorous standards that were internationally benchmarked. Additionally, the Kentucky General Assembly (state legislature) through Senate Bill 1 (2009), mandated the assessments include a national comparison. Due to the requirements of aligning to our standards and having a national comparison, Kentucky sought an off-the-shelf product that would incorporate the CCSS and also yield a student comparison to a

| appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills);

 • If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design. | – Accommodations for students with disabilities – assessment design – Reporting timelines – Biennial plan for validation studies – Local assessment - School report card – Individual student report – Inappropriate test preparation prohibited.
 o 2_1 ALL_05: KRS 158.6454 National Technical Advisory Panel on Assessment and Accountability <br> o 2_1 ALL_06: KRS 158.6455 System to identify and reward successful schools – School accountability system – Consequences for schools not meeting accountability measures – Review and audit process – Formula for school accountability and improvement goal – District accountability – Appeals of performance judgments.
 o 2_1 ALL_07: KRS 158.6457 Definitions for KRS 158.6452, 158.6453, 158.6455 and 158.6457.
 o 2_1 ALL_08: 158.6458 Plan for implementation of state assessment and accountability system – Report.
 o 2_1 ALL_09: KRS 158.647 Education Assessment and Accountability Review Subcommittee – Members – Duties – Vote required to act.
 o 2_1 ALL_10: KRS 158.649 Achievement gaps – Data on student performance – Policy for reviewing academic performance – Student achievement targets – Reporting requirements – Review and revision of improvement plan. | national group of test takers.

 Kentucky purchased, through its state procurement process, nationally-available End-of-Course (EOC) assessments in English 10, Algebra II, Biology and US History. The ACT *QualityCore*® end-of-course (EOC) assessment program met these requirements. And, ACT was awarded the contract. ACT's evidence relating to the reliability and validity of its EOC tests is presented within the documentation that has been submitted for this peer review. These assessments are proprietary to ACT, Inc.

 Kentucky recognized ACT's stance that their curriculum surveys of high school and college faculty and statistical studies examining the relationship between student performance on the ACT tests and outcomes in college courses provided a substantial foundation for the development of the CCSS. |

| | Kentucky Administrative Regulations (KAR) 2_1 ALL_11: 703 KAR 5:070 Procedures for inclusion of special populations in the state-required assessment and accountability programs 2_1 ALL_12: 703 KAR 5:080 Administration Code for Kentucky's Education Assessment Program 2_1 ALL_13: 703 KAR 5:140 Requirements for school and district report cards 2_1 ALL_14: 703 KAR 5:190 Assistance to low-achieving schools 2_1 ALL_15: 703 KAR 5:200 Next-generation learners 2_1 ALL_16: 703 KAR 5:225 School and district accountability, recognition, support and consequences 2_1 ALL_17: 703 KAR 5:240 Accountability administrative procedures and guidelines <p style="text-align:center">K-PREP</p><p>Assessment Structure:</p> 2_1 KP_01: 2014-2015 K-PREP Technical Manual 1.1 (pp. 12-14, 19-21) Test Blueprint 2_1 KP_02: Reading Test Blueprint 2_1 KP_03: Mathematics Test Blueprint 2_1 KP_04: On-Demand Writing Test Blueprint Test Construction Specifications | |

	o 2_1 KP_05: Reading Test Construction Specifications	
	o 2_1 KP_06: Mathematics Test Construction Specifications	
	o 2_1 KP_07: OnDemand Writing Test Construction Specifications	
	Item development training documents	
	o 2_1 KP_08: Item Writer Training for Mathematics	
	o 2_1 KP_09: Item Writer Training for Reading	
	o 2_1 KP 10: Reading passage writing training	
	o 2_1 KP_11: KY Writing On Demand training	
	o 2_1 KP_12: K-Prep Item Writer Training for Reading_2012-w-KDE-edits	
	Alignment:	
	• 2_1 KP_13: PREP 2014-2015 Technical Manual v1.1 (pp. 15-16)	
	EOC	
	Background:	
	• 2_1 EOC_01: ACT and The Education Trust. (2004). *On Course for Success* (ACT: Iowa City, IA).	
	o General findings (pp. 14-16).	
	Alignment:	
	ACT Course Standards	
	• 2_1 EOC_02: Algebra II Course Standards.	
	• 2_1 EOC_03: English 10 Course Standards.	
	• 2_1 EOC_04: Biology Course Standards.	
	Statement of purpose and intended interpretations:	

- 2_1 EOC_05: QualityCore Technical Manual
  - Overview (p. 3).

Test blueprints:
- 2_1 EOC_06: Algebra II EOC Blueprint.
- 2_1 EOC_07: English 10 EOC Blueprint.
- 2_1 EOC_08: Biology EOC Blueprint.

Processes:
- 2_1 EOC_09: QualityCore Technical Manual.
  - Test development process (pp. 2-6).

Alternate K-PREP

- 2_1 ALT_01: Administration Guide for Transition Attainment Record 2014-15
- 2_1 ALT_02: Administration Guide for Overview and Attainment Task Administration Guide 2014-15
- 2_1 ALT_03: Alternate Kentucky Academic Standards All
- 2_1 ALT_04: Science Task Administration Guidelines
- 2_1 ALT_05: Alt K-PREP Technical Manual 2014-15 - Chapter 1 - Overview of Assessment (pp. 3-8)
- 2_1 ALT_06: Alt K-PREP Technical Manual 2014-15 - Chapter 4 - Test Development (pp. 18-21)
- 1_4 ALT_07: Alt K-PREP Technical Manual 2014-15 – Appendix C – Item Writers (pp.89)

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
2.2 – Item Development The State uses reasonable and technically sound procedures to develop and select items to assess	**All Assessments** **See Evidence in Critical Element 2.2 K-PREP, 2.2 EOC and**	Kentucky Department of Education (KDE) staff and Kentucky teachers are actively involved in the development of test items. Teachers reviewed items

| student achievement based on the State's academic content standards in terms of content and cognitive process, including higher-order thinking skills. | **2.2 Alternate K-PREP**

K-PREP

Item Development Review
• 2_2 KP_01: Item Development Review Checklist v2
• 2_2 KP_02: Mathematics Item Review Checklist
• 2_2 KP_03: Reading Item Review Checklist
• 2_2 KP_04: Prompt Review Checklist revised

Item Bias Review
• 2_2 KP_05: Item Bias Review Committee
• 2_2 KP_06: Item Bias Review Committee Checklist
• 2_2 KP_07: Passage Bias Review Checklist

Selection
• 2_2 KP_08: 2014-2015 K-PREP Technical Manual 1.1 (pp. 15-18, 20-22, 36-39)).
• 2_2 KP_09: Mathematics Blueprint
• 2_2 KP_10: Reading Blueprint
• 2_2 KP_11: On-Demand Writing

EOC

General item development and selection procedures:
• 2_2 EOC_01: QualityCore Technical Manual. Information about item development (pp. 4-6).

Selection:
• 2_2 EOC_02: QualityCore Technical Manual. Field test review and operational forms construction (p. 6).
Test Blueprints | for accuracy, classroom connection and content alignment. For K-PREP, Kentucky teacher judgment provides the critical independent alignment of test content to Kentucky standards. This alignment work is embedded in the test development process. The processes and procedures are documented in the appropriate technical reports. |

	• 2_2 EOC_03: Algebra II EOC Blueprint.
	• 2_2 EOC_04: English 10 EOC Blueprint.
	• 2_2 EOC_05: English Blueprint Targets.
	• 2_2 EOC_06: Biology EOC Blueprint.
	Subject-specific item development and selection procedures:
	QuailtyCore Stimulus and Item Development Guides.
	• 2_2 EOC_07: English Multiple-Choice Item Writer Guide
	o General ACT processes for developing high-quality, passage-based ELA items (pp. 2-8).
	o Overview of item task models (pp. 9-14).
	o Examples of individual item specifications (see "ORG" item category: Organization, Unity, and Cohesion, pp. 32-46).
	• 2_2 EOC_08: Reading Item Writer Guide
	o General ACT processes for developing high-quality, passage-based ELA items (pp. 4-10).
	o Overview of item task models (pp. 11-14).
	o Examples of individual item specifications (see "IDT" item category: Central Ideas, Themes, and Summaries, pp. 21-27).
	• 2_2 EOC_09: Paragraph Units and Discrete Grammar Items.
	• 2_2 EOC_10: ACT Reading Passage Selection Guide
	• 2_2 EOC_11: QualityCore Mathematics Item Writer's Guide
	o General ACT processes for developing high-quality items (p. 3).
	o Calculator policy (p. 4).
	o Guidelines for item writing (pp. 5-

	6).
	  o Guidelines for content
	     development (pp. 7-9).
	• 2_2 EOC_12: QualityCore Science
	  Multiple-Choice Item Writer's Guide
	  o General ACT processes for
	     developing high-quality items (pp.
	     4).
	  o Guidelines for item writing (pp. 5-
	     7).
	  o Cognitive levels (pp. 7-8).
	
	Example of assignments provided to item writers regarding item specifications:
	
	• 2_2 EOC_13: Sample Item Writer
	  Assignment for Mathematics.
	• 2_2 EOC_14: Sample Item Writer
	  Assignment for English.
	
