



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Honorable Desi D. Nesmith
Interim Commissioner
Connecticut State Department of Education
P.O. Box 2219
Hartford, CT 06145

August 28, 2019

Dear Interim Commissioner Nesmith:

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 Connecticut State Education Department (CSDE) to prepare for the English language proficiency (ELP) peer review, which occurred in April 2019. Specifically, CSDE submitted evidence regarding the LAS Links, the State's general ELP assessment.

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 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 CSDE'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 (LAS Links): **Partially meets requirements of the ESEA, as amended by ESSA.**

An assessment that partially meets requirements does not meet a number of the requirements of the statute and regulations and CSDE 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 assessment 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 CSDE to submit is enclosed with this letter.

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<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

I also note that CSDE did not submit evidence for an alternate ELP assessment for ELs with significant cognitive disabilities who are unable to take the regular ELP assessment. Within 30 days, CSDE must provide a plan and timeline for submitting all required documentation for the LAS Links for peer review and the development and administration of an alternate ELP assessment, including when this required assessment will be submitted for peer review. Resubmission should occur once all necessary evidence is complete (rather than in multiple submissions). The Department is placing a condition on CSDE's Title I, Part A grant award. The condition shall remain until CSDE's ELP and alternate ELP assessments have been determined to meet all requirements. If adequate progress is not made, the Department may take additional action.

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, 5.3, and 5.4. Insufficient progress to address such matters may lead OSERS to place a condition on CSDE's fiscal year 2020 IDEA Part B grant award.

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.

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: Ajit Gopalakrishnan, Chief Performance Officer

Critical Elements Where Additional Evidence is Needed to Meet the Requirements for Connecticut’s Use of the LAS Links as an English Language Proficiency (ELP) Assessment

Critical Element	Additional Evidence Needed
<p>1.3 – Required ELP Assessments</p>	<p>For the statewide assessment system:</p> <ul style="list-style-type: none"> • Evidence that the State includes English learners (ELs) with significant cognitive disabilities in statewide ELP assessment, either through the general ELP assessment or an alternate ELP assessment (AELPA). If the State does not have an AELPA, it should provide a timeline for when it plans to implement one.
<p>1.4 – Policies for Including All ELs in ELP Assessments</p>	<p>For the statewide assessment system:</p> <ul style="list-style-type: none"> • As noted in critical element 1.3, evidence that the State has policies that include ELs with significant cognitive disabilities in statewide ELP assessment, either through the general ELP assessment or an AELPA.
<p>2.1 – Test Design and Development</p>	<p>For the LAS Links:</p> <ul style="list-style-type: none"> • Evidence that the test design and test development process is well-suited for the content, aligns the assessments to the depth and breadth of the State’s ELP standards, and includes: <ul style="list-style-type: none"> ○ Statement of all 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 (e.g., a plan and timeline to address coverage gaps as found in the alignment evidence; a cross-walk between CSDE ELP standards and LAS Links standards).
<p>2.2 – Item Development</p>	<p>For the LAS Links:</p> <ul style="list-style-type: none"> • Evidence that the State uses reasonable and technically sound procedures to develop and select items to assess student ELP based on the State’s ELP standards in terms of content and language processes (e.g., additional information regarding: 1) the selection and training of item writers; 2) qualifications and experience of item writers; 3) an overall item development plan; 4) test item specifications for selected-response and constructed-response items; and 5) detailed procedures to review and evaluate the quality of items before operational use).
<p>2.4 – Monitoring Test Administration</p>	<p>For the LAS Links:</p> <ul style="list-style-type: none"> • Evidence that the State adequately monitors the administration of its State ELP assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. Adequate monitoring could be demonstrated by evidence such as: <ul style="list-style-type: none"> ○ A brief description of the State’s overall approach to monitoring ELP test administration (e.g., monitoring conducted by State staff, through regional centers, by districts with support from the State, or another approach); or ○ Existing written documentation of the State’s procedures for monitoring test administration across the State, including, for example, strategies for selection of districts and schools for monitoring, cycle for reaching

Critical Element	Additional Evidence Needed
	schools and districts across the State, training on monitoring, observation forms, schedule for monitoring, monitors' roles, and the responsibilities of key personnel.
2.5 – Test Security	<p>For the LAS Links:</p> <ul style="list-style-type: none"> • Evidence that 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: <ul style="list-style-type: none"> ○ Detection of test irregularities (e.g., a detailed description of the data forensics program; evidence of training provided to local educational agency staff about the use of vendor software that can be used to detect online testing irregularities). ○ Prevention of any assessment irregularities, including maintaining the security of test materials (e.g., a rationale for the relatively limited number of operational forms of the assessment). ○ Remediation following any test security incidents involving any of the State's ELP assessments (e.g., evidence of how the State responds to and tracks testing irregularities).
3.1 – Overall Validity, including Validity Based on Content	<p>For the LAS Links:</p> <ul style="list-style-type: none"> • As noted in critical element 2.1, documentation of adequate alignment between the State's ELP assessment and the ELP standards the assessment is designed to measure in terms of the depth and breadth of the State's ELP standards across all proficiency levels, domains, and modalities identified therein (e.g., a plan and timeline to address coverage gaps as found in the alignment evidence; a cross-walk between CSDE ELP standards and LAS Links standards).
3.3 – Validity Based on Internal Structure	<p>For the LAS Links:</p> <ul style="list-style-type: none"> • 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 (e.g., analyses exploring the dimensionality of the LAS Links assessment, especially as it relates to the State's ELP standards; interpretation of the differential item functioning (DIF) study results in order to strengthen the claim concerning the validity of the internal structure).
3.4 – Validity Based on Relationships with Other Variables	<p>For the LAS Links:</p> <ul style="list-style-type: none"> • Validity evidence that the State's assessment scores are related as expected with other variables (e.g., studies of relationships of the ELP tests with mathematics and science academic assessments and additional means of measuring the associations with the reading/language arts assessments (R/LA), such as observed correlations, box plots and empirical cumulative distribution functions showing the distribution of R/LA scale scores by ELP status).
4.1 – Reliability	For the LAS Links:

Critical Element	Additional Evidence Needed
	<ul style="list-style-type: none"> • 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, specifically: <ul style="list-style-type: none"> ○ Evidence of a plan to improve the reliability and precision of the listening domain sub-test. ○ Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results for each domain.
4.2 – Fairness and accessibility	<p>For the LAS Links:</p> <ul style="list-style-type: none"> • Evidence 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. Examples include: <ul style="list-style-type: none"> ○ Interpretations of how the results of the DIF analysis support fairness and accessibility. ○ Evidence of item data reviews including the frequency of occurrence, qualifications of the reviewers, the number of items reviewed and specific details concerning review criteria and rules, and a summary of review decisions. ○ Additional documentation reflecting the training of reviewers, the qualifications of reviewers, a schedule of bias and sensitivity reviews, and the number of items reviewed, and a summary of review decisions.
4.3 – Full Performance Continuum	<p>For the LAS Links:</p> <ul style="list-style-type: none"> • Evidence that the listening assessment provides an adequately precise estimate of student performance across the full performance continuum, including performance for EL students with high and low levels of English language proficiency. <ul style="list-style-type: none"> ○ Specifically, a plan to improve the reliability and precision of the listening domain sub-test as noted in critical element 4.1 would also address this critical element.
4.4 – Scoring	<p>For the LAS Links:</p> <ul style="list-style-type: none"> • For ELs with a disability that precludes assessment of the student in reading or writing such that there are no appropriate accommodations for the affected domain(s), a description of the State’s process for how it will ensure that the student is assessed in the remaining domains in which it is possible to assess the student (e.g., how the exemption applies specifically to the reading and writing domains; how the exemption will apply and a score will be calculated when more than one domain exemption is present).
4.5 – Multiple Assessment Forms	<p>For the LAS Links:</p> <ul style="list-style-type: none"> • Evidence that 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 (e.g., results from the equating of the various forms of the assessment).

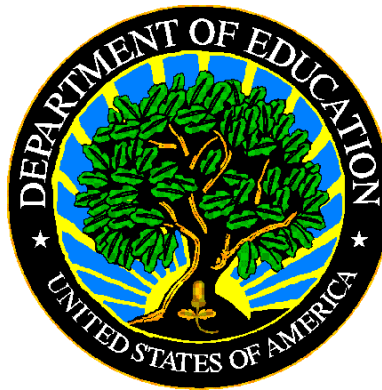
Critical Element	Additional Evidence Needed
4.6 – Multiple Versions of an Assessment	For the LAS Links: <ul style="list-style-type: none"> • Evidence that the State followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments (paper, computer-based, and Braille).
4.7 – Technical Analysis and Ongoing Maintenance	For the LAS Links: <ul style="list-style-type: none"> • Evidence that the State is implementing its plan to monitor, maintain, and improve, 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 (e.g., evidence of a concrete timeline to implement the plan). • Evidence that assessment technical quality information is made public, including on the State’s website.
5.1 – Procedures for Including Students with Disabilities	For the LAS Links: <ul style="list-style-type: none"> • Evidence requested in critical element 4.4 will be sufficient to address this element.
5.3 – Accommodations	For the LAS Links: <ul style="list-style-type: none"> • Evidence that the State has determined that the accommodations it provides: (i) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations. • Evidence that the State makes available appropriate accommodations and ensures that its ELP assessments are accessible to ELs with disabilities, specifically ELs with significant cognitive disabilities.
5.4 – Monitoring Test Administration for Special Populations	For the LAS Links: <ul style="list-style-type: none"> • Evidence that 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: <ul style="list-style-type: none"> ○ 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. ○ This evidence could include, for example: (1) training materials for monitors, (2) a description of the frequency of monitoring visits, (3) a procedure for the selection of monitoring sites, (4) evidence of how the State uses the observation form and the tools embedded in the online system to keep track of accommodations provided, (5) information regarding any technical assistance given to sites during monitoring visits, (6) specific monitoring protocols the State uses during visits, (7) a summary of results from the most recent year of monitoring, and (8) a

Critical Element	Additional Evidence Needed
	description of the process for the use of monitoring results to improve implementation.
6.1 – State Adoption of ELP Achievement Standards for All Students	<p>For the LAS Links:</p> <ul style="list-style-type: none"> • Evidence that the State adopted ELP achievement standards that address the different proficiency levels of ELs.
6.2 – Achievement Standards-Setting	<p>For the LAS Links:</p> <ul style="list-style-type: none"> • Evidence that the State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting ELP achievement standards (i.e., evidence that the test cut scores were based on the State’s ELP standards).
6.3 – Challenging and Aligned ELP Achievement Standards	<p>For the LAS Links:</p> <ul style="list-style-type: none"> • Evidence that 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.
6.4 – Reporting	<p>For the LAS Links:</p> <ul style="list-style-type: none"> • Evidence that the State provides coherent and timely information about each student’s attainment of the State’s ELP standards to parents that: <ul style="list-style-type: none"> ○ Reports the ELs’ English proficiency in terms of the State’s grade level/grade-band ELP standards (including performance-level descriptors). ○ Are provided in alternative formats upon request.

