UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Honorable Richard Woods
Superintendent
Georgia Department of Education
1554 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, GA 30334

September 12, 2019

Dear Superintendent Woods:

Thank you for your participation in the U.S. Department of Education's (the Department) assessment peer review process under Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). I appreciate the efforts of the Georgia Department of Education (GaDOE) to prepare for the English language proficiency (ELP) assessment peer review, which occurred in April 2019. Specifically, GaDOE submitted evidence regarding ACCESS and Alternate ACCESS.

The ESEA and its implementing regulations require a State to ensure that its local education agencies (LEAs) provide an annual ELP assessment of all English learners (ELs) in grades K-12 in schools served by the State (ESEA section 1111(b)(2)(G); 34 CFR § 200.6(h)). Specifically, the ESEA requires a State to develop a uniform statewide ELP assessment to measure the ELP of all ELs in the State, including ELs with disabilities, and to provide an alternate ELP assessment (AELPA) for ELs who are students with the most significant cognitive disabilities who cannot participate in the regular ELP assessment even with accommodations (ESEA section 1111(b)(2)(G); 34 CFR § 200.6(h)(1), (5)). The ESEA and its implementing regulations require that a State's ELP assessments, including the AELPA, be aligned with the State's ELP standards, provide valid and reliable measures of the State's ELP standards, and be of adequate technical quality (ESEA section 1111(b)(2)(G); 34 CFR §§ 200.2(b)(2), (b)(4), (b)(5), 200.6(h)(2)).

External peer reviewers and Department staff carefully evaluated GaDOE's submission and the Department found, based on the evidence received, that this component of your assessment system met some, but not all of the statutory and regulatory requirements of the ESEA. Based on the recommendations from this peer review and our own analysis of the State's submission, I have determined the following:

- General ELP assessment (ACCESS): **Partially meets requirements of the ESEA, as amended by ESSA.**
- Alternate ELP assessment (Alternate ACCESS): **Partially meets requirements of the ESEA, as amended by ESSA.**

The assessments that partially meet requirements do not meet a number of the requirements of the statute and regulations and GaDOE will need to provide substantial additional information to demonstrate it meets the requirements. The Department realizes that this was the first time your State was required to provide its ELP and AELPA for peer review and recognizes that it may take some time to address all of the required items. The specific list of items required for GaDOE to submit is enclosed with this letter. Within 30 days, GaDOE must provide a plan and timeline for submitting all required documentation. Upon submission of the plan, the Department will reach out to the State educational agency (SEA) to determine a mutually agreeable schedule. Resubmission should occur once all necessary evidence is complete (rather than in multiple submissions). The Department is placing a condition on GaDOE's Title I, Part A grant award. To satisfy this condition, GaDOE must submit satisfactory evidence to address the items identified in the enclosed list. If adequate progress is not made, the Department may take additional action.

The full peer review notes from the review are enclosed. These recommendations to the Department formed the basis of our determination. Please note that the peers' recommendations may differ from the Department's feedback; we encourage you to read the full peer notes for additional suggestions and recommendations for improving your assessment system beyond what is noted in the Department's feedback. Department staff will reach out to your assessment director in the next few days to discuss the peer notes and the Department's determination and to answer any questions you have.

Additionally, the Office of Special Education and Rehabilitative Services (OSERS) will monitor progress on matters pertaining to requirements in the Individuals with Disabilities Education Act (IDEA) related to the participation of students with disabilities in Title I assessments. In particular, OSERS will monitor progress against critical elements 1.4, 4.2, 5.1, 5.3, 6.1 and 6.3. Insufficient progress to address such matters may lead OSERS to place a condition on GaDOE's fiscal year 2020 IDEA Part B grant award.

Thank you for your ongoing commitment to improving educational outcomes for all students. I look forward to our continued partnership as we move ahead with this critical work. I appreciate the work you are doing to improve your schools and provide a high-quality education for your students.

If you have any questions, please contact my staff at: ESEA.Assessment@ed.gov.

Sincerely,

/s/
Frank T. Brogan
Assistant Secretary
for Elementary and Secondary Education

Enclosures

cc: Allison Timberlake, Deputy Superintendent for Assessment & Accountability

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

Critical Element	Additional Evidence Needed
1.2 – Coherent and Progressive ELP Standards that Correspond to the State's Academic Content Standards	For the State's ELP standards: • For science, evidence that the ELP standards contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State's academic content standards appropriate to each grade-level/grade-band. • For reading/language arts and mathematics, evidence of alignment of its current ELP standards to the State's academic content standards, including a plan to address findings of the previous alignment study.
1.3 – Required Assessments	For the Alternate ACCESS: • Evidence that the alternate ELP assessment is available in kindergarten.
1.4 – Policies for Including All Students in Assessments	For the Alternate ACCESS: • See critical element 1.3.

2.1 – Test Design and Development	For ACCESS and the Alternate ACCESS:
	• Evidence that both assessments are aligned to the depth and breadth of the State's ELP standards, including:
	  ○ Statement of the purposes and intended uses of results.
	  ○ Test blueprints.
	  ○ Processes to ensure that the ELP assessment is tailored to the knowledge and skills included in the State's ELP standards and reflects appropriate inclusion of the range of complexity found in the standards (e.g., detail about the routing rules, detail of the item selection process for paper forms to ensure it adheres to the blueprint).
	
	For ACCESS:
	• Evidence that the item pool and item selection procedures adequately support the multi-stage adaptive administrations.
	• Evidence that proficiency determinations are made with respect to the grade in which the student is enrolled.

2.2 – Item Development	For ACCESS: • Evidence of reasonable and technically sound procedures to develop and select items (e.g., timeline of development, qualifications of item writers, item-writing training, item review processes and reviewer qualifications, field test processes for each domain, and technical advisory committee review). For the Alternate ACCESS: • Evidence of reasonable and technically sound procedures to develop and select items to assess ELP (e.g., involvement of experts with knowledge of English learners (ELs) with significant cognitive disabilities).

Critical Element	Additional Evidence Needed
2.3 – Test Administration	For ACCESS: • Evidence of established contingency plans to address possible technology challenges during test administration.
2.4 – Monitoring Test Administration	For the ACCESS and Alternate ACCESS: • Evidence that the State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools (e.g., evidence that the monitoring protocol applies to both ACCESS and Alternate ACCESS, evidence of a completed monitoring report).
2.5 – Test Security	For the Alternate ACCESS: • Evidence of policies and procedures that prevent assessment irregularities, including maintaining the security of test materials (both during test development and at time of test administration), proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration. ○ Specifically, evidence of policies and procedures to protect the integrity of the test given that the test form is unchanged for the past several years.
3.1 – Overall Validity, including Validity Based on Content	For ACCESS: • Documentation of adequate alignment between the State's ELP assessment and the ELP standards the assessment is designed to measure in terms of language knowledge and skills and the depth and breadth of the State's ELP standards across all proficiency levels, domains, and modalities identified therein. • Documentation of alignment between the State's ELP standards and the language demands implied by, or explicitly stated in, the State's academic content standards. For the Alternate ACCESS: • Evidence of adequate linkage to the State's ELP standards in terms of content match (i.e., no unrelated content) and that the breadth of content and linguistic complexity determined in test design is appropriate for ELs who are students with the most significant cognitive disabilities.
3.2 – Validity Based on Linguistic Processes	For ACCESS and the Alternate ACCESS: • Adequate validity evidence that its assessments tap the intended language processes appropriate for each grade level/grade-band as represented in the State's ELP standards.
3.3 – Validity Based on Internal Structure	For ACCESS and the Alternate ACCESS: • Evidence that the scoring and reporting structures of the assessments are consistent with the subdomain structures of the State's ELP standards (e.g., an explanation of how the included statistical analyses relate to the validity framework for the assessments).
3.4 – Validity Based on	For ACCESS and Alternate ACCESS: • Adequate validity evidence that the State's assessment scores are related as expected with other variables.

Critical Element	Additional Evidence Needed
Relationships with Other Variables	

4.1 – Reliability	For ACCESS and Alternate ACCESS:
	• Evidence of test reliability, including:
	  o Reliability by subgroups;
	  o Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results;
	  o Evidence that reliability statistics are used to inform ongoing maintenance and development.
	
	For ACCESS:
	• For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of an EL's ELP.
	
	For the Alternate ACCESS:
	• Evidence of reliability, including test information functions (TIFs) for overall composite scores

4.2 – Fairness and accessibility	For ACCESS and the Alternate ACCESS: • Evidence that the assessments are accessible to all students and fair across student groups in design, development, and analysis (e.g., the implementation of universal design principles, to the extent practicable, during item development and review, and additional differential item functioning (DIF) analyses to include more student subgroups). For the Alternate ACCESS: • Evidence that the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all EL students and fair across student groups, including ELs with disabilities, in their design, development, and analysis, guidance and instructions on appropriate instructional supports that can be used during the assessment, particularly for Braille and alternate modes of communication.
4.3 – Full Performance Continuum	For ACCESS and the Alternate ACCESS: • Evidence that each assessment provides an adequately precise estimate of student performance across the full performance continuum for ELP assessments, including performance for EL students with high and low levels of ELP.
4.4 – Scoring	For ACCESS and the Alternate ACCESS: • Evidence that if an EL has a disability that precludes assessment of the student in one or more of the required domains/components (listening, speaking, reading, and writing) because there are no appropriate accommodations for the affected domain(s)/component(s), the State ensures that the student is assessed in the remaining domain(s)/component(s) in which it is possible to assess the student, including a description of how this will occur.

Critical Element	Additional Evidence Needed
	For ACCESS: • Evidence of standardized scoring procedures and protocols that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State's ELP standards (e.g., evidence that the scoring of speaking items on the paper form of the test is monitored.) For the Alternate ACCESS: • Evidence of the implementation of standardized scoring procedures and protocols (e.g., definitions of key terms and test administration and scoring procedures).
4.5 – Multiple Assessment Forms	For ACCESS: • Evidence that all forms adequately represent the State's ELP standards and yield consistent score interpretations such that the forms are comparable within and across settings, particularly for the listening domain (e.g., rationales for why equating is not done for the paper versions of the reading and listening domains and rationales for the use of the anchor item sets). For the Alternate ACCESS: • Evidence that all forms adequately represent the State's ELP standards and yield consistent score interpretations such that the forms are comparable within and across settings (e.g., evidence that using the same test items every year does not impact validity).
4.7 – Technical Analysis and Ongoing Maintenance	For ACCESS and the Alternate ACCESS: • Evidence of adequate technical quality is made public, including on the State's website. For the Alternate ACCESS: • Evidence of a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system.
5.1 – Procedures for Including Students with Disabilities	For ACCESS and the Alternate ACCESS: • Evidence of policies that require the inclusion of an EL with a disability that precludes assessment of the student in one or more of the required domains (i.e., ensuring that the student will be assessed based on the remaining components in which it is possible to assess the student).

5.3 – Accommodations	For ACCESS and the Alternate ACCESS:
	• Evidence that the provided accommodations:
	  ○ Are appropriate and effective for meeting the individual student's need(s) to participate in the assessments.
	  ○ Do not alter the construct being assessed.
	  ○ Allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations.
	• Evidence of a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.

Critical Element	Additional Evidence Needed
	For the Alternate ACCESS: • Evidence that appropriate accommodations are available for ELs. • Evidence that accommodations do not deny students with disabilities or ELs the opportunity to participate in the assessment.
5.4 – Monitoring Test Administration for Special Populations	For ACCESS and the Alternate ACCESS: • Evidence for Critical Element 2.4 will address this critical element.
6.1 – State Adoption of ELP Achievement Standards for All Students	For ACCESS and the Alternate ACCESS: • Evidence that the State adopted ELP achievement standards that address the different proficiency levels of ELs. • If the State has developed alternate ELP achievement standards, evidence that it has adopted them only for ELs who are students with the most significant cognitive disabilities who cannot participate in the regular ELP assessment even with appropriate accommodations.
6.2 – ELP Achievement Standards-Setting	For the Alternate ACCESS: • Evidence that the State used a technically sound method and process for setting ELP achievement standards, such that cut scores are developed for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported.
6.3 –Aligned ELP Achievement Standards	For ACCESS: • Evidence that ELP assessment results are expressed in terms that are clearly aligned with the State's ELP standards and its ELP performance level descriptors. For the Alternate ACCESS: • If the State has developed alternate ELP achievement standards, evidence that the alternate ELP achievement standards are linked to the State's grade-level/grade-band ELP standards and reflect professional judgment of the highest ELP achievement standards possible for ELs who are students with the most significant cognitive disabilities.
6.4 – Reporting	For ACCESS and the Alternate ACCESS: • Evidence that the State provides coherent and timely information about each student's attainment of the State's ELP standards to parents that are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian. • Evidence that student reports are, upon request by an individual with a disability, provided in an alternative format accessible to that parent. For the Alternate ACCESS: • Evidence that performance level descriptors are included on student score reports.

U. S. DEPARTMENT OF EDUCATION

Peer Review of State Assessment Systems

April State ELP Assessment Peer Review Notes

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

Note: Peer review notes provide the combined recommendations of the individual peers to the U.S. Department of Education (Department), based on the statute and regulations, the Department's peer review guidance, and the peers' professional judgement of the evidence submitted by the State. These assessment peer review notes, however, do not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for assessment peer review. Although the peer notes inform the Secretary's consideration of each State's assessment system, the Department makes the final decision regarding whether the assessment system meets the requirements in the statute and regulations. As a result, these peer notes may not completely align with the final determination made by the Department.

Contents

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS 4
Critical Element 1.1 – State Adoption of ELP Standards for All English Learners 4
Critical Element 1.2 – Coherent and Progressive ELP Standards that Correspond to the State's Academic Content Standards 5
Critical Element 1.3 – Required Assessments 8
Critical Element 1.4 – Policies for Including All Students in Assessments .. 9
Critical Element 1.5 – Meaningful Consultation in the Development of Challenging State Standards and Assessments 10

SECTION 2: ASSESSMENT SYSTEM OPERATIONS 11
Critical Element 2.1 – Test Design and Development 11
Critical Element 2.2 – Item Development 14
Critical Element 2.3 – Test Administration 16
Critical Element 2.4 – Monitoring Test Administration 21
Critical Element 2.5 – Test Security 22
Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy .. 24

SECTION 3: TECHNICAL QUALITY – VALIDITY 25
Critical Element 3.1 – Overall Validity, Including Validity Based on Content25
Critical Element 3.2 – Validity Based on Linguistic Processes 27
Critical Element 3.3 – Validity Based on Internal Structure 28
Critical Element 3.4 – Validity Based on Relations to Other Variables 29

SECTION 4: TECHNICAL QUALITY – OTHER 31
Critical Element 4.1 – Reliability 31
Critical Element 4.2 – Fairness and Accessibility 34
Critical Element 4.3 – Full Performance Continuum 36
Critical Element 4.4 – Scoring 37
Critical Element 4.5 – Multiple Assessment Forms 40
Critical Element 4.6 – Multiple Versions of an Assessment 42
Critical Element 4.7 – Technical Analysis and Ongoing Maintenance 43

SECTION 5: INCLUSION OF ALL STUDENTS 44
Critical Element 5.1 – Procedures for Including Students with Disabilities 44
Critical Element 5.2 – DOES NOT APPLY to ELP Assessment Peer Review46
Critical Element 5.3 – Accommodations 47
Critical Element 5.4 – Monitoring Test Administration for Special Populations

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

..... 50

SECTION 6: ELP ACHIEVEMENT STANDARDS AND REPORTING.....52
Critical Element 6.1 – State Adoption of ELP Achievement Standards for All Students..... 52
Critical Element 6.2 – ELP Achievement Standards Setting 53
Critical Element 6.3 –Aligned ELP Achievement Standards 55
Critical Element 6.4 – Reporting 57

SECTION 7: DOES NOT APPLY TO ELP ASSESSMENT PEER REVIEW 59

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

Critical Element 1.1 – State Adoption of ELP Standards for All English Learners

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
For English language proficiency (ELP) standards: The State formally adopted K-12 ELP standards for all ELs in public schools in the State.		See states
Section 1.1 Summary Statement		
___ No additional evidence is required or _X__ The following additional evidence is needed/provide brief rationale: **ACCESS & Alternate ACCESS** • Evidence to be provided by states.		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
For ELP standards: The ELP standards: • are derived from the four domains of speaking, listening, reading, and writing; • address the different proficiency levels of ELs; and align to the State academic content standards (see definition[1]). The ELP standards must contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State's academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science.	**ACCESS** 1.2-1 Understanding the WIDA English Language Proficiency Standards 1.2-2 English Language Proficiency Standards PreKindergarten through Grade 5 1.2-3 2012 Amplification of The English Language Development Standards 1.2-4 Alignment Study between the Common Core State Standards in English Language Arts and Mathematics and the WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12 1.2-5 K–12 English Language Development Standards Validation 2016	**ACCESS** The Peers felt that evidence with regards to the following aspects of the critical element were missing: • "align to the State academic content standards" • "… reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State's academic content standards…" The history of alignment work was not clear with regards to how it impacted future development. • For example, alignment studies claim to align to CCSS but the standards were written prior to the CCSS. The alignment study was conducted prior to development of CCSS? • From Section 1 of WIDA submission notes (p.2 column 3), "The 2012 Amplification… strengthened areas that 2016 validation study identified as not having strong alignment to content standards…" How can a document dated 2012 address issues identified in 2016? It is not clear what actions were taken to remediate or address the findings of the various alignment studies. • Evidence 1.2-4. Conducted in 2010, this study used Cook's criteria to examine linking and alignment of the WIDA ELP Standards MPIs and the CCSS in ELA and mathematics. The study results indicate adequate linking across all grade clusters between the WIDA ELP Standards MPIs and the CCSS in English

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

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		Language Arts (RWSL) and Mathematics. Strong Linking was observed in most grade clusters. Moderate Linking was observed in Reading grades K, 3-5, Writing grades 2, 3-5, 7, 9-12, and Mathematics grades K, 6, 7, and 9-12. However, the study noted that Limited Linking was observed in ELA Writing grade K and Mathematics grade 8. Reviewer comments state that limited Linking on some reporting categories indicated that the language functions and content stems in some MPIs did not adequately address or support those in the Common Core State Standards. Given the changes to the program since 2010, including the Amplification in 2012, an updated alignment study is warranted. There was no evidence provided with regards to alignment for science. • Submission notes indicate that WIDA has not conducted an alignment study between WIDA ELP standards and science or social studies standards.
	Alternate ACCESS The Alternate ACCESS uses the same ELP Standards as ACCESS. No additional evidence provided. However, WIDA is using the Alternate Model Performance Indicators (AMPIs). Are these extensions of the ELP Standards or separate standards?	**Alternate ACCESS** More information about the AMPIs needs to be provided. Are they intended to be extensions of the ELP standards or separate standards for Alternate ACCESS? Evidence of alignment is needed. • 2.2-8, p. 3. "The test is based on Alternate Model Performance Indicators (AMPIs) and Alternate English Language Proficiency (ELP) levels, which allow ELLs with significant cognitive disabilities to access the test tasks and demonstrate their proficiency in English.