	Alternate K-PREP
	
	• 2_2 ALT_01: Alternate K-PREP Item
	  Development
	• 2_2 ALT_02: Alt K-PREP Technical
	  Manual 2014-15 – Chapter 5 – Bias Review
	  (pp. 22-23)
	• 2_2 ALT_03: Alt K-PREP Technical
	  Manual 2014-15 - Appendix C - Item
	  Writers (pp. 89)	

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
2.3 – Test Administration 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	**All Assessments** • Administration Code • 2_3 ALL_01: KBE Summary Minutes February 2014 mtg (pp 12) • 2_3 ALL_02: 703 KAR 5_080 Administration Code Regulation	Kentucky Administrative Regulations specify appropriate assessment practices, procedures for investigating violations of the regulations and required consequences. KDE provides training and regular communications with District Assessment Coordinators (DACs) to ensure standardized test

assessments, including administration with accommodations;
 	
• Has established procedures to ensure that all individuals responsible for administering the State's general and alternate assessments receive training on the State's established procedures for the administration of its assessments;
 	
• 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.
	• 2_3 ALL_03: Administration Code Training 2014 Final PowerPoint
	• 2_3 All_04: Administration Code Training Group Signature Sheet
	• Inclusion of Special Populations
	   o 2_3 ALL_05: KBE Summary Minutes February 2014 mtg (pp. 11)
	   o 2_3 ALL_06: 703 KAR 5_070 Inclusion Regulation Feb 2014 (pp 4 5-6 9-12 23-25 32)
	   o 2_3 ALL_07: Inclusion of Special Population Training Revised
	   o 2_3 ALL_08: Inclusion of Special Populations Training Group Signature Sheet
	• DAC Communications
	   o 2_3 ALL_09: DAC E-mail Overview. Link to all Weekly and Special DAC E-Mails http://education.ky.gov/AA/distsup p/Pages/Communications.aspx
	   o 2_3 ALL_10: DAC E-mail December 22 2014
	   o 2_3 ALL_11: DAC E-mail February 9 2015
	   o 2_3 ALL_12: DAC E-mail March 16 2015
	• Calculator Policy
	• 2_3 ALL_13: KY 2014-2015 Calculator Policy
	• Training
	• 2_3 ALL_14: 2015 DAC Meeting K-PREP Important Dates
	• 2_3 ALL_15: 2015 DAC Meeting HANDOUT Alternate Assessment Important Dates
	• 2_3 ALL_16: 2015 February DAC Meetings Opening
	• 2_3 ALL_17: 2015 February DAC
		administration. The test administration manuals are included in the appropriate technical reports.
		
		Video Training Sessions were recorded originally in 2014 and are available on the Kentucky Department of Education's Media Portal.
		
		All test administrators involved in state assessments are required to sign a form acknowledging the receipt of a copy of the Administration Code and participation in training for the regulation.
		
		The Office of Assessment and Accountability has a weekly Monday e-mail to all Kentucky DACs providing information on assessments and accountability actions. Special DAC e-mails are sent out as needed on hot topics. A number of relevant e-mails are provided as evidence.

- Meetings K-PREP
- 2_3 ALL_18: 2015 February DAC Meetings High School
- 2_3 ALL_19: 2015 February DAC Meetings Alternate K-PREP
- 2_3 ALL_20: Regulation Update and Accommodations
- 2_3 ALL_21: 2015 February DAC Meetings SDRR
- 2_3 ALL_22: DAC Email 20140825 Fall Training

- **Video** Training Sessions
- 2_3 ALL_23: 2014 February DAC Meetings Video
- Video Web Link: http://mediaportal.education.ky.gov/assessment-and-accountability/student-assessment/2014/03/1-2014-february-dac-meetings-opening-and-hot-topics/

- 2_3 ALL_24: Test Security and Data Quality Video
- Video Web Link: http://mediaportal.education.ky.gov/assessment-and-accountability/student-assessment/2014/03/2-2014-february-dac-meetings-test-security-and-data-quality/

- 2_3 ALL_25: Accountability Rules Video
- Video Web Link: http://mediaportal.education.ky.gov/assessment-and-accountability/student-assessment/2014/03/3-2014-february-dac-meetings-accountability-rules/

- 2_3 ALL_26: Student Data Review and Rosters (SDRR) Video
- Video Web Link:

	http://mediaportal.education.ky.gov/assessment-and-accountability/student-assessment/2014/03/4-2014-february-dac-meetings-sdrr/ • 2_3 ALL_27: K-PREP Before Testing Video • Video Web Link: http://mediaportal.education.ky.gov/assessment-and-accountability/student-assessment/2014/03/5-2014-february-dac-meetings-k-prep/ • 2_3 ALL_28: During K-PREP Testing Video • Video Web Link: http://mediaportal.education.ky.gov/assessment-and-accountability/student-assessment/2014/03/6-2014-february-dac-meetings-k-prep-during-testing/ • 2_3 ALL_29: K-PREP After Testing Video • http://mediaportal.education.ky.gov/assessment-and-accountability/student-assessment/2014/03/7-2014-february-dac-meetings-k-prep-after-testing/ • 2_3 ALL_30: Text Reader Assistive Technology Video • Video Web Link: http://mediaportal.education.ky.gov/assessment-and-accountability/student-assessment/2014/03/8-2014-february-dac-meetings-text-reader/ • 2_3 ALL_31: Alternate K-PREP Video • Video Web Link: http://mediaportal.education.ky.gov/assessment-and-accountability/student-assessment/2014/03/9-2014-february-dac-	

	meetings-alternate-k-prep/		

K-PREP

- 2_3 KP_01: K-PREP 2015 DAC BAC Manual pp 33-54
- K-PREP 2015 Test Administration Manuals
- 2_3 KP_02: K-PREP 2015 Grade 3 TAM Final pp. 22-50
- 2_3 KP_03: K-PREP 2015 Grade 4 TAM Final pp. 23-58
- 2_3 KP_04: K-PREP 2015 Grade 5 TAM Final pp. 23-62
- 2_3 KP_05: K-PREP 2015 Grade 6 TAM Final pp. 23-62
- 2_3 KP_06: K-PREP 2015 Grade 7 TAM Final pp. 24-53
- 2_3 KP_07: K-PREP 2015 Grade 8 TAM Final pp. 24-62
- 2_3 KP_08: K-PREP 2015 Grade 10 11 TAM Final pp. 21-43

- **Student Response Booklets**
    - 2_3 KP_09: K-PREP 2015 Student Response Booklet Grade 3
    - 2_3 KP_10: K-PREP 2015 Student Response Booklet Grade 4
    - 2_3 KP_11: K-PREP 2015 Student Response Booklet Grade 5
    - 2_3 KP_12: K-PREP 2015 Student Response Booklet Grade 6
    - 2_3 KP_13: K-PREP 2015 Student Response Booklet Grade 7
    - 2_3 KP_14: K-PREP 2015 Student Response Booklet Grade 8
    - 2_3 KP_15: K-PREP 2015 Student Response Booklet Grade 10
    - 2_3 KP_16: K-PREP 2015 Student Response Booklet Grade 11

	- **Ancillary Test Materials**
	  o Reference Sheets
	- 2_3 KP_17: K-PREP 2015 Mathematics Reference Sheet Grades 7 and 8
	- 2_3 KP_18: K-PREP 2015 Writers Reference Sheet Grades 5 and 6
	- 2_3 KP_19: K-PREP 2015 Writers Reference Sheet Grades 8, 10 and 11
	  o Rulers
	- 2_3 KP_20: K-PREP 2015 Rulers Grade 3, 4-6 and 7-8 Mathematics Rulers
	
	State's Process for Documenting Modifications or Disruptions of Standardized Test Administration
	- 2_3 KP_21: K-PREP 2015 DAC BAC Manual (pp. 6-10, 13-14, 53, 81-84)
	- K-PREP 2015 Test Administration Manuals
	- 2_3 KP_22: K-PREP 2015 Grade 3 TAM Final (pp. 4-10, 29-30)
	- 2_3 KP_23: K-PREP 2015 Grade 4 TAM Final (pp. 4-11, 30-31)
	- 2_3 KP_24: K-PREP 2015 Grade 5 TAM Final (pp. 4-10, 30-31)
	- 2_3 KP_25: K-PREP 2015 Grade 6 TAM Final (pp. 4-11, 31-32)
	- 2_3 KP_26: K-PREP 2015 Grade 7 TAM Final (pp. 4-11, 31-32)
	- 2_3 KP_27: K-PREP 2015 Grade 8 TAM Final (pp. 4-11, 31-32)
	- 2_3 KP_28: K-PREP 2015 Grade 10 11 TAM Final (pp. 4-9, 28-29)
	
	EOC
	
	Procedures
	- 2_3 EOC_01: ACT QualityCore End of	

Course Assessments CBT Test
Administration Manual
- General policies (pp. 5-6).
- Test guidelines (pp. 11-12).
- 2_3 EOC_02: ACT QualityCore End-of-Course Assessments Administration Manual
  - General policies (pp. 7-8).
- 2_3 EOC_03 : ACT QualityCore Test Coordinators Manual
  - Administration guidelines (pp. 5-6).
- 2_3 EOC_04: ACT QualityCore End-of-Course Assessments Teacher Administration Manual
  - General policies (p. 7).
- 2_3 EOC_05 Quick Guide for CBT Outages

Training
- 2_3 EOC_06: Training Workshop.
  - Provides overview of test administration system.
- 2_3 EOC_07: Hands-on Training Activities Demo Site
  - Allows for practice using the system in the demonstration website.
- 2_3 EOC_08: QualityCore Online Tutorials
  - Open enrollment webinars available at no cost to participants.
- 2_3 EOC_09: QualityCore Online Demonstration Site.
- 2_3 EOC_10: ACT QualityCore End of Course Assessments CBT Test Administration Manual
  - Training materials (p. 3).
- 2_3 EOC_11: ACT QualityCore Test

Coordinators Manual
  o Training materials (p. 3).