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 ASSESSMENTS4

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 6

Critical Element 1.3 – Required Assessments..... 8

Critical Element 1.4 – Policies for Including All Students in Assessments 10

Critical Element 1.5 – Meaningful Consultation in the Development of Challenging State Standards and Assessments..... 12

SECTION 2: ASSESSMENT SYSTEM OPERATIONS.....16

Critical Element 2.1 – Test Design and Development 16

Critical Element 2.2 – Item Development 18

Critical Element 2.3 – Test Administration..... 19

Critical Element 2.4 – Monitoring Test Administration 24

Critical Element 2.5 – Test Security..... 26

Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy .. 29

SECTION 3: TECHNICAL QUALITY – VALIDITY31

Critical Element 3.1 – Overall Validity, Including Validity Based on Content31

Critical Element 3.2 – Validity Based on Linguistic Processes..... 34

Critical Element 3.3 – Validity Based on Internal Structure..... 36

Critical Element 3.4 – Validity Based on Relations to Other Variables..... 38

SECTION 4: TECHNICAL QUALITY – OTHER.....40

Critical Element 4.1 – Reliability 40

Critical Element 4.2 – Fairness and Accessibility 42

Critical Element 4.3 – Full Performance Continuum 44

Critical Element 4.4 – Scoring..... 46

Critical Element 4.5 – Multiple Assessment Forms..... 49

Critical Element 4.6 – Multiple Versions of an Assessment..... 50

Critical Element 4.7 – Technical Analysis and Ongoing Maintenance 51

SECTION 5: INCLUSION OF ALL STUDENTS.....54

Critical Element 5.1 – Procedures for Including Students with Disabilities 54

Critical Element 5.2 – DOES NOT APPLY to ELP Assessment Peer Review58

Critical Element 5.3 – Accommodations 59

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.

..... 62

SECTION 6: ELP ACHIEVEMENT STANDARDS AND REPORTING.....65

Critical Element 6.1 – State Adoption of ELP Achievement Standards for All Students..... 65
Critical Element 6.2 – ELP Achievement Standards Setting 67
Critical Element 6.3 –Aligned ELP Achievement Standards 68
Critical Element 6.4 – Reporting 71

SECTION 7: DOES NOT APPLY TO ELP ASSESSMENT PEER REVIEW74

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p><i>For English language proficiency (ELP) standards:</i></p> <p>The State formally adopted K-12 ELP standards for all ELs in public schools in the State.</p>	<p>Connecticut Specific Evidence:</p> <p>Evidence 1.1.a #1: Handout 1 provides the names of all Connecticut English Language Proficiency (CELP) Standards Committee Members (6/3/15).</p> <p>Evidence 1.1.a #2: A detailed explanation of how the CELP Standards Committee Members were chosen. This document provides an overview of the committee’s scope of work.</p> <p>Evidence 1.1.b: The Connecticut State Board of Education (CSBE), Academic Standards and Assessment Committee meeting minutes showing the plan to move forward with proposed CELP Standards, through stakeholder feedback and then adoption, was approved (6/9/15).</p> <p>Evidence 1.1.c: This is a draft of the CELP Standards (6/16/15).</p> <p>Evidence 1.1.d: Minutes from the CSBE meeting formally adopting the CELP Standards. Section VI. Items Requiring Action, A. Adoption of Connecticut English Language Proficiency Standards (10/7/15).</p> <p>Evidence 1.1.e: Connecticut English Learners (EL) Webpage provides numerous resources to educators, administrators, and family members related to the CELP Standards, including K-12 progressions with proficiency descriptors by standards. This page also includes a virtual library that provides access to professional</p>	<p>The evidence submitted documents a process whereby a group of suitably qualified and representative individuals were appointed (Evidence 1.1.a #1) to develop K-12 ELP standards (Evidence 1.1.a #2). The resulting Connecticut English Language Proficiency (CELP) standards (Evidence 1.1.dh) were formally adopted by the relevant state body (Evidence 1.1.d; 1.1.k).</p> <p>The peers could not find clear language in the memos, meeting minutes, or documents describing that the ELP standards apply to all English learners, although it was implied.</p> <p>There is also documentation of various official communications announcing the adoption of the CELP Standards, available trainings, and resources, such as CT Evidence 1.1.e, 1.1.h and 1.1.i.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>development opportunities, on-demand professional learning, and materials. The formal position statement of the CSBE on English language learners is posted on this site.</p> <p>Evidence 1.1.f: Email from Ajit Gopalakrishnan, Chief Performance Officer, to staff about a newspaper article on the adoption of the CELP Standards (10/7/15).</p> <p>Evidence 1.1.g: This is the Academic Office Newsletter (10/30/15), which was sent to all Connecticut Core Standards District Leads. On page 2, the announcement of the CELP Standards is included, with a brief explanation of next steps, available trainings, and resources. Recipients can link to the Connecticut English Learners homepage in the CSDE site.</p> <p>Evidence 1.1.h: Approved copy of the CELP Standards (10/7/15).</p> <p>Evidence 1.1.i: Email to Members of the State Education Committee, forwarded to the CSDE ELP Consultants announcing the adoption of the CELP Standards. This email includes links to materials provided to the committee (10/7/15).</p> <p>Evidence 1.1.j: Presentation included in the email to the Members of the State Education Committee, forwarded to the CSDE ELP Consultants announcing the adoption of the CELP Standards (10/7/15).</p> <p>Evidence 1.1.k: Signed Resolution of Adoption of CELP Standards (10/7/15).</p>	
Section 1.1 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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>For ELP standards: The ELP standards:</p> <ul style="list-style-type: none"> 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 definition¹). 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. 	<p>Connecticut Specific Evidence:</p> <p>Evidence 1.2.a: CELP Standards Correspondence to Content Standards and Practices (10/7/15).</p> <ul style="list-style-type: none"> This portion of the CELP Standards document (pp. 67-248) demonstrates the alignment of the grade-level CELP Standards to the Connecticut Core Standards (CCS) for Mathematics Practices, CCS for ELA/Literacy, English Language Proficiency Development (ELPD) Framework for English Language Arts (ELA) Practices, Inquiry Practices of the Connecticut Social Studies Frameworks, and the Next Generation Science Standards (NGSS) Science and Engineering Practices. The charts begin on page 74. On multiple pages of this document, matrixes identify each CCS ELA standard and the corresponding CELP standard, delineating the information by the following categories: Reading Literary Text, Reading Informational Text, Writing, Speaking, and Listening (pp. 73, 84, 95, 106, 117, 128, 139, 150, 161, 172, 183, 194, 205, 216, 227, 238). Each grade level and CELP standard are addressed separately, and the five proficiency levels illustrate what a student who is an EL can do at the end of each of those five levels (pp. 74 – 248). 	<p>The CELP standards are constructed in functional terms, reflecting a communicative, language-in-use approach to English language ability (Evidence 1.1.h, p. 7). Nevertheless, it is shown that the four domains of speaking, listening, reading, and writing are covered by these standards (p. 9) for every grade (p. 73, 84, 95, 106, 117, 128, 139, 150, 161, 172, 183, 194, 205, 216, 227).</p> <p>The CELP standards address the different proficiency levels of ELs at every grade (p. 11-66). For each CELP standard, proficiency descriptors are articulated for ELs at five levels of English proficiency.</p> <p>The CELP standards are aligned to State academic content standards for language arts, mathematics, science, and social studies (in brief, p. 67-72, in detail, p. 74-248). Charts on pp. 7-182 of CT Evidence 1.2.a describe the two methods of alignment (correspondence mappings) that were conducted to ensure the CELP standards specify the language that all English learners must acquire in order to successfully engage with the State’s K-12 Practices and Connecticut Core Standards for ELA & Literacy, English Language Development, mathematics, and science.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	Evidence 1.2.b: Proficiency Level Descriptors in English and Spanish.	
Section 1.2 Summary Statement		
<input checked="" type="checkbox"/> 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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State’s assessment system includes an <i>annual general and alternate ELP assessment</i> (aligned with State ELP standards) administered to:</p> <ul style="list-style-type: none"> All ELs in grades K-12. 	<p>Connecticut Specific Evidence:</p> <p><u>Evidence 1.3.a: Chapter 163c, Education Evaluation and Remedial Assistance explains the state statutes for Connecticut summative assessments.</u></p> <p>Evidence 1.3.b: Meeting the Challenge, Access for EL and IEP in CCS.</p> <p>Evidence 1.3.c: Connecticut State Department of Education (CSDE) Student Assessment Main Webpage</p> <p>Evidence 1.3.d: Specifically Sec. 10-14q. Exceptions,</p> <p>Evidence 1.3.e: The US Department of Education, Office of English Language Acquisition (OELA) English Learner Tool Kit Updated with ESSA references</p> <p>Evidence 1.3.f: A memo describing the updated policy for the identification of ELs and subsequent assessing of their English Language skills (6/13/18).</p>	<p>State’s evidence establishes that the State’s assessment system includes a general ELP assessment that should be administered to all ELs in grades K-12.</p> <p>However, Evidence 1.3.f. clearly States that ELs with significant cognitive disabilities that cannot take the general ELP assessment are not included in the State’s ELP assessment results. The State will need to provide evidence that is including these ELs in Statewide ELP assessment, either through the general ELP assessment or an AELPA.</p> <p>The State has not submitted an alternate ELP assessment (AELPA) for ELs with significant cognitive disabilities for this peer review.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Section 1.3 Summary Statement		
<input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale: <ul style="list-style-type: none">• evidence that the State includes ELs with significant cognitive disabilities in Statewide ELP assessment, either through the general ELP assessment or an alternate ELP assessment (AELPA).		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<ul style="list-style-type: none"> The State has policies that require the inclusion <i>of all public elementary and secondary ELs in the State’s ELP assessment</i>, including ELs with disabilities. 	<p>Connecticut Specific Evidence:</p> <p>Evidence 1.4.a: The CSDE LAS Links Accommodations Training Webinar (2016-17)</p> <p>Evidence 1.4.b: CSDE Online LAS Links Accommodation Guidelines (2018-19)</p> <p>Evidence 1.4.c: CSDE Assessment Guidelines for Administering Smarter Balanced Assessments, CTAA, Connecticut SAT School Day, and Connecticut Standard Science Assessments 2018-19, Sections I and II (pp. 1-5).</p> <p>Evidence 1.4.d: Examiner’s Guide LAS Links 2nd Edition Grades 4-5, Form D. Table 2: Accommodations-Classification Framework, page 10.</p> <p>Evidence 1.4.e: The Learner Characteristics Inventory (LCI)</p> <p>Evidence 1.4.f: 2018-19 Accessibility and Accommodations Form.</p> <p>Evidence 1.4.g: The 2018-19 Accessibility Chart</p> <p>Evidence 1.4.i: English Learners and State Assessments:</p> <p>Evidence 1.3.a: Chapter 163c, Education Evaluation and Remedial Assistance explains the state statutes for Connecticut summative assessments. Specifically Sec. 10-14q. Exceptions.</p> <p>Evidence 1.3.e: The US Department of Education, Office of English Language Acquisition (OELA)</p>	<p>State’s evidence establishes that the State’s assessment system includes all ELs in grades K-12, including ELs with disabilities. The exception (as noted in critical element 1.3) is that Evidence 1.3.f. clearly states that ELs with significant cognitive disabilities that cannot take the general ELP assessment are not included in the State’s ELP assessment results. The State will need to provide evidence that is including these ELs in Statewide ELP assessment, either through the general ELP assessment or an AELPA.</p> <p>The State has not submitted an alternate ELP assessment (AELPA) for ELs with significant cognitive disabilities for this peer review.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