Section 1.2 Summary Statement
___ No additional evidence is required or _X__ The following additional evidence is needed/provide brief rationale: **ACCESS** • Current alignment evidence for ELA and Math including a plan to address findings • Alignment to science standards **Alternate ACCESS** • Alignment of AMPIs to ELP standards

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 1.3 – Required Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State's assessment system includes an ***annual general and alternate ELP assessment*** (aligned with State ELP standards) administered to: • All ELs in grades K-12.	Reviewed by Department Staff Only	Reviewed by Department Staff Only

Section 1.3 Summary Statement

___ No additional evidence is required or

___ The following additional evidence is needed/provide brief rationale:

- [list additional evidence needed w/brief rationale]

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 1.4 – Policies for Including All Students in Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
• The State has policies that require the inclusion ***of all public elementary and secondary ELs in the State's ELP assessment***, including ELs with disabilities.	Reviewed by Department Staff Only	Reviewed by Department Staff Only

Section 1.4 Summary Statement

___ No additional evidence is required or

___ The following additional evidence is needed/provide brief rationale:
- [list additional evidence needed w/brief rationale]

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 1.5 – Meaningful Consultation in the Development of Challenging State Standards and Assessments

(Note: this is a new requirement under ESSA, so it does not apply to standards and assessments adopted prior to the passage of ESSA (December 2015)).

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
If the State has developed or amended challenging ***ELP*** standards and assessments, the State has conducted meaningful and timely consultation with: • State leaders, including the Governor, members of the State legislature and State board of education (if the State has a State board of education). • Local educational agencies (including those located in rural areas). • Representatives of Indian tribes located in the State. • Teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents.	Reviewed by Department Staff Only	Reviewed by Department Staff Only

Section 1.5 Summary Statement

___ No additional evidence is required or

___ The following additional evidence is needed/provide brief rationale:

- [list additional evidence needed w/brief rationale]

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

SECTION 2: ASSESSMENT SYSTEM OPERATIONS

Critical Element 2.1 – Test Design and Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State's test design and test development process is well-suited for the content, is technically sound, aligns the assessments to ***the depth and breadth of the State's ELP standards,*** and includes: • Statement(s) of the purposes of the assessments and the intended interpretations and uses of results; • Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of ***the State's ELP standards***, and support the intended interpretations and uses of the results. • Processes to ensure that the ELP assessment is tailored to the knowledge and skills included in ***the State's ELP standards*** and reflects appropriate inclusion of the range of complexity found in the standards. • If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design and intended uses and interpretations of results. • If the State administers a computer-adaptive assessment, it makes proficiency determinations with respect to the grade in which the	**ACCESS** <u>Statement of purpose</u> • 2.1-1, p.3 • 2.1-2, p.5 <u>Test blueprints</u> • 2.1-2, p.19-23 • Description of multistage adaptive administration provided. <u>Knowledge, skills, range of complexity</u> • 1.2-3 • 2.1-2, pp. 9-11. <u>Item pool and selection</u> • No evidence provided. <u>Grade-level of student</u> • Based on grade level clusters	**ACCESS** <u>Statement of purpose</u> • 2.1-1 and Table 2 (p.11) in 2.1-3 explicitly address intended purposes and interpretations. <u>Test blueprints</u> • The test blueprints are not provided. It appears that the description of how test items are assigned to student, based on the PL of their responses in the domains ofRWLS and paired with academic areas, serve as the test blueprint for each student. The placement of the student in the proficiency level is explained, but it is not clear if the items assigned to a student adequately measure the depth and breadth of the ELP Standards. • Evidence that the ACCESS assessments adhere to the blueprint for both online and paper. <u>Knowledge, skills, range of complexity</u> • A general description is provided of how each domain for RWLS is assessed. However, it is not clear if each student is assessed on an adequate number and range of items to ascertain an appropriate inclusion of items across the range of complexity. • Additional information regarding routing rules and their adequacy. • Evidence regarding the range of complexity of the items (e.g. blueprints). • It is not clear, if each student takes all these items and if all or a subset of the items represents an

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

student is enrolled and uses that determination for all reporting. If the State administers a content assessment that includes portfolios, such assessment may be partially administered through a portfolio but may not be *entirely* administered through a portfolio.	**Alternate ACCESS** <u>Statement of purpose</u> • 2.1-3, p. 3 and 2.1-4, p. 1. <u>Test blueprints</u> • Blueprints are referenced 2.1-4, p. 4. "Because the test blueprints across grade-level clusters by domain are the same and the Alternate PLs and AMPIs for the test tasks across grade-level clusters pose nearly identical linguistic challenges and differ only in the topics presented, it is desirable to have common cut scores across grade-level clusters by domain." • However, blueprints were not provided. <u>Range of complexity</u> • No evidence provided.	appropriate inclusion of the range of complexity found in the ELP standards. <u>Item pool and selection</u> • Evidence is needed regarding the item pool and item selection procedures. <u>Grade-level (grade bands)</u> • There is not enough information provided with regards to items in each pool and the relationship to the grade bands. Can items be tagged to multiple item pools? • Are all the items in the pool age appropriate? **Alternate ACCESS** <u>Test blueprints</u> • No evidence provided. No evidence of Processes to ensure that the ELP assessment is tailored to the knowledge and skills included in ***the State's ELP standards*** and reflects appropriate inclusion of the range of complexity found in the standards.

Section 2.1 Summary Statement
___ No additional evidence is required or _X__ The following additional evidence is needed/provide brief rationale: **ACCESS** • Test blueprints • Evidence of Processes to ensure that the ELP assessment is tailored to the knowledge and skills included in ***the State's ELP standards*** and reflects appropriate inclusion of the range of complexity found in the standards. E.g. detail about the routing rules, detail of the item selection process for paper forms to ensure it adheres to the blueprint • Evidence of the adequacy of the item pool and item selection procedures to support the multistage adaptive administrations. • Evidence that all the items in the pool are age and grade appropriate **Alternate ACCESS** • Test blueprints • Evidence of Processes to ensure that the Alternate ELP assessment is tailored to the knowledge and skills included in ***the State's ELP standards*** and reflects appropriate inclusion of the range of complexity found in the standards. E.g. detail of the item selection process to ensure forms adhere to the blueprint

Critical Element 2.2 – Item Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State uses reasonable and technically sound procedures to develop and select items to: • Assess student English language proficiency based on the ***State's ELP standards*** in terms of content and language processes.	**ACCESS** • 2.2-3: conveys the ACCESS Test Development Cycle, which includes steps of item specifications, item development, item reviews, field test • 2.2-4: Sample item specifications for Speaking, L1, 3, 5 • 2.2-5: Sample item specification for SS, Listening, grades 6-8 • 2.2-6: Sample item specification for MA, Reading, grades 9-12 • 2.2-7: Sample item specification for Language, Writing, grades 3-5 • 2.2-9: Center for Applied Linguistics Item development content experts • 2.2-10: Teachers who are standards experts • 2.2-11: Item Writing Handbook for Reading and Listening (confidential) • 2.2-12, 2.2-13: Training Module for item and bias and sensitivity reviews. Not evident the number of reviewers, how they were selected, if they were representative of WIDA states, representative of races and ethnicities, special education, academic content • 2.2-14: procedures for test developers. Information is not provided about how the item writers are trained, if they are content experts, other qualifications. • 2.2-15 Cog Labs for Enhanced Items. This is a sample of one cog lab finding. Information is not provided about the number of cog labs conducted, for what purpose, findings, and implications.	**ACCESS** Detail about the test development process was not included. E.g. • Timeline (across versions, series, domains) • Item writers (Were they the 9 CAL item writing staff?) identification, qualification, representation of special education expertise includingEnglish learner with disabilities expertise • Item writing training • Item review process (how often this was done or what the outcomes were) • Item reviewer qualifications. While 2.2.10 was provided. Detail was lacking with regards to other review groups and the inclusion of Special Education expertise (i.e., ELs with disabilities expertise) • Field test process for each domain including target sample size rationales and the outcomes based on the data • TAC involvement and/or review The Peers were looking for the level of information that is commonly included in the Test Development chapter of a Technical Manual and/or Item Development Manual.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

	• 2.1-2, pp. 24-25. It is not apparent if the considerably smaller sample size for field **Alternate ACCESS** • Does 2.2-3 apply to Alternate ACCESS? • If not, no evidence was provided.	**Alternate ACCESS** • Evidence was not provided. • It is not evident that experts with knowledge of English language learners with significant cognitive disabilities are included in the development of Alternate ACCESS.

Section 2.2 Summary Statement

___ No additional evidence is required or

_X__ The following additional evidence is needed/provide brief rationale:

ACCESS

- Evidence of reasonable and technically sound procedures to develop and select items, e.g.
    - Timeline (across versions, series, domains)
    - Item writers, identification, qualification, representation of special education expertise including English learner with disabilities expertise
    - Item writing training
    - Item review process including item reviewer qualifications
    - Field test process for each domain including target sample size rationales and the outcomes based on the data
    - Evidence of TAC involvement

Alternate ACCESS

- Evidence of reasonable and technically sound procedures to develop and select items
- Evidence of the involvement of experts with knowledge of English language learners with significant cognitive disabilities in development activities.

Critical Element 2.3 – Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State implements policies and procedures for standardized test administration; specifically, the State: • Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations; • Has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities; • If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration.	**ACCESS** <u>Communicates clear standardized procedures for administration</u> • 2.3-1 Test Administration Manual • 2.3-3 Script for Administrator • 2.3-4 weekly emails with updates for SEAs and LEAs • The TAM does not define who can be a test administrator. <u>Established procedures for training administrators including on accommodations</u> • 2.3-2 Training materials • 2.216 Accessibility and Accommodations <u>Defined technology requirements</u> • 2.3-5 Technical Readiness Checklist • 2.3-6 Troubleshooting <u>Established contingency plans</u> • 2.3-7 p.12-13 Critical incidents communication plan, not really a contingency plan	**ACCESS** <u>Communicates clear standardized procedures for administration</u> • This WIDA policy handbook does include references about test administrators, "designated testing staff or volunteers who will have access to secure test materials complete TA training for the applicable tests." p. 4. The same criteria appear to apply to those scoring and transcribing student responses. The Peers question the appropriateness of volunteers serving as test administrators. While the States may be responsible for test administrations, WIDA should include guidelines or recommended qualifications of test administrators to ensure test security and protect the validity of scores. • More information about the qualifications and training for the human providers of accommodations (e.g. scribe, reader, sign language interpreter). <u>Training</u> • Additional information regarding the test administrator training is needed (e.g. for each module, the table of contents and outline) • Information about how volunteers access training materials. Do they access it via the secure online system? • Information regarding the training of the test administrator to score the student responses for the paper test. <u>Established contingency plan</u> • Although troubleshooting was addressed, evidence was not provided of a contingency plan to include directions to test administrators in the event of

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

	Alternate ACCESS <u>Training</u> • 2.3-1, pp. 12-13. Explain that training must be completed, preferably 2 weeks prior to test administration and that administrator must pass a quiz with at least 80% correct. • It is not likely that accommodations would be addressed in the training since there are no accommodations, rather all "individualized instructional supports" are permitted.	disruptions or widespread administration challenges. • A communication plan was included; however, there was not information about how test administrators should manage situations like a lockdown or widespread inaccessibility of the assessments. **Alternate ACCESS** <u>Communicates clear standardized procedures for administration</u> • 2.3-1 Test Administrator Manual, Part 1 is for all test administrators; specific test administration procedures are in Part 2. Alternate ACCESS – pp. 140-165 • There is no statement as to who may be a test administrator. • There are no participation guidelines provided. • p. 143. "During the administration of Alternate ACCESS for ELLs, individualized instructional supports that are used by teachers in everyday classroom instruction may be used to meet individual student needs, only if <u>they do change</u> what is being measured on the assessment." Is this an accurate statement? If the wording should be "if they <u>do not change</u> what is being measured," do test administrators understand how to determine this? • It is noted that no examples of permissible "individualized instructional supports that are used by teachers in everyday classroom instruction" are provided. If individualized instructional supports are provided, it is unlikely the administrator will be aware what supports are not permissible.

		• There is no description related to allowable student response modes, e.g., pointing, eye-gaze, etc. This should be included in this section. • Why does the student need a sharpened pencil if another mode of response will be used? • P. 149. "In order to allow the student to demonstrate his or her proficiency, any evidence of engagement that is typical for that student in an instructional setting should be scored as a correct response." How has "evidence of engagement" been validated as a correct response and demonstration of English language proficiency? • There does not appear to be adequate examples of what "approaches" means vs an incorrect response • P. 154 "If a student asks for an explanation of some word or phrase in a task statement, check to make sure that the student understood your pronunciation of the word or phrase." It is a concern that direction for how to do this is not provided. Does this mean repeat the word/phrase? Does it mean to ask the student if he/she understood the pronunciation? • How is the test administered to a student who is deaf or hard of hearing? Blind or visually impaired? Does not have oral speech or has a combination of these disabilities in addition to an intellectual disability? • Are tracing and repeating a sound reflective of ELP standards? Based on the information cited above, the test administration policies and procedures need to more appropriately reflect the characteristics of the students participating in the assessment and the diverse ways they respond to assessment items (e.g. eye gaze, use of assistive technology). Involvement of experts who have experience with assessing English learners with significant cognitive

		disabilities is needed to develop policies and an updated TAM for Alternate ACCESS. <u>Training</u> • Content of the training is not provided. Is scoring practice included (i.e., how to score attending and approaching)? • Training on "individualized instructional supports that are used by teachers in everyday classroom instruction" that are permissible for use during the assessment. WIDA providing resources for training. States will need to provide evidence that administrators completed training.