Alternate K-PREP

- 2_3 ALT_01 Administration Guide for
  Transition Attainment Record 2014-15 pp
  6-10
- 2_3 ALT_02: Administration Guide for
  Overview and Attainment Task
  Administration Guide 2014-15 pp 14-19
- 2_3 ALT_03: Administration Guide for
  Transition Attainment Record 2014-15 pp
  6-13
- 2_1 ALT_04: Alt K-PREP Sample Test
  Items
- 2_1 ALT_05: Alt K-PREP Test Directions
- 2_1 ALT_06: Alt K-PREP Overview
  Attainment Task Training PPT 2014-15
- 2_1 ALT_07: Alt K-PREP Technical
  Manual 2014-15 - Chapter 7 –
  Administration and Training (pp. 26-28)
- 2_1 ALT_08: Alt K-PREP Technical
  Manual 2014-15 – Appendix G –
  Administration Manuals (pp. 147-180)

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
2.4 – Monitoring Test Administration 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.	<u>All Assessments</u> **Site Visits During Test Administration:** • 2_4 ALL_01: 2015 K-PREP Site Visits • 2_4 ALL_02: 2015 K-PREP Site Visits Survey Question Responses • 2_4 ALL_03: 2015 K-PREP Site Visits Summary Findings Report Training and Communications	KDE staff make monitoring visits to schools during testing.

	• 2_5 ALL_04: 2015 February AC Meeting Opening PowerPoint (slides: 20-21)
	
	K-PREP
	
	**See Evidence in in Critical Element
	2_4 ALL Assessments**
	
	EOC
	
	Standardization of Administration
	• 2_4 EOC_01: ACT QualityCore End-of-Course Assessments CBT Test Administration Manual
	   o General policies (pp. 5-6).
	   o Test guidelines (pp. 11-12).
	   o Test directions (pp. 19-24).
	• 2_4 EOC_02: ACT QualityCore End-of-Course Assessments Administration Manual
	   o General policies (pp. 7-8).
	• 2_4 EOC_03: ACT QualityCore Test Coordinators Manual
	   o Administration guidelines (pp. 5-6).
	   o District test coordinator responsibilities (pp. 11-31).
	   o School test coordinator responsibilities (pp. 37-107).
	• 2_4 EOC_04: ACT QualityCore End-of-Course Assessments Teacher Administration Manual
	   o General policies (p. 7).
	   o Verbal Instructions (pp. 12-19).
	
	Alternate K-PREP
	
	**See Evidence in Critical Element
	2_4 ALL Assessments**	

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable

2.5 – Test Security
 	
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, 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;
• Detection of test irregularities;
• Remediation following any test security incidents involving any of the State's assessments;
• Investigation of alleged or factual test irregularities.
	<u>All Assessments</u>
	
	Security Audit:
	• 2_5 ALL_01: KRS 158_6453 Assessment Academic Content Standards HS College Ready Accommodations (Section 19)
	• 2_5 ALL_02: Administration Code Regulation 703 KAR 5:080 (pp. 4-7, 18-20)
	• 2_5 ALL_03: KRS 161_120 Disciplinary Actions Related to Certificates - Appeals
	• 2_5 ALL_04: Kentucky Security Audit Report – Final – 01-31-2012
	
	Test Security Allegation History:
	• 2_5 ALL_05: Documented Incidences Issue Codes 1996-2015.doc
	
	Test Security Allegation Reporting to Kentucky Department of Education:
	• 2_5 ALL_06: Allegation Reporting Overview
	  o Web Link:
	    http://education.ky.gov/AA/distsupp/Pages/Allegation-Reporting.aspx
	• 2_5 ALL_07: Allegation Reporting Form Login
	  o Web Link:
	    https://applications.education.ky.gov/login/
	• 2_5 ALL_08: Allegation Reporting Form.doc
	• 2_5 ALL_09: Kentucky Notarized Statement
	• 2_5 ALL_10: Nondisclosure Form
		Kentucky emphasizes test security. Through administrative regulations, training, a security audit and implementation of proposals from the security audit, a high level of importance is placed on test security. A handbook to document Kentucky's security policies and procedures is currently under development.

Report of Finding:

- 2_5 ALL_11: Testing Board of Review Template
- 2_5 ALL_12: Education Professional Standards Board Notification Template
- 2_5 ALL_13: Test Security Superintendent template
- 2_5 ALL_14: No Violation Template
- 2_5 ALL_15: Violation No score Change template
- 2_5 ALL_16: Violation Test Proctor No Score Change template
- 2_5 ALL_17: Violation Test Scores Lowered template
- 2_5 ALL_18: Violation Proctor Test Scores Lowered template

Training and Communication:

- 2_5 ALL_19: Communications
  - Web Link: http://education.ky.gov/AA/distsupp/Pages/Communications.aspx
- 2_5 ALL_20: Administration Code Regulation 703 KAR 5:080 (pp. 4 5-7)
- 2_5 ALL_21: Administration Code Training 2014 Final PowerPoint (pp. 4-5 6-13)
- 2_5 ALL_22: Administration Code Training Group Signature Sheet
- 2_5 ALL_23: Administration Code Training Situations
- 2_5 ALL_24: Administration Code Reference Sheet
- 2_5 ALL_25: 2015 February AC Meeting Opening PowerPoint (slides: 22-24)

K-PREP

- 2_5 KP_01: K-PREP 2015 DAC BAC

Manual (pp. 5-13, 47-54)
- 2_5 KP_02: 2014-2015 K-PREP Technical Manual 1.1 pp. 27

- K-PREP 2015 Test Administration Manuals
  - 2_5 KP_03: K-PREP 2015 Grade 3 TAM Final (pp. 3-10, 31, 49-50)
  - 2_5 KP_04: K-PREP 2015 Grade 4 TAM Final (pp. 3-11,1 32, 59-60)
  - 2_5 KP_05: K-PREP 2015 Grade 5 TAM Final (pp. 3-10, 32, 63-64)
  - 2_5 KP_06: K-PREP 2015 Grade 6 TAM Final (pp. 3-11, 33, 63-64)
  - 2_5 KP_07: K-PREP 2015 Grade 7 TAM Final (pp. 3-11, 33, 54-55)
  - 2_5 KP_08: K-PREP 2015 Grade 8 TAM Final (pp. 3-11, 33, 63-64)
  - 2_5 KP_09: K-PREP 2015 Grade 10 11 TAM Final (pp. 3-9, 30, 44-45)

EOC

Prevention:
Information about <u>properly exiting and reopening tests</u> can be found:
- 2_5 EOC_01: ACT QualityCore End of Course Assessments CBT Test Administration Manual (pp. 9-10).
- 2_5 EOC_02: ACT QualityCore Test Coordinators Manual (2016). Test security information for testing coordinators (pp. 7-8).

Information about <u>storage</u>, <u>administration,</u> and <u>return</u> of test materials can be found:
- 2_5 EOC_03: ACT QualityCore End of Course Assessments CBT Test Administration Manual (pp. 9-10)
  - Questions about test items (p. 7).

	○ Collecting and returning test materials (pp. 9-10). 2_5 EOC_04: ACT QualityCore End-of-Course Assessments Administration Manual (2015). ○ Proper storing and distributing test materials (pp. 9-11). ○ Return of test materials (pp. 17-24). ○ Unauthorized testing aids (p. 13). 2_5 EOC_05: ACT QualityCore Test Coordinators Manual (2016). Test security information for testing coordinators. ○ Room set up and staff assignments (p. 5). ○ Test irregularities and disruptions (p. 8-9). 2_5 EOC_06: ACT QualityCore End-of-Course Assessments Teacher Administration Manual (2015). ○ Unauthorized testing aids (p. 9). ○ Verbal instructions for the test (pp. 12-19). Information about <u>prohibited behaviors</u> and how to <u>report irregularities</u> is included in multiple publications: 2_5 EOC_07: ACT QualityCore End of Course Assessments CBT Test Administration Manual (p. 7-8). 2_5 EOC_08: ACT QualityCore End-of-Course Assessments Administration Manual (pp. 13-14). 2_5 EOC_09: ACT QualityCore Test Coordinators Manual (pp. 8-10). 2_5 EOC_10: ACT QualityCore End-of-Course Assessments Teacher Administration Manual (pp. 9-11). Information about the <u>security agreement</u> for district	

and school officials is included in multiple publications:
- 2_5 EOC_11: ACT QualityCore End-of-Course Assessments Administration Manual (p. 3).
- 2_5 EOC_12: ACT QualityCore Test Coordinators Manual (p. 27).
- 2_5 EOC_13: ACT QualityCore End-of-Course Assessments Teacher Administration Manual (p. 3).

Training:
- 2_5 EOC_14: ACT QualityCore Test Coordinators Manual. Test security information for testing coordinators.
- Training materials (p. 3).

Detection & Remediation
The test security hotline contact information is included in multiple publications:

- 2_5 EOC_15: ACT QualityCore End of Course Assessments CBT Test Administration Manual (inside, front cover).
- 2_5 EOC_16: ACT QualityCore End-of-Course Assessments Administration Manual (p. 2).
- 2_5 EOC_17: ACT QualityCore End-of-Course Assessments Teacher Administration Manual (inside, front cover).

Information about prohibited behaviors and how to report irregularities is included in multiple publications:
- 2_5 EOC_18: ACT QualityCore End of Course Assessments CBT Test Administration Manual (pp. 7-8).
- 2_5 EOC_19: ACT QualityCore End-of-

Course Assessments Administration Manual (pp. 13-14).
- 2_5 EOC_20: ACT QualityCore Test Coordinators Manual (pp. 8-10).
- 2_5 EOC_21: ACT QualityCore End-of-Course Assessments Teacher Administration Manual (pp. 9-11).