	<p>English Learner Tool Kit Updated with ESSA references.</p> <p>Evidence 1.3.i: 2017-18 LAS Links Assessing English Learners, and English Learners with Disabilities memo dated 12/20/17.</p> <p>Evidence 1.3.j: Connecticut IEP Manual and Forms, updated July 2018. Page 20</p> <p>Evidence 1.3.k: Connecticut English Learner Exit Criteria Grades K-12 (5/22/14).</p>	
<p>Section 1.4 Summary Statement</p>		
<p>X As also noted in critical element 1.3, the following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> evidence that the State includes ELs with significant cognitive disabilities in Statewide ELP assessment, either through the general ELP assessment or an alternate ELP assessment (AELPA). 		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>If the State has developed or amended challenging <i>ELP</i> standards and assessments, the State has conducted meaningful and timely consultation with:</p> <ul style="list-style-type: none"> • 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. 	<p>Connecticut Specific Evidence:</p> <p>Evidence 1.5.a #1: Stakeholder engagement plan and the Connecticut Administrators of Programs for English Language Learners (CAPELL) Feedback on CELP Draft (6/3/15).</p> <p>Evidence 1.5.a #2: Detailed list of all information sessions to various stakeholders by date and audience, as well as an overview of the information presented.</p> <p>Evidence 1.5.b: Statewide presentations explaining the CELP standards to local education agencies were held.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence 1.5.b #1: Connecticut Association of Boards of Education (CABE) Webinars (8/4/15, 8/25/15) <input type="checkbox"/> Evidence 1.5.b #2: Connecticut Teachers of English to Speakers of Other Languages (TESOL) Presentation (10/21/15) <input type="checkbox"/> Evidence 1.5.b #3: NETSTAT (11/13/15) <input type="checkbox"/> Evidence 1.5.b #4: Education Connection (11/16/15) <input type="checkbox"/> Evidence 1.5.b #5: Alternate Route to Certification for Teachers of English Language Learners (ARCTELL) presentation (11/30/15) <input type="checkbox"/> Evidence 1.5.b #6: Connecticut Technical High School System (CTHSS) presentations (2/8/16, 2/16/16) <input type="checkbox"/> Evidence 1.5.b #7: Bloomfield (5/25/17) 	<p>Because the State adopted their ELP standards prior to the passage of the ESSA, this critical element does not apply to the State’s ELP submission.</p> <p>However, the State did submit a good deal of evidence that documented the meaningful consultation of many stakeholder groups in the development and implementation of their ELP standards.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

	<p>Evidence 1.5.c: Statewide presentation materials were designed to support the various information sessions (7/30/15).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence 1.5.c #1: Handout A: Introduction to CELP Information Session <input type="checkbox"/> Evidence 1.5.c #2: Handout B: Grades 6-8 ELP Standards Sample <input type="checkbox"/> Evidence 1.5.c #3: Handout C: Grade 6 ELP Standard 1 w/ELA Correspondence Sample <input type="checkbox"/> Evidence 1.5.c #4: Handout D: Glossary of CELP Terminology <input type="checkbox"/> Evidence 1.5.c #5: Handout E: Linguistic Supports <input type="checkbox"/> Evidence 1.5.c #6: Handout F: Acronym Key <p>Evidence 1.5.d #1: Feedback Survey for stakeholders participating in information sessions on CELP Standards (8/4/15).</p> <p>Evidence 1.5.d #2: Stakeholder Feedback Digest is a collection of the feedback by September 15, 2015</p> <p>Evidence 1.5.d #3: An email was sent within the CSDE announcing the availability of the new CELP Standards draft and soliciting feedback on them (7/23/15).</p> <p>Evidence 1.5.e: Completed feedback forms from information sessions,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence 1.5.e #1: Area Cooperative Educational Services (ACES) ESL service providers (2/25/16). <input type="checkbox"/> Evidence 1.5.e #2: Ed Connection ESL service providers (3/8/16). 	
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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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

	<p><input type="checkbox"/> Evidence 1.5.e #3: Ed Connection general education providers (3/9/16).</p> <p><input type="checkbox"/> Evidence 1.5.e #4: ACES general education providers (3/24/16).</p> <p><input type="checkbox"/> Evidence 1.5.e #5: Capitol Region Education Council (CREC) ESL service providers (4/26/16).</p> <p>Evidence 1.5.f: Schedule of sessions for Training of Trainers in CELP Standards listed above. Several sign-in sheets from these session are provided below to demonstrate attendance.</p> <p><input type="checkbox"/> Evidence 1.5.f #1: ACES ESL service providers sign in (2/25/16).</p> <p><input type="checkbox"/> Evidence 1.5.f #2: Ed Connection ESL service providers sign in (3/8/16).</p> <p><input type="checkbox"/> Evidence 1.5.f #3: Ed Connection general education providers sign in (3/9/16).</p> <p><input type="checkbox"/> Evidence 1.5.f #4: ACES general education providers sign in (3/24/16).</p> <p>Evidence 1.5.g: ESSA Webinar announcement and link from the CSDE web site. ESSA Webinar (1.5.h) on Title III (11/15/16):</p> <p>Evidence 1.5.h: ESSA Webinar on Title III (11/15/16):</p> <p>Evidence 1.5.i:</p> <p><input type="checkbox"/> Evidence 1.5.i #1: Sessions were held in State Education Resource Centers, providing information on the new CELP Standards. This chart shows the regions of the state where they</p>	
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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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

	<p>were held and the contact person in that area (12/21/15).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence 1.5.i #2: An example of the email invitation sent (9/1/15). <input type="checkbox"/> Evidence 1.5.i #3: An email that includes a chart with the date, number of participants, location, and audience for the sessions held (6/16/16). <input type="checkbox"/> Evidence 1.5.i #4: An example of the presentation given to family and community members explaining the new CELP Standards (Spring 2016). <input type="checkbox"/> Evidence 1.5.i #5: This registration sheet is from a family information session held on 9/17/15. <p>Evidence 1.1.a #1: Handout 1 provided the names of all CELP Committee Members (6/3/15).</p> <p>Evidence 1.1.a #2: A detailed explanation of how the CELP Standards Committee Members were chosen.</p> <p>Evidence 1.1.b: The CSBE, Academic Standards and Assessment Committee meeting minutes (6/9/15).</p> <p>Evidence 1.1.e: Connecticut English Learners (EL) Webpage</p>	
<p>Section 1.5 Summary Statement</p>		
<p>X No additional evidence is required. The State adopted their ELP Standards prior to the passage of the ESSA, so this critical element does not apply.</p>		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State’s test design and test development process is well-suited for the content, is technically sound, aligns the assessments to <i>the depth and breadth of the State’s ELP standards</i>, and includes:</p> <ul style="list-style-type: none"> • 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 <i>the State’s ELP standards</i>, 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 <i>the State’s ELP standards</i> 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 	<p>DRC Specific Evidence:</p> <p>DRC Evidence 2.1.a: LAS Links Test Development Overview PowerPoint (11/2018). This brief presentation describes the full cycle of building an assessment, from the guiding documents to the final operational pool.</p> <p>DRC Evidence 2.1.b: This document presents the complete list of subskills and objectives within the LAS Links Framework, organized by language domains.</p> <p>DRC Evidence 2.1.c: The LAS Links Second Edition, Forms C and D Technical Manual, (DRC 2018, pp. 7-12 and pp. 17-20) provides evidence of the process of developing the second edition of LAS Links. The LAS Links assessment was developed to cover Teaching English to Speakers of Other Languages (TESOL) standards as well as the Common European Framework of Reference for Languages (CEFR; 2001), with an eye towards the Common Core State Standards (2010). Appendix A of the technical manual (pp. 102-105) presents brief resumes of the Advisory Panel for LAS Links development. The assessment was developed with the help and guidance of experts in the field of teaching and learning as it applies to English learners. LAS Links assesses the four primary domains of language acquisition: Listening, Speaking, Reading, and Writing as designed with the help of the advisory panel, educators, and content specialists. Scores for those four domains are generated along with composite scores as designed and approved by the advisory panel and that were psychometrically appropriate. The design, development, and implementation were guided by the standards used, guidance from the advisory committee,</p>	<p>The materials submitted provide evidence that the State’s test design and test development process is well-suited for the content, is technically acceptable, and generally covers the State’s ELP standards.</p> <p>The technical manual for LAS Links—the test used by the State—gives the intended purposes of the assessments and the intended interpretations and uses of results (Evidence 2.1.c, p. 4-6). However, it would be advisable for the State itself to clearly specify all purposes and uses of the test.</p> <p>The test is designed according to a clear framework (p. 7-16) and blueprints (p. 22-24). However, the number of subskills/objectives tested (p. 13-16) is in some cases quite large, whereas the total number of items in the test (p. 24) not quite as much. Thus, sub-skill coverage on the test may be limited or uneven, even with sub-skill quotas adhered to during form assembly (p. 30). This is made apparent in the analysis of the alignment of the test to the CELP standards (Evidence 3.1.a #1-12), which shows that coverage of these is uneven or non-existing (e.g., CELP Standard 5 requires research).</p> <p>A process for the development of the test is described (p. 25-31; also, Evidence 2.1.a), and the results from field testing appear to indicate that the resulting assessments are of good quality.</p> <p>The State might consider providing a crosswalk between LAS Links standards with the State’s ELP standards to convey that standards are similar and that the use of the LAS Links makes logical sense.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