Section 2.3 Summary Statement

___ No additional evidence is required or

__X_ The following additional evidence is needed/provide brief rationale:

ACCESS

- Evidence that WIDA/State established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations
  E.g. guidelines or recommended qualifications of test administrators including volunteers, training of volunteers, and qualifications and training for the human providers of accommodations
- Evidence of established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instruction support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities
  E.g. content of training modules, the way in which volunteers access training materials, and the training of administrators to score the paper test
- Evidence of established contingency plans to address possible technology challenges during test administration

Alternate ACCESS

- Evidence that WIDA/State established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations
  E.g. response modes, detail about defining correct responses, permissible supports.
- Evidence that the policies and procedures were developed with involvement of experts who have experience with assessing English learners with significant cognitive disabilities

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

- Evidence of established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instruction support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities

Critical Element 2.4 – Monitoring Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. Monitoring of test administration should be demonstrated for all assessments in the State system: the general ELP assessments and the AELPA.	Reviewed by Department Staff Only	Reviewed by Department Staff Only

Section 2.4 Summary Statement

___ No additional evidence is required or

___ The following additional evidence is needed/provide brief rationale:

- [list additional evidence needed w/brief rationale]

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 2.5 – Test Security

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through: • Prevention of any assessment irregularities, including maintaining the security of test materials (both during test development and at time of test administration), proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration; • Detection of test irregularities; • Remediation following any test security incidents involving any of the State's assessments; • Investigation of alleged or factual test irregularities. • Application of test security procedures to the general ELP assessments and the AELPA.	**ACCESS** • 2.5-1 District and School Coordinator manual, p. 8-15, outlines security responsibilities • No information about security during development • p, 9. If test security has been compromised in any way, please contact your state education agency to determine remediation steps. • 2.3-1, pp. 11, 16-30. Test Administrator Manual. Limited information related to test security is provided; on p. 16 the statement, "Be aware that any breaches of test security or problems with test administration may result in the invalidation of student scores." Further consequences are not cited. • p. 10, "If test security has been compromised in any way, please contact your Test Coordinator to determine remediation steps." • 2.3-3, pp. 4, 5, 10 Test Administrator's Script – Limited statements related to test security in script; reminding test administrators they must complete training and be certified to administer test and to make sure students only have test materials on desk. • 2.3-7, p. 5 Test Policy Handbook for SEAs, indicates test coordinators can track educators' training completion prior to administering the test. **Alternate ACCESS** • 2.3-1, same as ACCESS, no additional information on test security provided.	**ACCESS** • No delineation of responsibilities of test security between WIDA and the states was provided. • Evidence of security procedures during development • Recommended guidelines or minimum standards for test security for states to implement. Information contained in cited evidence is too general given the impact of test security on the validity of the program. • The following topics related to test security were not located in the evidence provided: requirements for annual training at district and school levels for all individuals involved in test administration, detection of test irregularities, remediation, investigation of alleged or factual test irregularities, monitoring test administrations, transcriptions of student dictation, scoring conducted by individual staff or volunteers, who can a test administrator, the volunteers who can have access to secure test materials. • Forensics analysis and plans to address findings should be performed by WIDA to include data across states. 4.7-10, p. 2 Committee notes indicate that leadership acknowledges that forensics analysis has not been conducted for this critical element. **Alternate ACCESS** • No evidence provided beyond that in the ACCESS materials.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Section 2.5 Summary Statement
___ No additional evidence is required or _X__ The following additional evidence is needed/provide brief rationale: **ACCESS** • Outline the delineation of responsibilities of test security between WIDA and the states, and include recommended guidelines or minimum standards for test security for states to implement • Evidence of security procedures during test development • Evidence of activities that prevent assessment irregularities, including maintaining the security of test materials (both during test development and at time of test administration), proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration; • Evidence of detection of test irregularities; • Evidence of remediation following any test security incidents involving any of the State's assessments; • Evidence of the investigation of alleged or factual test irregularities to include forensic analysis and plans to address findings **Alternate ACCESS** • Evidence related to all aspects of this critical element are needed

Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically: • To protect the integrity of its test-related data in test administration, scoring, storage and use of results; • To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools; • 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.	**ACCESS** <u>Security of data in research</u> • 2.6-1 WIDA Research IRB Application pp. 20-24. WIDA's process, "...includes provisions to ensure that only those conducting research or evaluating tests have access to test-related data and that only a few key individuals have access to identifying student data." • 2.6-2 Data use agreement, signed by states • 2.6-3 Training completed by UW-Madison staff related to research. • 2.6-4 Technical Assistance Policy. "All data requests are encrypted and delivered via WIDA's STFP site." **Alternate ACCESS** • No evidence specific to Alternate ACCESS was submitted. • 2.6-1 applies to Alternate ACCESS. • 2.6-2 does not reference Alternate ACCESS • 2.6-3 applies to Alternate ACCESS	**ACCESS & Alternate ACCESS** • Evidence has been provided related to research using WIDA data. • The parties involved in handling data for WIDA are unclear. More information related to who is involved and how data are protected by all parties and during handoffs is required. • Additional evidence is required from states to address the remaining aspects of the critical element.

Section 2.6 Summary Statement

___ No additional evidence is required or

_X__ The following additional evidence is needed/provide brief rationale:

ACCESS & Alternate ACCESS

- Information related to who is involved in handling WIDA data and how data are protected by all parties, including during handoffs, is required.
- Additional evidence is required from states to address the remaining aspects of the critical element.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

SECTION 3: TECHNICAL QUALITY – VALIDITY

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate overall validity evidence for its assessments consistent with nationally recognized professional and technical testing standards. The State's validity evidence includes evidence that: ***The State's ELP assessments*** measure the knowledge and skills specified in the State's ELP standards, including: • Documentation of adequate alignment between the State's ELP assessment and the ELP standards the assessment is designed to measure in terms of language knowledge and skills, the depth and breadth of the State's ELP standards, across all proficiency levels, domains, and modalities identified therein; • Documentation of alignment (as defined) between the State's ELP standards and the language demands implied by, or explicitly stated in, the State's academic content standards; • If the State administers an AELPA aligned with alternate ELP achievement standards, the assessment shows adequate linkage to the State's ELP standards in terms of content match (i.e., no unrelated content) and that the breadth of content and linguistic complexity	**ACCESS** Validity evidence • CAL's Validation Framework, Evidence 2.1-5, p. 25-38 Content alignment between standards and assessment • Evidence 3.1-1, 2011 Alignment study for ACCESS, no information regarding how areas identified in the study will be addressed. Standards have been updated since this study.	**ACCESS** Validity evidence • Appreciate the work of the framework. Content alignment • Peers found it challenging to follow the development and subsequent alignment issues over time, especially given the changes that occurred within the program. It seems that some of the studies may be outdated and no longer relevant. • 4.7-10, p. 2 Committee notes indicate leadership is aware that this evidence will not meet the alignment requirement of 3.1 • For the alignment studies that are still relevant (despite program changes), what is the plan to address areas for which alignment was moderate, limited, weak, or no? • Alignment based on 2012 Amplification is needed. • 3.1.2 is an example blueprint but there is limited information regarding how the tests should be specified. For example, there is no indication on the blueprint that would indicate the degree of cognitive complexity (linguistic difficulty level) across the tests by standard. Depth and breadth cannot be determined based on the information in the test blueprint provided. Alignment of language demands • Lack of clarity in the relationship between DOK (for standards) and LDL (for items to standards).

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

determined in test design is appropriate for ELs who are students with the most significant cognitive disabilities.	Alignment of language demands • Evidence 3.1-1, 2011 Alignment study for ACCESS, no information regarding how areas identified in the study will be addressed. Standards have been updated since this study. **Alternate ACCESS** • Peer Review narrative, 3.1, p. 2. "There has not yet been an independent alignment study between the Alternate ACCESS for ELLs assessment and the alternate model performance indicators (AMPIs), nor has there been a linking study examining the relationship between the AMPIs and WIDA's ELP standards."	**Alternate ACCESS** • Evidence for this critical element including plans to address any issues following the 2019 study.

Section 3.1 Summary Statement

___ No additional evidence is required or

_X__ The following additional evidence is needed/provide brief rationale:

ACCESS

- Documentation of adequate alignment between the State's ELP assessment and the ELP standards the assessment is designed to measure in terms of language knowledge and skills, the depth and breadth of the State's ELP standards, across all proficiency levels, domains, and modalities identified therein;
- Documentation of alignment (as defined) between the State's ELP standards and the language demands implied by, or explicitly stated in, the State's academic content standards

Alternate ACCESS

- Evidence of adequate linkage to the State's ELP standards in terms of content match (i.e., no unrelated content) and that the breadth of content and linguistic complexity determined in test design is appropriate for ELs who are students with the most significant cognitive disabilities.

Critical Element 3.2 – Validity Based on Linguistic Processes

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate validity evidence that its assessments tap ***the intended language processes*** appropriate for each grade level/grade-band as represented in the State's ELP standards.	**ACCESS** • 3.2-1 & 3.2-2, Writing try outs • 3.2-3, Recommendation log Unclear how this document was used and to which assessments it is relevant. • 2.1-2, DIF analysis by test, relevance to this critical element is not clear. • Not presented in a user-friendly way. Results are buried. **Alternate ACCESS** • 3.2-4 Report from Alternate ACCESS for ELLs Pilot Testing, November 14–23, 2011. "We gained rich, useful data which informed revisions to the test materials." • Evidence is needed for this critical element.	**ACCESS** • While some evidence related to writing was provided, the validity argument related to this critical element was not provided for any domain. • It is unclear how the item tryouts fit into the item development process. • The relationship between the DIF analysis and this critical element is needed. **Alternate ACCESS** • Evidence is needed for this critical element.

Section 3.2 Summary Statement

___ No additional evidence is required or

_X__ The following additional evidence is needed/provide brief rationale:

ACCESS & Alternate ACCESS

- Adequate validity evidence that its assessments tap ***the intended language processes*** appropriate for each grade level/grade-band as represented in the State's ELP standards

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 3.3 – Validity Based on Internal Structure

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State's ***ELP standards*** on which the intended interpretations and uses of results are based.	**ACCESS** • 3.3-1, Relationship between domains, factor analysis supports reporting 4 domain scores • 2.1-2, p. 93-94, Correlation of domain scores • 2.1-5, p. 69-71, Correlation of domain scores **Alternate ACCESS** • 2.1-4, p. 60-61, 70 Higher for Alternate, might be helpful to include an explanation or rationale for why this is reasonable.	**ACCESS & Alternate ACCESS** • Evidence is provided for this critical element. However, explicit statements of how the statistics lend validity evidence is missing. Were there criteria applied to the various statistical analyses included in this critical element, and if so, what were they and what rationales were there for using them to determine the appropriateness of the results?

Section 3.3 Summary Statement

___ No additional evidence is required or

_X__ The following additional evidence is needed/provide brief rationale:

ACCESS & Alternate ACCESS

• Explanation of how the included statistical analyses relate to the validity framework for the assessments.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 3.4 – Validity Based on Relations to Other Variables

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate validity evidence that the State's assessment scores are related as expected with other variables.	**ACCESS** • 3.4-8 Bridge study, 2006 • 3.4-9, factor analysis and SEM exploring language skills and math (year unknown) • 3.1-11 Relationship between ACCESS domain scores and NECAP reading, writing, and math assessments from 2009 • Evidence does not include studies that were done with the current version of the assessment. Evidence here should focus on the relationship with "other variables" and should provide information about how the "scores are related as expected." Therefore, much of the cited evidence is not sufficient. **Alternate ACCESS** • 2.1-4 Annual Technical Report for Alternate ACCESS for ELLs, 2015-16 Administration, pp. 60-61. Correlations among Scale Scores by Grade-level Cluster. • No relevant evidence was provided.	**ACCESS** • To fully address this standard, evidence of how the "scores are related as expected to other variables" is required. • This additional evidence would also link the study findings to the validity framework. • Additional studies are needed with the current version of the assessment. **Alternate ACCESS** • Evidence related to this critical element is needed.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Section 3.4 Summary Statement
___ No additional evidence is required or _X__ The following additional evidence is needed/provide brief rationale: **ACCESS** • Evidence of how the "scores are related as expected to other variables" is required and how this supports the validity argument • Additional studies are needed with the current version of the assessment. **Alternate ACCESS** • Adequate validity evidence that the State's assessment scores are related as expected with other variables.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

SECTION 4: TECHNICAL QUALITY – OTHER

Critical Element 4.1 – Reliability

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate reliability evidence for its assessments for the following measures of reliability for the State's student population overall and each student group consistent with nationally recognized professional and technical testing standards. If the State's assessments are implemented in multiple States, measures of reliability for the assessment overall and each student group consistent with nationally recognized professional and technical testing standards, including: • Test reliability of the State's assessments estimated for its student population (***for ELP assessments, including any domain or component sub-tests, as applicable***); • Overall and conditional standard error of measurement of the State's assessments, including any domain or component sub-tests, as applicable; • Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results; • For computer-adaptive tests, evidence that the assessments produce test forms with adequately	**ACCESS** • 2.1-2, provided by domain • No subgroup information	**ACCESS** • While the various statistics (e.g. Cronbach's alpha, decision consistency, TIF) are provided at the composite and domain levels, they are not computed for any subgroups, such as gender and SES, accommodation type. • Accuracy and consistency measures for some composite scores and domains appeared low (see for example 2.1-2 p.345, p.167-168). If the proficiency levels are used to make decisions for these measures, then this needs to be addressed. The Peers' understanding is that states can make decisions regarding the way in which scores are used to make decisions. Does WIDA provide more guidance given the reliability information? • While it may have been done, the Peers could not locate, for computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of ***an EL's English proficiency.*** Given the multistage adaptive administrations, the Peers were looking for evidence that WIDA has considered the reliability of the forms, or pathways, across students. • A large amount of statistical output was provided; however, there was not information or narrative about how this information is interpreted by WIDA and will be used to guide future development work within the program. For example, are there areas for which WIDA will focus efforts and try to improve in the future? For example, this could include TAC notes from the discussion of these statistics.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
precise estimates of ***an EL's English proficiency***.	**Alternate ACCESS** • 2.1.4 Annual Technical Report for Alternate ACCESS, 2015-16, pp. 73-80. "In general, the reliability and the accuracy and consistency of classification of the Overall Composite are very high for Alternate ACCESS for ELLs." • Reliability information for overall composite scores was located (p. 109, 138, 165, 194).	**Alternate ACCESS** • While various reliability estimates (Cronbach's alpha, decisions consistency) are reported for some composite scores and domains, the Peers could not locate the TIFs for the overall composite scores. • While the various statistics (e.g. Cronbach's alpha, decision consistency, TIF) are provided at the composite and domain levels, they are not computed for any subgroups, such as gender and SES, accommodation type. • Accuracy and consistency measures for some composite scores and domains appeared low (see for example 2.1-4 p.96, p.102). If the proficiency levels are used to make decisions for these measures, then this needs to be addressed. The Peers' understanding is that states can make decisions regarding the way in which scores are used to make decisions. Does WIDA provide more guidance given the reliability information? • A large amount of statistical output was provided; however, there was not information or narrative about how this information is interpreted by WIDA and will be used to guide future development work within the program. For example, are there areas for which WIDA will focus efforts and try to improve in the future? For example, this could include TAC notes from the discussion of these statistics. For future submissions and the benefit of the program, it would be beneficial for WIDA to provide the reliability information in a more user-friendly format. Narrative summaries would be helpful to the Peers and other audiences in addition to the various page number references.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 4.1 Summary Statement		
___ No additional evidence is required or _X__ The following additional evidence is needed/provide brief rationale: **ACCESS & Alternate ACCESS** • Reliability by various subgroups • Evidence that the use of scores, including composite and domain, is supported by the reliability statistics and then is used to provide direction to states about the appropriate use of scores in high-stakes decisions (e.g. exit decisions). • Evidence that the reliability results are reviewed by WIDA and used to inform ongoing maintenance and development. **ACCESS** • For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of ***an EL's English proficiency***. **Alternate ACCESS** • TIFs for overall composite scores		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 4.2 – Fairness and Accessibility

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
For all State ELP assessments, assessments should be developed, to the extent practicable, using the principles of universal design for learning (UDL) (see definition[2]). ***For ELP assessments,*** the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all EL students and fair across student groups, including ELs with disabilities, in their design, development, and analysis.	**ACCESS** • 2.2-17 The WIDA Accessibility and Accommodations Framework, p. 4. Examples of universal design in ACCESS test items: Test items with multiple modalities, including supporting prompts with appropriate animations and graphics, Embedded scaffolding, tasks broken into "chunks", modeling using task models and guides • 2.2-17, pp. 11-12. ACCESS also incorporates the use of universal tools that are available to all students, designated supports that are features available to any student, and accommodations for students with disabilities. • 4.2.1 Test and item Design Plan for the Annual Summative and On-demand Screener 2013, p. 14 indicates that items will be developed using the principles of universal design. No elaboration. • 4.2.2 Guidelines for the Use of Accommodations, Accessibility Features, and Allowable Test Administration Procedures for the ACCESS for ELLs • 4.2.3 ACCESS for ELLs 2.0 Accommodations, Accessibility Features, and Allowable Test Administration Procedures for Students Participating in Either the Online or Paper –Based Test Administrations • 4.2.4 Graphics Guidelines	**ACCESS** • While information is provided about WIDA's approach to universal design and accessibility, there is limited information about the processes employed to implement the principles during development and review. • DIF was considered for gender and Hispanic/non-Hispanic, but this should be done for other subgroups as well (e.g., accommodated/non-accommodated, SES).

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

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

	• 2.1-2 Annual Technical Report for ACCESS for ELLs, DIF analysis for Hispanic/non-Hispanic and gender. Should include other subgroups. **Alternate ACCESS** • 2.1-4 Technical Report for Alternate ACCESS, p. 72-73. Not clear how this relates to the critical element. • 2.2-16, p. 36. Alternate ACCESS for ELLs Accommodation Selections. Only 3 accommodations indicated. Does not address use of braille, eye gaze, and other modes of communication. • Evidence similar to ACCESS submission is not included for Alternate ACCESS.	**Alternate ACCESS** • Braille and alternate modes of communication are not addressed (e.g. eye gaze, assistive technology). • More guidance is needed about the appropriate instructional supports that can be used during the assessment. Recommend that permitted instructional supports be clearly defined for standardized test administration and for accessibility and fairness. • Evidence related to item development, test design, item reviews for Alternate ACCESS is not provided. • DIF was considered for gender and Hispanic/non-Hispanic, but this should be done for other subgroups as well (e.g., accommodation type, SES).

Section 4.2 Summary Statement

___ No additional evidence is required or

_X__ The following additional evidence is needed/provide brief rationale:

ACCESS & Alternate ACCESS

• Evidence of the implementation of universal design and accessibility principles during development and review.
• Additional DIF analyses to include more student subgroups.