Investigation
In all investigations, Kentucky cooperates with ACT:

- 2_5 EOC_22: ACT QualityCore End of Course Assessments CBT Test Administration Manual (p. 7).
- 2_5 EOC_23: ACT QualityCore End-of-Course Assessments Administration Manual (p. 7).
- 2_5 EOC_24: ACT QualityCore Test Coordinators Manual (p. 1).
- 2_5 EOC_25: ACT QualityCore End-of-Course Assessments Teacher Administration Manual (p. 6).

Alternate K-PREP

See Evidence in Critical Element 2.5 ALL Assessments and 2.5 K-PREP

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable

2.6 – Systems for Protecting Data Integrity and Privacy
 	
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:
	All Assessments
	
	Data Policies:
	• 2_6 All_01: Data Governance Policy
	• 2_6 ALL_02: Data Requests - Overview
	   o Web Link:
	     http://education.ky.gov/districts/tech/Pages/DataRequests.aspx
		KDE purposely limits 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. In addition to the KDE staff with access, KDE does share data with vendors, researchers and other state agencies. Use of this personally identifiable information (PII) must fall

• To protect the integrity of its test materials and related data in test development, administration, and storage and use of results;
• To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools;
• 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.
	Guidance and Resources:
	• Kentucky Department of Education
	  o 2_6 ALL_03: Data Privacy and Security - Overview
	    ✓ Web Link: http://education.ky.gov/districts/tech/Pages/Data-Security-Privacy.aspx
	  o 2_6 ALL_04: Data Collection – Use - Overview
	    ✓ Web Link: http://education.ky.gov/districts/tech/Pages/DataCollection.aspx
	  o 2_6 ALL_05: Data Governance - Overview
	    ✓ http://education.ky.gov/districts/tech/Pages/KDE-Data-Governance.aspx
	  o 2_6 ALL_06: KDE Data Access, Collection and Use Policy
	    ✓ Web Link: http://education.ky.gov/districts/tech/Documents/Data_Collection_Access_and_Use_Policy.pdf
	    ✓ Reports and Documents on Student Data Privacy and Security
	  o 2_6 ALL_07: Family Educational Rights and Privacy Act (FERPA)
	    ✓ Web Link: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html
	  o 2_6 ALL_087: Protection of Pupil Rights Amendment
	    ✓ Web Link: http://familypolicy.ed.gov/ppra
	  o 2_6 ALL_098: Children's Online Privacy Protection Act (COPPA)
	    ✓ Web Link: https://www.ftc.gov/enforcement/rules/rulemaking-regulatory-
		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.

	reform-proceedings/childrens-online-privacy-protection-rule
	    o 2_6 ALL_109: Parents' Guide to Guidance for Schools and Districts: Best Practices for Keeping Parents Informed about Student Data Collection
	        ✓ Web Link: http://www.ed.gov/news/press-releases/guidance-schools-issued-how-keep-parents-better-informed-data-they-collect-stude
	• 2_6 ALL_11: Data Request and Approval Process Documents
	    o KDE Data Request Form
	        ✓ Web Link: https://applications.education.ky.gov/DataRequest/
	• 2_6 ALL_12: Data Security Best Practices
	
	Kentucky Hardware Security
	• 2_6 ALL_13: Kentucky Hardware Security
	
	Data Integrity
	• 2_6 ALL_14: System Access Control
	• 2_6 ALL_15: State Report Card Validation Tools
	
	K-PREP
	
	Data Security
	• 2_6 KP_01: K-PREP Data Security
	• 2_6 KP_02 KSIS Beginning of Year Training Data Security
	
	Also see Evidence in Critical Element 2.6 ALL Assessments
	
	EOC	

Testing materials
Information about the steps taken to protect the integrity and confidentiality of the test materials may be found below:

- 2_6 EOC_01: ACT QualityCore End of Course Assessments CBT Test Administration Manual.
    - Testing disruptions and technical problems (p. 5).
    - Acquiring test administration information (pp. 15-17).
    - Reopening test sessions (pp. 17-18).
- 2_6 EOC_02: ACT QualityCore End-of-Course Assessments Administration Manual.
    - Receiving materials (pp. 9-10).
    - Storing materials (p. 10).
    - Distributing materials (p. 11).
    - Returning materials (pp. 17-24).
- 2_6 EOC_03: ACT QualityCore Test Coordinators Manual;
    - Pre-administration activities (pp. 39-40).
    - In-administration activities (pp. 40-41).
    - Post-administration activities (pp. 41-42).
- 2_6 EOC_04: ACT QualityCore End-of-Course Assessments Teacher Administration Manual
    - Returning testing materials (p. 22).

Test-Related Data and Personally Identifiable Information (PII)
- ACT has two policies for protecting student-level data and personally identifiable information.
    - 2_6 EOC_05: ACT Privacy Policy, which provides detail to examinees on

	the use and protection of data. o 2_6 EOC_06: ACT Information Security Program Summary. The document relates to ACT internal procedures for protecting test materials, test-related data, and personally identifiable information. **Alternate K-PREP** **See Evidence in Critical Element 2.6 ALL Assessments and 2.6 K-PREP**	

SECTION 3: TECHNICAL QUALITY – VALIDITY

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
3.1 – Overall Validity, including Validity Based on Content The State has documented adequate overall validity evidence for its assessments, and the State's validity evidence includes evidence that the State's assessments measure the knowledge and skills specified in the State's academic content standards, including: • 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 process), the full range of the State's academic content standards, balance of content, and cognitive complexity; • If the State administers alternate assessments based on alternate academic achievement standards, the assessments show adequate linkage to the State's academic content standards	**All Assessments** **See Evidence in Critical Element 3.1 K-PREP, 3.1 EOC and 3.1 Alternate K-PREP** **K-PREP** **Validity** • 3_1 KP_01: 2014-2015 K-PREP Technical Manual 1.1 (pp. 61-67) • 3_1 KP_02: K-PREP Mathematics Blueprint 2012 • 3_1 KP_03: K-PREP Reading Blueprint 2012 • 3_1 KP_04: On-Demand Writing • 2012 **Alignment**	The ACT *QualityCore*® End-of-Course assessments are aligned to the Common Core and ACT's College and Career Readiness System.

| 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. | • 3_1 KP_05: K-PREP Mathematics Blueprint 2012
• 3_1 KP_06: K-PREP Reading Blueprint 2012
• 3_1 KP_07: K-PREP On-Demand Writing 2012
• 3_1 KP_08: K-PREP Test Plan.2012

EOC

Validity
• 3_1 EOC_01: ACT QualityCore Technical Manual. The technical manual for the QualityCore assessments includes a chapter on Validity Evidence, which provides descriptions of studies producing validity evidence for the use and interpretation of QualityCore test scores (pp. 58-62).

Alignment:
• 3_1 EOC_02: ACT Common Core Alignment Reading – Section C
• 3_1 EOC_03: ACT Common Core Alignment Mathematics – Section D

Alternate K-PREP

• 3_1 ALT_01: Alt K-PREP Admin Guide Overview and Attainment Task Admin Guide 2014-15 pp. 3-8
• 3_1 ALT_02: Alt Kentucky Academic Standards All
• 3_1 ALT_03: Alt K-PREP Technical Manual 2014-15 – Chapter 6 - Alignment (pp.24-25) | |

Critical Element	Evidence (e.g., relevant document(s), page	Notes, if applicable

	number(s) and location)	
3.2 – Validity Based on Cognitive Processes The State has documented adequate validity evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State's academic content standards.	**All Assessments** **See Evidence in Critical Element 3.2 K-PREP, 3.2 EOC and 3.2 Alternate K-PREP** **K-PREP** 3_2 KP_01: 2014-2015 K-PREP Technical Manual 1_1 (pp 16-23, 65-67) **EOC** **Expert Judgment in Item Review** 3_2 EOC_01: ACT QualityCore Technical Manual. - Information about item reviews (pp. 5-7). 3_2 EOC_02: QualityCore Content Review's Guide. - Guidelines for reviewing multiple-choice items (pp. 2-5). - Reviewing item sets and pools (p. 5). **Expert Judgment in Course Standards** 3_2 EOC_03: ACT and The Education Trust. (2004). *On Course for Success* (ACT: Iowa City, IA). 3_2 EOC_04: ACT QualityCore Technical Manual. - High school survey (pp. 60-61). - Content expert review of high school survey results (pp. 61-62). **Alternate K-PREP** 3_2 ALT_01: Alt K-PREP Content Review 3_2 ALT_02: Alt K-PREP Content and Bias Review 2012-13	Alignment of the tests to the intended cognitive levels is documented in the appropriate technical reports.

| | 3_2 ALT_03: Alt K-PREP Content Bias Review final | |
| | 3_2 ALT_04: Alt K-PREP Technical Manual 2014-15 - Chapter 10 – Comparability (pp. 34) | |

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
3.3 – Validity Based on Internal Structure 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 academic content standards on which the intended interpretations and uses of results are based.	<u>**All Assessments**</u> **See Evidence in Critical Element 3.3 K-PREP, 3.3 EOC and 3.3 Alternate K-PREP** <u>**K-PREP**</u> • 3_3 KP_01: 2014-2015 K-PREP Technical Manual 1.1 (pp. 38-39, 47-49) • 3_3 KP_02: 2014-2015 K-PREP Yearbook 1.1 (pp.19-20, 158-164) • 3_3 KP_03: K-PREP 2015 Tested Students School Summary <u>**EOC**</u> • 3_3 EOC_01: ACT QualityCore Technical Manual. o Subscores (p. 7) **Sample Reports** • 3_3 EOC_02 :ACT QualityCore Sample Student Report for English 10 <u>**Alternate K-PREP**</u> • 3_3 ALT_01: Alt K-PREP Standards Validation Report • 3_3 ALT_02: Alt K-PREP Technical Manual 2014-15 – Chapter 13 – Validity Framework and Argument (pp. 38-40)	Internal validity is documented in the appropriate technical reports.