<p>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 <i>entirely</i> administered through a portfolio.</p>	<p>content specialist’s knowledge, and best practices in test development and psychometrics.</p> <p>The assessment development process is fully explained in chapter II of the technical manual, and followed the best practices as set out in the Standards for Educational and Psychological Testing. This is summarized on page 26 of the manual. Universal design was a major component of the development process and is described on page 33; along with information on Content Bias and Sensitivity reviews.</p> <p>Appendix E of the technical manual shows the scoring tables (Raw Score, Scale Scores, and Standard Error of Measure) used for LAS Links forms C and D beginning on page 122. The sample characteristics for the LAS Links development are shown in chapter 3, section 3 and the item statistics (p-values) are shown in Appendix F beginning on page 196.</p> <p>DRC Evidence 2.1.d: Test Blueprints, which can also be found on page 24 of the technical manual, are in this separate attached document.</p> <p>DRC Evidence 2.1.e #1: LAS Links Advisory Board Members.</p> <p>DRC Evidence 2.1.e #2: This is the invitation for seats on the DRC Advisory Panel.</p>	
<p>Section 2.1 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> • Provide evidence of plans and timeline in relation to improving coverage of CELP standards in the assessments. • Provide a clear statement of how the State uses assessment results. • Provide a crosswalk between LAS Links standards with the State’s ELP standards to convey that standards are similar. 		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State uses reasonable and technically sound procedures to develop and select items to:</p> <ul style="list-style-type: none"> Assess student English language proficiency based on the <i>State's ELP standards</i> in terms of content and language processes. 	<p>DRC Specific Evidence:</p> <p>DRC Evidence 2.1.a: LAS Links Test Development Overview PowerPoint (11/2018). This brief presentation describes the full cycle of building an assessment, from the guiding documents to the final operational pool.</p> <p>DRC Evidence 2.1.c: The 2018 LAS Links Technical Manual Forms C and D provides a complete description of the item development beginning on page 25. Using the expertise of the advisory panel, educators, content specialists, administrators and editorial experts, detailed item specifications were developed and used to create the items found in the LAS Links assessment. These were transmitted to educators and item writers through training sessions. Lists of item considerations were developed for each of the four domains to inform the item writers, reviewers, and others involved in the items and test development process. All of these activities were done with a critical eye to the alignment to the standards.</p>	<p>The process for developing and selecting items is described (Evidence 2.1.c, p. 25-31; also, Evidence 2.1.a) and appears to be technically sound, although note previously mentioned concerns around adequacy of coverage.</p> <p>Also, the Technical Manual needs to go into more detail in a number of areas such as (1) the selection and training of items writers, (2) qualifications and experience of item writers, (3) instructions for item writers, (4) an item development plan, (5) specifications for selected-response and constructed-response items, and (6) detailed procedures to review and evaluate the quality of items before operational use (beyond the basic description of data, sensitivity/bias, and content reviews).</p> <p>The form assembly criteria (Evidence 2.1.c, p. 30) account for the things one would expect be accounted for.</p>
<p>Section 2.2 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> Provide greater details about the item development processes enumerated above. 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State implements policies and procedures for standardized test administration; specifically, the State:</p> <ul style="list-style-type: none"> • 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. 	<p>Connecticut Specific Evidence:</p> <p>Evidence 2.3.a: LAS Links Online DRC Insight: Connecticut Digital Library is a presentation of resources provided by DRC. These resources support access to information on administration, technology, and interpretation of LAS Links and subsequent data.</p> <p>Evidence 2.3.b: The following presentations are modules from the ELAC training sessions (11/27-11/30/18). These are all available on the Connecticut Digital Library.</p> <ul style="list-style-type: none"> • Evidence 2.3.b. #1: Overview. CSDE 2018-19 ELAC’s Workshop (11/27-11/30/2018). This workshop was presented to all ELACs in the state. It provided information about the assessment and the associated systems. Facilitators discussed participation policies, technical needs, test environment, appeals, and resources. • Evidence 2.3.b. #2: Navigating the INSIGHT Portal. CSDE 2018-19 ELAC’s Workshop (11/27-11/30/2018). This was a presentation on the Insight Portal, the place where all test management activities take place, such as adding rosters, creating sessions, and managing test tickets. • Evidence 2.3.b. #3: On Demand Reports and the CTB Online Reporting Tool. CSDE 2018-19 ELAC’s Workshop (11/27-11/30/2018). Section 3 of the ELAC workshop focuses on how to access and understand students’ scores on the LAS Links. 	<p>The State has provided a wealth of evidence with regard to policies and procedures for standardized test administration. A web portal containing resources (Evidence 2.3.a) is available to ELACs, and a newsletter called Student Assessment News is also circulated among testing coordinators and ELACs (e.g. Evidence 2.3.d, j, l). The LAS Links Online DRC Insight: Connecticut Digital Library (CT Evidence 2.3.a) provides links to a vast collection of DRC secure resources that thoroughly documents the State’s test administration policies, procedures, training, and technology requirements for standardized test administration. This includes links to administer the assessment with accommodations (State’s Online LAS Links Accommodation Guidelines 2018-19) on page 4 and opportunities for students to practice and become familiar with the online test format prior to testing on page 5.</p> <p>CT Evidence 2.3.b provides detailed information about various workshops to provide training to ELACs on participation policies, test environment, using and navigating the INSIGHT Portal to effectively manage the online administration of the assessment, such as scheduling test sessions. It also provides information on how to prepare students for the online administration of the test via practice tests and videos in English and Spanish (p. 60), including how to go about recording responses to the Speaking (p. 23) and Listening (p. 36) sections of the LAS Links assessment. CT Evidence 2.3.e and CT Evidence 2.3.f document ELAC training attendance (sign-in sheets) for all ELACs for the LAS Links administration trainings of 2017 and 2018. Evidence of a process to monitor the effectiveness of the training, such as follow-up activities before, during and after test administration to ensure</p>

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STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

	<ul style="list-style-type: none"> • Evidence 2.3.b. #4: Creating Student Groups. CSDE 2018-19 ELAC’s Workshop (11/27-11/30/2018). This brief section explains the benefits of creating student groups in Insight, which will limit the viewing of results to specific individuals, tie students to administrators, and lastly report students as they are associated with administrators. • Evidence 2.3.b #5: Student Status Dashboard and Test Session Summary Report Videos. These two videos explain in detail how to create and manage a test session. <p>Evidence 2.3.c: LAS Links Online: Technology Requirements for Student Secure Testing App v. 14.0 and Administrator Workstations details the various hardware and operating systems necessary for effectively running the programs.</p> <p>Evidence 2.3.d: Example of the Student Assessment News (SAN) for January 15, 2019. This document is the main communication tool to all District Test Coordinators and ELACs in Connecticut. The newsletter is sent out weekly during testing and less frequently outside the window. The newsletter is posted to the testing portal, as well as the CSDE website after it is sent to districts.</p> <p>Evidence 2.3.e: ELAC Training Attendance (12/2017) Sign-in sheets for all ELACs for the LAS Links administration training.</p> <p>Evidence 2.3.f: ELAC Training Attendance (11/2018) Sign-in sheets for all ELACs for the LAS Links administration training.</p> <p>Evidence 2.3.g #1: 2017-2018 Required English Language Proficiency Assessment memo (8/30/17). This</p>	<p>adherence to standardized procedures, especially administration with accommodations, would be desirable.</p> <p>Evidence is provided that information and procedures related to the use of computers in testing is provided to relevant staff (Evidence 2.3.a; c; h).</p> <p>CT Evidence 2.5.a presents a summary of backup and disaster recovery procedures. Regular backup of data, reports, files, and systems are employed, including weekly backups with incremental daily backups. Data is replicated between two data centers, so in the event of a disaster in which one of the facilities is lost, the other facility has the data required to recover and restore operations (p. 16). DRC Evidence 2.3.n lists phone logs summarizing the number and types of calls answered by the DRC Help Desk in Spring 2018.</p>
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STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

	<p>memo to ELACs informs them that the LAS Links ELP assessment for all identified students in Grades K-12 will be conducted online.</p> <p>Evidence 2.3.g #2: This memo, sent to all Connecticut Superintendents, outlines the new policies for ELs as referenced in the memo to ELACs dated August 30, 2017 (2.3.g. #1).</p> <p>Evidence 2.3.h: Online LAS Links Connecticut District Technology Contacts DRC Insight Technical Training (11/2/18). This Webinar provided directions and resources to district technology personnel in the necessary system requirements and the program installation for LAS Links online testing.</p> <p>Evidence 2.3.i: ELAC Contact List (10/25/18). This list is for our single-point-of contact emails for ELP assessment information, updates, and privileges within the CSDE LAS Links Online Portal. While this example is from the beginning of the 2018-19 school year, it is updated on a regular basis.</p> <p>Evidence 2.3.j: SAN November 2, 2018 announcing the upcoming information technology webinar on page 6 (see 2.3.c: LAS Links Online: Technology Requirements for Student Secure Testing App v. 14.0 and Administrator Workstations).</p> <p>Evidence 2.3.k: The CSDE held a meeting on April 4, 2018, to gather ELAC Feedback on LAS Links Online to develop recommendations for potential improvements for future administrations. Each piece of evidence pertaining to this meeting is presented separately.</p> <ul style="list-style-type: none"> • Evidence 2.3.k #1: Invitation memo to English learner colleagues from CSDE to attend the meeting (3/20/18). 	
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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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

	<ul style="list-style-type: none"> • Evidence 2.3.k #2: List of ELACs invited and their responses to the invitation to participate. • Evidence 2.3.k #3: Agenda for the meeting, held on April 4, 2018. • Evidence 2.3.k #4: This document contains the names of all those who participated, both in person and on the phone. It also includes notes detailing the valuable feedback from participants, categorized into areas such as communications, accommodations, and outplaced students. <p>Evidence 2.3.l: This edition of the SAN (11/27/18) announces the LAS Link ELAC Training. See page 6.</p> <p>Evidence 2.3.m: CSDE LAS Links Appeals Process is explained in detail in this memo dated 10/15/18.</p> <p>Evidence 1.1.e: Connecticut English Learners (EL) Webpage provides numerous resources to educators, administrators, and family members related to the CELP Standards, including K-12 progressions with proficiency descriptors by standards. This page also includes information about state ELP testing requirements, and a link to the Student Assessment Webpage.</p> <p>Evidence 1.3.c: CSDE Student Assessment Main Webpage provides a list of all state assessments and the corresponding testing dates, along with links to each web page allotted to each assessment.</p> <p>Evidence 1.3.d: CSDE English Language Proficiency Assessment – LAS Links Webpage. The CSDE will be using the LAS Links Assessment for the ELP Assessments for all students in Grades K-12 for the 2018, 2019, and 2020 test administrations.</p>	
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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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

	<p>Evidence 1.4.b: CSDE Online LAS Links Accommodation Guidelines (2018-19) is a PowerPoint presentation that reviews the PSIS updates to the system for collecting student data, as well as information on the various supports and accommodations available for students.</p> <p>Evidence 1.4.d: Examiner’s Guide LAS Links 2nd Edition Grades 4-5, Form D. Security warning page after title page.</p> <p>Evidence 1.4.i: English Learners and State Assessments: This brochure, also available in Arabic, Mandarin, Haitian Creole, Polish, Portuguese and Spanish provides information to parents, families, and community members about supports available specifically for ELs on Connecticut State Assessments.</p> <p>DRC Specific Evidence:</p> <p>DRC Evidence 2.3.n: Phone logs summarizing the number and types of calls answered by the DRC Help Desk (Spring 2018). The final page of the document provides a brief comparison of the calls received in 2017 and 2018.</p>	
<p>Section 2.3 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> ○ Provide evidence of a process to monitor the effectiveness of the training, such as follow-up activities before, during and after test administration to ensure adherence to standardized procedures, especially administration with accommodations. 		