Alternate ACCESS

- Evidence related to braille and alternate modes of communication
- Definitions of and guidance for appropriate instructional supports that can be used during the assessment

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 4.3 – Full Performance Continuum

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for ***ELP assessments***, including performance for EL students with high and low levels of English language proficiency and with different proficiency profiles across the domains of speaking, listening, reading, and writing.	**ACCESS** • 2.1-2 Annual Technical Report for ACCESS Online ELP Test 2016-17, pp. 95-110. Presents data from online tests that demonstrate students in each grade are represented at each proficiency level. Levels of item difficulty are presented in tables in subsequent pages. • 2.1-2 TIFs are commonly unexpected, for example p.201. • 2.1-5 Annual Technical Report for ACCESS Paper ELP Test 2016-17, pp. 72-91. Presents data from paper tests that demonstrate students in each grade are represented at each proficiency level. **Alternate ACCESS** • 2.1.4 Annual Technical Report for Alternate ACCESS 2015-16, pp. 62-66. Displays tables demonstrating students in each grade are performing at each proficiency level. • 2.1-4 Frequency distributions show potential ceiling effects for example p.93.	**ACCESS & Alternate ACCESS** • Evidence submitted does not support that each assessment provides an adequately precise estimate of student performance across the full performance continuum for ***ELP assessments***, including performance for EL students with high and low levels of English language proficiency. For future submissions and the benefit of the program, it would be beneficial for WIDA to provide narrative summaries to the Peers and other audiences. For example, the Peers would have found it to be helpful if WIDA would have provided narrative about the unexpected TIFs in 2.1-2 and the frequency distributions in 2.1-4 as well as any additional analyses WIDA conducted in response to these results.

Section 4.3 Summary Statement

___ No additional evidence is required or

_X__ The following additional evidence is needed/provide brief rationale:

ACCESS & Alternate ACCESS

- Evidence submitted does not support that each assessment provides an adequately precise estimate of student performance across the full performance continuum for ***ELP assessments***, including performance for EL students with high and low levels of English language proficiency.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 4.4 – Scoring

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has established and documented standardized scoring procedures and protocols for its assessments (and ***for ELP assessments, any applicable domain or component sub-tests***) that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State's ***ELP standards***. ***For ELP assessments,*** if an English learner has a disability that precludes assessment of the student in one or more of the required domains/components (listening, speaking, reading, and writing) such that there are no appropriate accommodations for the affected domain(s)/component(s), the State must provide a description of how it will ensure that the student is assessed in the remaining domain(s)/component(s) in which it is possible to assess the student, and a description of how this will occur.[3]	**ACCESS** *Standardized scoring procedures and protocols* • 4.4-1 Speaking Scoring Scale • 4.4-2 Writing Scoring Scale • 4.4-3 Writing Anchors • 4.4-4 Training for Paper Speaking. 3 online Modules, 2 are required, 1 is recommended. A quiz must be taken to certify the taker may administer and score the speaking test. It is not indicated if the assessment will be accessible to the test administrator if this person does not pass the quiz. • 4.4-5 It is not indicated the audience for this document, how they receive it, or what training is provided in conjunction with receipt of this document. 4.4-6 Not clear how this relates to the critical element. • 4.4-8 Were the recommendations from this study and report implemented? • 2.1-2, pp. 12-15 Raters for Online Speaking and Writing Scoring: Rater qualifications, training, monitoring. Adjacent scores are considered agreement; raters must demonstrate 70% agreement on a qualifying set prior to scoring live responses. What happens when one is anomalous, for example task 6 on p.202? Writing task scoring statistics are questionable. • 2.1.5 Technical Report for ACCESS paper Administration 2016-17, pp. 18-23. Describes scoring procedures for writing scored by DRC and speaking scored by test administrator.	**ACCESS** • The Peers found the claims of 95%+ agreement questionable for writing tasks. • There was no evidence provided about how WIDA makes use of the results, for example, when agreement rates are lower for one task. • 4.4-8 documented that paper scoring of speaking by the student's teacher results in higher scores. Therefore, why is module 3 not required and how is the rating monitored to ensure reliable results? There are recommendations for monitoring raters who administer the speaking test in 4.4-8, but how are these recommendations implemented and monitored? • WIDA provided evidence of four models for states to consider if an English learner has a disability that precludes assessment of the student in one or more of the required domains/components (listening, speaking, reading, and writing) such that there are no appropriate accommodations for the affected domain(s)/component(s). States must provide a description of how it will ensure that the student is assessed in the remaining domain(s)/component(s) in which it is possible to assess the student, and a description of how this will occur.

[3] See full reference in regulation, 34 CFR § 200.6(h)(4)(ii) (online at https://www.ecfr.gov/cgi-bin/text-idx?SID=07e168e9e7a6c5931b4549cc15547ee9&mc=true&node=se34.1.200_16&rgn=div8)
Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

	Less than four domains • 4.4-7 Four models are presented to create a composite score when less than four domains are assessed. No recommendations were made, rather these are suggestions of models that the states could use to report a composite score when a student with a disability is assessed in less than four domains. While this situation is considered, there is limited information provided to states to make defensible decisions for these students particularly with regards to the impact on the validity framework. **Alternate ACCESS** *Standardized Scoring Procedures* • 2.1-4 Scripts and directions for scoring are provided in the TAM and are referenced in the TR for Alternate ACCESS. All assessments are scored by the test administrator. • There is no evidence provided that standardized scoring procedures are applied given the local scoring.	**Alternate ACCESS** • There is no evidence of the implementation of standardized scoring procedures. This could include monitoring of test administration, a second scorer in the room during test administration, analyses of scores to identify test irregularities or qualification of scorers. • Definitions of key terms and test administration and scoring procedures (e.g. cueing, attending, approaching, permissible individualized instructional supports that can be used during assessment) are not included which likely leads to inconsistent administration and scoring. • WIDA provided evidence of four models for states to consider if an English learner has a disability that precludes assessment of the student in one or more of the required domains/components (listening, speaking, reading, and writing) such that there are no appropriate accommodations for the affected domain(s)/component(s). States must provide a description of how it will ensure that the student is assessed in the remaining domain(s)/component(s) in which it is possible to assess the student, and a description of how this will occur.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Section 4.4 Summary Statement		
___ No additional evidence is required or _X__ The following additional evidence is needed/provide brief rationale: **ACCESS** • The definition of exact agreement for writing is not recommended. This should be redefined and then analyses redone. • Evidence that the recommendations about the paper speaking test are implemented and monitored. **Alternate ACCESS** • Evidence of the implementation of standardized scoring procedures and monitoring and to include definitions of key terms and test administration and scoring procedures. **ACCESS & Alternate ACCESS** • Evidence that if an English learner has a disability that precludes assessment of the student in one or more of the required domains/components (listening, speaking, reading, and writing) such that there are no appropriate accommodations for the affected domain(s)/component(s), the State must provide a description of how it will ensure that the student is assessed in the remaining domain(s)/component(s) in which it is possible to assess the student, and a description of how this will occur. (This is expected from States.)		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 4.5 – Multiple Assessment Forms

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
If the State administers multiple forms of ***ELP assessments*** within or across grade-spans, ELP levels, or school years, the State ensures that all forms adequately represent the State's ***ELP standards*** and yield consistent score interpretations such that the forms are comparable within and across settings.	**ACCESS** • 2.1-2 p.54 ACCESS Online. Equating summary for year to year analysis. Why isn't Listening refreshed? • 2.1-5 ACCESS paper. Based on ACCESS Online. No equating for Reading and Listening. Aren't the ACCESS 1.0 data out of date? **Alternate ACCESS** • 2.1-4 Alternate ACCESS. No equating. Same items since field test in 2013?	**ACCESS** • The evidence did not include sufficient information for Listening. Specifically, a rationale for why the test was not refreshed, a plan to refresh in the future and an explanation of the year to year use of item parameters (e.g. were item parameters for the domain used from previous years?). • The evidence did not include sufficient information for the paper version of Reading and Listening. Specifically, a rationale for why equating was not done. • No evidence included to demonstrate that the content representativeness of the anchor item sets are considered. Where applicable, a rationale for the use of anchor items over time and potential refreshment. **Alternate ACCESS** • The evidence does not include a rationale for using the same items each year since 2013 and how this does not threaten the validity of the scores.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Section 4.5 Summary Statement
___ No additional evidence is required or _X__ The following additional evidence is needed/provide brief rationale: **ACCESS** • Additional evidence that the Listening domain yields consistent score interpretations such that the forms are comparable within and across settings • Rationales for why equating is not done for the paper versions of the Reading and Listening domains • Additional considerations and rationales related to the anchor item sets. **Alternate ACCESS** • Rationales for why item refreshment is not done and how this does not impact the validity of the scores.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 4.6 – Multiple Versions of an Assessment

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
If the State administers any of its assessments in multiple versions within a subject area (e.g., online versus paper-based delivery), grade level, or school year, the State: • Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments; • Documented adequate evidence of comparability of the meaning and interpretations of the assessment results.	**ACCESS** Online and paper comparability • Comparability studies done, Evidence 4.6-1, 4.6-2, 4.6-6, 4.6-12 • Results shared with TAC, Evidence 4.6-4, 4.6-5, 4.6-8 Based on input from TAC implemented equipercentile equating, Evidence 4.6-10, 4.6-11, 4.6-12, 4.6-13 • Will continue to monitor **Alternate ACCESS** N/A	**ACCESS** • Given the effect sizes found in 4.6-6, there is limited evidence of the degree to which these differences are explained by mode or if other factors may have contributed (e.g. impact of leniency in local scoring for speaking). • The narrative in this section was helpful in understanding how this critical element has been addressed over time including follow up actions taken after studies.

Section 4.6 Summary Statement

_X__ No additional evidence is required or

___ The following additional evidence is needed/provide brief rationale:

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 4.7 – Technical Analysis and Ongoing Maintenance

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State: • Has a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments), and • Evidence of adequate technical quality is made public, including on the State's website.	**ACCESS** System for monitoring, maintaining, improving • Regular TAC meetings • Subcommittees • Concern about the ability to track all of the issues and address areas of improvement over time. Given the size and complexity of the program and given the evidence submitted for various critical elements, WIDA has not demonstrated that the various analyses and results are tracked over time. Made public • Evidence is not provided. **Alternate ACCESS** • No evidence provided.	**ACCESS** System for monitoring, maintain, improving • The TAC and subcommittees address many issues or topics; however, more broadly for the program, there appears to be a gap between the results of analyses and studies and the way in which that information is used to improve the program. These have been noted in other critical elements for specific analyses and studies. There is no evidence of a complete system (e.g., action plan, timelines, annual work plan).

Section 4.7 Summary Statement

___ No additional evidence is required or

_X__ The following additional evidence is needed/provide brief rationale:

ACCESS & Alternate ACCESS

- Evidence of a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments),
- Evidence of adequate technical quality is made public, including on the State's website is not provided.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

SECTION 5: INCLUSION OF ALL STUDENTS

Critical Element 5.1 – Procedures for Including Students with Disabilities

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has in place procedures to ensure the inclusion of all public elementary and secondary school students[4] with disabilities in the State's assessment system. Decisions about how to assess students with disabilities must be made by a student's IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student's individual abilities and needs. • ***For ELP assessments,*** policies that require the inclusion of an EL with a disability that precludes assessment of the student in one or more of the required domains (speaking, listening, reading, and writing) such that there are no appropriate accommodations for the affected component (the State must assess the student's English language proficiency based on the remaining components in which it is possible to assess the student).	**ACCESS** 2.2-16 Participation Guidelines, p.4, includes information for students who are deaf **Alternate ACCESS** 2.2-16 Recommended Participation Guidelines, p.27	**ACCESS & Alternate ACCESS** This critical element is primarily addressed by states and informed by the information provided by WIDA.

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

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Section 5.1 Summary Statement
___ No additional evidence is required or _X__ The following additional evidence is needed/provide brief rationale: **ACCESS & Alternate ACCESS** • Evidence to be provided by states.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 5.2 – DOES NOT APPLY to ELP Assessment Peer Review

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
• Note: This critical element does not apply to ELP assessments, as the requirements only apply to the inclusion of ELs in **academic assessments**.		

Section 5.2 Summary Statement

___ No additional evidence is required or

___ The following additional evidence is needed/provide brief rationale:
- [list additional evidence needed w/brief rationale]

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 5.3 – Accommodations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and ELs, including ELs with disabilities. Specifically, the State: • Ensures that appropriate accommodations are available for ELs; • Has determined that the accommodations it provides (1) are appropriate and effective for meeting the individual student's need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations; • Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. • Ensures that accommodations for all required assessments do not deny students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment.	**ACCESS** <u>Appropriate accommodations available</u> • 2.2-16 Accessibility and Accommodations Supplement, pp. 13-24. Sixteen accommodations with descriptions provided • pp. 30-32. Procedures to transcribe and scribe. • It is notable that there is a lack of specific qualifications for who can be a test administrator, transcriber and scribe. • 2.2-17 WIDA Accessibility and Accommodations Framework • 2.3-1, 15. Test Administration Manual, lists allowable test accommodations. • 5.3-1 Screenshot of contents of online training modules; accommodations are included • 5.3-2 Screenshot. Not clear how this applies to accommodations • 5.3-6 SEA Accessibility and Accommodations Policies 2018-19. A template for SEA-specific policies. Do SEAs use this? <u>Bullet 2</u> • 5.3-3 Findings from Focus Groups. This study focused on the use of technology and was limited in size. Several recommendations were made related to technology use; did not address alteration of construct being assessed or meaningful interpretation of results. • 5.3-4 Investigating K-12 ELs Use of Universal Tools Embedded in Online Language Assessments. Did not address accommodations, only universal tools. • Evidence here is limited.	**ACCESS** • Evidence that the accommodations it provides (1) are appropriate and effective for meeting the individual student's need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations; • Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. WIDA provided a sample document in support of this, but the process will be implemented by the state. • It is unclear if WIDA requires all states to implement accommodations as outlined in the provided evidence or if states are permitted to alter these.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	Exceptional requests • 5.3-7 Unique Accommodations Request Form – SEAs may adopt this form for use Accommodations do not deny swd or ELS opportunity to participate or benefit from participation in assessment • Not addressed directly • No evidence that they are denied. **Alternate ACCESS** • 2.2-16, p. 36. Only three accommodations are listed in the Accessibility and Accommodations Supplement. The use of braille, various response modes, etc. are not identified as accommodations. "Individualized instructional supports" are permitted, but these are not defined. • 2.3-1, p. 143 "During the administration of Alternate ACCESS for ELLs, individualized instructional supports that are used by teachers in everyday classroom instruction may be used to meet individual student needs, *only if they do change what is being measured on the assessment.*" Likely a typo. Permissable individualized instructional supports for use in the assessment need to be defined.	**Alternate ACCESS** • Evidence for all aspects of this critical element are needed. • Evidence that students who need braille and/or alternate response modes are able to participate. • It is strongly recommended that the permissible individualized instructional supports be identified and described in the TAM and/or test administration script to ensure validity of test scores and reduce occurrence of test irregularities.

Section 5.3 Summary Statement
___ No additional evidence is required or _X__ The following additional evidence is needed/provide brief rationale: **ACCESS** • Evidence that the accommodations it provides (1) are appropriate and effective for meeting the individual student's need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations; • Evidence of a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. (Provided by states) **Alternate ACCESS** • Evidence is needed for all aspects of this critical element.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 5.4 – Monitoring Test Administration for Special Populations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are: • Consistent with the State's policies for accommodations; • Appropriate for addressing a student's disability or language needs for each assessment administered; • Consistent with accommodations provided to the students during instruction and/or practice; • Consistent with the assessment accommodations identified by a student's IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA, the individual or team designated by a district to make these decisions; or another process for an EL; • Administered with fidelity to test administration procedures; • Monitored for administrations of all required ELP assessments, and AELPA.		See states

Section 5.4 Summary Statement
___ No additional evidence is required or _X__ The following additional evidence is needed/provide brief rationale: **ACCESS & Alternate ACCESS** • Evidence to be provided by states.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

SECTION 6: ELP ACHIEVEMENT STANDARDS AND REPORTING

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
For ELP standards: • The State adopted ELP achievement standards that address the different proficiency levels of ELs; • If the State has developed alternate ELP achievement standards, it has adopted them only for ELs who are students with the most significant cognitive disabilities who cannot participate in the regular ELP assessment even with appropriate accommodations.		See states

Section 6.1 Summary Statement

___ No additional evidence is required or

_X__ The following additional evidence is needed/provide brief rationale:

ACCESS & Alternate ACCESS

• Evidence to be provided by states.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 6.2 – ELP Achievement Standards Setting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting: • ***ELP achievement standards and, as applicable, alternate ELP achievement standards***, such that: o Cut scores are developed for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported.	**ACCESS** • 6.1-1 Assessment Proficiency Level Scores Standard Setting Project Report. This report documents in detail the standard setting plan and rationale for the methodologies, processes used to identify and select panelists, the training provided panelists, and how the final recommendations were determined. The standard setting plan was reviewed by an outside expert; suggestions were made for refining some of the processes. • 6.1-2 Research Memorandum: Recommended Cuts. Standard setting and subsequent analysis resulted in recommendations for cut scores for grades K-12 for the four domains at six proficiency levels as well as composite scores for each proficiency-level score. **Alternate ACCESS** • 6.1-3, p. 12-15. Using Angoff Yes/No method, cut scores for four domain scores and four composite scores were established. • p. 12. The same four cut scores are used for all grades by domain. • 2.1-4 p. 5-6 "As discussed in 1.3.3, because the test blueprints across grade-level clusters by domain are the same, and the Alternate ELP levels and AMPIs for the test tasks across grade-level clusters pose nearly identical linguistic challenges and differ only in the topics presented, common cut scores were set across grade-level clusters by domain."	**ACCESS** Adequate evidence provided of standards setting. **Alternate ACCESS** • 6.1-3 p. 12 "…it appears more appropriate to use the same cut scores for all grade clusters (from grades 1 to 12) by domain. In this way, it will easier to detect growth in English language proficiency from year to year for this population of English learners." The Peers disagree with this approach and feel the same philosophy or theoretical understanding of language development be applied across ACCESS and Alternate ACCESS unless a divergence is supported by the research. This approach calls into question the alignment of the Alternate ACCESS to the ELPs and to the academic content standards. • The Peers noted that the number of cut scores established during standard setting did not correspond

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		to the number of performance levels (despite 6 levels, only 4 cut scores established during standard setting). In 6.4-3, a footnote in the sample score report states that, "… the Listening, Speaking and Reading domains do not include test items targeting proficiency levels P3 and above; therefore, students cannot demonstrate English proficiency at levels P3 and higher…" How was the P3 cut score determined for Writing? And why does WIDA feel that it is reasonable and defensible to exclude the higher level of performance from most domains? • To address the concerns cited here, WIDA should have Cut scores that are developed for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported

Section 6.2 Summary Statement

_X__ No additional evidence is required for ACCESS

_X__ The following additional evidence is needed/provide brief rationale:

Alternate ACCESS

- Cut scores are developed for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported.