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable

3.4 – Validity Based on Relationships with Other Variables
 	
The State has documented adequate validity evidence that the State's assessment scores are related as expected with other variables.
	<u>All Assessments</u>
	
	See Evidence in Critical Element 3_4 K-PREP 3.4 EOC and 3.4 Alternate K-PREP
	
	<u>K-PREP</u>
	• 3_4 KP_01: K-PREP Performance Standards Report v1.1 $_{pp.}$ 1-26
	
	<u>EOC</u>
	
	High School Coursework
	• 3_4 EOC_01: ACT Quality Core Relating End-of-Course Assessment Scores to Course Grades and College Readiness (Iowa City, IA: ACT 2013).
	
	External Measures
	• 3_4 EOC_02: ACT QualityCore Technical Manual
	   o Relationship to PLAN/ACT Test score ranges (pp. 49-55).
	• 3_4 EOC_03: QualityCore Technical Manual Supplement
	   o Updated relationship to PLAN/ACT Test score ranges (pp. 2-5)
	   o Estimated ACT Aspire score ranges for English 10 and Biology (pp. 5-8).
	• 3_4 EOC_04: ACT QualityCore Relating End-of-Course Assessment Scores to Course Grades and College Readiness (Iowa City, IA: ACT 2013).
	• 3_5 EOC_05: Influence of Achievement in Core High School Courses on ACT Scores (Allen, J, Iowa City, IA: ACT, 2015).
		Kentucky used external impact data in standard setting, but has not done follow-up consequential validity studies.

	Alternate K-PREP
	• 3_4 ALT_01: Alt K-PREP Grade 12 Alternate Assessment Accountability Folder Student Work
	• 3_4 ALT_02: Alt K-PREP Technical Manual 2014-15 - Chapter 9 – Characterization of Errors (pp. 31-33)
	• 3_4 ALT_03: Alt K-PREP Technical Manual 2014-15 - Chapter 13 – Validity Framework and Argument (pp. 38-40)

SECTION 4: TECHNICAL QUALITY - OTHER

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
4.1 – Reliability 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 and, if the State's assessments are implemented in multiple States, for the assessment overall and each student group, including: • Test reliability of the State's assessments estimated for its student population; • Overall and conditional standard error of measurement of the State's assessments; • Consistency and accuracy of estimates in categorical classification decisions for the cut scores and achievement levels based on the assessment results; • For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a student's achievement.	<u>All Assessments</u> **See Evidence in Critical Element 4.1 K-PREP, 4.1 EOC and 4.1 Alternate K-PREP** <u>K-PREP</u> **Overall reliability, including standard error of measurement** • 4_1 KP_01: 2014-2015 K-PREP Technical Manual 1.1 (pp. 54-61) • 4_1 KP_02: 2014-2015 K-PREP Yearbook 1.1 (pp. 22-70, 124-141, 146-157) • 4_1 KP_03: HumRRO 2015 No 043 Student Classification K-PREP 2014 • 4_1 KP_04: HumRRO 2013 007 Policy EOC and K-PREP Cut Scores <u>EOC</u> **Overall reliability, including standard error of measurement**	Reliability statistics are included in the relevant technical reports.

- 4_1 EOC_01: ACT QualityCore Technical Manual. The technical manual includes information regarding reliability evidence (pp. 49-55);
  - Raw score summary statistics and fit for base forms (Table 6, p. 21);
  - Raw score summary statistics new forms (Table 8, p. 29)
  - Scale score summary of equating forms (Table 10, p. 31); and
  - Scale score standard error of measurement by true scale score (Figure 8, pp. 25-27).
- 4_1 EOC_02: HumRRO FR-11-52 ACT Quality Core Grading Options
- 4_1 EOC_03 HumRRO 2013 007 Policy EOC and K-PREP Cut Scores

Alternate K-PREP

- 4_1 ALT_01: Alt K-PREP – Chapter 9 – Characterization of Errors (pp. 31-33)
- 4_1 ALT_02: Alt K-PREP - Appendix H – AAAF Review (pp. 181-190)

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
4.2 – Fairness and Accessibility The State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments.	**All Assessments** **See Evidence in in Critical Element 4.2 K-PREP, 4.2 EOC and 4.2 Alternate K-PREP** **K-PREP** **Fairness and Accessibility** 4_2 KP_01: Item Development Plan for Writing 4_2 KP_02: KY 2012 Mathematics Item	Kentucky conducted accessibility and bias reviews during test development to ensure test fairness and accessibility.

Development Plan
- 4_2 KP_03: KY 2012 Reading Item Development Plan
- 4_2 KP_04: Revised KY 2012 Reading Item Development Plan

Supporting Documentation for Text Reader, Braille and Large Print
- 4_2 KP_05: 2015 February DAC Meetings K-PREP PowerPoint (slides: 4-5, 9)
- 4_2 KP_06: K-PREP 2015 DAC BAC Manual (pp. 31-32)
- 4_2 KP_07: 2015 February DAC Meetings Regulation Update and Accommodations PowerPoint (slides: 8-14)
- 4_2 KP_08 Monday DAC E-mail January 26 2015 (pp. 1)
- 4_2 KP_09: Monday DAC E-mail March 16 2015 (pp. 2-3)

Item Writers
- 4_2 KP_10: Item Writer Training for Math
- 4_2 KP_11: Item Writer Training for Reading
- 4_2 KP_12: Reading passage writing training
- 4_2 KP_13: KY Writing On Demand training
- 4_2 KP_14: K-Prep Item Writer Training for Reading_2012-w-KDE edits
- 4_2 KP_15: Edited for 2013 Reading passage writing training Pearson PowerPoint Blue

Fairness Reviews
- 4_2 KP_16: Item Bias Review Committee Checklist
- 4_2 KP_17: Item Content Review Committee Checklist
- 4_2 KP_18: Item Development Review Checklist v2

- 4_2 KP_19: Mathematics Item Review Checklist
- 4_2 KP_20: Passage Bias Review Checklist
- 4_2 KP_21: Prompt Review Checklist-revised
- 4_2 KP_22: Reading Item Review Checklist

EOC

Code of Fair Testing Practices
- 4_2 EOC_01: ACT QualityCore Technical Manual (p. 1).

Item writers
- 4_2 EOC_02: English Multiple-Choice Item Writer Guide (p. 6).
- 4_2 EOC_03: Reading Item Writer Guide (p. 7).
- 4_2 EOC_04: Reading Test Passage Selection Guide (p. 6).
- 4_2 EOC_05: QualityCore Mathematics Item Writer's Guide (p. 3).
- 4_2 EOC_06: QualityCore Science Multiple-Choice Item Writer's Guide (p. 4).

Fairness reviews
- 4_2 EOC_07: ACT End-of-Course Fairness Reviewer's Guide Multiple-Choice Items.
  - Review criteria (p. 2).

- 4_2 EOC_08: ACT QualityCore Technical Manual. The technical manual documents steps taken to ensure fairness:
  - Content and fairness review of test items (p. 5).
  - Content and fairness review of test forms (p. 6).

Alternate K-PREP

• 4_2 ALT_01: Alt K-PREP Technical Manual 2014-15 – Chapter 5 – Bias Review – (pp 24-25)	
• 4_2 ALT_02: Alt K-PREP Technical Manual 2014-15 – Appendix C – Item Writers (pp. 89)	
• 4_2 ALT_03: Alt K-PREP Technical Manual 2014-15 - Chapter 10 – Comparability (pp. 34)	

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable

4.3 – Full Performance Continuum
 	
The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum, including for high- and low-achieving students.
	<u>All Assessments</u>
	
	See Evidence in in Critical Element 4.3 K-PREP, 4.3 EOC and 4.3 Alternate K-PREP
	
	<u>K-PREP</u>
	• 4_3 KP_01: 2014-2015 K-PREP Technical Manual 1.1 (pp. 56-61)
	• 4_3 KP_02: HumRRO 2016 No 025 K-PREP 2015 Third-Party Checking Report
	• 4_3 KP_03: HumRRO 2015 No 043 Student Classification K-PREP 2014
	
	<u>EOC</u>
	
	• 4_3 EOC_01: ACT QualityCore Technical Manual: The technical manual includes evidence of precision across the score scale.
	   o Examples of cumulative percent of raw scores (pp. 37-38, Figure 9).
	   o Standard error of measurement plots and values (pp. 25-27).
	
	<u>Alternate K-PREP</u>
		Conditional standard errors of measurement are included in the technical reports.

	4_3 ALT_01: Alt K-PREP Assessment Prof and Dist Percentages 2014-15	
	4_3 ALT_02: Alt K-PREP Technical Manual 2014-15 (pp 12-15)	
	4_3 ALT_03: Alt K-PREP Sample Test Items	

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable

4.4 – Scoring
 	
The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable results, facilitate valid score interpretations, and report assessment results in terms of the State's academic achievement standards.
	All Assessments
	
	• 4_4 ALL_01: School Report Card Overview
	  o Web Link: http://applications.education.ky.gov/SRC/
	• 4_4 All_02: School Report Card Glossary Extract
	
	K-PREP
	
	• 4_4 KP_01: 2014-2015 K-PREP Technical Manual 1.1 (pp.28-29 44-53 68-71)
	• 4_4 KP_02: K-PREP Scoring Model
	• 4_4 KP_03: HumRRO 2013 038 K-PREP On-Demand Writing Scoring
	
	EOC
	
	• 4_4 EOC_01: ACT QualityCore Technical Manual: The technical manual includes a chapter on the technical characteristics of the ACT tests.
	  o Description of the scaling construction (p. 7).
	  o Scaling procedure (pp. 18-27).
	