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STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. Monitoring of test administration should be demonstrated for all assessments in the State system: the general ELP assessments and the AELPA.</p>	<p>Connecticut Specific Evidence: Evidence 2.4.a: Michael Sabados, CSDE Assessment Consultant, Notes LAS Links Observation Bridgeport, Connecticut 1/2018. Evidence 2.4.b: Connecticut Summative Assessment Monitoring Form – Spring 2019. Evidence 2.4.c: This PowerPoint lists the reasons for visits to various districts in the state (1/2018) with clear objectives for these observations. The final slide presents a brief summary of those observations.</p>	<p>The State provided direct evidence that monitoring the ELP assessment had occurred in the 2018 administration. A brief protocol form was provided as a review as well as an observational report of a single monitoring visit by one CDE staff member.</p> <p>The State did not provide evidence of a systematic plan for selecting schools for monitoring visits. In 2.4.c, it is noted that four observations were conducted which focused on K-2 classrooms.</p> <p>There is no evidence of a rationale or a system to monitor across all tested grades K-12, or how the State selects schools for observations.</p> <p>The provided monitoring protocol highlights “active monitoring” by proctors, but does not provide a description or rubric for the observer to note what this means.</p> <p>There was no evidence of guidance given to LEAs about conducting local monitoring of ELP test administrations.</p> <p>Staff believe that the State should provide additional evidence regarding the adequate monitoring of ELP test administration. Adequate monitoring could be demonstrated by evidence such as:</p> <ul style="list-style-type: none"> • a brief description of the overall State’s approach to monitoring ELP test administration (e.g., monitoring conducted by State staff, through regional centers, by districts with support from the State, or another approach); • existing written documentation of the State’s procedures for monitoring test administration across the State, including, for example, strategies for selection of districts and schools for monitoring, cycle for reaching schools and districts across the State, training on monitoring,

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STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

		observation forms, schedule for monitoring, monitors' roles, and the responsibilities of key personnel.
Section 2.4 Summary Statement		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> ○ the State should provide additional evidence regarding the adequate monitoring of ELP test administration. Adequate monitoring could be demonstrated by evidence such as: <ul style="list-style-type: none"> ○ a brief description of the overall State's approach to monitoring ELP test administration (e.g., monitoring conducted by State staff, through regional centers, by districts with support from the State, or another approach); ○ existing written documentation of the State's procedures for monitoring test administration across the State, including, for example, strategies for selection of districts and schools for monitoring, cycle for reaching schools and districts across the State, training on monitoring, observation forms, schedule for monitoring, monitors' roles, and the responsibilities of key personnel. 		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through:</p> <ul style="list-style-type: none"> 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. 	<p>Connecticut Specific Evidence:</p> <p>Evidence 2.5.a: LAS Links Testing Security Overview (1/21/19). The LAS Links Testing Security Overview is a comprehensive document that provides information on test security, including items such as: Security Standards and Certifications (pp. 4-6), Assessment Development and Production Security Measures (pp. 13-21), Scoring, Reporting, and Data Security Measures (pp. 21-23), and Security Requirements for Subcontractors and Vendors (pp. 23). This document represents DRC’s policies and procedures in place to protect the integrity and confidentiality of test materials, test-related data, and personally-identifiable information.</p> <p>Evidence 1.4.d: Examiner’s Guide LAS Links 2nd Edition Grades 4-5, Form D. Security warning page after title page.</p> <p>Evidence 2.3.a: LAS Links Online DRC Insight: Connecticut Digital Library is a presentation of resources provided by DRC that provides comprehensive guidance to ensure proper test preparation guidelines and administration procedures. These resources support access to information on administration, technology, and interpretation of LAS Links and subsequent data.</p> <p>Evidence 2.3.b. #1: Overview. CSDE 2018-19 ELAC’s Workshop (11/27-11/30/2018). This workshop was presented to all ELACs in the state. It provided information about the assessment and the associated systems. Facilitators discussed participation policies, technical needs, test environment, appeals, and resources.</p>	<p>Documents 2.5.a provides a detailed overview of steps taken to ensure the security of the test materials both during test development and test administration, and evidence is likewise provided (Evidence 2.3.b. #1; Evidence 2.3.h) that individuals delivering assessments are regularly trained.</p> <p>It appears that the test provider only has two forms, which are re-used from year to year, and that represents a risk to test security and integrity.</p> <p>State provides some evidence with respect to test security. This evidence includes test administrator training and an extensive description of security procedures and protocols. Nonetheless, peers could not find information about (1) periodic reports of irregularities and how State responds and tracks, (2) more explicit procedures concerning how State addresses security incidents in the context of English learners (e.g., reopen, restart, invalidate, etc.), and (3) how State communicates with schools and district concerning irregularities.</p> <p>Regarding the detection of test irregularities, document 2.5.a mentions the use of data forensics (p. 2, 8, 17). While it is true that some of these methods cannot be detailed if they are to maintain their usefulness, the absence of even a high-level overview of what these forensics are meant to detect makes it difficult to evaluate if these measures are adequate. The document also mentions the provision of Online Testing Status Reports which provides users “with tools to monitor and research unusual login patterns that occur during the administration of online assessments (p. 21).” At the least, some statement needs to be given indicating that users are trained in knowing what constitutes “unusual” patterns, and in knowing what to do to investigate the pattern subsequent to that.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

	<p>Evidence 2.3.c: LAS Links Online: Technology Requirements for Student Secure Testing App v. 14.0 and Administrator Workstations details the various hardware and operating systems necessary for effectively running the programs.</p> <p>Evidence 2.3.h: Online LAS Links Connecticut District Technology Contacts DRC Insight Technical Training (11/2/18). This Webinar provided directions and resources to district technology personnel in the necessary system requirements and the program installation for LAS Links online testing.</p> <p>Evidence 2.3.m: CSDE LAS Links Appeals Process is explained in detail in this memo dated 10/15/18.</p> <p>DRC Specific Evidence:</p> <p>DRC Evidence 2.5.b: User Roles and Permissions Matrix in INSIGHT portal.</p> <p>DRC Evidence 2.5.c: DRC and CSDE conduct weekly meetings that address test security issues as needed. As part of these meetings, incidents and irregularities are discussed and addressed.</p> <p>DRC Evidence 2.3.n: Phone logs summarizing the number and types of calls answered by the DRC Help Desk (Spring 2018). These include the use of the secure site.</p>	<p>CT Evidence 2.3.m provides evidence of a procedure to request resolution of incidents which impact an individual or group of students and may potentially affect performance on the test, test security, or test validity, including interruptions in testing such as a fire drill, incorrect directions shared, incorrect assessment or accommodations provided to the student.</p> <p>CT Evidence 2.3.b #1 (p. 7) provides the State’s Test Security Policy’s list of what constitutes a breach of test security and consequences for confirmed violations of test security. Specifically, any person found to have intentionally breached the security of the test system may be subject to sanctions including, but not limited to, disciplinary action by a local board of education, the revocation of Connecticut teaching certification by the State Board of Education.</p> <p>DRC and CSDE conduct weekly meetings via conference calls that address test security issues as needed (DRC Evidence 2.5.c). However, no details are provided as to detection of test irregularities, remediation following any test security incidents involving any of the State’s assessments, and/or investigation of alleged or factual test irregularities.</p>
<p>Section 2.5 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> ○ Provide a plan and timeline for producing additional forms. ○ Provide additional detail of how the State tracks, analyzes, reports, and communicates outcomes related to test irregularities in the context of ELP assessment and subsequent actions (e.g., reclassification). ○ Information related to the coverage of data forensics (Evidence 2.a, p. 2, 8, 17), so that the adequacy of these can be evaluated. 		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

- Information related to users' training in productive use of the Online Testing Status Reports (Evidence 2.5.a, p. 21).
- Documentation of how test irregularities are investigated, so that the adequacy of this can be evaluated.

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically:</p> <ul style="list-style-type: none"> • 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. 	<p>Connecticut Specific Evidence:</p> <p>Evidence 2.6.a: The CSDE Data Protection and Privacy FAQ.</p> <p>Evidence 2.6.b: CSDE Data Privacy and Security Webpage explains that the department treats data confidentiality and the privacy of student records very seriously and that the department complies with all federal laws including The Family Educational Rights and Privacy Act, state statutes, and guidelines to protect confidential data.</p> <p>Evidence 2.6.c: Bureau of Data Collection, Research, and Evaluation (BDCRE) Data Suppression Rules. This document explains how the CSDE has met the Federal rules, while still providing substantial information to the public.</p> <p>Evidence 2.6.d: The Connecticut Public School Information System 2017-18 Reference Guide. This guide explains data collection and state and federal statutes requiring that information (see p. 2, PSIS Overview).</p> <p>Evidence 2.6.e: Connecticut Public Act Number 16-189 that addresses student data privacy.</p> <p>Evidence 2.5.a: LAS Links Testing Security Overview (1/21/19). The LAS Links Testing Security Overview is a comprehensive document that provides information on test security, including items such as: Security Standards and Certifications (pp. 4-6), Assessment Development and Production Security Measures (pp. 13-21), Scoring, Reporting, and Data Security Measures (pp. 21-23), and</p>	<p>The State has policies and procedures in relation to data integrity (Evidence 2.6.a, b, c, d, e).</p> <p>Evidence 2.5.a enumerates the systems, policies and procedures for protecting the integrity of test-related data in test administration, scoring, and storage (p. 15-23).</p> <p>Student-level assessment data is protected via secure systems (Evidence 2.5.a) as well as guidelines for the use of systems and of data (Evidence 2.6.a, b, c, d, e).</p> <p>Personally identifiable information is omitted through various parts of the test administration process (Evidence 2.5.a, p. 19, 21-23), and there is a definition of the minimum number of students necessary to allow reporting of scores for student groups (Evidence 2.6.c).</p>

