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

KDE: OAA June 1, 2016
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).

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]

<table>
<thead>
<tr>
<th>Subject</th>
<th>Type*</th>
<th>Gr. 3</th>
<th>Gr. 4</th>
<th>Gr. 5</th>
<th>Gr. 6</th>
<th>Gr. 7</th>
<th>Gr. 8</th>
<th>High school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>General</td>
<td>S</td>
<td>S</td>
<td>S</td>
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<td>S</td>
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<tr>
<td></td>
<td>AA-AAAS</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
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<td>S</td>
<td>S</td>
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<tr>
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<td>AA-GLAS</td>
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<td></td>
<td>Native Lang.</td>
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</tr>
<tr>
<td>Reading/language</td>
<td>General</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
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<tr>
<td>arts</td>
<td>AA-AAAS</td>
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<td>AA-GLAS</td>
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<tr>
<td>Science</td>
<td>General</td>
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<td>S</td>
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<td></td>
<td>AA-GLAS</td>
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<td>Native Lang.</td>
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</tr>
</tbody>
</table>

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

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 1 and the 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.
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

<table>
<thead>
<tr>
<th>Name of assessment(s):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td></td>
</tr>
<tr>
<td>Grade(s) administered:</td>
<td></td>
</tr>
<tr>
<td>Name of entity submitting documents on behalf of State:</td>
<td></td>
</tr>
<tr>
<td>Assessment type:</td>
<td></td>
</tr>
<tr>
<td>☐ General</td>
<td>☐ AA-AAAS</td>
</tr>
<tr>
<td>☐ Other. If other, identify:</td>
<td></td>
</tr>
</tbody>
</table>

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

☐ State has not adopted common content standards

Critical Elements: (Other, Mix, or State)

<table>
<thead>
<tr>
<th>Critical Elements: (Other, Mix, or State)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
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<tr>
<td>1.2</td>
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<tr>
<td>1.3</td>
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<tr>
<td>1.4</td>
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<tr>
<td>1.5</td>
</tr>
<tr>
<td>2.6</td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

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 L. Pruitt

Signature and Date:

Stephen L. Pruitt 5/31/16
### STATE ASSESSMENT PEER REVIEW SUBMISSION INDEX

#### SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
</table>
| 1.1 – State Adoption of Academic Content Standards for All Students | **All Assessments**

**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.**

**Adoption of Standards**

- 1_1 ALL_01: KBE Summary Minutes of February 2010 mtg (pp. 7-10)
- 1_1 ALL_02: KBE Summary Minutes of April 2013 mtg (pp. 19-20)
- 1_1 ALL_03: KBE Summary Minutes of June 2013 mtg (pp. 6-8)
- 1_1 ALL_04: Kentucky Academic Standards Web Overview
  - Web Link: [http://education.ky.gov/comm/UL/Pages/Kentucky-Core-Academic-Standards.aspx](http://education.ky.gov/comm/UL/Pages/Kentucky-Core-Academic-Standards.aspx)
- 1_1 ALL_05: Kentucky’s Learning Goals and Academic Expectations

**K-PREP**

See Evidence in Critical Element 1.1 ALL Assessments

**EOC**

- 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.
<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.2 – Coherent and Rigorous Academic Content Standards</strong></td>
<td><strong>All Assessments</strong></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>- 1_2 ALL_01: Kentucky Academic Standards</td>
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<td></td>
<td>- Web Link: <a href="http://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx">http://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx</a></td>
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<td></td>
<td>- 1_2 ALL_02: Kentucky Curriculum Standards (paper pp. 1-8 only – web pp. 1-728)</td>
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<tr>
<td></td>
<td>- 1_2 ALL_03: Common Core State Standards to Kentucky State Standards Crosswalk Overview (paper: overview Web page)</td>
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<td></td>
<td>- 1_2 ALL_04: English Language Arts Deconstructed Standards Overview (paper: overview Web page)</td>
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<td></td>
<td>- 1_2 ALL_05: Mathematics Deconstructed Standards Overview (paper: overview Web page)</td>
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<td></td>
<td>- Web Link: <a href="http://education.ky.gov/curriculum">http://education.ky.gov/curriculum</a></td>
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</tr>
</tbody>
</table>
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

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 5070 Inclusion

The Kentucky assessment system is established by statute and Kentucky Board of Education action.
(grades 10-12);
• Science at least once in each of three grade spans (3-5, 6-9 and 10-12).