Critical Element 6.3 –Aligned ELP Achievement Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
***For ELP achievement standards*:** The State has ensured that ELP assessment results are expressed in terms that are clearly aligned with the State's ELP standards, and its ELP performance-level descriptors. If the State has adopted alternate ELP achievement standards for ELs who are students with the most significant cognitive disabilities, the alternate ELP achievement standards should be linked to the State's grade-level/grade-band ELP standards, and should reflect professional judgment of the highest ELP achievement standards possible for ELs who are students with the most significant cognitive disabilities.	**ACCESS** Alignment with ELP Standards and PLDs • 6.1-1 Proficiency Level Scores Standard Setting Project, pp. 26-40 • 6.4-2 Interpretive Guide includes performance level descriptors • It is not clear that the citations provided relate to this critical element. **Alternate ACCESS** <u>Alternate ELP achievement standards are linked to State's grade-level/grade-band ELP standards</u> • 2.1-4, p. 5 "The goal of the Standard Setting Study was to interpret performances on the Alternate ACCESS operational field test form in terms of the WIDA ELD Standards, AMPIs, and the WIDA Alternate ELP levels." • 2.1-4, p. 3 "These language proficiency levels are thoroughly embedded in the WIDA ELD Standards in a two-pronged fashion. First, they appear in the **performance definitions**. According to the WIDA ELD Standards, the performance definitions provide a global overview of the stages of the language acquisition process. As such, they complement the **Alternate Model Performance Indicators** (AMPIs) for each language proficiency level (see the next paragraph for further description of the AMPIs). Second, the language proficiency levels of the WIDA ELD Standards are fully embedded in the accompanying	**ACCESS** • The Peers could not locate evidence to demonstrate that the ELP standards were referenced during the development of the performance level descriptors. **Alternate ACCESS** • Peer Review narrative, 3.1, p. 2. "There has not yet been an independent alignment study between the Alternate ACCESS for ELLs assessment and the alternate model performance indicators (AMPIs), nor has there been a linking study examining the relationship between the AMPIs and WIDA's ELP standards." • Evidence that the achievement standards reflect professional judgment of the highest ELP achievement standards possible for ELs who are students with the most significant cognitive disabilities.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	AMPIs, which exemplify the Standards. The AMPIs describe the expectations for ELLs with significant cognitive disabilities for each of the four **Standards,** at the four different **grade-level clusters**, across four **language domains**, and at each of the **language proficiency levels**. The sequence of these five AMPIs together describes a logical progression and accumulation of skills on the path from the lowest level of ELP to full proficiency for academic success. This progression is called a 'strand.'" However, based on the statement below, (above?)evidence has yet to be established that there is a link between the AMPIs and WIDAs ELP Standards.	

Section 6.3 Summary Statement

___ No additional evidence is required or

_X__ The following additional evidence is needed/provide brief rationale:

ACCESS

- Evidence to demonstrate that the ELP standards were referenced during the development of the performance level descriptors

Alternate ACCESS

- Evidence that the alternate ELP achievement standards [are] linked to the State's grade-level/grade-band ELP standards, and reflect professional judgment of the highest ELP achievement standards possible for ELs who are students with the most significant cognitive disabilities

Critical Element 6.4 – Reporting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence

The State reports its assessment results for all students assessed, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public.
 	
The State reports to the public its assessment results on ***English language proficiency for all ELs including the number and percentage of ELs attaining ELP***.
 	
For the ***ELP assessment***, the State provides coherent and timely information about each student's attainment of the State's ELP standards to parents that:
• Reports the ***ELs' English proficiency*** in terms of the State's grade level/grade-band ELP standards (including performance-level descriptors);
• Are provided in an understandable and uniform format;
• Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian;
	ACCESS
	
	WIDA provides score reports.
	State determines timelines.
	
	<u>Written in a language parents and guardians can understand, or are orally translated</u>
	• 6.4-2 Spring 2018 Interpretive Guide for Score Reports K-12, p. 16. Translations are available in 46 languages; a translated report should accompany the official report in English. List of languages and a Spanish translation is in Appendix B.
	• A reference could not be located about oral translation.
	<u>Provided in a format accessible to a parent with disability</u>
	• A reference could not be located.
	
	Alternate ACCESS
	
	<u>Student reports include ELs English proficiency in terms of State's grade level/grade-band ELP standards including PLDs</u>
	• 6.4-3, p. 14. Individual student's scores for each language domain, and four composites: Oral Language, Literacy, Comprehension, and Overall Score. Reported scores:
	  ○ Raw scores in the Listening and Reading domains
	  ○ scale scores
	  ○ confidence bands
	  ○ language proficiency levels
		ACCESS & Alternate ACCESS
		
		Several aspects of this critical element will need to be addressed by states.
		
		Alternate ACCESS
		
		The performance level descriptors do not appear to be included in the student score report as required by this critical element (6.4-3 p. 19).

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
• Upon request by a parent who is an individual with a disability as defined by the ADA, as amended, are provided in an alternative format accessible to that parent.	• p. 19 Example of a student report with proficiency levels for each domain, oral language, literacy, comprehension, and an overall composite score. • On the example score report, it may be less confusing to report N/A or leave cells blank for Cue C on Listening which was not applicable rather than reporting 0 and 0%. • P. 29 Appendix A: Alternate ACCESS Performance Level Descriptors. Figure A-1 Individual Student Report (p.3) <u>Written in a language parents and guardians can understand, or are orally translated</u> • 6.4-3 Spring 2018 Interpretive Guide for Score Reports Grades 1-12, p. 15. Translations are available in 46 languages; a translated report should accompany the official report in English. • A reference could not be located about oral translation. <u>Provided in a format accessible to a parent with disability</u> • A reference could not be located	

Section 6.4 Summary Statement
___ No additional evidence is required or _X__ The following additional evidence is needed/provide brief rationale: **ACCESS & Alternate ACCESS** • The State reports to the public its assessment results on ***English language proficiency for all ELs including the number and percentage of ELs attaining ELP***. (provided by the State) • The State reports its assessment results for all students assessed, and the reporting facilitates **timely** interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public. (provided by the State) • the State provides coherent and timely information about each student's attainment of the State's ELP standards to parents that are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian (provided by the State) • the State provides coherent and timely information about each student's attainment of the State's ELP standards to parents that upon request by a parent who is an individual with a disability as defined by the ADA, as amended, are provided in an alternative format accessible to that parent. (provided by the State) **Alternate ACCESS** • Inclusion of performance level descriptors on student score reports

SECTION 7: DOES NOT APPLY TO ELP ASSESSMENT PEER REVIEW

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

U. S. DEPARTMENT OF EDUCATION

Peer Review of State Assessment Systems

April State ELP Assessment Peer Review Notes

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

Note: Peer review notes provide the combined recommendations of the individual peers to the U.S. Department of Education (Department), based on the statute and regulations, the Department's peer review guidance, and the peers' professional judgement of the evidence submitted by the State. These assessment peer review notes, however, do not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for assessment peer review. Although the peer notes inform the Secretary's consideration of each State's assessment system, the Department makes the final decision regarding whether the assessment system meets the requirements in the statute and regulations. As a result, these peer notes may not completely align with the final determination made by the Department.

Contents

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS 4
Critical Element 1.1 – State Adoption of ELP Standards for All English Learners 4
Critical Element 1.2 – Coherent and Progressive ELP Standards that Correspond to the State's Academic Content Standards 5
Critical Element 1.3 – Required Assessments 8
Critical Element 1.4 – Policies for Including All Students in Assessments .. 9
Critical Element 1.5 – Meaningful Consultation in the Development of Challenging State Standards and Assessments 10

SECTION 2: ASSESSMENT SYSTEM OPERATIONS 11
Critical Element 2.1 – Test Design and Development 11
Critical Element 2.2 – Item Development 14
Critical Element 2.3 – Test Administration 16
Critical Element 2.4 – Monitoring Test Administration 21
Critical Element 2.5 – Test Security 22
Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy .. 24

SECTION 3: TECHNICAL QUALITY – VALIDITY 25
Critical Element 3.1 – Overall Validity, Including Validity Based on Content25
Critical Element 3.2 – Validity Based on Linguistic Processes 27
Critical Element 3.3 – Validity Based on Internal Structure 28
Critical Element 3.4 – Validity Based on Relations to Other Variables 29

SECTION 4: TECHNICAL QUALITY – OTHER 31
Critical Element 4.1 – Reliability 31
Critical Element 4.2 – Fairness and Accessibility 34
Critical Element 4.3 – Full Performance Continuum 36
Critical Element 4.4 – Scoring 37
Critical Element 4.5 – Multiple Assessment Forms 40
Critical Element 4.6 – Multiple Versions of an Assessment 42
Critical Element 4.7 – Technical Analysis and Ongoing Maintenance 43

SECTION 5: INCLUSION OF ALL STUDENTS 44
Critical Element 5.1 – Procedures for Including Students with Disabilities 44
Critical Element 5.2 – DOES NOT APPLY to ELP Assessment Peer Review46
Critical Element 5.3 – Accommodations 47
Critical Element 5.4 – Monitoring Test Administration for Special Populations

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SECTION 6: ELP ACHIEVEMENT STANDARDS AND REPORTING.....52
Critical Element 6.1 – State Adoption of ELP Achievement Standards for All Students..... 52
Critical Element 6.2 – ELP Achievement Standards Setting 53
Critical Element 6.3 –Aligned ELP Achievement Standards 55
Critical Element 6.4 – Reporting 57

SECTION 7: DOES NOT APPLY TO ELP ASSESSMENT PEER REVIEW 59

SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

Critical Element 1.1 – State Adoption of ELP Standards for All English Learners

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
For English language proficiency (ELP) standards: The State formally adopted K-12 ELP standards for all ELs in public schools in the State.	GA-001: SBOE Approval ACCESS Contract 2005-2006 documents the approval by the State Board of Education for the contract with the Wisconsin Center for Education Research (WCER) for the initial year of the ACCESS for ELLs assessment. GA-002: WIDA Consortium MOU 20052006 is the Memorandum of Understanding between the Georgia Department of Education (GaDOE) and the Wisconsin Center for Education Research (WCER), on behalf of WIDA, indicating that Georgia will be joining the WIDA consortium and will use the ACCESS for ELLs assessment as its statewide English language proficiency test. GA-003: Memorandum to ESOL and Title III Directors - May 5, 2006 announces to ESOL/Title III Coordinators that Georgia has joined the WIDA consortium and as a member of the consortium, Georgia has adopted the WIDA standards as its English language proficiency standards. Further, as a condition of its membership in WIDA, Georgia contracted with the Language Resource Center at the University of Illinois to conduct an alignment study matching the WIDA standards to the Georgia Performance Standards in English/Language Arts, mathematics, science and social studies. Results of the study reveal clear evidence of alignment. GA-004: SBOE Approval ACCESS Contract 2017-2018 documents the approval by the State Board of Education for the contract with University of Wisconsin for the ACCESS for ELLs assessments.	By virtue of the fact that GADOE has engaged an MOU with WIDA and signed a Contract for the assessment, peers believe that GA has De Facto adopted the WIDA ELP standards as the GA ELP standards. GA003 and 007 are notes to the field.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	GA-005: WIDA Consortium MOU 20172018 is the Memorandum of Understanding between the GaDOE and the Wisconsin Center for Education Research (WCER), on behalf of WIDA, indicating that Georgia will use all components of the WIDA core package including, but not limited to, the ACCESS for ELLs and Alternate ACCESS for ELLs language proficiency tests, and the WIDA ELD Standards as the State's English language development standards in 2017-18. GA-006: Georgia State Law O.C.G.A. § 202-156 specifies the creation of a program to assist EL students in developing proficiency in the English language, including listening, speaking, reading, and writing. GA-007: Georgia Testing Program Newsletter announces that Georgia joined the WIDA consortium and that WIDA's ELP standards were created to be aligned to member states' academic content standards. It also reminds educators that the ACCESS for ELLs test should be administered annually to all English learners in the state (see pp. 45).	

Section 1.1 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- Evidence about approval of the alternate ELP standards

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
For ELP standards: The ELP standards: • are derived from the four domains of speaking, listening, reading, and writing; • address the different proficiency levels of ELs; and align to the State academic content standards (see definition[5]). The ELP standards must contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State's academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science.	GA-003: Memorandum to ESOL and Title III Directors - May 5, 2006 announces to ESOL/Title III Coordinators that Georgia has joined the WIDA consortium and as a member of the consortium, Georgia has adopted the WIDA standards as its English language proficiency standards. Further, as a condition of its membership in WIDA, Georgia contracted with the Language Resource Center at the University of Illinois to conduct an alignment study matching the WIDA standards to the Georgia Performance Standards in English/Language Arts, mathematics, science and social studies. GA-008: ELP Standards Aligned to State Academic Content Standards presents the plan to establish working groups/committees to review the ELP standards and align them to the state's academic content standards in reading/language arts, mathematics and science. GA-009: ELP Standards Development Background summarizes the steps taken by, and the findings from, the statewide standards development workgroup charged with developing ELP standards that correspond to the academic language demands of the state's academic content standards. GA-010: WIDA ACCESS Alignment Study Report - Aug 2007 indicates that a Georgia educator participated as one of the panelists in the initial alignment study looking at the relationship between WIDA's ELP standards and the ACCESS for ELLs assessment.	Peers noted that the alignment study between the GA standards and ELP standards. However, WIDA standards have been updated since 2006. Thus, peers believe that updating an alignment between the GA standards and WIDA standards is warranted. Such a study should also consider the findings that were determined from the prior study, along with addressing the findings from any new study. It was unclear why 008 and 009 are relevant. Does GA have its own ELP standards or did GA adopt WIDA standards.

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

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	GA-011: Georgia Alignment Study found that the Model Performance Indicators in the WIDA ELP standards were well represented in the Georgia Performance Standards for ELA, mathematics, science, and social studies.	

Section 1.2 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- alignment of current ELP standards with current GA academic content standards, ELA, MATH, SCIENCE.
- Plan to address any findings.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 1.3 – Required Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State's assessment system includes an ***annual general and alternate ELP assessment*** (aligned with State ELP standards) administered to: • All ELs in grades K-12.	Exhibit GA-016 Exhibit GA-017 Exhibit GA-005 Exhibit GA-018 Exhibit GA-019	Georgia provided evidence of two State Board Rules that establish that an English language proficiency test shall be administered annually to all EL students in Georgia. The Student Assessment Handbook also establishes the use of ACCESS and Alternate ACCESS for all students. However, while ACCESS is available in K-12, the Alternate Access is only available in grades 1-12.

Section 1.3 Summary Statement

_x__ The following additional evidence is needed/provide brief rationale:

- Evidence that an alternate ELP assessment is available in kindergarten.

Critical Element 1.4 – Policies for Including All Students in Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
• The State has policies that require the inclusion ***of all public elementary and secondary ELs in the State's ELP assessment***, including ELs with disabilities.	Exhibit GA-015: Georgia State Law O.C.G.A. § 20-2-281 outlines required state-administered assessments and authorizes the adoption of rules, regulations, policies, and procedures regarding accommodations and the participation of EL students in the assessments. Exhibit GA-016: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment • specifies that all English learners must participate in state and local assessment programs, including those students who may require accommodations (see pp. 1, 4, 8-9); • specifies that all students with disabilities must participate in state and local assessment programs (see pp. 6-8). Exhibit GA-017: State Board Rule 160-4-5-.02 Language Assistance: Program for English Learners specifies that an English language proficiency test shall be administered annually to all EL students in Georgia (see p. 4). Exhibit GA-018: Student Assessment Handbook 2017-2018 • specifies the mandate that English learners be administered the ACCESS for ELLs assessment on an annual basis (see pp. 37-38); • specifies the mandate that EL students with severe cognitive disabilities be included in the Alternate ACCESS for ELLs assessment (see p. 38). Exhibit GA-012: ESOL Resource Guide 2017-2018 specifies that all English learners must be administered the ACCESS for ELLs or Alternate ACCESS for ELLs assessment on an annual basis, including students whose parents have waived ESOL services and students with disabilities who receive special education services (see pp. 31-32).	Georgia provided sufficient evidence that the State has policies requiring the inclusion of all public elementary and secondary ELs in ACCESS and Alternate ACCESS, including students with disabilities. However, as noted in Critical Element 1.3, while ACCESS is available in K-12, the Alternate Access is only available in grades 1-12. This means that some students with significant cognitive disabilities may not be included in kindergarten.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Section 1.4 Summary Statement
_x__ The following additional evidence is needed/provide brief rationale: • See Critical Element 1.3.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 1.5 – Meaningful Consultation in the Development of Challenging State Standards and Assessments

(Note: this is a new requirement under ESSA, so it does not apply to standards and assessments adopted prior to the passage of ESSA (December 2015)).