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STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

	Security Requirements for Subcontractors and Vendors (p. 23). This document represents DRC’s policies and procedures in place to protect the integrity and confidentiality of test materials, test-related data, and personally-identifiable information.	
Section 2.6 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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State has documented adequate overall validity evidence for its assessments consistent with nationally recognized professional and technical testing standards. The State’s validity evidence includes evidence that:</p> <p><i>The State’s ELP assessments</i> measure the knowledge and skills specified in the State’s ELP standards, including:</p> <ul style="list-style-type: none"> • Documentation of adequate alignment between the State’s ELP assessment and the ELP standards the assessment is designed to measure in terms of language knowledge and skills, 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 	<p>Connecticut Specific Evidence:</p> <p>Evidence 3.1.a: The Middlebury Study, commissioned by the CSDE, is explained in this executive summary. The study demonstrates the alignment of each grade level or grade band of the LAS Links forms C and D to the CELP standards.</p> <ul style="list-style-type: none"> • Evidence 3.1.a #1: CELP 1 to LAS Links C • Evidence 3.1.a #2: CELP 1 to LAS Links D • Evidence 3.1.a #3: CELP 2-3 to LAS Links C • Evidence 3.1.a #4: CELP 2-3 to LAS Links D • Evidence 3.1.a #5: CELP 4-5 to LAS Links C • Evidence 3.1.a #6: CELP 4-5 to LAS Links D • Evidence 3.1.a #7: CELP 6-8 to LAS Links C • Evidence 3.1.a #8: CELP 6-8 to LAS Links D • Evidence 3.1.a #9: CELP 9-12 to LAS Links C • Evidence 3.1.a #10: CELP 9-12 to LAS Links D • Evidence 3.1.a #11: CELP K to LAS Links C • Evidence 3.1.a #12: CELP K to LAS Links D <p>Evidence 3.1.b: DRC and CSBE Contract. See Amendment #2, Section K, subsection e, “DRC shall develop and then administer a new form aligned more closely to the Connecticut English Language Proficiency Standards (CELP) in 2019-20.” Multiple points in the amendment address the inclusion of educators, familiar with both the CELP Standards and second language acquisition, in the development and a solution for an alternate assessments (section g).</p>	<p>The alignment studies (Evidence 3.1.a #1-12) show that there is generally good coverage of the CELP standards, but breadth and depth of coverage needs improvement. There is thus reason for the State to pursue with the test developer the development of new forms more aligned to the CELP (Evidence 3.1.b). The research agenda agreed to with DRC (Evidence 3.1.c) does not adequately cover this.</p> <p>The State’s ELP standards (Evidence 1.1.h) and the alignment studies (Evidence 3.1.a #1-12) show that there is alignment between the State’s ELP standards and the language demands of the State’s academic content standards.</p> <p>As mentioned in Critical Element 2.1, the State might consider providing a crosswalk between LAS Links standards with the State’s ELP standards to convey that standards are similar and that the use of the LAS Links items makes logical sense.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

<p>determined in test design is appropriate for ELs who are students with the most significant cognitive disabilities.</p>	<p>Evidence 1.2.b: Proficiency Level Descriptors in English and Spanish.</p> <p>DRC Specific Evidence:</p> <p>DRC Evidence 3.1.c: As part of the ongoing research, DRC will work with our partner states to conduct analyses between state academic tests and LAS Links Domains. DRC will begin to recruit samples beginning spring 2019 with assessment during the 2019/2020 school year. The analyses and technical supplement will be completed by the end of 2020.</p> <p>DRC Evidence 3.1.d: The LAS Links Alignment to WIDA Standards, (Spring 2018, DRC) provides the latest evaluation of alignment of LAS Links to ELP standards. During the development of the LAS Links assessment, and subsequent research on alignment of LAS Links to other standards, it was determined that the 4 domains assessed by LAS Links and the items of the assessment align with TESOL and WIDA Standards. (p. 9, LAS Links Alignment to WIDA Standards, Spring 2018, DRC): The alignment to WIDA standard is very good and is summarized in the LAS Links Alignment to WIDA Standard report (Spring 2018, DRC).</p> <p>DRC Evidence 3.1.e: Alignment Study: LAS Links Forms C&D to ELPA21 Standards (2015), CTB demonstrates the alignment of LAS Links to the EPLA21 ELP Standards. The study matched each item on the LAS Links assessment to the ELPA21 standards. This study concluded that there was a strong alignment between the assessment and the ELPA21 standards.</p> <p>DRC Evidence 2.1.d: Test Blueprints, which can also be found on page 24 of the technical manual, are in this separate attached document.</p>	
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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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Section 3.1 Summary Statement		
X The following additional evidence is needed/provide brief rationale: <ul style="list-style-type: none">○ Provide evidence of plans and timeline in relation to improving coverage of CELP standards in the assessments.○ Provide a crosswalk between LAS Links standards with the State’s ELP standards to convey that standards are similar. Also requested in Critical Element 2.1.		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State has documented adequate validity evidence that its assessments tap <i>the intended language processes</i> appropriate for each grade level/grade-band as represented in the State’s ELP standards.</p>	<p>DRC Specific Evidence:</p> <p>DRC Evidence 3.2.a: In addition to the technical manual and alignment studies, an unpublished standard setting report (LAS Links Standard Setting; Technical Report) contains the training materials for the standard setting conducted on June 27-29, 2005.</p> <p>DRC Evidence 3.2.b: Another unpublished document, LAS Links Standard Setting: Section B, provides a detailed description of the standard setting methodology.</p> <p>DRC Evidence 2.1.c: The technical manual and the alignment of LAS Links to the TESOL, WIDA ELP (3.1.d), and ELPA21 (3.1.e) standards demonstrate the built-in content validity of the assessment. Page 95 of the manual summarizes the validity of the LAS Links assessment as it pertains to the content and linguistic validity built into the assessment.</p> <p>Chapter 6 (p. 61) of the technical manual provides an overview of the cut-score process, the four levels of proficiency for language acquisition reported, and the modified Bookmark procedure used to establish the cut scores for those proficiency levels on the second edition of LAS Links.</p> <p>DRC Evidence 3.1.c: DRC has developed a research agenda to update the technical underpinnings and provide additional validity evidence for LAS Links. One such area is validity of the assessment with regard to ELP standards. Beginning in 2019, additional alignment studies to other state ELP standards will be undertaken.</p>	<p>The language processes implied by the CELP are covered on the whole by the assessment, which was developed to cover a range of sub-skills (Evidence 2.1.c, p. 13-16).</p> <p>The Technical Manual (DRC Evidence 2.1.c) provides evidence of a framework of objectives/subskills organized by the four language domains (pp. 16-25) that support overall coverage of the language processes embodied in the CELP.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

	The first of which will be an alignment to the Texas ELP standards that will start in January 2019 and conclude with a report in late March of 2019.	
Section 3.2 Summary Statement		
X No additional evidence is required		

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STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s <i>ELP standards</i> on which the intended interpretations and uses of results are based.</p>	<p>DRC Specific Evidence:</p> <p>DRC Evidence 3.3.a: Item #3, Factor-Analytic-Subtest Structure Information. This document asserts that all four domains on the LAS Links share a common set of rigorous academic English requirements, and that there is minimal domain difference evident in the norming data.</p> <p>DRC Evidence 2.1.c: Chapter 2 of the technical manual presents information concerning the assembly of the LAS Links forms (pp. 30-31), and a detailed explanation of the quality control evidence (pp. 31-35).</p> <p>Chapter 6 of the technical manual provides information on the scores reported from the LAS Links assessment. The establishment of new cut scores is described beginning on page 61, which used a modified Bookmark procedure. In addition, these cut scores produced four levels of proficiency for the four primary assessed domains of Listening, Speaking, Reading, and Writing; as well as the composite scores of Oral, Comprehension, Literacy, Productive, and Overall performance. The creation of the various composite scores was developed with the guidance of the LAS Links Advisory Committee (Appendix A, p. 102) and input from other educators. The various combinations of the four assessed domains is shown in the technical manual (p. 68).</p> <p>In addition, the reported scores are linked back to the standards, providing evidence of validity for the use of those scores with respect to language acquisition (technical manual, p. 73). Chapter 7 of the technical manual evaluates the test from a statistical perspective.</p>	<p>The CELP identify 10 standards which reflect a functional and communicative approach to English language ability (Evidence 1.1.h, p. 7), rather than a skills-based approach, which is certainly to be lauded. The LAS Links test, for its part, has base scales based on the four skills approach (Evidence 2.1.c, ch. 6). While the test has taken the positive extra step of reporting composite scores (oral, comprehension, literacy, and productive), this falls short of the letter and spirit of the CELP standards, and limits the potential positive impact of the CELP standards on teaching and learning. The alignment work (Evidence 3.1.a, #1-12) represents a starting point that can be used to develop score reporting that is more in keeping with the State’s standards.</p> <p>State provides some evidence concerning the internal structure of the LAS Links assessment. This evidence includes a table of observed correlations between the reading, writing, listening, and speaking domains by grade span. While this evidence is supportive, it is likely incomplete. Peers acknowledge that State is developing a research agenda to address portions of this critical element; thus, peers invite State to incorporate analyses exploring the dimensionality of the LAS Links assessment in the research agenda.</p> <p>State provides a brief description of DIF analyses performed; however, the description is lacking details concerning the results of the studies (e.g., number of items flagged with C- or C+, process of subsequent investigation and review, number of items rejected, etc.). Peers would encourage State to provide further information concerning the absence of DIF in order to strengthen the claim concerning the validity of the internal structure.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