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 – Policies for Including All Students in Assessments</td>
<td><strong>All Assessments</strong>&lt;br&gt;<strong>Inclusion of All Students</strong>&lt;br&gt;- 1_4_All_01: Inclusion of Special Populations Regulation 703 KAR 5:070 (pp. 3, 4, 7, 8, 16, 23, 29, 30)&lt;br&gt;- 1_4_All_02: Administration Code</td>
<td>Inclusion policies are established by administrative regulations and documented in the various administration manuals.</td>
</tr>
</tbody>
</table>
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)

**EOC**

- 1_4 EOC_01: ACT DAC Guide 2014-15 ACT QualityCore (pp. 37-56)

**Alternate K-PREP**

- 1_4 ALT_01: Alt K-PREP Technical Manual 2014-15 - Chapter 2 - Who are the
### Critical Element

<table>
<thead>
<tr>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
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<tbody>
<tr>
<td><strong>1.5 ALL Assessments and K-PREP</strong></td>
</tr>
</tbody>
</table>

#### 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.

- **1.5 ALL_01 Student Participation 2015 Table 1**

- **K-PREP**
  - Kentucky School Report Card (Assessment Tab for K-PREP) contains number enrolled, number tested and participation rate.
    - 1_5 KP_01: K-PREP School Report Card
      - School Selection Web Link: https://applications.education.ky.gov/SRC/
    - 1_5 KP_02: K-PREP School Report Card Sample

- **EOC**
  - 1_5 EOC_01: Kentucky School Report Card (Assessment Tab for K-PREP) contains number enrolled, number tested and participation rate.
    - 1_5 EOC_01 Kentucky School Report Card
      - School Selection Web Link: https://applications.education.ky.gov/SRC/
    - 1_5 EOC_02: K-PREP School Report Card Sample

- **Alternate K-PREP**

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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.
### SECTION 2: ASSESSMENT SYSTEM OPERATIONS

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1 – Test Design and Development</strong></td>
<td></td>
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</tr>
<tr>
<td>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:</td>
<td><strong>All Assessments</strong></td>
<td>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.</td>
</tr>
<tr>
<td>• Statement(s) of the purposes of the assessments and the intended interpretations and uses of results;</td>
<td>• Kentucky Revised Statutes (KRS)</td>
<td>Test blueprints are included in the appropriate technical reports.</td>
</tr>
<tr>
<td>• 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;</td>
<td>o 2_1 ALL_01: Senate Bill 1 2009</td>
<td>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</td>
</tr>
</tbody>
</table>
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.

| Definitions for KRS 158.6452, 158.6453, 158.6455 and 158.6457. |
|---|---|---|
| 2_1 ALL_05: KRS 158.6454 National Technical Advisory Panel on Assessment and Accountability |
| 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. |
| 2_1 ALL_07: KRS 158.6457 Definitions for KRS 158.6452, 158.6453, 158.6455 and 158.6457. |
| 2_1 ALL_08: 158.6458 Plan for implementation of state assessment and accountability system – Report. |
| 2_1 ALL_09: KRS 158.647 Education Assessment and Accountability Review Subcommittee – Members – Duties – Vote required to act. |

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.
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2_1 ALL_11: 703 KAR 5:070</td>
<td>Procedures for inclusion of special populations in the state-required assessment and accountability programs</td>
</tr>
<tr>
<td>2_1 ALL_12: 703 KAR 5:080</td>
<td>Administration Code for Kentucky's Education Assessment Program</td>
</tr>
<tr>
<td>2_1 ALL_13: 703 KAR 5:140</td>
<td>Requirements for school and district report cards</td>
</tr>
<tr>
<td>2_1 ALL_14: 703 KAR 5:190</td>
<td>Assistance to low-achieving schools</td>
</tr>
<tr>
<td>2_1 ALL_15: 703 KAR 5:200</td>
<td>Next-generation learners</td>
</tr>
<tr>
<td>2_1 ALL_16: 703 KAR 5:225</td>
<td>School and district accountability, recognition, support and consequences</td>
</tr>
<tr>
<td>2_1 ALL_17: 703 KAR 5:240</td>
<td>Accountability administrative procedures and guidelines</td>
</tr>
</tbody>
</table>

**K-PREP**

**Assessment Structure:**


**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**
- **Item development training documents**
  - 2_1 KP_08: Item Writer Training for Mathematics
  - 2_1 KP_09: Item Writer Training for Reading
  - 2_1 KP 10: Reading passage writing training
  - 2_1 KP_11: KY Writing On Demand training
  - 2_1 KP_12: K-Prep Item Writer Training for Reading_2012-w-KDE-edits

**Alignment:**

**EOC**

**Background:**
  - 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:**
### Critical Element Evidence (e.g., relevant document(s), page number(s) and location)

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 – Item Development</td>
<td>All Assessments</td>
<td>Kentucky Department of Education (KDE) staff and Kentucky teachers are actively involved in the development of test items. Teachers reviewed items</td>
</tr>
</tbody>
</table>

---

**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)

---

The State uses reasonable and technically sound procedures to develop and select items to assess. See Evidence in Critical Element 2.2 K-PREP, 2.2 EOC and
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**