	Alternate K-PREP
	
	• 4_4 ALT_01: Alt K-PREP Technical Manual	

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
	2014-15 - Chapter 8 - Scoring (pp. 29-30)	

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable

4.5 – Multiple Assessment Forms
 	
If the State administers multiple forms within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State's academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years.
	All Assessments
	
	See Evidence in Critical Element 4_5 K-PREP and 4_5 EOC
	
	K-PREP
	• 4_5 KP_01 2014-2015 K-PREP Technical Manual 1.1 (pp. 51-53)
	
	EOC
	
	Construction of multiple forms
	• 4_5 EOC_01: ACT QualityCore Technical Manual
	   o Field-test review and operational forms construction (p. 6).
	
	Psychometric analyses
	• 4_5 EOC_02: ACT QualityCore Technical Manual:
	   o The technical manual includes the equating process (pp. 28-31).
	   o Table 9 on p. 30 shows that different equating methods gave consistent equating results (Table 9, p. 30).
	   o Table 10 on p. 31 shows that the statistical properties of new forms closely match those of old forms (Table 10, p. 31).
	
	Alternate K-PREP
		The K-PREP assessment at grades 3-8 and writing at grades 10 and 11 is a one form assessment to allow for reporting common scores for all students.
		
		The Alternate K-PREP assessment also is one form.

	The 2015 assessment is one form.	

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
4.6 – Multiple Versions of an Assessment If the State administers assessments in multiple versions within a content area, 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.	**All Assessments** **Not applicable** **K-PREP** **Not applicable** **EOC** • 4_6 EOC_01: ACT QualityCore Technical Manual o Comparability study (pp. 32-48). **Alternate K-PREP** **Not applicable**	The K-PREP assessment (reading, mathematics and science) at grades 3-8 and writing at grades 10 and 11 have one version for each content area and grade. Students responding to the writing assessment for each grade answer one common prompt and for the second answer choose between two tasks. The Alternate K-PREP assessment has only one version for each content area/grade.

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
4.7 – Technical Analysis and Ongoing Maintenance The State has a system for monitoring and 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).	**All Assessments** • 4_7 ALL_01: KRS 158.647 Education Assessment and Accountability Review Subcommittee – Members – Duties – Vote required to act. • 4_7 ALL_02: KRS 158_6454 National Technical Advisory Panel on Assessment and Accountability • 4_7 ALL_03: NTAPAA Roles • 4_7 ALL_04: KRS 158_6452: School Curriculum Assessment and Accountability Council • 4-7 ALL_05: KRS 158_6453 Assessment	Kentucky statute requires that the Legislative Research Commission convene a Technical Advisory Panel to review the assessment system, advise KDE and report to the legislature. This panel of national experts is called the National Technical Advisory Panel on Assessment and Accountability (NTAPAA). Information on technical analysis and monitoring also are found in the appropriate technical reports. KDE contracts with HumRRO to validate test scoring and item calibration each year. Another body that provides advice to KDE relative to

Academic Content Standards HS College Ready Accommodations pp 10-11 • 4_7 ALL_06: Legislative Research Commission Biennial Plan 2012-2014 **K-PREP** • 4_7 KP_01: 2014-2015 K-PREP Technical Manual 1.1 (pp.61-67) • 4_7 KP_02: Common Core Comparison to Kentucky State Standards Overview o Web Link: http://education.ky.gov/curriculum/standards/kyacadstand/Pages/Crosswalk-Common-Core-State-Standards-(CCSS)-Comparison-to-Kentucky-State-Standards.aspx • 4_74 KP_03: English Language Arts Crosswalk Cover Ltr • 4_7 KP_04 English Language Ares Crosswalk • 4_7 KP_05: Mathematics Crosswalk Cover Ltr • 4_7 KP_06: Mathematics Crosswalk • 4_7 KP_07: HumRRO 2016 No 025 K-PREP 2015 Third-Party Checking Report • 4_7 KP_08: K-PREP KDE_Pearson Pre PostTest Debrief F2F Mtg Minutes July 26-27 2012 • 4_7 KP_09: K-PREP KDE_Pearson Pre PostTest Debrief F2F Mtg Minutes August 12 2014 • 4_7 KP_10: K-PREP KDE_Pearson Pre PostTest Technical Debrief F2F Mtg Minutes November 5 2015 **EOC** **Maintenance** • 4_7 EOC_01: Overview of Technical Advisory Committee	assessment, accountability and curriculum is the School Curriculum, Assessment and Accountability Council (SCAAC), which is appointed by the Governor. The committee advises, reviews and makes recommendations concerning Kentucky's design of the testing and accountability system, academic standards, and low-performing schools. The members include two (2) parents, two (2) teachers, two (2) superintendents, two (2) principals, two (2) local school board members, two (2) school district assessment coordinators, two (2) employers in the state, two (2) university professors with expertise in assessment and measurement, and one (1) at-large member.

	• 4_7 EOC_02: ACT QualityCore Technical Manual: The QualityCore technical manual discusses the commitment to an ongoing review process (p. 1). • 4_7 EOC_03: HumRRO 2013 055 End-of-course Cut Scores 2013 • 4_7 EOC_04: HumRRO 2014 No 24 2013 EOC Student NAPD Classifications Accuracy • 4_7 EOC_05 EOC Annual KDE_ACT Pre PostTest Debrief Meeting **Alternate K-PREP** 4_7 ALT_01: Alternate K-PREP 2014-15 KDE-UK Face to Face Meeting minutes June 18 2015	

SECTION 5: INCLUSION OF ALL STUDENTS

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
5.1 – Procedures for Including Students with Disabilities 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, including, at a minimum, guidance for individual educational plan (IEP) Teams to inform decisions about student assessments that: • Provides clear explanations of the differences between assessments based on grade-level academic achievement standards and assessments based on alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an alternate assessment based on alternate academic achievement standards;	**All Assessments** • 5_1 ALL_01: KBE Summary Minutes of February 2014 mtg (pp. 11) • 5_1 ALL_02: 703 KAR 5:070 Procedures for inclusion of special populations in the state-required assessment and accountability programs (pp. 8-12, 21-24) • 5_1 ALL_03: IEP Guidance Document (pp. 2, 8-9, 33) **K-PREP** • 5_1 KP_01: K-PREP 2015 DAC BAC Manual final (pp. 19-25, 65-68) • K-PREP 2015 Test Administration Manuals ○ 5_1 KP_02: K-PREP 2015 Grade 3	Inclusion of students with disabilities is required by administrative regulations and documented by KDE communication with DACs as well as in the administration manuals.

• States that decisions about how to assess students with disabilities must be made by a student's IEP Team based on each student's individual needs; • Provides guidelines for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment; • Provides information on accessibility tools and features available to students in general and assessment accommodations available for students with disabilities; • Provides guidance regarding selection of appropriate accommodations for students with disabilities; • Includes instructions that students eligible to be assessed based on alternate academic achievement standards may be from any of the disability categories listed in the IDEA; • Ensures that parents of students with the most significant cognitive disabilities are informed that their student's achievement will be based on alternate academic achievement standards and of any possible consequences of taking the alternate assessments resulting from district or State policy (e.g., ineligibility for a regular high school diploma if the student does not demonstrate proficiency in the content area on the State's general assessments); • The State has procedures in place to ensure that its implementation of alternate academic achievement standards for students with the most significant cognitive disabilities promotes student access to the general curriculum.	TAM Final (pp. 11-15, 55, 57-58) o 5_1 KP_03: K-PREP 2015 Grade 4 TAM Final (pp. 12-16, 65, 67-68) o 5_1 KP_04: K-PREP 2015 Grade 5 TAM Final (pp. 11-15, 69, 71-72) o 5_1 KP_05: K-PREP 2015 Grade 6 TAM Final (pp. 12-16, 69, 71-72) o 5_1 KP_06: K-PREP 2015 Grade 7 TAM Final (pp. 12-16, 61, 63-64) o 5_1 KP_07: K-PREP 2015 Grade 8 TAM Final (pp. 12-16, 69, 71-72) o 5_1 KP_08: K-PREP 2015 Grade 10 11 TAM Final (pp. 10-14, 51-53) **EOC** • 5_1 EOC_01: ACT QualityCore End-of-Course Assessments Instructions for Accommodated Testing o Ordering accommodated testing materials (p. 7) o Accommodated testing options (p. 8). o Administration instructions (pp. 9-13). • 5_1 EOC_02: ACT QualityCore End-of-Course Assessments Administration Manual. o Ordering information (p. 16). o Types of accommodations (p. 17). **Alternate K-PREP** **See Evidence in Critical Element 5.1 ALL Assessments, 5.1 K-PREP and 5.1 EOC**	