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
If the State has developed or amended challenging ***ELP*** standards and assessments, the State has conducted meaningful and timely consultation with: • State leaders, including the Governor, members of the State legislature and State board of education (if the State has a State board of education). • Local educational agencies (including those located in rural areas). • Representatives of Indian tribes located in the State. • Teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents.	N/A	Not Applicable. Georgia adopted the WIDA ELP standards and assessments (ACCESS for ELLs and Alternate ACCESS for ELLs) prior to the passage of ESSA.
Section 1.5 Summary Statement		
x No additional evidence is required		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

SECTION 2: ASSESSMENT SYSTEM OPERATIONS

Critical Element 2.1 – Test Design and Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State's test design and test development process is well-suited for the content, is technically sound, aligns the assessments to ***the depth and breadth of the State's ELP standards,*** and includes: • Statement(s) of the purposes of the assessments and the intended interpretations and uses of results; • Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of ***the State's ELP standards***, and support the intended interpretations and uses of the results. • Processes to ensure that the ELP assessment is tailored to the knowledge and skills included in ***the State's ELP standards*** and reflects appropriate inclusion of the range of complexity found in the standards. • If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design and intended uses and interpretations of results. • If the State administers a computer-adaptive assessment, it makes proficiency determinations with respect to the grade in which the		See peer review notes from WIDA consortium peer review.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

student is enrolled and uses that determination for all reporting. If the State administers a content assessment that includes portfolios, such assessment may be partially administered through a portfolio but may not be *entirely* administered through a portfolio.		
Section 2.1 Summary Statement		
__X_ The following additional evidence is needed/provide brief rationale: • Evidence requested from consortium peer review notes from WIDA.		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 2.2 – Item Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State uses reasonable and technically sound procedures to develop and select items to: • Assess student English language proficiency based on the ***State's ELP standards*** in terms of content and language processes.		See peer review notes from WIDA consortium peer review.

Section 2.2 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- Evidence requested from consortium peer review notes from WIDA.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 2.3 – Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State implements policies and procedures for standardized test administration; specifically, the State: • Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations; • Has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities; • If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration.	GA-020: Fall 2017 STC Conference Memorandum is a statewide announcement regarding required annual training (including test security) for System Test Coordinators for all the Georgia assessment programs, including the ACCESS for ELLs and Alternate ACCESS for ELLs assessments. GA-021: 2017-2018 Georgia Training Calendar contains the list of pre- and postadministration trainings and other webinars specific to the ELP assessments that were available throughout the 2017-2018 school year. GA-022: Email Reminder of Upcoming WIDA Webinar Trainings is an example of communication that is sent by GaDOE's Director of Assessment Administration to remind System Test Coordinators of upcoming WIDA training webinars. A number of Georgia-specific webinars are provided throughout the school year to System Test Coordinators for training related to test administration (paper and online), with particular emphasis and dedicated trainings for the proper use of accommodations for students with disabilities GA-019: System Test Coordinators' Fall 2017 Assessment Conference Part 1 GA-023: System Test Coordinators' Fall 2017 Assessment Conference Part 2 GA-024: System Test Coordinators' Fall 2017 Assessment Conference Part 3	There are no composite scores for noncompleters. How are these students counted for participation rates and in the accountability system? Peers noted the comprehensive nature of the training materials. Georgia has provided clear guidance about the use of volunteers in test administration. Georgia provides two technology guides (GA-040 and GA-041) for INSIGHT and two WIDA AMS User Guides (GA-042 and GA-043), but specific contingency plans for critical incidents were not found (e.g., power failures; lockdowns). The INSIGHT Guide for troubleshooting does address troubleshooting testing environments and verification of systems but does not include contingency plans if something goes wrong beyond simple troubleshooting. Contingency plans were also not discussed in the Student Assessment Handbook 2017-2018 (GA-018). See peer review notes from WIDA consortium peer review.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

	GA-025: Fall 2017 ACCESS PreAdministration Training GA-026: Fall 2017 Alternate ACCESS Pre-Administration Training GA-027: ACCESS General Q and A GA-028: ACCESS Technology Q and A GA-029: ACCESS Accessibility and Accommodations Q and A GA-030: ACCESS PostAdministration Training GA-031: Alternate ACCESS Q and A GA-032: Alternate ACCESS PostAdministration Training Attendee reports and question logs from online training show evidence that test coordinators and other individuals received training for test administration. After each training, a follow-up email is sent to each attendee with a link to the recording. Samples are provided below. GA-035: ACCESS PostAdministration Training Question Log GA-036: Fall 2017 ACCESS and Alternate ACCESS Pre-Administration Training Follow-up Attendee Emails GA-037: ACCESS Verification of District Training provides directions on how to verify that appropriate district personnel have completed the required online training course modules and quizzes at portal.wida.us.	

	GA-038: Georgia State-Specific Directions provides Georgia-specific directions related to test materials and administration. GA-039: Georgia ACCESS Checklist provides a checklist of test administration tasks and guidelines that are specific to Georgia. GA-016: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment specifies testing regulations and procedures in Section 4 (see pp. 9-10). GA-018: Student Assessment Handbook 2017-2018 describes the purpose, schedules, and requirements of the entire Georgia student assessment program including, but not limited to, ACCESS for ELLs and Alternate ACCESS for ELLs. Describes the roles and responsibilities of various LEA staff for testing purposes (see pp. 25-35); Describes the use of accommodations and relevant policies (see pp. 89-104); Includes Superintendent and Principal Certification forms which are required to ensure that testing protocols are followed and that any testing irregularities have been properly reported to the GaDOE (see pp. 110115). Documentation pertaining to technology requirements and use for online exams is contained in the following user guides: GA-040: INSIGHT Technology User Guide describes the technical requirements and steps to configure, install, and manage the online testing system including hardware, software and internet connectivity requirements. Additionally, requirements and	

	installation directions for the use of accommodations such as Text-toSpeech in INSIGHT are also described; GA-041: INSIGHT Technology User Guide – Troubleshooting describes tools and testing information to help troubleshoot testing environments and verify that they are ready for testing; GA-042: WIDA AMS User Guide is the interface to the administrative functions of the INSIGHT system and describes processes related to user management, materials ordering, student management, test management, and report delivery. Directions for viewing, updating and adding new students with accommodations are also provided (see pp. 68-70 and 75); GA-043: WIDA AMS User Guide Supplement describes the process to submit an incomplete domain(s) to allow a student to continue testing in the next domain. For example, a student may have a disability that prevents him/her from being able to test in a required domain, yet the student is able to participate in other domains.	

Section 2.3 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- Evidence of contingency planning for interruptions in the testing environment during testing.
- Evidence requested from consortium peer review notes from WIDA.

Critical Element 2.4 – Monitoring Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. Monitoring of test administration should be demonstrated for all assessments in the State system: the general ELP assessments and the AELPA.	Exhibit GA-016: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment mandates monitoring of test participation, and provides for testing regulations and procedures, including that all assessments be administered by Georgia-certified educators (see pp. 6-10). Exhibit GA-018: Student Assessment Handbook 2017-2018 describes test security (including steps for reporting testing irregularities; see pp. 15-20, 114-115), professional ethics and the roles and responsibilities of district and school participants in the test administration process (see pp. 21-35), and bi-annual certification forms completed by superintendents and principals to certify adherence to prescribed test administration procedures (see pp. 110-113). The GaDOE Assessment Division monitors the testing procedures of all state assessments to ensure that standardized test administration practices are implemented with fidelity across school systems and schools. Data used to support these efforts include those collected from the GaDOE's testing irregularities audits, school site visits, testing administration trainings, and information collected from school districts. • Exhibit GA-046: Assessment Administration Monitoring Protocol outlines procedures for monitoring test administration (before, during, and after) for all state-mandated assessments. The guidelines specifically address the monitoring of irregularities, invalidations, and the use of accommodations for special populations.	Georgia provided considerable evidence that the State monitors its LEAs to ensure that ACCESS and Alternate ACCESS are monitored with fidelity. It is recommended that the State's Monitoring Protocol specify that the monitoring applies to both ACESS and Alternate ACCESS. While the Alternate is mentioned in other monitoring materials it should be clearly specified here as well.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

	• Exhibit GA-047: ACCESS and Alternate ACCESS Testing Irregularities 2017-2018 provides a summary of the desk audit results of the irregularities reported for the 2017-2018 administration. • Exhibit GA-048: ACCESS Sample Irregularity provides an example of an irregularity that was submitted for a testing interruption during a student ACCESS test administration. • Exhibit GA-049: Alternate ACCESS Sample Irregularity provides an example of an invalidation for an Alternate ACCESS test. Specific directions for marking Do Not Score to report special testing circumstances when a domain should not be scored are outlined for paper and online test administrations: • Exhibit GA-050: WIDA Test Administrator Manual 2017-2018 (see pp. 28-29); • Exhibit GA-042: WIDA AMS User Guide (p. 72). Exhibit GA-051: Georgia ACCESS State Profile 2017-2018 lists the dates for periodic check-ins between WIDA staff and the State Assessment Director before, during, and after testing. During the test administration window, daily calls are scheduled for the first week and weekly customer service logs are provided to help the state identify any administration concerns (see p. 3). Exhibit GA-052: WIDA Weekly Customer Service Summary Report is an example of the weekly customer service logs that are provided to the GaDOE for information and follow-up actions, if necessary. GaDOE's Federal Programs Office monitors the implementation of its programs to ensure compliance with federal program requirements. As one component of this monitoring process, staff conduct on-site	

	monitoring of Title I, Part A and Title III, Part A requirements related to English learners and students with disabilities, including responsibilities related to assessment and accountability. LEAs are monitored, at a minimum, on a four-year cycle, with approximately one-fourth of the LEAs being monitored each year. • Exhibit GA-053: Federal Programs Handbook (see pp. 101-107) • Exhibit GA-054: Cross Functional Monitoring of LEA Programs (see pp. 10, 18-19, 43-46, 50-52) • Exhibit GA-055: Cross Functional Monitoring Training (see slides 1-35, 57, 95-96, 128, 211-227) • Exhibit GA-056: Cross Functional Monitoring Student Records Review • Exhibit GA-057: Cross Functional Monitoring Student Records Review Compliance Rubric • Exhibit GA-058: Title III Onsite Monitoring Training • Exhibit GA-059: Title III Onsite Monitoring Document Submission List • Exhibit GA-060: Collaborative Monitoring of ACCESS Participation Rates • Exhibit GA-061: Cross Functional Monitoring Cycles 2018 to 2022 • Exhibit GA-062: Email Reminder for EL Participation on ACCESS The Governor's Office of Student Achievement (GOSA) is charged under Georgia O.C.G.A. § 20-14-35 with inspecting academic records of schools to ensure that education institutions are faithful to performance accountability requirements. Historically, GOSA has conducted annual audits for the state's academic content assessment; however, they will now be including the ACCESS for ELLs and Alternate ACCESS for ELLs assessments as part of this	

	monitoring process beginning with the 2018-2019 test administration. • Exhibit GA-063: Georgia State Law O.C.G.A. § 20-14-35 • Exhibit GA-064: GOSA Assessment Audit Process Overview provides a summary of the audit process and outlines each of the five phases of the process. • Exhibit GA-065: GOSA Test Monitor Training describes test monitor responsibilities and the monitoring process. • Exhibit GA-066: GOSA Assessment Audit Informational Webinar explains the process for audited schools and provides directions on how to access and complete the pre-work webform and submit supportive documentation online. • Exhibit GA-067: GOSA Assessment Audit Inquiry Form is the pre-work online webform that System Test Coordinators from audited schools must complete and submit to GOSA along with supportive documents regarding their test security and administration plan, training information, and any irregularities. Exhibit GA-068: GOSA Assessment Audit Observation Form describes what monitors should observe when visiting a school. • Exhibit GA-069: GOSA Academic Auditing Referral Form may be submitted to GOSA by any stakeholder who wishes to refer pertinent information on schools or districts that they believe demonstrates potential need for an academic audit. Exhibit GA-070: Georgia Professional Standards Commission 505-6-.01 Code of Ethics for Educators addresses disciplinary action for educators (including the loss of certification) who violate testing ethics (see pp. 4-5).	

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Section 2.4 Summary Statement
_x__ No additional evidence is required

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 2.5 – Test Security

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through: • Prevention of any assessment irregularities, including maintaining the security of test materials (both during test development and at time of test administration), proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration; • Detection of test irregularities; • Remediation following any test security incidents involving any of the State's assessments; • Investigation of alleged or factual test irregularities. • Application of test security procedures to the general ELP assessments and the AELPA.	The Georgia Department of Education has numerous processes in place to help prevent, detect, investigate and remediate incidents of testing irregularities for ACCESS for ELLs and Alternate ACCESS for ELLs. GA-016: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment requires in Section 4 that local school systems adhere to all written regulations and procedures, including those that apply to test security (see pp. 9-10). The GaDOE Assessment Division employs standard practices before, during, and after test administration to monitor testing procedures, with emphasis on test security, for all state assessments. GA-046: Assessment Administration Monitoring Protocol outlines procedures for monitoring test administration for all state-mandated assessments. The guidelines specifically address the monitoring of irregularities, invalidations, and the use of accommodations for special populations. Procedures for maintaining test security, as well as an overview of the processes involved with investigating instances of potentially exposed items and steps involved in remediation following any test security incidents, are also described. GA-047: ACCESS and Alternate ACCESS Testing Irregularities 2017-2018 provides a summary of the desk audit results of the irregularities reported for the 2017-2018 administration. GA-048: ACCESS Sample Irregularity provides an example of an irregularity that was submitted for a	Peers noted the comprehensive nature of the materials and training for test security. Peers found that the state specific evidence meets this Critical Element. One item to consider is security of test items during transfer of test content. Peers noted that the Annual Quality Control Report identified several recommendations to be addressed by WIDA and CAL. Specifically, to have "security protocols to ensure the secure transmission of all test content." Peers wondered when these were developed. On 064, the GOSA Audit Report identified ACCESS and Alt. ACCESS as included. However, they were not included in the list of items examined by Data Recognition Corporation for data review.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

	testing interruption during a student ACCESS for ELLs test administration. GA-049: Alternate ACCESS Sample Irregularity provides an example of an invalidation for an Alternate ACCESS for ELLs test. GA-018: Student Assessment Handbook 2017-2018 Describes security breaches, testing irregularities, action steps, professional ethics, and test storage and distribution (see pp. 1524); Provides steps for school systems to investigate and report irregularities to the GaDOE (see p. 18); Addresses test security information and roles and responsibilities for various educators who are involved with test administration (see pp. 25-35); Bi-annual certification forms signed by superintendents and principals (see pp. 110113); Testing irregularity report form (see pp. 114115). GA-020: Fall 2017 STC Conference Memorandum is a statewide announcement regarding required annual training (including test security) for System Test Coordinators for all the Georgia assessment programs, including the ACCESS for ELLs and Alternate ACCESS for ELLs assessments. GA-021: 2017-2018 Georgia Training Calendar contains the list of Georgia-hosted trainings for the ELP assessments that were available for the 2017-2018 school year. GA-019: System Test Coordinators' Fall 2017 Assessment Conference Part 1 is a first opportunity to	

	introduce new aspects of the testing program and to remediate at the state level if there were lessons learned during the previous testing cycle. This training serves as a resource for redelivery to district and school level personnel involved in managing and administering student assessments. Provides guidance to System Test Coordinators on materials management, test security, training requirements, and roles and responsibilities of various individuals (see slides 11-24); Discusses irregularities and the process for reporting, investigating, and coding them (see slides 25-33); • Presents characteristics of a quality investigation (see slides 29-30); Documents the policy on cell phones and electronic devices to mitigate the likelihood of unauthorized communication (see slide 33). GA-027: ACCESS General Q and A addresses common test administration errors and irregularities and highlights steps for reporting irregularities. GA-054: Cross Functional Monitoring of LEA Programs confirms that a district's test security policy/plan and consequences for violation are made available to local educators (see p. 10). The Governor's Office of Student Achievement (GOSA) conducts annual audits of schools to ensure that assessments are administered with fidelity and the security and integrity of the testing environment has not been compromised. GA-064: GOSA Assessment Audit Process Overview provides a summary of the audit process and outlines each of the five phases of the process.	

	GA-065: GOSA Test Monitor Training describes test monitor responsibilities and the monitoring process. GA-066: GOSA Assessment Audit Informational Webinar explains the process for audited schools and provides directions on how to access and complete the pre-work webform and submit supportive documentation online. GA-067: GOSA Assessment Audit Inquiry Form is the pre-work online webform that System Test Coordinators from audited schools must complete and submit to GOSA along with supportive documents regarding their test security and administration plan, training information, and any irregularities. GA-068: GOSA Assessment Audit Observation Form describes what monitors should observe when visiting a school – before, during, and after test administration sessions. This includes adherence to security protocols, as well as the administration of accommodations. All security breaches or irregularities are reported immediately. GA-069: GOSA Academic Auditing Referral Form may be submitted to GOSA by any stakeholder who wishes to refer pertinent information on schools or districts that they believe demonstrates potential need for an academic audit. GA-070: Georgia Professional Standards Commission 505-6-.01 Code of Ethics for Educators Standard 10 addresses professional ethics related to testing, test security, the requirement to report security breaches, and possible disciplinary actions (see pp. 45). The local school district and the Georgia Professional Standards Commission can dispense discipline and sanctions.	