<table>
<thead>
<tr>
<th>Item Development Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2_2 KP_01: Item Development Review Checklist v2</td>
</tr>
<tr>
<td>• 2_2 KP_02: Mathematics Item Review Checklist</td>
</tr>
<tr>
<td>• 2_2 KP_03: Reading Item Review Checklist</td>
</tr>
<tr>
<td>• 2_2 KP_04: Prompt Review Checklist revised</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Item Bias Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2_2 KP_05: Item Bias Review Committee</td>
</tr>
<tr>
<td>• 2_2 KP_06: Item Bias Review Committee Checklist</td>
</tr>
<tr>
<td>• 2_2 KP_07: Passage Bias Review Checklist</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2_2 KP_09: Mathematics Blueprint</td>
</tr>
<tr>
<td>• 2_2 KP_10: Reading Blueprint</td>
</tr>
<tr>
<td>• 2_2 KP_11: On-Demand Writing</td>
</tr>
</tbody>
</table>

**EOC**

<table>
<thead>
<tr>
<th>General item development and selection procedures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2_2 EOC_01: QualityCore Technical Manual. Information about item development (pp. 4-6).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Selection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2_2 EOC_02: QualityCore Technical Manual. Field test review and operational forms construction (p. 6).</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>2_2 EOC_03: Algebra II EOC Blueprint.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2_2 EOC_04: English 10 EOC Blueprint.</td>
</tr>
<tr>
<td>2_2 EOC_05: English Blueprint Targets.</td>
</tr>
<tr>
<td>2_2 EOC_06: Biology EOC Blueprint.</td>
</tr>
</tbody>
</table>

**Subject-specific item development and selection procedures:**

QualityCore Stimulus and Item Development Guides.

- **2_2 EOC_07: English Multiple-Choice Item Writer Guide**
  - General ACT processes for developing high-quality, passage-based ELA items (pp. 2-8).
  - Overview of item task models (pp. 9-14).
  - Examples of individual item specifications (see “ORG” item category: Organization, Unity, and Cohesion, pp. 32-46).

- **2_2 EOC_08: Reading Item Writer Guide**
  - General ACT processes for developing high-quality, passage-based ELA items (pp. 4-10).
  - Overview of item task models (pp. 11-14).
  - 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**
  - General ACT processes for developing high-quality items (p. 3).
  - Calculator policy (p. 4).
  - Guidelines for item writing (pp. 5-
6.
  - Guidelines for content development (pp. 7-9).
  - 2_2 EOC_12: QualityCore Science Multiple-Choice Item Writer's Guide
    - General ACT processes for developing high-quality items (pp. 4).
    - Guidelines for item writing (pp. 5-7).
    - 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)

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3 – Test Administration</td>
<td><strong>All Assessments</strong></td>
<td>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 administration.</td>
</tr>
<tr>
<td></td>
<td>- Administration Code</td>
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<tr>
<td></td>
<td>- 2_3 ALL_01: KBE Summary Minutes February 2014 mtg (pp 12)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 2_3 ALL_02: 703 KAR 5_080 Administration Code Regulation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The State implements policies and procedures for standardized test administration, specifically the State:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its</td>
<td></td>
</tr>
</tbody>
</table>
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/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

- 2_3 ALL_24: Test Security and Data Quality Video

- 2_3 ALL_25: Accountability Rules Video

- 2_3 ALL_26: Student Data Review and Rosters (SDRR) Video
  - Video Web Link:
2_3 ALL_27: K-PREP Before Testing Video

2_3 ALL_28: During K-PREP Testing Video

2_3 ALL_29: K-PREP After Testing Video

2_3 ALL_30: Text Reader Assistive Technology Video

2_3 ALL_31: Alternate K-PREP Video
K-PREP

- 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**
  - 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
  - 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)

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**EOC**

**Procedures**

• 2_3 EOC_01: ACT QualityCore End of
Course Assessments CBT Test Administration Manual
  o General policies (pp. 5-6).
  o Test guidelines (pp. 11-12).
- 2_3 EOC_02: ACT QualityCore End-of-Course Assessments Administration Manual
  o General policies (pp. 7-8).
- 2_3 EOC_03: ACT QualityCore Test Coordinators Manual
  o Administration guidelines (pp. 5-6).
- 2_3 EOC_04: ACT QualityCore End-of-Course Assessments Teacher Administration Manual
  o General policies (p. 7).
- 2_3 EOC_05 Quick Guide for CBT Outages

Training
- 2_3 EOC_06: Training Workshop.
  o Provides overview of test administration system.
- 2_3 EOC_07: Hands-on Training Activities Demo Site
  o Allows for practice using the system in the demonstration website.
- 2_3 EOC_08: QualityCore Online Tutorials
  o 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
  o 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_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_08: Alt K-PREP Technical Manual 2014-15 – Appendix G – Administration Manuals (pp. 147-180)

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
</table>
| 2.4 – Monitoring Test Administration | **All Assessments** **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 | KDE staff make monitoring visits to schools during testing. |