Critical Element	Evidence (e.g., relevant document(s), page	Notes, if applicable

number(s) and location)	
5.2 – Procedures for including ELs The State has in place procedures to ensure the inclusion of all English learners in public elementary and secondary schools in the State's assessment system and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum: • Procedures for determining whether an English learner should be assessed with accommodation(s); • Information on accessibility tools and features available to all students and assessment accommodations available for English learners; • Guidance regarding selection of appropriate accommodations for English learners.	**All Assessments** • 5_2 ALL_01: KBE Summary Minutes of February 2014 mtg (pp. 11) • 5_2 ALL_02: 703 KAR 5:070: Inclusion Regulation Feb 2014 (pp. 16-22) **K-PREP** • 5_2 KP_01: K-PREP 2015 DAC BAC Manual (pp. 21-23) • K-PREP 2015 Test Administration Manuals o 5_2 KP_02: K-PREP 2015 Grade 3 TAM Final (pp. 13) o 5_2 KP_03: K-PREP 2015 Grade 4 TAM Final (pp. 14) o 5_2 KP_04: K-PREP 2015 Grade 5 TAM Final (pp. 13) o 5_2 KP_05: K-PREP 2015 Grade 6 TAM Final (pp. 14) o 5_2 KP_06: K-PREP 2015 Grade 7 TAM Final (pp. 14) o 5_2 KP_07: K-PREP 2015 Grade 8 TAM Final (pp. 14) o 5_2 KP_08: K-PREP 2015 Grade 10 11 TAM Final (pp. 12) **EOC** • 5_2 EOC_01: ACT Quality Core End-of-Course Assessments Instructions for Accommodated Testing o Ordering accommodated testing materials (p. 7) o Accommodated testing options (p. 8). o Administration instructions (pp. 9-13). • 5_2 EOC_02: ACT QualityCore End-of-Course Assessments Administration Manual. o Ordering information (p. 16).	Inclusion of English learners is required by administrative regulations and documented by KDE communication with DACs as well as in the administration manuals.

	o	Types of accommodations (p. 17).	
		Alternate K-PREP	
		See Evidence in Critical Element 5.2 ALL Assessments, 5.2 K-PREP and 5.2 EOC	

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
5.3 – Accommodations The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and English learners. Specifically, the State: • Ensures that appropriate accommodations are available for students with disabilities under the Individuals with Disabilities Education Act (IDEA) and students covered by Section 504; • Ensures that appropriate accommodations are available for English learners; • Has determined that the accommodations it provides (i) are appropriate and effective for meeting the individual student's need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) 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 review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.	<u>All Assessments</u> • 5_3 ALL_01: KBE Summary Minutes of February 2014 mtg (pp. 11) • 5_3 ALL_02: 703 KAR 5:070 Inclusion Regulation Feb 2014 <u>K-PREP</u> **Accommodations:** • 5_3 KP_01: K-PREP 2015 DAC BAC Manual Final (pp. 26-32) • 5_3 KP_02: K-PREP 2015 Grade 3 TAM final pp. 16-21 • 5_3 KP_03: K-PREP 2015 Grade 4 TAM final pp. 17-22 • 5_3 KP_04: K-PREP 2015 Grade 5 TAM final pp. 16-22 • 5_3 KP_05: K-PREP 2015 Grade 6 TAM final pp. 17-23 • 5_3 KP_06: K-PREP 2015 Grade 7 TAM final pp. 17-23 • 5_3 KP_07: K-PREP 2015 Grade 8 TAM final pp. 17-23 • 5_3 KP_08: K-PREP 2015 Grade10 11 TAM final pp. 15-20 • 5_3 KP_09: 2014-2015 K-PREP Yearbook 1.1	Accommodations are required by administrative regulations and documented in administration manuals, and appropriate technical reports.

(Appendix K)
- 5_3 KP_10: 2015 K-PREP Accommodation Memo Final
- 5_3 KP_11: 2015 K-PREP Online Text Reader Memo

EOC

- 5_3 EOC_01: ACT Quality Core End-of-Course Assessments Instructions for Accommodated Testing
  - Ordering accommodated testing materials (p. 7)
  - Accommodated testing options (p. 8).
  - Administration instructions (pp. 9-13).
- 5_3 EOC_02: ACT QualityCore End-of-Course Assessments Administration Manual.
  - Ordering information (p. 16).
  - Types of accommodations (p. 17).

Alternate K-PREP

- 5_3 ALT_01: 703 KAR 5:070 Inclusion Regulation Feb 2014 pp 30-35

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
5.4 – Monitoring Test Administration for Special Populations The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and English learners so that they are appropriately included in assessments and receive accommodations that are:	**All Assessments** **Training:** • 5_4 ALL_01: Inclusion of Special Populations Training • 5_4 ALL_02: Record Review Document • 5_4 ALL_03: IEP Guidance Document pp 48-49 • 5_4 ALL_04: Compliance Record Review Document 2014-15	

• 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; • Consistent with the assessment accommodations identified by a student's IEP Team or 504 team for students with disabilities, or another process for an English learner; • Administered with fidelity to test administration procedures.	• 5_4 ALL_05: Administration Code Training **Site Visit:** • 5_4 ALL_06: 2015 Kentucky Site Visits Survey Questions • 5_4 ALL_07: 2015 Site Visits Testing Environment Form • 5_4 ALL_08: 2015 Testing Seating Chart Individual Small Group • 5_4 ALL_09: 2015 Testing Seating Chart Large Group • 5_4 ALL_10: 2015 K-PREP Site Visits • 5_4 ALL_11: 2015 Site Visits Survey Questions Response • 5_4 ALL_12: 2015 K-PREP Site Visits Summary Report **K-PREP** **References:** • 5_4 KP_01: K-PREP DAC BAC Manual final (pp. multi-pages) **EOC** • See 2.5 Test Security – EOC **Alternate K-PREP** **See Evidence in Critical Element 5.4 ALL Assessments and 5.4 K-PREP**	

SECTION 6: ACADEMIC ACHIEVEMENT STANDARDS AND REPORTING

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
6.1 – State Adoption of Academic Achievement Standards for All Students	**All Assessments** **See Evidence in Critical Element**	KDE adopts the achievement standards internally and reports those to the Kentucky Board of

| The State formally adopted challenging academic achievement standards in reading/language arts, mathematics and in science for all students, specifically:
• The State formally adopted academic achievement standards in the required tested grades and, at its option, also alternate academic achievement standards for students with the most significant cognitive disabilities;
• The State applies its grade-level 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;
• The State's academic achievement standards and, as applicable, alternate academic achievement standards, include: (a) At least three levels of achievement, with two for high achievement and a third of lower achievement; (b) descriptions of the competencies associated with each achievement level; and (c) achievement scores that differentiate among the achievement levels. | **6.1 K-PREP, 6.1 EOC and 6.1 Alternate K-PREP**

_____**K-PREP**_____

• 6_1 KP_01: K-PREP Performance Standards Report v1_1

_____**EOC**_____

• 6_1 EOC_01: HumRRO 2014 No 024 Student NAPD Classifications Accuracy

_____**Alternate K-PREP**_____

• 6_1 ALT_01: Alt K-PREP Standard Selection E-mail 02_1_2011
• 6_1 ALT_02: Alt K-PREP Science Standard Selection Training
• 6_1 ALT_03: K-PREP and Alt K-PREP Cut Scores 2014-15 | Education. |

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
6.2 – Achievement Standards-Setting The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting its academic achievement standards and alternate academic achievement standards to ensure they are valid and reliable.	_____**All Assessments**_____ **See Evidence in Critical Element 6.2 K-PREP, 6.2 EOC and 6.2 Alt K-PREP** _____**K-PREP**_____ **Standards Setting** • 6_2 KP_01: 2014-2015 K-PREP Technical Manual 1.1 (Chapter 5) • 6_2 KP_02: K-PREP Performance Standards Report v1.0 (pp. 6-9)	Kentucky has used appropriate standard setting methods for its assessments and these are documented in the reports that have been submitted.

	- 6_2 KP_03: K-PREP 2011 09_27-09_29 BioSheet - 6_2 KP_04: K-PREP 2011 09_27-09_29 KDE Non-Disclosure - 6_2 KP_05: K-PREP 2011 09_27-09_29 Pearson Non-Disclosure - 6_2 KP_06: K-PREP 2011 10_11-10_13 Bio Sheet + Evaluation - 6_2 KP_07: K-PREP 2011 10_11-10_13 KDE Non-Disclosure - 6_2 KP_08: K-PREP 2011 10_11-10_13 Pearson Non-Disclosure - 6_2 KP_09: K-PREP 2012 072012 KDE Non-Disclosure + Demo Info - 6_2 KP_10: K-PREP 2012 072012 Pearson Non-Disclosure - 6_2 KP_11: K-PREP 2013 Reading Passage Bias Meeting KDE Non-Disclosure Bio Demo - 6_2 KP_12: K-PREP 2013 Reading Passage Bias Meeting Pearson Non-Disclosures - 6_2 KP_13: K-PREP 071013 Content-Bias Mtg Non-Disclosure + Bio **EOC** - 6_2 EOC_01: EOCs and the KAS Overview - Web Link: http://education.ky.gov/curriculum/standards/kyacadstand/Pages/EOCs-and-the-KAS.aspx - 6_2 EOC_02 EOC English 2 Course Overview - 6_2 EOC_03: EOC KY Traditional Pathway Algebra 2 Connections to Objectives - 6_2 EOC_04: EOC KY Biology Alignment ACT Course Standards and Kentucky	

Science Curriculum
- 6_2 EOC_05: EOC Standard Setting Names

Alternate K-PREP

- 6_2 ALT_01: Alt K-PREP Standard Setting Sign in Sheets 2012-13
- 6_2 ALT_02: Alt K-PREP Slide Standard Setting Process
- 6_2 ALT_02: Alt K-PREP Slides Standard Setting Process
- 6_2 ALT_03: Alt K-PREP Technical Manual 2014-15 - Chapter 11 – Standard Setting (pp. 35-36)
- 6_2 ALT_04: Alt K-PREP Technical Manual 2014-15 – Appendix E – Content Standards and Bias Review (pp.136-137)
- 6_2 ALT_05: Alt K-PREP Technical Manual 2014-15 – Appendix F – Standards Validation (pp. 138-146)

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable
6.3 – Challenging and Aligned Academic Achievement Standards The State's academic achievement standards are challenging and aligned with the State's academic content standards such that a high school 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. If the State has defined alternate academic achievement standards for students with the most significant cognitive disabilities, the alternate academic achievement standards are linked to the State's grade-level academic content standards or	**All Assessments** • 6_3 ALL_01: Kentucky Standard Setting Documentation • 6_3 ALL_02: KRS 156_010 Commissioners Authority to Organize Dept of Education Functions • 6_3 ALL_03: KBE Summary Minutes October 2012 pp 11-12 **K-PREP** Standards • 6_3 KP_01: Kentucky's Learning Goals and Academic Expectations	Kentucky has set achievement standards that are linked to a level of performance on the ACT that has been established as rigorous, in consultation with representatives of higher education and business interests in the state. The Council on Postsecondary Education (CPE) led the effort to define college readiness in Kentucky. The definition calls for a student to meet a CPE benchmark on the ACT test. All public higher education institutions will admit a student meeting the CPE benchmark in English, mathematics or reading to a credit-bearing course. In essence, Kentucky's higher education institutions set the definition and the benchmarks for college and career

extended academic content standards, show linkage to different content across grades, and reflect professional judgment of the highest achievement standards possible for students with the most significant cognitive disabilities.