	<p>Reliability is an important piece of the validity, internal consistency for the LAS Links assessment and is typically well above the threshold of .80, with consistently low Standard Error of Measures. These statistical indices are found in appendix C of the technical manual beginning on page 110.</p> <p>Chapter 7 of the technical manual provides IRT based evidence of reliability through the display of Test Characteristic Curves (TCCs) and standard error of measurement curves for the assessed domains. These show how well the assessment performs and provides support for the use of the LAS Links scores for making decisions about a student’s language acquisition. The IRT information and these curves are found beginning on page 84 of the technical manual. Taken together the information provided in the technical manual supports the use of the assessment for evaluating the level of language acquisition of EL students.</p>	<p>State provides limited evidence with respect to the overall composite score except for a brief discussion of the calculation (i.e., it’s the mean scale score across the four domains) in Evidence 1.3.k. Peers would encourage State to further explain the rationale for calculating the overall composite score and provide empirical evidence supporting its utility regarding proficiency and exiting given the internal structure of the ELP assessment.</p>
<p>Section 3.3 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> ○ Provide a plan and timeline in relation to reporting scores according to the State’s ELP standards, as this should be the case and could have a positive impact on teaching and learning for ELs. ○ Provide evidence of some dimensionality analyses to uncover whether the assessment supports the reporting of scores into the intended reporting categories. ○ Provide information about the rationale for calculating the overall composite score and provide empirical evidence supporting its utility regarding proficiency and exiting given the internal structure of the ELP 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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State has documented adequate validity evidence that the State’s assessment scores are related as expected with other variables.</p>	<p>Connecticut Specific Evidence:</p> <p>Evidence 3.4.a: The tables provide the results for the 2017-18 school year where LAS Links Overall Proficiency results are correlated with Smarter Balanced ELA Performance Status by Grade. The evidence shows:</p> <ul style="list-style-type: none"> ○ Nearly all students who were not proficient on the LAS Links achieved performance levels of 1 or 2 on the Smarter Balanced ELA summative assessment. ○ The majority of students at every grade, who were proficient on the LAS Links achieved a performance level of 3 or 4 on the Smarter Balanced ELA summative assessment. <p>DRC Specific Evidence:</p> <p>DRC Evidence 3.1.c: As part of DRCs ongoing research, the relationship of LAS Links with state academic tests are expected to provide evidence of language acquisition in relationship to academic measures of reading, mathematics, language usage, and science. Beginning in 2019, DRC will work with the states to match student records containing the students’ scores on both the state academic tests and LAS Links. The primary goal of this research is to evaluate the relationship between the state’s academic test scores and LAS Links domain scores by grade level. Recruitment will begin immediately in the 2019-2020 school year. Data analysis and resultant technical supplement will occur by the end of 2020 calendar year.</p>	<p>Evidence 3.4.a shows that a significant proportion of students classified as proficient in ELA are classified as not proficient on the ELP test at the same grade level, which would indicate that the achievement standards on one or the other is incorrect.</p> <p>Peers recommend expanding the evidence to include other academic assessments (e.g., mathematics and science) and other methods of measuring the associations (e.g., observed correlations, box plots and empirical cumulative distribution functions showing the distribution of ELA scale scores by English language proficiency status, etc.) would strengthen the validity claim considerably.</p>
<p>Section 3.4 Summary Statement</p>		
<p>X The following additional evidence is needed/provide brief rationale:</p>		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

- Provide a plan and timeline to review and confirm the appropriateness of achievement standards on the State's tests, possibly including its ELA assessment.
- Provide additional measures of association to confirm observed results of the study submitted as Evidence 3.4.a

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State has documented adequate reliability evidence for its assessments for the following measures of reliability for the State’s student population overall and each student group consistent with nationally recognized professional and technical testing standards. If the State’s assessments are implemented in multiple States, measures of reliability for the assessment overall and each student group consistent with nationally recognized professional and technical testing standards, including:</p> <ul style="list-style-type: none"> • Test reliability of the State’s assessments estimated for its student population (<i>for ELP assessments, including any domain or component sub-tests, as applicable</i>); • 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 precise estimates of <i>an EL’s English proficiency</i>. 	<p>DRC Specific Evidence:</p> <p>DRC Evidence 2.1.c: The technical manual contains several chapters that document the scale development (chapter 4, pp. 46-52), scoring and reporting (chapter 6, pp. 61-76), and psychometric characteristics of LAS Links (chapter 7, pp. 77-95). Summarizing the information these chapters indicates that the assessment is reliable and that the scores are valid for evaluating student progress with respect to language acquisition. Appendix C, beginning on page 110 provides evidence of both the reliability and standard error of measurement associated with the four assessed domains. The tables in appendix C provide information on the conditional standard error of measure and show that Cronbach’s alpha is applied.</p> <p>DRC Evidence 3.1.c: As part of the ongoing research, DRC will begin updating reliability estimates for the operational forms of LAS Links using existing data from 2018-2019 school year with a technical supplement published by the end of 2019. This research will include form reliability, classification consistency for the assessed domains, as well as updated item statistics.</p>	<p>Test reliability estimates are provided in Evidence 2.1.c, p. 110-112, though it is unclear whether these are based on the State’s students or other states’ students.</p> <p>Overall and conditional standard error of measurement are provided in Evidence 2.1.c, p. 110-112, 122-134. One area of concern is the skill of Listening, where some proficiency levels only span 2 or 3 raw score points, and where the standard error of measurement is around 2 points. Thus, the probability of misclassification is relatively high. The culprit is a relatively short test—20-23 items—which, coupled with a completely multiple choice test, means that, taking guessing into account, there are only 12 to 15 items to divide between 5 proficiency levels. A somewhat longer Listening test is probably in order, and should be part of the State’s discussions with the test provider (Evidence 3.1.b).</p> <p>State recognizes the omission of estimates of classification consistency and accuracy; however, it does provide the conditional standard error of measurement at each test score (including the cut scores for each proficiency level). While informative and helpful with respect to understanding the precision at various scale scores (including cut scores), peers encourage State to empirically estimate classification consistency and accuracy for each proficiency level in each form and domain.</p> <p>Information regarding consistency and accuracy of classification is provided in Evidence 3.4.a. Taking it at face value, 20% of test takers were classified differently by the ELP and ELA assessments, so it wouldn’t be a bad idea to investigate whether the cut scores are optimally placed.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 4.1 Summary Statement		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> ○ Provide confirmation that reliability estimates are based on the State’s students; otherwise, provide the reliability estimates based on the State’s students. ○ Provide a plan and timeline to better measure the skill of listening, so as to reduce misclassification of learners. ○ Provide evidence of estimates of classification consistency and accuracy. 		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>For all State ELP assessments, assessments should be developed, to the extent practicable, using the principles of universal design for learning (UDL) (see definition²).</p> <p>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.</p>	<p>Connecticut Specific Evidence:</p> <p>Evidence 4.2.a: CSDE LAS Links policy regarding alternate mastery criteria (12/15/16) explains what ELACs need to do for those students who are dually identified and, because they cannot access the listening or speaking sections of the LAS Links are provided with a domain exemption.</p> <p>Evidence 4.2.b: LAS Links assessments are available in paper including standard format, large print, and braille. This memo attached is from the CSDE to all ELACs explaining how to return any of these paper versions of the assessment.</p> <p>Evidence 3.1.b: DRC and CSBE Contract. See Amendment #2, Section K, subsection e, “DRC shall develop and then administer a new form aligned more closely to the Connecticut English Language Proficiency Standards (CELP) in 2019-20.” Multiple points in the amendment address the inclusion of educators, familiar with both the CELP Standards and second language acquisition, in the development and a solution for an alternate assessments (section g).</p> <p>DRC Specific Evidence:</p> <p>DRC Evidence 4.2.c: LAS Links Online includes multiple, embedded tools described in the LAS Links Accessibility Guide. DRC’s online system allows the</p>	<p>The test appears to have been developed taking into account universal design principles (Evidence 2.1.c, Ch. 2), and a number of tools are included on the interface to assist test takers (Evidence 4.2.c). For students with disabilities, large print and Braille forms are available (Evidence 4.2.b), and there are policies for those students whose disabilities make it impossible for them to take certain sections of the test (Evidence 1.3.h; Evidence 4.2.a).</p> <p>State provides a description of bias and sensitivity review including general details concerning the review process, criteria, and areas of the ELP assessment which came under review. Peers would encourage State to provide additional materials including any documentation reflecting the training of reviewers, the qualifications of reviewers, a schedule of bias and sensitivity reviews, and the number of items reviewed, approved by reviewers, flagged for bias, and the number subsequently revised.</p> <p>State provides a brief description of DIF analyses performed; however, the description is lacking details concerning the results of the studies (e.g., number of items flagged with C- or C+, process of subsequent investigation and review, number of items rejected, etc.).</p> <p>Peers could not find direct evidence of data reviews except in the test development process diagram and occasional discussion of the use of statistical evidence (e.g., proportion correct, item to total correlations, etc.). Peers would encourage State to provide evidence of data reviews including the frequency of occurrence, qualifications of the</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

	<p>state to track which accommodations were provided to a specific student.</p> <p>Evidence 2.1.c: As part of the development process, LAS Links was developed using the best practices as set out in the Standards for Educational Psychological Assessment, the guidance of our Advisory Panel (see appendix A, p. 102), educator input, as well as content specialist expertise. Chapter 2 of the technical manual explains the process of using Universal Design, how items were reviewed and the procedures for content and bias review of the items. The development process (p. 26) demonstrates the care given to the development of LAS Links Second Edition.</p> <p>The review of items followed a procedure that involved the advisory committee and educators who reviewed the items using a set of guidelines against which items were evaluated for acceptable, in need of revision, or rejected. Page 34 of the technical manual provides a listing of the various criteria used to review the LAS Links items. Taken together with the measurement model great care was used in the design, development, and implementation of an assessment that would serve all EL students well and fairly measure their language acquisition.</p>	<p>reviewers, the number of items reviewed, specific details concerning review criteria and rules, and a summary of decisions.</p>
<p>Section 4.2 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> ○ Provide additional details of how the results of the DIF analysis support fairness and accessibility. ○ Provide evidence of data reviews including the frequency of occurrence, qualifications of the reviewers, the number of items reviewed, specific details concerning review criteria and rules, and a summary of decisions. ○ Provide additional materials including any documentation reflecting the training of reviewers, the qualifications of reviewers, a schedule of bias and sensitivity reviews, and the number of items reviewed, approved by reviewers, flagged for bias, and the number subsequently revised. 		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for <i>ELP assessments</i>, 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.</p>	<p>DRC Specific Evidence:</p> <p>DRC Evidence 2.1.c: As described in other sections, the technical manual provides evidence that the scores and performance levels reported on LAS Links are reliable, have low standard errors, and provide a valid assessment for determining a student’s progress and status with regard to language acquisition.</p> <ul style="list-style-type: none"> ○ Chapter 3 (p. 36) describes the field test data collection that yielded the data set used for the development of the assessment. ○ Chapter 4 (p. 46) describes the scale development and measurement model (3PL) used to analyze the item data and construct LAS Links forms C and D. ○ Chapter 6 (p. 61) provides an overview of the setting of performance standards and scale scores reported. ○ Chapter 7 (p. 77) provides a summary of the psychometric characteristics of the LAS Links Second Edition. ○ The various psychometric tables are provided in appendix C (p. 110), which contains all of the raw score statistics; appendix F (p. 196) item level statistics and item difficulty distribution, and appendix G (p. 204) inter-rater statistics for the scoring of constructed-response items. 	<p>The evidence submitted (Evidence 2.1.c, p. 122-134) shows that some performance levels are represented by 1 or 2 score points only, so the assessment is not adequately precise.</p> <p>See Critical Element 4.1.</p>
<p>Section 4.3 Summary Statement</p>		
<p><u>X</u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> ○ Provide a plan and a timeline to better measure the skill of listening (and, at some grade levels, writing), so as to improve reliability across the ability spectrum. 		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element 4.4 – Scoring