Training and Communications
• 2_5 ALL_04: 2015 February AC Meeting Opening PowerPoint (slides: 20-21)

K-PREP

See Evidence 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
  ○ General policies (pp. 5-6).
  ○ Test guidelines (pp. 11-12).
  ○ Test directions (pp. 19-24).
• 2_4 EOC_02: ACT QualityCore End-of-Course Assessments Administration Manual
  ○ General policies (pp. 7-8).
• 2_4 EOC_03: ACT QualityCore Test Coordinators Manual
  ○ Administration guidelines (pp. 5-6).
  ○ District test coordinator responsibilities (pp. 11-31).
  ○ School test coordinator responsibilities (pp. 37-107).
• 2_4 EOC_04: ACT QualityCore End-of-Course Assessments Teacher Administration Manual
  ○ General policies (p. 7).
  ○ Verbal Instructions (pp. 12-19).

Alternate K-PREP

See Evidence in Critical Element
2_4 ALL Assessments
<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.5 – Test Security</strong></td>
<td><strong>All Assessments</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Security Audit:</strong></td>
<td></td>
<td></td>
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<tr>
<td>• 2_5 ALL_01: KRS 158_6453 Assessment Academic Content Standards HS College Ready Accommodations (Section 19)</td>
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<td></td>
</tr>
<tr>
<td>• 2_5 ALL_02: Administration Code Regulation 703 KAR 5:080 (pp. 4-7, 18-20)</td>
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<tr>
<td>• 2_5 ALL_03: KRS 161_120 Disciplinary Actions Related to Certificates - Appeals</td>
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<tr>
<td>• 2_5 ALL_04: Kentucky Security Audit Report – Final – 01-31-2012</td>
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<tr>
<td><strong>Test Security Allegation History:</strong></td>
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<tr>
<td>• 2_5 ALL_05: Documented Incidences Issue Codes 1996-2015.doc</td>
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<tr>
<td><strong>Test Security Allegation Reporting to Kentucky Department of Education:</strong></td>
<td></td>
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<tr>
<td>• 2_5 ALL_06: Allegation Reporting Overview</td>
<td></td>
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<td>o Web Link: <a href="http://education.ky.gov/AA/distsup/Pages/Allegation-Reporting.aspx">http://education.ky.gov/AA/distsup/Pages/Allegation-Reporting.aspx</a></td>
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<tr>
<td>• 2_5 ALL_07: Allegation Reporting Form Login</td>
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<td>o Web Link: <a href="https://applications.education.ky.gov/login/">https://applications.education.ky.gov/login/</a></td>
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<td>• 2_5 ALL_08: Allegation Reporting Form.doc</td>
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<td>• 2_5 ALL_09: Kentucky Notarized Statement</td>
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<td>• 2_5 ALL_10: Nondisclosure Form</td>
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</table>

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.
### 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/distsup p/Pages/Communications.aspx](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)

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**K-PREP**

- 2_5 KP_01: K-PREP 2015 DAC BAC
Manual (pp. 5-13, 47-54)


- 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, 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 properly exiting and reopening tests 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 storage, administration, and return 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).

Proper storing and distributing test materials (pp. 9-11).

Return of test materials (pp. 17-24).

Unauthorized testing aids (p. 13).

Room set up and staff assignments (p. 5).

Test irregularities and disruptions (p. 8-9).

Verbal instructions for the test (pp. 12-19).

Information about prohibited behaviors and how to report irregularities 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 End of Course Assessments Teacher Administration Manual (pp. 9-11).
- 2.5 EOC-10: ACT QualityCore End of Course Assessments Administration Manual (pp. 13-14).
- 2.5 EOC-05: ACT QualityCore Test Coordinators Manual (pp. 8-11).
- 2.5 EOC-06: ACT QualityCore End of Course Assessments Teacher Administration Manual (pp. 9-11).

Information about the security agreement for district KDE: OAA June 1, 2016 34
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-

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<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.6 – Systems for Protecting Data Integrity and Privacy</td>
<td><strong>All Assessments</strong></td>
<td>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</td>
</tr>
<tr>
<td>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:</td>
<td><strong>Data Policies:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 2_6 All_01: Data Governance Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 2_6 All_02: Data Requests - Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Web Link: <a href="http://education.ky.gov/districts/tech/Pages/DataRequests.aspx">http://education.ky.gov/districts/tech/Pages/DataRequests.aspx</a></td>
<td></td>
</tr>
</tbody>
</table>
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
  - 2_6 ALL_03: Data Privacy and Security - Overview
  - 2_6 ALL_04: Data Collection – Use - Overview
    ✓ Web Link: [http://education.ky.gov/districts/tech/Pages/DataCollection.aspx](http://education.ky.gov/districts/tech/Pages/DataCollection.aspx)
  - 2_6 ALL_05: Data Governance - Overview
    ✓ [http://education.ky.gov/districts/tech/Pages/KDE-Data-Governance.aspx](http://education.ky.gov/districts/tech/Pages/KDE-Data-Governance.aspx)
  - 2_6 ALL_06: KDE Data Access, Collection and Use Policy
    ✓ Reports and Documents on Student Data Privacy and Security
  - 2_6 ALL_07: Family Educational Rights and Privacy Act (FERPA)
  - 2_6 ALL_087: Protection of Pupil Rights Amendment
    ✓ Web Link: [http://familypolicy.ed.gov/ppra](http://familypolicy.ed.gov/ppra)
  - 2_6 ALL_098: Children’s Online Privacy Protection Act (COPPA)