	GA-071: DRC Test Security Plan for Georgia details the subcontractor's implemented security policies, standards, and procedures for their assessment projects. Specifically, this includes maintaining the security of student data as well as online and print test content (before, during, and after test administration). GA-072: Annual Quality Control Report for Work Performed at the Center for Applied Linguistics summarizes the results of SEA's evaluation of CAL's test development processes and procedures. As one of the participants at this meeting, a representative from Georgia evaluated security protocols to ensure the secure storage and transmission of all test content. Based on feedback from the SEAs, WIDA and CAL agreed to address these protocols as a priority for improvement in 2017-2018.	

Section 2.5 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- Security protocols for transmission of test content.
- Results of the GOSA audit for ACCESS and Alt. ACCESS.

Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically: • To protect the integrity of its test-related data in test administration, scoring, storage and use of results; • To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools; • 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.	GA-073: Georgia State Law O.C.G.A. § 202-664 stipulates requirements regarding student data privacy, accessibility, and transparency. GA-074: Georgia State Law O.C.G.A. § 202-667 requires the GaDOE to develop model policies to assist local boards of education with ensuring security when providing student data to parents, providing student data only to authorized individuals, and developing procedures for parents or students to file a complaint regarding possible violation of rights of student data privacy and security laws. In accordance with state law, the GaDOE has developed the following model policies and forms: GA-075: Model Policy for LEA – Annual Notification Policy; GA-076: Model Annual Notification of Parental Rights Under FERPA; GA-077: Model Policy for LEA - Parent or Eligible Student Data Privacy Complaint Policy; GA-078: Model Parent Complaint Form. GA-016: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment requires in Section 4 that local school systems adhere to all written regulations and procedures, including those that apply to test security (see pp. 9-10).	Peers noted the comprehensive nature of the materials and training for protecting data integrity and privacy. Peers found that the state specific evidence meets this Critical Element.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

	GA-018: Student Assessment Handbook 2017-2018 Describes security breaches, testing irregularities and action steps, professional ethics, and test storage and distribution (see pp. 15-24); Describes roles and responsibilities from the Superintendent to the test proctor including materials management, adherence to appropriate procedures, proper test administration protocols, and tasks to be completed (see pp. 28-35); Stipulates that only System Test Coordinators can access student-level data in the MyGaDOE portal (see pp. 80-81); Bi-annual certification forms signed by superintendents, system test coordinators, and principals (see pp. 110-113); Testing irregularity report form (see pp. 114115). GA-051: Georgia ACCESS State Profile 2017-2018 details SEA contacts who have permissions for WIDA AMS and outlines the state's decisions on LEA account setup permissions, logins, and users of the WIDA website and WIDA AMS (see pp. 1, 6). GA-071: DRC Test Security Plan for Georgia describes the subcontractor's policies and procedures to protect the integrity and confidentiality of test materials and test-related data associated with administration, storage, and reporting. GA-079: Personally Identifiable Information Policy describes the responsibilities of all GaDOE employees, representatives, and any other entity with access to student Personally Identifiable Information (PII) for reporting PII, storing PII, exchanging PII, and disposing	

	of PII. The document also specifies the minimum N size of 15 and application of redaction rules to protect individual student information in state reporting. GA-080: Security Officer Policy provides guidance to local education agencies (LEAs), the state education agency (SEA), regional education service agencies (RESAs), and all state schools on provisioning employees for access to student data in portal applications. GA-081: Student Data Privacy and Security is a presentation that was given to school leadership groups at a Georgia Association of Educational Leaders (GAEL) conference. GA-082: Certificate of Non-Disclosure is signed annually by all GaDOE employees concerning access to and disclosure of sensitive or confidential databases, files, or information. This document also specifies the FERPA training requirement. GA-083: GaDOE Employee Request Access to SLDS is evidence of the process GaDOE employees must go through to be granted access to the Statewide Longitudinal Data System (SLDS), which houses student assessment data. GA-084: Student Data Privacy Course is a required course for all GaDOE employees that reviews FERPA, PII information, and the process for storing, exchanging, and disposing of data. GA-085: Requesting Access to GaDOE Secure Portals outlines the steps necessary for staff to follow in order to be granted access to GaDOE secure portals that house PII information.	

	GA-086: Request for Education Data Policy describes the GaDOE policy for addressing external requests for data. GA-005: WIDA Consortium MOU 20172018 details the education record release and data use agreement between the State and WCER to protect the integrity and confidentiality of test materials and testrelated data associated with test development, administration, scoring and reporting, storage, and use of results (see pp. 19-26). GA-087: NCSA June 2017 - WIDA Research Data System presents WIDA's research data system and matters surrounding confidentiality of student data and data sharing with consortia (see slides 32-44).	
Section 2.6 Summary Statement		
_X__ No additional evidence is required		

SECTION 3: TECHNICAL QUALITY – VALIDITY

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate overall validity evidence for its assessments consistent with nationally recognized professional and technical testing standards. The State's validity evidence includes evidence that: ***The State's ELP assessments*** measure the knowledge and skills specified in the State's ELP standards, including: • Documentation of adequate alignment between the State's ELP assessment and the ELP standards the assessment is designed to measure in terms of language knowledge and skills, the depth and breadth of the State's ELP standards, across all proficiency levels, domains, and modalities identified therein; • Documentation of alignment (as defined) between the State's ELP standards and the language demands implied by, or explicitly stated in, the State's academic content standards; • If the State administers an AELPA aligned with alternate ELP achievement standards, the assessment shows adequate linkage to the State's ELP standards in terms of content match (i.e., no unrelated content) and that the breadth of content and linguistic complexity		See peer review notes from WIDA consortium peer review.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

determined in test design is appropriate for ELs who are students with the most significant cognitive disabilities.		
Section 3.1 Summary Statement		
_X__ The following additional evidence is needed/provide brief rationale: • Evidence requested from consortium peer review notes from WIDA.		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 3.2 – Validity Based on Linguistic Processes

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate validity evidence that its assessments tap ***the intended language processes*** appropriate for each grade level/grade-band as represented in the State's ELP standards.		See peer review notes from WIDA consortium peer review.

Section 3.2 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- Evidence requested from consortium peer review notes from WIDA.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 3.3 – Validity Based on Internal Structure

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State's ***ELP standards*** on which the intended interpretations and uses of results are based.	GA-088: ACCESS for ELLs Measurement Bias Study with Georgia Population investigated the degree of observed measurement bias associated with different subgroups of Georgia students who participated in the ACCESS for ELLs assessment in 2017-2018. The test and item level analyses showed that the ACCESS for ELLs test scores issued by WIDA are aligned with Georgia's population. In addition, no significant measurement bias was found in student subgroups (gender and ethnicity) at both test and item levels.	Peers believe that the submitted study does not provide evidence of the internal structure of the assessment. See peer review notes from WIDA consortium peer review.

Section 3.3 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- Evidence requested from consortium peer review notes from WIDA.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 3.4 – Validity Based on Relations to Other Variables

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate validity evidence that the State's assessment scores are related as expected with other variables.	GA-013: ACCESS for ELLs Cut Score Determination examined the relationship between the six overall composite proficiency levels of the ACCESS for ELLs assessment and the four proficiency levels of the state's content assessment, Georgia Milestones. Results were presented to Georgia's Technical Advisory Committee and ESOL Advisory Committee to help inform the state's recommendation regarding an appropriate ELP performance standard for reclassification decisions	See peer review notes from WIDA consortium peer review. Peers located cut scores for the Georgia Milestones for Reading and Mathematics. Peers were not able to locate cut scores for the ACCESS or Alt. ACCESS. Exhibit GA-013 does not appear to provide enough information about how ACCESS scores are related to other variables. Additionally, there is no information about how Alt. ACCESS scores are related to other variables.

Section 3.4 Summary Statement

_x__ The following additional evidence is needed/provide brief rationale:

- Evidence requested from consortium peer review notes from WIDA.

SECTION 4: TECHNICAL QUALITY – OTHER

Critical Element 4.1 – Reliability

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate reliability evidence for its assessments for the following measures of reliability for the State's student population overall and each student group consistent with nationally recognized professional and technical testing standards. If the State's assessments are implemented in multiple States, measures of reliability for the assessment overall and each student group consistent with nationally recognized professional and technical testing standards, including: • Test reliability of the State's assessments estimated for its student population (***for ELP assessments, including any domain or component sub-tests, as applicable***); • Overall and conditional standard error of measurement of the State's assessments, including any domain or component sub-tests, as applicable; • Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results; • For computer-adaptive tests, evidence that the assessments produce test forms with adequately		See peer review notes from WIDA consortium peer review.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
precise estimates of ***an EL's English proficiency***.		
Section 4.1 Summary Statement		
_X__ The following additional evidence is needed/provide brief rationale: • Evidence requested from consortium peer review notes from WIDA.		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 4.2 – Fairness and Accessibility

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
For all State ELP assessments, assessments should be developed, to the extent practicable, using the principles of universal design for learning (UDL) (see definition[6]). ***For ELP assessments,*** the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all EL students and fair across student groups, including ELs with disabilities, in their design, development, and analysis.		See peer review notes from WIDA consortium peer review.

Section 4.2 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- Evidence requested from consortium peer review notes from WIDA.

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

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 4.3 – Full Performance Continuum

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for ***ELP assessments***, including performance for EL students with high and low levels of English language proficiency and with different proficiency profiles across the domains of speaking, listening, reading, and writing.		See peer review notes from WIDA consortium peer review.

Section 4.3 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- Evidence requested from consortium peer review notes from WIDA.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 4.4 – Scoring

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has established and documented standardized scoring procedures and protocols for its assessments (and ***for ELP assessments, any applicable domain or component sub-tests***) that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State's ***ELP standards***. ***For ELP assessments,*** if an English learner has a disability that precludes assessment of the student in one or more of the required domains/components (listening, speaking, reading, and writing) such that there are no appropriate accommodations for the affected domain(s)/component(s), the State must provide a description of how it will ensure that the student is assessed in the remaining domain(s)/component(s) in which it is possible to assess the student, and a description of how this will occur.[7]	GA-012: ESOL Resource Guide 2017-2018 specifies that all English learners must be administered the ACCESS for ELLs or Alternate ACCESS for ELLs assessment on an annual basis. This includes students whose parents have waived ESOL services and students with disabilities who receive special education services, even if the student is exempt from taking one or more of the language domains per an IEP or 504 Plan decision (see pp. 16-17, 31-32). GA-037: ACCESS Verification of District Training provides directions on how to verify that appropriate district personnel have completed the required online training course modules and quizzes, including those specific to local scoring of the speaking domain for the paper ACCESS for ELLs assessment and all domains of the Alternate ACCESS for ELLs assessment. GA-089: Georgia ACCESS State Profile 2018-2019 summarizes the number of test takers in Georgia for paper and online assessments over the past three years, including the 2017-2018 administration (see p. 13). To improve consistency in scoring and to minimize the number of local raters, Georgia is moving towards 100% online testing, with paper testing as needed for students in grades 1-12 who cannot interact with the computer due to a documented disability, per an IEP/IAP/EL Plan. GA-018: Student Assessment Handbook 2017-2018 provides rules and procedures for invalidating test results when necessary (see pp. 15-20) and a sample testing irregularities report form (see pp. 114-115).	See peer review notes from WIDA consortium peer review. GA-090 is considering information about how to address creating composite scores for students who are administered less than four domains. State needs to provide final policies for creating composite scores for these students, and an evaluation after that procedure is implemented that supports the validity of the score received. Peers noted that State is moving toward census online testing. However, for the remaining pencil and paper testers, there is limited information on how the state ensures the reliability of the administrator scored items.

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

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

	GA-043: WIDA AMS User Guide Supplement describes the process to submit an incomplete domain(s) to allow a student to continue testing in the next domain. For example, a student may have a disability that prevents him/her from being able to test in a required domain, yet the student is able to participate in other domains. Specific directions for marking Do Not Score to report special testing circumstances when a domain should not be scored are outlined for paper and online test administrations. GA-050: WIDA Test Administrator Manual 2017-2018 (see pp. 28-29) GA-042: WIDA AMS User Guide (p. 72)	

Section 4.4 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- Evidence requested from consortium peer review notes from WIDA.
- State needs to provide final policies for creating composite scores for these students, and an evaluation after that procedure is implemented.

Critical Element 4.5 – Multiple Assessment Forms

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
If the State administers multiple forms of ***ELP assessments*** within or across grade-spans, ELP levels, or school years, the State ensures that all forms adequately represent the State's ***ELP standards*** and yield consistent score interpretations such that the forms are comparable within and across settings.		See peer review notes from WIDA consortium peer review.

Section 4.5 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- Evidence requested from consortium peer review notes from WIDA.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 4.6 – Multiple Versions of an Assessment

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
If the State administers any of its assessments in multiple versions within a subject area (e.g., online versus paper-based delivery), grade level, or school year, the State: • Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments; • Documented adequate evidence of comparability of the meaning and interpretations of the assessment results.		See peer review notes from WIDA consortium peer review.
Section 4.6 Summary Statement		
_X__ No additional evidence is required		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 4.7 – Technical Analysis and Ongoing Maintenance

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State: • Has a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments), and • Evidence of adequate technical quality is made public, including on the State's website.		See peer review notes from WIDA consortium peer review. The peers would like to see state specific evidence of the state's process for monitoring, maintaining, and improving the quality of the ACCESS and Alternate ACCESS (e.g., EL advisory, state TAC, etc.) The state should provide evidence that technical quality information is made public (e.g., state website, State Board meeting, public forums, press releases).

Section 4.7 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- Evidence requested from consortium peer review notes from WIDA.
- State specific evidence of the state's process for monitoring, maintaining, and improving the quality of the ACCESS and Alternate ACCESS (e.g., EL advisory, state TAC, etc.)
- Evidence that technical quality information is made public (e.g., state website, State Board meeting, public forums, press releases).

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

SECTION 5: INCLUSION OF ALL STUDENTS

Critical Element 5.1 – Procedures for Including Students with Disabilities

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has in place procedures to ensure the inclusion of all public elementary and secondary school students[8] with disabilities in the State's assessment system. Decisions about how to assess students with disabilities must be made by a student's IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student's individual abilities and needs. • ***For ELP assessments,*** policies that require the inclusion of an EL with a disability that precludes assessment of the student in one or more of the required domains (speaking, listening, reading, and writing) such that there are no appropriate accommodations for the affected component (the State must assess the student's English language proficiency based on the remaining components in which it is possible to assess the student).	GA-015: Georgia State Law O.C.G.A. § 202-281 subsections (c), (d), and (e) detail the provision for the testing of special populations, allowing for accommodations (see pp. 2-3) and mandates the development/adoption of an alternate assessment for students with significant cognitive disabilities (see p. 3). GA-091: State Board Rule 160-4-7-.06 Individualized Education Program describes the usage and implementation of the IEP. GA-016: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment • Specifies that each local system shall assess all students using State Board-approved assessment instruments as required (see p. 4); Specifies that all students with disabilities, including ELs with disabilities, must participate in state and local assessment programs. Decisions related to the participation in and identification of any needed accommodations in administration must be made by the IEP team or by the Section 504 Individual Accommodation Plan (IAP) committee (see pp. 6-8); Specifies that all English learners must participate in state and local assessment programs, including those students who may require accommodations. When the individual needs of EL students warrant accommodations, the accommodations must be determined by the EL Testing Participation Committee (see pp. 8-9).	State needs to provide policies and procedures for including students who participate in fewer than four domains in the assessment. State has provided adequate evidence about inclusion of students with disabilities in ACCESS and Alternate ACCESS.

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

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	GA-018: Student Assessment Handbook 2017-2018 Outlines specific guidance concerning the inclusion of students with disabilities in the assessment program (see pp. 83-85); Outlines specific guidance concerning the inclusion of EL students in the assessment program (see pp. 85-89); Details test administration considerations for students with disabilities and English learners (see pp. 89-94); Presents the allowable accommodations table for students with disabilities (see pp. 95-97); Presents the allowable accommodations table for English learners (see pp. 99-100). GA-012: ESOL Resource Guide 2017-2018 stipulates that if an EL is determined eligible for special education services, the educational team should be multidisciplinary and collaborative in nature and the student must be dually served by both programs (Special Education and ESOL). Furthermore, the IEP team will determine the type and degree of services the student will receive and the ESOL teacher must be included as an active member of the IEP team for ELs with disabilities (see pp. 25-28). GA-092: Accommodations Manual lists the five-step process for determining student accommodations for any student with a disability, adapted from a CCSSO resource (see pp. 8-20). GA-029: ACCESS Accessibility and Accommodations Q and A explains the WIDA accessibility and	

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	accommodations framework and provides information regarding accessibility tools/features (based upon principles of Universal Design) available to all students, and assessment accommodations available for students with disabilities. GA-025: Fall 2017 ACCESS PreAdministration Training discusses the accessibility tools available to all EL students (see slides 22-23). GA-026: Fall 2017 Alternate ACCESS PreAdministration Training provides reminders for selecting accommodations and directions for coding EL students with a disability that precludes assessment of the student in one or more of the required domains (see slides 29-33). GA-060: Collaborative Monitoring of ACCESS Participation Rates outlines the review process for monitoring participation rates on the ACCESS for ELLs and Alternate ACCESS for ELLs assessments, including ensuring that EL students with disabilities are administered the relevant language domains identified by their IEP team.	