- 6_3_KP_02: 2014-2015 K-PREP Technical Manual 1.1 (pp 33-36)
- 6_3 KP_03: HumRRO 2013-007 ACT EOC and K-PREP Cut Scores

Performance Level Descriptors
- 6_3 KP_04: K-PREP Mathematics Performance Level Descriptors by Domain 2
- 6_3 KP_05: K_PREP Mathematics Performance Level Descriptors Summaries
- 6_3 KP_06: K-PREP Reading Performance Level Descriptors
- 6_3 KP_07: K-PREP Writing Performance Level Descriptors
- 6_3 KP_08: K-PREP Alternate Writing Performance Level Descriptors
- 6_3 KP_09: K-PREP Alternate Writing Graade Performance Level Descriptors

EOC

- 6_3 EOC_01: Proposal for Setting Kentucky NAPD Cut Scores for EOC Assessments
- 6_3 EOC_02: Presentation Kentucky EOC Standards Workshop Policy Capture
- 6_3 EOC_03: HumRRO 2013-007 ACT EOC and K-PREP Cut Scores

Alternate K-PREP

- 6_3 ALT_01: Alt K-PREP Slides Standard Setting Process
- 6_3 ALT_02: Alt K-PREP Performance Level Descriptors
- 6_3 ALT_03: Alt K-PREP Standards Setting Participants 2012
- 6_3 ALT_04: Alt K-PREP Attainment Task Standard Setting Participants 2013

readiness. In turn, public P-12 schools have a clear definition to use as their guiding principle for instruction and curriculum.

Senate Bill 1 (2009) was a sweeping, omnibus law that called for a new testing system in Kentucky aligned to new standards. The new state testing system was focused on measuring college and career readiness from Grade 3 to Grade 12 and uses the ACT test as the capstone assessment to determine college readiness.

Proficiency on Kentucky summative tests is linked from Grade 3 to Grade 12 and locked onto college readiness standards. Students taking the tests from Grade 3 to 12 know if they are proficient and on the path toward college and career readiness.

	6_3 ALT_05: K-PREP and Alternate K-PREP Cut Scores 2014-15	
	6_3 ALT_06: Alt K-PREP Technical Manual 2014-15 – Chapter 6 - Alignment (pp.24-25)	
	6_3 ALT_07: Alt K-PREP Technical Manual 2014-15 – Appendix D – Performance Level Descriptors (pp.90-135)	

Critical Element	Evidence (e.g., relevant document(s), page number(s) and location)	Notes, if applicable

6.4 – Reporting
 	
The State reports its assessment results, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of results for students tested by parents, educators, State officials, policymakers and other stakeholders, and the public, including:
 	
• The State reports to the public its assessment results on student achievement at each proficiency level and the percentage of students not tested for all students and each student group after each test administration;
• 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 specific academic needs of students, and the State also provides interpretive guides to support appropriate uses of the assessment results;
• The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its assessments that:
   o Provide valid and reliable information regarding a student's achievement;
   o Report the student's achievement in terms of the State's grade-level academic achievement standards (including performance-level
	All Assessments
	
	Website Reporting
	• 6_4 ALL_01: School Report Card Overview
	• Web Link: http://applications.education.ky.gov/SRC/
	• 6_4 All_02: School Report Card Glossary Extract
	• 6_4 ALL_03: Open House Overview
	• Web Link: http://openhouse.education.ky.gov/
	• 6_4 ALL_04: Assessment and Accountability Overview
	• Web Link: http://education.ky.gov/AA/Pages/default.aspx
	• 6_4 ALL_05: Reports Overview
	• Web Link: http://education.ky.gov/AA/Reports/Pages/default.aspx
	• 6_4 ALL_06: Research Overview
	• Web Link: http://education.ky.gov/AA/KTS/Pages/default.aspx
	
	Parent Reporting
	• 6_4 KP_07: K-PREP Parents Testing Guide
	• 6_4 KP_08: K-PREP Parents Accountability
		School Report Card access:
		• Select 2014-15, district, school and click view card. Then, chose the Assessment Tab and sub-tabs for each assessment (K-PREP, K-PREP End-of-Course and others.
		
		• Kentucky reports the Percent Tested (participation rate on the assessment tab) and does not include the percent NOT tested.

descriptors);
    o Provide information to help parents, teachers, and principals interpret the test results and address the specific academic needs of students;
    o Are available in alternate formats (e.g., Braille or large print) upon request and, to the extent practicable, in a native language that parents can understand;
• 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.
	Guide
	
	Media Reporting
	• 6_4 ALL_09: R15-112 Unbridled Learning Release Final
	• 6_4 ALL_10: Unbridled Learning Briefing Packet State Release 2015 Final 2015_09_29 v2
	
	District Communication:
	• Monday and Special DAC E-mails
	    o 6_4 ALL_11: DAC E-Mail Overview
	        Web Link: http://education.ky.gov/AA/distsupp/Pages/Communications.aspx
	    o 6_4 ALL_12: DAC E-mail July 31, 2015
	        Web Link: http://education.ky.gov/AA/distsupp/Documents/Special%20DAC%20Email%2020150731.docx
	    o 6_4 ALL_13: DAC E-mail September 08 2015
	        Web Link: http://education.ky.gov/AA/distsupp/Documents/DAC%20Email%2020150908.docx
	    o 6_4 ALL_14: DAC E-mail September 14, 2015
	        Web Link: http://education.ky.gov/AA/distsupp/Documents/DAC%20Email%2020150914.docx
	    o 6_4 ALL_15: DAC E-mail September 15 2015
	        Web Link: http://education.ky.gov/AA/distsupp/Documents/Special%20DAC%20Email%2020150915%20QC%20Day.docx
	    o 6_4 ALL_16: DAC E-mail September	

28 2015
Web Link:
http://education.ky.gov/AA/dists
upp/Documents/DAC%20Email
%2020150928.docx

K-PREP

Sample Reports
- 6_4 KP_01: K-PREP Spring 2015 Individual Student Report
- 6_4 KP_02: K-PREP Spring 2015 School Listing
- 6_4 KP_03: K-PREP Spring 2015 School Summary
- 6_4 KP_04: K-PREP Spring 2015 District Summary
- 6_4 KP_05: K-PREP Spring 2015 State Listing
- 6_4 KP_06: K-PREP Spring 2015 Erasure Analysis
- 6_4 KP_07: Pearson Access User Guide KY final (pp.19)
- 6_4 KP_08: K-PREP 2015 Spring Packing List
- 6_4 KP_09: Pearson Access Overview Electronic copies of reports are also available to schools and districts on the WEB at PearsonAccess. Access is restricted requiring a school level password.
  - Web Link: http://www.pearsonaccess.com/cs/Satellite?pagename=Pearson/QuickLink/ky

District Communication – Cover Memos:
- 6_4 KP_10: 2015 K-PREP Informational Memo
- 6_4 KP_11: 2015 K-PREP Accommodation Memo final

	• 6_4 KP_12: 2015 EMBARGOED DATA notification final
	• 6_4 KP_13: 2015 Text Help Memo
	• 6_4 KP_14: 2015 Spring K-PREP Final Reports Memo final
	• 6_4 KP_15: Special DAC Email July 31 2015
	
	EOC
	
	Sample Reports
	• 6_4 EOC_01: ACT QualityCore Sample Class Roster Report
	• 6_4 EOC_02: ACT QualityCore Sample District Summary Report
	• 6_4 EOC_03: ACT QualityCore Sample School Subgroup Report
	• 6_4 EOC_04: ACT QualityCore Sample Student Report
	
	Reporting to College Readiness Measures
	• 6_4 EOC_05: ACT QualityCore Technical Manual
	    o Updated relationship to PLAN/ACT Test score ranges (pp. 2-5)
	    o Estimated ACT Aspire score ranges for English 10 and Biology (pp. 5-8).
	• 6_4 EOC_06: ACT QualityCore Technical Manual Supplement
	    o Relationship to PLAN/ACT Test score ranges (pp. 49-55).
	
	Accessing Reports
	• 6_4 EOC_07: ACT QualityCore Test Coordinators Manual
	    o In-window reports (pp. 108-109).
	    o Student score report (pp. 109-111).
	    o Class roster report (pp. 111-113).	

	o Reopened test sessions report (pp. 113-114). **Alternate K-PREP** • 6_4 ALT_01: Alternate K-PREP Spring 2015 Individual Student Report • 6_4 ALT_02: Alt K-PREP Proficient and Distinguished Percentages 3- 12 • 6_4 ALT_03: Alt K-PREP Individual Student Score Reports 6_4 ALT_04: Alt K-PREP Technical Manual 2014-15 – Chapter 12 – Reporting (pp. 37)	