- 2.6 ALL_11: Data Request and Approval Process Documents
  - KDE Data Request Form
    - Web Link: [https://applications.education.ky.gov/DataRequest/](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 KIS Beginning of Year Training Data Security

*Also see Evidence in Critical Element 2.6 ALL Assessments*
**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.

- 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

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
</table>
| 3.1 – Overall Validity, including Validity Based on Content | **All Assessments**

<table>
<thead>
<tr>
<th></th>
<th><strong>See Evidence in Critical Element 3.1 K-PREP, 3.1 EOC and 3.1 Alternate K-PREP</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-PREP</strong></td>
<td><strong>Validity</strong>&lt;br&gt;• 3_1 KP_01: 2014-2015 K-PREP Technical Manual 1.1 (pp. 61-67)&lt;br&gt;• 3_1 KP_02: K-PREP Mathematics Blueprint 2012&lt;br&gt;• 3_1 KP_03: K-PREP Reading Blueprint 2012&lt;br&gt;• 3_1 KP_04: On-Demand Writing&lt;br&gt;• 2012</td>
</tr>
<tr>
<td></td>
<td><strong>Alignment</strong></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Critical Element</th>
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<th>Notes, if applicable</th>
</tr>
</thead>
</table>

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### 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.

<table>
<thead>
<tr>
<th>number(s) and location)</th>
<th>All Assessments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>See Evidence in Critical Element</td>
<td><strong>K-PREP</strong></td>
<td>Alignment of the tests to the intended cognitive levels is documented in the appropriate technical reports.</td>
</tr>
<tr>
<td>3.2 K-PREP, 3.2 EOC and 3.2 Alternate K-PREP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### K-PREP


#### 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_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
<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 – Validity Based on Internal Structure</td>
<td>All Assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See Evidence in Critical Element 3.3 K-PREP, 3.3 EOC and 3.3 Alternate K-PREP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3_3 KP_02: 2014-2015 K-PREP Yearbook 1.1 (pp.19-20, 158-164)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3_3 KP_03: K-PREP 2015 Tested Students School Summary</td>
<td></td>
</tr>
<tr>
<td>EOC</td>
<td>3_3 EOC_01: ACT QualityCore Technical Manual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Subscores (p. 7)</td>
<td></td>
</tr>
<tr>
<td>Sample Reports</td>
<td>3_3 EOC_02 :ACT QualityCore Sample Student Report for English 10</td>
<td></td>
</tr>
<tr>
<td>Alternate K-PREP</td>
<td>3_3 ALT_01: Alt K-PREP Standards Validation Report</td>
<td></td>
</tr>
</tbody>
</table>

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.

Internal validity is documented in the appropriate technical reports.
### Critical Element Evidence (e.g., relevant document(s), page number(s) and location)

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.4 – Validity Based on Relationships with Other Variables</strong></td>
<td>The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.</td>
<td>Kentucky used external impact data in standard setting, but has not done follow-up consequential validity studies.</td>
</tr>
</tbody>
</table>

#### K-PREP
- **3.4 KP_01**: K-PREP Performance Standards Report v1.1 pp. 1-26
- **3.4 Alternate K-PREP**

#### EOC

**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 Quality Core Technical Manual
  - Relationship to PLAN/ACT Test score ranges (pp. 49-55).
- **3.4 EOC_03**: Quality Core Technical Manual Supplement
  - Updated relationship to PLAN/ACT Test score ranges (pp. 2-5)
  - Estimated ACT Aspire score ranges for English 10 and Biology (pp. 5-8).
- **3.4 EOC_04**: ACT Quality Core 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).
### SECTION 4: TECHNICAL QUALITY - OTHER

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 – Reliability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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:</td>
<td>See Evidence in Critical Element 4.1 K-PREP, 4.1 EOC and 4.1 Alternate K-PREP</td>
<td>Reliability statistics are included in the relevant technical reports.</td>
</tr>
<tr>
<td>• Test reliability of the State’s assessments estimated for its student population;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Overall and conditional standard error of measurement of the State’s assessments;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Consistency and accuracy of estimates in categorical classification decisions for the cut scores and achievement levels based on the assessment results;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a student’s achievement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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)