Section 5.1 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- Policies and procedures for including students who participate in fewer than four domains in the assessment.

Critical Element 5.2 – DOES NOT APPLY to ELP Assessment Peer Review

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
• Note: This critical element does not apply to ELP assessments, as the requirements only apply to the inclusion of ELs in **academic assessments**.		
Section 5.2 Summary Statement		
___ No additional evidence is required or ___ The following additional evidence is needed/provide brief rationale:		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 5.3 – Accommodations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and ELs, including ELs with disabilities. Specifically, the State: • Ensures that appropriate accommodations are available for ELs; • Has determined that the accommodations it provides (1) are appropriate and effective for meeting the individual student's need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations; • Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. • Ensures that accommodations for all required assessments do not deny students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment.	GA-015: Georgia State Law O.C.G.A. § 202-281 subsections (c), (d), and (e) detail the provision for the testing of special populations, allowing for accommodations (see pp. 2-3). GA-016: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment contains information for assessing special populations in Section 3 and describes the minimum composition of the EL Testing Participation Committee and the documentation they are required to maintain (see pp. 6-9). GA-018: Student Assessment Handbook 2017-2018 Details test administration accommodations considerations for students with disabilities and English learners (see pp. 89-94); Presents the allowable accommodations table for students with disabilities (see pp. 95-97); • Presents the allowable accommodations table for English learners (see pp. 99-100); Includes a process for reviewing requests on a student-by-student basis for accommodations beyond those not included in the handbook (see pp. 91-92). GA-012: ESOL Resource Guide 2017-2018 stipulates that if an EL is determined eligible for special education services, the educational team should be multidisciplinary and collaborative in nature and the student must be dually served by both programs (Special Education and ESOL). Furthermore, the IEP team will determine the type and degree of services the student will receive and the ESOL teacher must be included as	See peer review notes from WIDA consortium peer review. On GA-092, Accommodations Manual, peers could not find approved accommodations listed for Alt. ACCESS, only ACCESS.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	an active member of the IEP team for ELs with disabilities (see pp. 25-28). GA-092: Accommodations Manual lists the five-step process for determining student accommodations for any student with a disability, adapted from a CCSSO resource (see pp. 8-20). GA-019: System Test Coordinators' Fall 2017 Assessment Conference Part 1 Provides an overview of student eligibility for accommodations for students with disabilities and English learners (see slides 34-36); Provides the parameters for allowable accommodations (see slides 37-38); Describes the process for dealing with requests for accommodations not on the state-approved list (see slide 39). GA-029: ACCESS Accessibility and Accommodations Q and A explains the WIDA accessibility and accommodations framework and provides information regarding accessibility tools/features (based upon principles of Universal Design) available to all students, and assessment accommodations available for students with disabilities. Test practice items are also available through INSIGHT and help to prepare students to navigate the online test platform and provide an opportunity for students to practice with accessibility tools. GA-093: ACCESS for ELLs DIF by Available Accommodations evaluated whether scores can be meaningfully compared across students who received	

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	access to accommodations and students who did not need and did not receive access to accommodations. The domain and item-level analyses showed that no group performance differences were found in both the reading and listening domains among Georgia students with and without accommodations.	
Section 5.3 Summary Statement		
_X__ The following additional evidence is needed/provide brief rationale: • Accommodations for Alternate ACCESS. • Evidence requested from consortium peer review notes from WIDA.		

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 5.4 – Monitoring Test Administration for Special Populations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are: • Consistent with the State's policies for accommodations; • Appropriate for addressing a student's disability or language needs for each assessment administered; • Consistent with accommodations provided to the students during instruction and/or practice; • Consistent with the assessment accommodations identified by a student's IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA, the individual or team designated by a district to make these decisions; or another process for an EL; • Administered with fidelity to test administration procedures; • Monitored for administrations of all required ELP assessments, and AELPA.	GA-015: Georgia State Law O.C.G.A. § 202-281 details the provision for the testing of special populations, allowing for accommodations in subsections (c), (d), and (e) (see pp. 2-3). GA-016: State Board Rule 160-3-1-.07 Testing Programs – Student Assessment specifies that all students with disabilities must participate in state and local assessment programs and accommodation decisions made by the IEP or Section 504 IAP committee should take into account those accommodations that are provided to the student during instruction and classroom assessment (see pp. 6-9). GA-018: Student Assessment Handbook 2017-2018 Presents test security information for test coordinators, teachers, and examiners (see pp. 25-27); Lists the roles and responsibilities of various system personnel, including System Special Education and ESOL Coordinators, as it pertains to proper assignment of accommodations and monitoring testing irregularities (see pp. 28-35); Requires that accommodations are consistent with instructional accommodations required by the student and are appropriately provided and necessary for access to the assessment process and reviewed at least once per year (see pp. 91-92); Presents Superintendent and Principal Certification forms which are used by districts and GaDOE to ensure that students with disabilities or students who received	GA-046. Assessment Administration Monitoring Protocol. Peers noticed that this exhibit did not list that the protocol was applicable for the Alternate ACCESS.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	ESOL services received accommodations in accordance with their IEP, IAP, or EL/TPC Plan (see pp. 110-113). GA-092: Accommodations Manual details test administration for students with accommodations (see pp. 16-18). The GaDOE Assessment Division monitors the testing procedures of all state assessments to ensure that standardized test administration practices are implemented with fidelity across school systems and schools. Data used to support these efforts include those collected from the GaDOE's testing irregularities audits, school site visits, testing administration trainings, and information collected from school districts. GA-046: Assessment Administration Monitoring Protocol outlines procedures for monitoring test administration (before, during, and after) for all state-mandated assessments. The guidelines specifically address the monitoring of irregularities, invalidations, and the use of accommodations for special populations. GA-047: ACCESS and Alternate ACCESS Testing Irregularities 2017-2018 provides a summary of the desk audit results of the irregularities reported for the 2017-2018 administration. GA-048: ACCESS Sample Irregularity provides an example of an irregularity that was submitted for a testing interruption during a student ACCESS for ELLs test administration. GA-049: Alternate ACCESS Sample Irregularity provides an example of an invalidation for an Alternate ACCESS for ELLs test. Specific directions for marking Do Not Score to report special testing circumstances when a domain should not	

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	be scored are outlined for paper and online test administrations. GA-050: WIDA Test Administrator Manual 2017-2018 (see pp. 28-29) GA-042: WIDA AMS User Guide (p. 72) GaDOE's Federal Programs Office monitors the implementation of its programs to ensure compliance with federal program requirements. As one component of this monitoring process, staff conduct on-site monitoring of Title I, Part A and Title III, Part A requirements related to English learners and students with disabilities, including responsibilities related to assessment and accountability. LEAs are monitored, at a minimum, on a four-year cycle, with approximately one-fourth of the LEAs being monitored each year. GA-053: Federal Programs Handbook (see pp. 101-107) GA-054: Cross Functional Monitoring of LEA Programs (see pp. 10, 18-19, 43-46, 50-52) GA-055: Cross Functional Monitoring Training (see slides 1-35, 57, 9596, 128, 211-227) GA-056: Cross Functional Monitoring Student Records Review GA-057: Cross Functional Monitoring Student Records Review Compliance Rubric GA-058: Title III Onsite Monitoring Training GA-059: Title III Onsite Monitoring Document Submission List	

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	GA-060: Collaborative Monitoring of ACCESS Participation Rates GA-061: Cross Functional Monitoring Cycles 2018 to 2022 GA-062: Email Reminder for EL Participation on ACCESS GA-094: Sample Corrective Action Plan for English Learners provides a sample of an LEA's corrective action plan to address a finding from a monitoring review. The Governor's Office of Student Achievement (GOSA) is charged under Georgia O.C.G.A. § 20-14-35 with inspecting academic records of schools to ensure that education institutions are faithful to performance accountability requirements. Historically, GOSA has conducted annual audits for the state's academic content assessment; however, they will now be including the ACCESS for ELLs and Alternate ACCESS for ELLs assessments as part of this monitoring process beginning with the 2018-2019 test administration. GA-063: Georgia State Law O.C.G.A. § 20-14-35 GA-064: GOSA Assessment Audit Process Overview provides a summary of the audit process and outlines each of the five phases of the process. GA-065: GOSA Test Monitor Training describes test monitor responsibilities and the monitoring process. GA-066: GOSA Assessment Audit Informational Webinar explains the process for audited schools and	

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	provides directions on how to access and complete the pre-work webform and submit supportive documentation online. GA-067: GOSA Assessment Audit Inquiry Form is the pre-work online webform that System Test Coordinators from audited schools must complete and submit to GOSA along with supportive documents regarding their test security and administration plan, training information, and any irregularities. GA-068: GOSA Assessment Audit Observation Form describes what monitors should observe when visiting a school. GA-069: GOSA Academic Auditing Referral Form may be submitted to GOSA by any stakeholder who wishes to refer pertinent information on schools or districts that they believe demonstrates potential need for an academic audit. GA-070: Georgia Professional Standards Commission 505-6-.01 Code of Ethics for Educators addresses disciplinary action for educators (including the loss of certification) who violate testing ethics (see pp. 4-5).	

Section 5.4 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- Evidence that a revised Assessment Administration Monitoring Protocol include Alternate ACCESS.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

SECTION 6: ELP ACHIEVEMENT STANDARDS AND REPORTING

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
For ELP standards: • The State adopted ELP achievement standards that address the different proficiency levels of ELs; • If the State has developed alternate ELP achievement standards, it has adopted them only for ELs who are students with the most significant cognitive disabilities who cannot participate in the regular ELP assessment even with appropriate accommodations.		Evidence for this CE was not provided by GA or the WIDA panel report. WIDA did provide ELP achievement standards based on their own standard setting study. Peers found no evidence that GA adopted the different proficiency levels for ACCESS or Alternate ACCESS.

Section 6.1 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- Evidence of State adoption of ELP achievement standards and Alternate ELP achievement standards.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 6.2 – ELP Achievement Standards Setting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting: • ***ELP achievement standards and, as applicable, alternate ELP achievement standards***, such that: o Cut scores are developed for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported.	GA-013: ACCESS for ELLs Cut Score Determination examined the relationship between the six overall composite proficiency levels of the ACCESS for ELLs assessment and the four proficiency levels of the state's content assessment, Georgia Milestones. Results were presented to Georgia's Technical Advisory Committee and ESOL Advisory Committee to help inform the state's recommendation regarding an appropriate ELP performance standard for reclassification decisions.	Peers would like clarification on whether GA conducted its own standard setting study for ACCESS and Alternate ACCESS or simply accepted the results of the WIDA standard setting. If GA accepted WIDA results, see peer notes from WIDA consortium peer review. If GA did its own, this needs to be evidenced with a technical report. The technical report also needs to include cut scores by grade and domain, as well as composite.

Section 6.2 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- Evidence requested from consortium peer review notes from WIDA.
- Standard Setting Technical report (if GA uses different cut scores).

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 6.3 –Aligned ELP Achievement Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
***For ELP achievement standards*:** The State has ensured that ELP assessment results are expressed in terms that are clearly aligned with the State's ELP standards, and its ELP performance-level descriptors. If the State has adopted alternate ELP achievement standards for ELs who are students with the most significant cognitive disabilities, the alternate ELP achievement standards should be linked to the State's grade-level/grade-band ELP standards, and should reflect professional judgment of the highest ELP achievement standards possible for ELs who are students with the most significant cognitive disabilities.		See peer review notes from WIDA consortium peer review.

Section 6.3 Summary Statement

_X__ The following additional evidence is needed/provide brief rationale:

- Evidence requested from consortium peer review notes from WIDA.

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element 6.4 – Reporting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State reports its assessment results for all students assessed, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public. The State reports to the public its assessment results on ***English language proficiency for all ELs including the number and percentage of ELs attaining ELP***. For the ***ELP assessment***, the State provides coherent and timely information about each student's attainment of the State's ELP standards to parents that: • Reports the ***ELs' English proficiency*** in terms of the State's grade level/grade-band ELP standards (including performance-level descriptors); • Are provided in an understandable and uniform format; • Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian;	GA-051: Georgia ACCESS State Profile 2017-2018 details the timeline for delivery of data files and reports to Georgia districts and the state, dates for the pre-reporting and post-reporting validation windows, and dates that DRC broadcast email communications are sent to the SEA and LEAs (see pp. 9-10). GA-095: Email Notification of WIDA Score Reports Availability Online is an example of a DRC broadcast email to Georgia announcing the availability of 2017-2018 score reports and data files. GA-042: WIDA AMS User Guide provides directions on how to view and download data files and student reports, including translated student reports, from the online platform (see pp. 45, 139-149). GA-096: Screenshot of My Child is an ELL Video 7 provides a screenshot of a video that explains the ACCESS score reports to parents. The video is available at https://wida.wisc.edu/resources/my-childell-7-what-does-access-score-report-tell-me. Post-assessment webinars are provided to educators to review the purposes of these ELP assessments, describe the different types of score reports and how to use them, and discuss methods to retrieve and disseminate the reports to other stakeholders, including parents. GA-030: ACCESS PostAdministration Training GA-032: Alternate ACCESS PostAdministration Training	When results for ELP are reported, it was unclear if ACCESS results are combined with Alt ACCESS results, or if they are reported separately.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
• Upon request by a parent who is an individual with a disability as defined by the ADA, as amended, are provided in an alternative format accessible to that parent.	GA-097: ACCESS Data Literacy Basics is a training presentation that ESOL and Title III-A offers to districts to assist with the interpretation of reports and understanding of the appropriate uses of the data. GA-012: ESOL Resource Guide 2017-2018 specifies the minimum criteria required to deem a student as English language proficient, and therefore eligible to exit from ESOL services (see pp. 17-18). GA-098: Special Education Parent Rights is a summary of A Parent's Guide to Understanding Rights and Responsibilities regarding special education. The summary outlines a parent's rights to receive copies of all documents about their child's education program in his/her native language, Braille, or sign language or be provided with a translator or interpreter by the local school district. Title I Parent-School Partnership provides sample letters for LEAs to use to report the results of the ACCESS for ELLs assessments to parents of ELs and to notify parents of Title I or Title III services based on those test results. Sample letters are available in 15 languages; English and Spanish examples are provided below. GA-099: Title I Parent Notification of Student Eligibility for Supplemental Language Support Services – English GA-100: Title I Parent Notification of Student Eligibility for Supplemental Language Support Services – Spanish GA-101: Federal Funding for Translation and Interpretation Services provides guidance on the use of Title I and Title III funds for translation and interpretation services which may be needed to communicate to parents of EL students any information	

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	regarding their child's level of English proficiency and academic achievement, including assessment results. This information is also detailed within the Federal Programs Handbook. As one aspect of their monitoring process, Title III, Part A conducts interviews with principals, teachers, and parents. The interviews include questions regarding processes/decisions regarding the exiting of students from ESOL services, as well as questions related to the provision of ACCESS for ELLs score reports and translation services. GA-102: Title III Monitoring - ESOL Teacher Interview Questionnaire GA-103: Title III Monitoring - General Ed Teacher Interview Questionnaire GA-104: Title III Monitoring - Principal Interview Questionnaire GA-105: Title III Monitoring - Director Interview Questionnaire GA-106: Title III Monitoring - EL Parent Interview Questionnaire - English GA-107: Title III Monitoring - EL Parent Interview Questionnaire - Spanish GA-108: Title III Monitoring Report Template for Indicator 19.5 provides an example of the template for reporting a district's findings for the indicator related to EL parent and family engagement and outreach.	

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	Statewide performance of Georgia students on the ACCESS for ELLs assessment is publicly reported by grade level and proficiency level on the Assessment Division's website at http://www.gadoe.org/Curriculum-Instruction-andAssessment/Assessment/Pages/ACCESS-for-ELLs-2.0Scores.aspx. GA-109: Screenshot of ACCESS for ELLs Statewide Scores Web Site GA-110: ACCESS for ELLs 2018 State Results The number and percentage of students attaining English language proficiency in 2018, as defined by meeting the state's criteria for exiting from ESOL services, is publicly-reported at the state and district levels on multiple GaDOE websites including those for Title I, Part A; Title III, Part A; the English Learner Programs; and the ESOL Program. The direct URL to the document can be found at http://www.gadoe.org/School-Improvement/FederalPrograms/Documents/Title%20III/NumberPercentageELsAttainingEnglishProficiency2018_LEA_SEA.pdf. GA-111: Screenshot of Federal Programs Web Sites GA-112: Number and Percentage of ELs Attaining English Language Proficiency in 2018 As one of the accountability indicators for Georgia's College and Career Ready Performance Index, English language proficiency progress scores are publicly reported at the state, district, and school levels and can be found at http://www.gadoe.org/CCRPI/Pages/default.aspx). GA-113: Screenshot of CCRPI Web Site	

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	GA-114: 2018 CCRPI ELP Progress Scores (see p. 1 for state results, pp. 2-7 for district results, and pp. 8-32 for school results)	
Section 6.4 Summary Statement		
_X__ The following additional evidence is needed/provide brief rationale: • Clarification about whether or not the ACCESS and Alternate ACCESS results are reported separately or together.		

SECTION 7: DOES NOT APPLY TO ELP ASSESSMENT PEER REVIEW

Consistent with the note on page 1, the evidence requested by the peer reviewers does not necessarily reflect the final set of additional evidence, if any, that a State may need to submit to demonstrate that its assessment system meets all of the critical elements for the assessment peer review. As a result, a State should refer to the letter to the State, including the list of additional evidence needed, if any, from the Department.