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KDE: OAA June 1, 2016
<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
</table>
| 4.2 – Fairness and Accessibility | All Assessments  
See Evidence in in Critical Element  
4.2 K-PREP, 4.2 EOC and  
4.2 Alternate K-PREP | Kentucky conducted accessibility and bias reviews during test development to ensure test fairness and accessibility. |
| | Fairness and Accessibility  
| 4_2 KP_01: Item Development Plan for Writing  
| 4_2 KP_02: KY 2012 Mathematics Item | **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) |
<table>
<thead>
<tr>
<th>Development Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4_2 KP_03: KY 2012 Reading Item Development Plan</td>
</tr>
<tr>
<td>• 4_2 KP_04: Revised KY 2012 Reading Item Development Plan</td>
</tr>
</tbody>
</table>

**Supporting Documentation for Text Reader, Braille and Large Print**

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4_2 KP_05: 2015 February DAC Meetings K-PREP PowerPoint (slides: 4-5, 9)</td>
</tr>
<tr>
<td>• 4_2 KP_06: K-PREP 2015 DAC BAC Manual (pp. 31-32)</td>
</tr>
<tr>
<td>• 4_2 KP_07: 2015 February DAC Meetings Regulation Update and Accommodations PowerPoint (slides: 8-14)</td>
</tr>
<tr>
<td>• 4_2 KP_08 Monday DAC E-mail January 26 2015 (pp. 1)</td>
</tr>
<tr>
<td>• 4_2 KP_09: Monday DAC E-mail March 16 2015 (pp. 2-3)</td>
</tr>
</tbody>
</table>

**Item Writers**

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4_2 KP_10: Item Writer Training for Math</td>
</tr>
<tr>
<td>• 4_2 KP_11: Item Writer Training for Reading</td>
</tr>
<tr>
<td>• 4_2 KP_12: Reading passage writing training</td>
</tr>
<tr>
<td>• 4_2 KP_13: KY Writing On Demand training</td>
</tr>
<tr>
<td>• 4_2 KP_14: K-Prep Item Writer Training for Reading_2012-w-KDE edits</td>
</tr>
<tr>
<td>• 4_2 KP_15: Edited for 2013 Reading passage writing training Pearson PowerPoint Blue</td>
</tr>
</tbody>
</table>

**Fairness Reviews**

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4_2 KP_16: Item Bias Review Committee Checklist</td>
</tr>
<tr>
<td>• 4_2 KP_17: Item Content Review Committee Checklist</td>
</tr>
<tr>
<td>• 4_2 KP_18: Item Development Review Checklist v2</td>
</tr>
</tbody>
</table>
• 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.
  o Review criteria (p. 2).

• 4_2 EOC_08: ACT QualityCore Technical Manual. The technical manual documents steps taken to ensure fairness:
  o Content and fairness review of test items (p. 5).
  o Content and fairness review of test forms (p. 6).
<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 – Full Performance Continuum</td>
<td>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.</td>
<td>Conditional standard errors of measurement are included in the technical reports.</td>
</tr>
</tbody>
</table>

**K-PREP**
- 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)

**All Assessments**

**See Evidence in in Critical Element**
- 4.3 K-PREP, 4.3 EOC and 4.3 Alternate K-PREP

**K-PREP**
- 4_3 KP_03: HumRRO 2015 No 043 Student Classification K-PREP 2014

**EOC**
- 4_3 EOC_01: ACT QualityCore Technical Manual: The technical manual includes evidence of precision across the score scale.
  - Examples of cumulative percent of raw scores (pp. 37-38, Figure 9).
  - Standard error of measurement plots and values (pp. 25-27).

**Alternate K-PREP**
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.

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOC</td>
<td><strong>EOC</strong>&lt;br&gt;- 4_4 EOC_01: ACT QualityCore Technical Manual: The technical manual includes a chapter on the technical characteristics of the ACT tests.&lt;br&gt;  ○ Description of the scaling construction (p. 7).&lt;br&gt;  ○ Scaling procedure (pp. 18-27).</td>
<td></td>
</tr>
<tr>
<td>Critical Element</td>
<td>Evidence (e.g., relevant document(s), page number(s) and location)</td>
<td>Notes, if applicable</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4.5 – Multiple Assessment Forms</td>
<td>All Assessments</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>See Evidence in Critical Element 4_5 K-PREP and 4_5 EOC</td>
<td>The Alternate K-PREP assessment also is one form.</td>
</tr>
<tr>
<td></td>
<td><strong>K-PREP</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 4_5 KP_01 2014-2015 K-PREP Technical Manual 1.1 (pp. 51-53)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>EOC</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 4_5 EOC_01: ACT QualityCore Technical Manual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Field-test review and operational forms construction (p. 6).</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Psychometric analyses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 4_5 EOC_02: ACT QualityCore Technical Manual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The technical manual includes the equating process (pp. 28-31).</td>
<td></td>
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<tr>
<td></td>
<td>• Table 9 on p. 30 shows that different equating methods gave consistent equating results (Table 9, p. 30).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Table 10 on p. 31 shows that the statistical properties of new forms closely match those of old forms (Table 10, p. 31).</td>
<td></td>
</tr>
</tbody>
</table>
### Critical Element Evidence (e.g., relevant document(s), page number(s) and location)

#### 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.

**Notes, if 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.

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6 – Multiple Versions of an Assessment</td>
<td>All Assessments</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K-PREP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EOC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4_6 EOC_01: ACT QualityCore Technical Manual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Comparability study (pp. 32-48).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alternate K-PREP</td>
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<td></td>
<td>Not applicable</td>
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#### 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).

**Notes, if applicable**

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_02: Common Core Comparison to Kentucky State Standards Overview
- 4_7 KP_03: English Language Arts Crosswalk Cover Ltr
- 4_7 KP_04 English Language Arts Crosswalk
- 4_7 KP_05: Mathematics Crosswalk Cover Ltr
- 4_7 KP_06: Mathematics Crosswalk
- 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.
SECTION 5: INCLUSION OF ALL STUDENTS

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
</table>
| 5.1 – Procedures for Including Students with Disabilities | **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.

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<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page)</th>
<th>Notes, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAM Final (pp. 11-15, 55, 57-58)</td>
<td>5_1 KP_03: K-PREP 2015 Grade 4 TAM Final (pp. 12-16, 65, 67-68)</td>
<td></td>
</tr>
<tr>
<td>TAM Final (pp. 11-15, 55, 57-58)</td>
<td>5_1 KP_04: K-PREP 2015 Grade 5 TAM Final (pp. 11-15, 69, 71-72)</td>
<td></td>
</tr>
<tr>
<td>TAM Final (pp. 11-15, 55, 57-58)</td>
<td>5_1 KP_05: K-PREP 2015 Grade 6 TAM Final (pp. 12-16, 69, 71-72)</td>
<td></td>
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<tr>
<td>TAM Final (pp. 11-15, 55, 57-58)</td>
<td>5_1 KP_06: K-PREP 2015 Grade 7 TAM Final (pp. 12-16, 61, 63-64)</td>
<td></td>
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<tr>
<td>TAM Final (pp. 11-15, 55, 57-58)</td>
<td>5_1 KP_07: K-PREP 2015 Grade 8 TAM Final (pp. 12-16, 69, 71-72)</td>
<td></td>
</tr>
<tr>
<td>TAM Final (pp. 11-15, 55, 57-58)</td>
<td>5_1 KP_08: K-PREP 2015 Grade 10 11 TAM Final (pp. 10-14, 51-53)</td>
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</tbody>
</table>

**EOC**

- 5_1 EOC_01: ACT QualityCore 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_1 EOC_02: ACT QualityCore End-of-Course Assessments Administration Manual.
  - Ordering information (p. 16).
  - 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
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
  - 5_2 KP_02: K-PREP 2015 Grade 3 TAM Final (pp. 13)
  - 5_2 KP_03: K-PREP 2015 Grade 4 TAM Final (pp. 14)
  - 5_2 KP_04: K-PREP 2015 Grade 5 TAM Final (pp. 13)
  - 5_2 KP_05: K-PREP 2015 Grade 6 TAM Final (pp. 14)
  - 5_2 KP_06: K-PREP 2015 Grade 7 TAM Final (pp. 14)
  - 5_2 KP_07: K-PREP 2015 Grade 8 TAM Final (pp. 14)
  - 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
  - Ordering accommodated testing materials (p. 7)
  - Accommodated testing options (p. 8).
  - Administration instructions (pp. 9-13).
- 5_2 EOC_02: ACT QualityCore End-of-Course Assessments Administration Manual.
  - 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.
### 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

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
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</thead>
<tbody>
<tr>
<td>5.3 – Accommodations</td>
<td><strong>All Assessments</strong></td>
<td>Accommodations are required by administrative regulations and documented in administration manuals, and appropriate technical reports.</td>
</tr>
</tbody>
</table>
| The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and English learners. Specifically, the State: | - 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 | |
| - 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. | |

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KDE: OAA June 1, 2016  57
Critical Element

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:

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<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
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<tbody>
<tr>
<td><strong>All Assessments</strong></td>
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</table>

**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.

Site Visit:
• 5_4 ALL_05: Administration Code Training

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

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
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<tbody>
<tr>
<td>6.1 – State Adoption of Academic Achievement Standards for All Students</td>
<td>All Assessments</td>
<td>KDE adopts the achievement standards internally and reports those to the Kentucky Board of</td>
</tr>
</tbody>
</table>
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.

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<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
<th>Notes, if applicable</th>
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<tbody>
<tr>
<td>6.1 K-PREP, 6.1 EOC and 6.1 Alternate K-PREP</td>
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<td>Education.</td>
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<tr>
<td>K-PREP</td>
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<td>6_1 KP_01: K-PREP Performance Standards Report v1_1</td>
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<td>EOC</td>
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<td>6_1 EOC_01: HumRRO 2014 No 024 Student NAPD Classifications Accuracy</td>
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<td>Alternate K-PREP</td>
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<td>6_1 ALT_01: Alt K-PREP Standard Selection E-mail 02_1_2011</td>
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<td>6_1 ALT_02: Alt K-PREP Science Standard Selection Training</td>
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<td>6_1 ALT_03: K-PREP and Alt K-PREP Cut Scores 2014-15</td>
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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
- 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
Critical Element | Evidence (e.g., relevant document(s), page number(s) and location) | Notes, if applicable
--- | --- | ---
6.3 – Challenging and Aligned Academic Achievement Standards | All Assessments | 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 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

K-PREP Standards | 6.3 KP_01: Kentucky’s Learning Goals and Academic Expectations | 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.

**Performance Level Descriptors**

- 6_3_KP_03: HumRRO 2013-007 ACT EOC and K-PREP Cut Scores

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.

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.

In turn, public P-12 schools have a clear definition to use as their guiding principle for instruction and curriculum.
<table>
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<tr>
<th>Critical Element</th>
<th>Evidence (e.g., relevant document(s), page number(s) and location)</th>
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<td>6.4 – Reporting</td>
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<td>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:</td>
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<td>• 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;</td>
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<td>• 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;</td>
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<td>• The State provides for the production and delivery of individual student interpretive, descriptive, and diagnostic reports after each administration of its assessments that:</td>
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<td>o Provide valid and reliable information regarding a student’s achievement;</td>
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<td>o Report the student’s achievement in terms of the State’s grade-level academic achievement standards (including performance-level</td>
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<td>Website Reporting</td>
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<td>• 6_4 ALL_01: School Report Card Overview</td>
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<td>• 6_4 ALL_02: School Report Card Glossary Extract</td>
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<td>• 6_4 ALL_03: Open House Overview</td>
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<td>• 6_4 ALL_04: Assessment and Accountability Overview</td>
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<td>• 6_4 ALL_05: Reports Overview</td>
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<td>• 6_4 ALL_06: Research Overview</td>
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<td>Parent Reporting</td>
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<td>• 6_4 KP_07: K-PREP Parents Testing Guide</td>
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<td>• 6_4 KP_08: K-PREP Parents Accountability</td>
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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_12: DAC E-mail July 31, 2015 Web Link: http://education.ky.gov/AA/dists upp/Documents/Special%20DAC%20Email%2020150731.docx
  o 6_4 ALL_13: DAC E-mail September 08 2015 Web Link: http://education.ky.gov/AA/dists upp/Documents/DAC%20Email%2020150908.docx
  o 6_4 ALL_14: DAC E-mail September 14, 2015 Web Link: http://education.ky.gov/AA/dists upp/Documents/DAC%20Email%2020150914.docx
  o 6_4 ALL_15: DAC E-mail September 15 2015 Web Link: http://education.ky.gov/AA/dists upp/Documents/Special%20DAC%20Email%2020150915%20QC%20Day.docx
  o 6_4 ALL_16: DAC E-mail September
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.


District Communication – Cover Memos:
- 6_4 KP_10: 2015 K-PREP Informational Memo
- 6_4 KP_11: 2015 K-PREP Accommodation Memo final
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
  - Updated relationship to PLAN/ACT Test score ranges (pp. 2-5)
  - Estimated ACT Aspire score ranges for English 10 and Biology (pp. 5-8).
- 6_4 EOC_06: ACT QualityCore Technical Manual Supplement
  - Relationship to PLAN/ACT Test score ranges (pp. 49-55).

Accessing Reports
- 6_4 EOC_07: ACT QualityCore Test Coordinators Manual
  - In-window reports (pp. 108-109).
  - Student score report (pp. 109-111).
  - Class roster report (pp. 111-113).
<table>
<thead>
<tr>
<th>o Reopened test sessions report (pp. 113-114).</th>
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<tbody>
<tr>
<td><strong>Alternate K-PREP</strong></td>
</tr>
<tr>
<td>• 6_4 ALT_01: Alternate K-PREP Spring 2015 Individual Student Report</td>
</tr>
<tr>
<td>• 6_4 ALT_02: Alt K-PREP Proficient and Distinguished Percentages 3-12</td>
</tr>
<tr>
<td>• 6_4 ALT_03: Alt K-PREP Individual Student Score Reports</td>
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<tr>
<td>• 6_4 ALT_04: Alt K-PREP Technical Manual 2014-15 – Chapter 12 – Reporting (pp. 37)</td>
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</tbody>
</table>