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State has established and documented standardized scoring procedures and protocols for its assessments (and <i>for ELP assessments, any applicable domain or component sub-tests</i>) that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State’s <i>ELP standards</i>.</p> <p><i>For ELP assessments</i>, 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</p>	<p>Connecticut Specific Evidence:</p> <p>Evidence 4.4.a: The document, LAS Links Scale Scores, Raw Scores and Reference Group Average, provides details on the domains assessed and the Language Content Strands within each domain. It explains how scores are compared to a fixed reference group index to allow for the interpretation of a student’s scores.</p> <p>Evidence 1.3.h: The December 6, 2018 memo titled, Dually Identified English Learner Procedures for the 2019 LAS Links, clearly states that students identified as ELs, whether with an IEP or 504 or not, in Grades K-12 are expected to participate in the Online LAS Links assessment. The state recognizes that a small group of dually identified students will not participate in the standard online LAS Links or the accommodated LAS Links. These are specifically those ELs who are also identified as a special education student with a significant cognitive disability (p. 2).</p> <p>Evidence 4.2.a: CSDE LAS Links policy regarding alternate mastery criteria (12/15/16) explains what ELACs need to do for those students who are dually identified and, because they cannot access the listening or speaking sections of the LAS Links are provided with a domain exemption.</p> <p>DRC Specific Evidence:</p>	<p>There are documented procedures, protocols and guides to ensure that scores are reliable (Evidence 2.1.c; Evidence 4.4.b) and to assist in valid score interpretations (Evidence 4.4.c), though it should be noted that results are not reported in terms of the State’s ELP standards.</p> <p>State provides some evidence describing how it will (1) assess English learners with disabilities in domains with and without appropriate accommodations and (2) determine proficiency when domain exemptions are present. State only discusses this in the context of the listening or speaking domains. It is not clear whether domain exemptions are available for other domains (e.g., reading and writing) or combinations of domains even though 34 § CFR 22.6(h)(4)(ii) allows exemptions for one or more domains. Moreover, it is not clear how State will determine proficiency when reading, writing, or more than one domain exemption is present.</p> <p>Chapter 5 of the Technical Manual DRC (Evidence 4.1.c, pp. 65-68) presents DRC’s recommended list of accommodations. No information is available regarding whether Connecticut has adopted this list or has superseded it with its own.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

	<p>DRC Evidence 4.4.b: This DRC Scorer Training Protocol explains in detail how all participants in the scoring process are recruited and retained.</p> <p>DRC Evidence 4.4.c: The LAS Links Interpretation Guide (2019) provides additional resources for using LAS Links with respect to scope and sequence of instructional content, as well as score report interpretations, beginning on page 20 of the guide. Specifically, page 16 of the guide depicts the assessment framework for LAS Links. Section 3 of the interpretation guide provides an overview (p. 20) of the score reports available and description of what the various parts of the report and how the reports may be used with respect to student language acquisition. Each state has their own list of accommodations and may supersede those recommended for LAS Links. Those recommended accommodations are described in the technical manual within chapter 5, beginning on page 56. These accommodations are based on the work done for TerraNova and DRCs custom state assessment programs. The list of accommodation was made with an eye towards not allowing accommodations that change the structure or context of the assessment, which would invalidate the use of the test results.</p> <p>DRC Evidence 2.1.c: LAS Links provides reliable and valid scores for the four primary domains as well as a large number of composite scores. The technical manual provides some guidance as to the use of the LAS Links scores in chapter 1 (p. 4) with regard to eligibility for instruction, planning instructional programs, and student growth.</p>	
<p>Section 4.4 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> ○ Provide a plan and a timeline in relation to reporting scores according to the State’s ELP standards, as this should be the case and could have a positive impact on teaching and learning for ELs. 		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

- Provide evidence of procedures, rules, and processes with respect to implementing reading, writing, or multiple domain exemptions and determining proficiency with remaining nonexempt domains.

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>If the State administers multiple forms of <i>ELP assessments</i> within or across grade-spans, ELP levels, or school years, the State ensures that all forms adequately represent the State’s <i>ELP standards</i> and yield consistent score interpretations such that the forms are comparable within and across settings.</p>	<p>Evidence 3.1.b: DRC and CSBE Contract. See Amendment #2, Section K, subsection e, “DRC shall develop and then administer a new form aligned more closely to the Connecticut English Language Proficiency Standards (CELP) in 2019-20.” Multiple points in the amendment address the inclusion of educators, familiar with both the CELP Standards and second language acquisition, in the development and a solution for an alternate assessments (section g).</p> <p>DRC Specific Evidence:</p> <p>DRC Evidence 2.1.c: All LAS Links forms (C and D) are equated using IRT methodology as described under the measurement model (chapter 4, p. 48) of the technical manual. DRC is beginning the development of a 3rd form of the LAS Links assessment, which will be equated to the two current forms using concurrent calibration and Stocking and Lord procedures. The timeline for completing work on the new form is fall of 2019, data collection permitting.</p>	<p>The documentation (Evidence 2.1.c) shows that forms C and D are built according to the same procedures, perform similarly, and report outcomes in ways that are comparable. However, it would be desirable to have more forms, as mentioned previously, and for each form to cover the construct better.</p> <p>Peers could not find evidence describing the results of the equating study or a summary of the accuracy of the equating function.</p>
<p>Section 4.5 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide the results of the equating study performed on Forms C and D. 		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>DRC Specific Evidence:</p> <p>DRC Evidence 3.1.c: DRC is aware of the need to conduct comparability studies and device comparisons. To date, most of the assessments administered have been online, with paper-based administrations used as an accommodation. However, as part of the research agenda, DRC will begin recruiting samples of students who will take the LAS links in both modes for research purposes. The goal of the research is to use a Latin squares design whereby students will take both the paper-based and online based LAS Links in a counter balanced design so that analyses may detect any difference in the mode of administration. Sample recruitment will determine whether the study will also accommodate the evaluation of device differences.</p>	<p>The evidence submitted (Evidence 3.1.c) recognizes that there is not enough evidence of the comparability of results obtained from online and paper delivered tests, and due notice is taken that this is now part of the research agenda agreed between the State and the assessment provider.</p> <p>State provides some evidence briefly describing the development of the Braille version of the ELP assessment; however, the evidence is not clear concerning whether the design and development of the Braille version supports comparability of results between the three versions (i.e., Braille, paper-based, and computer administered).</p> <p>Peers could not find evidence concerning the design and development of the paper-based version of the ELP assessment or whether the process supports the comparability of the versions.</p>
<p>Section 4.6 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> ○ Provide a summary of the development of the Braille form with respect to ensuring comparability. ○ Provide evidence of comparability of all three versions (paper-based and online administered) when the data becomes available. 		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State:</p> <ul style="list-style-type: none"> 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. 	<p>DRC Specific Evidence:</p> <p>DRC Evidence 4.7.a: DRC LAS Links Meeting Notes shows that staff at DRC met with Psychometrician, Tim Vansickle, to discuss and approve the upcoming research (1/23/19).</p> <p>DRC Evidence 3.1.c: DRC is aware of the need to continuously monitor and maintain the LAS Links assessment. To facilitate monitoring and improving the assessment, a research agenda was developed and approved to support the peer review process for those states that use the LAS Links as a summative ELP assessment. The LAS Links Advisory Board convened in 2018 and determined that they will provide input and guidance to the research agenda moving forward.</p> <ul style="list-style-type: none"> DRC will work with our partner states to conduct analyses between state academic tests and LAS Links Domains. The relationship of LAS Links with state academic tests is expected to provide evidence of language acquisition in relationship to academic measures of reading, mathematics, language usage, and science. Beginning in 2019, DRC will work with the states to match student records containing the students’ scores on both the state academic tests and LAS Links. The primary goal of this research is to evaluate the relationship between the state’s academic test scores and LAS Links domain scores by grade level. DRC will begin to recruit samples beginning spring 2019 with assessment during the 2019/2020 school year, with completion by 2020. 	<p>State provides some evidence of efforts to improve the quality of the ELP assessment. This evidence includes (1) technical manual for the ELP assessment, (2) future research agenda (containing brief proposals for future studies pertaining to alignment, validity, technical quality of the ELP assessment and items, and comparability), (3) meeting notes between State and vendor concerning approval of research agenda, and (4) alignment studies to CELP, WIDA, and ELPA21.</p> <p>The evidence submitted (Evidence 3.1.c) recognizes that there is a need for continuous monitoring, maintaining, and improving of the assessment system, and that there are plans in place to address these. However, peers would encourage State to develop a plan to monitor and improve the technical quality of the ELP assessment. This should include (but is not limited to) clear monitoring and evaluation criteria, intentional and periodic internal and external review, analyses of technical quality, public release of technical reports, the schedule of presentations to stakeholders, and documentation of feedback.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

	<ul style="list-style-type: none"> • DRC will update the technical underpinnings and provide additional validity evidence for LAS Links. One such area is validity of the assessment with regard to ELP standards. Beginning in 2019, additional alignment studies to other state ELP standards will be undertaken. The first of which will be an alignment to the Texas ELP standards that will start in January 2019 and conclude with a report in late March of 2019. • DRC will begin updating reliability estimates for the operational forms of LAS Links using existing data from 2018-2019 school year with a technical supplement published by the end of 2019. This research will include form reliability, classification consistency for the assessed domains, as well as updated item statistics. • DRC is aware of the need to conduct comparability studies and device comparisons. To date, most of the assessments administered have been online, with paper-based administrations used as an accommodation. DRC will begin recruiting samples of students who will take the LAS links in both modes for research purposes. The goal of the research is to use a Latin squares design whereby students will take both the paper-based and online based LAS Links in a counter balanced design so that analyses may detect any difference in the mode of administration. Sample recruitment will determine whether the study will also accommodate the evaluation of device differences. 	
<p>Section 4.7 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> ○ Evidence of a system for continuous monitoring, maintaining and improving the quality of 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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

- Information regarding where the public might find information about the technical quality of the assessments used, including on the State's website.

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State has in place procedures to ensure the inclusion of all public elementary and secondary school students⁴ with disabilities in the State’s assessment system. Decisions about how to assess students with disabilities must be made by a student’s IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student’s individual abilities and needs.</p> <ul style="list-style-type: none"> • 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). 	<p>Connecticut Specific Evidence:</p> <p>Evidence 1.3.e: The US Department of Education, Office of English Language Acquisition (OELA) English Learner Tool Kit Updated with ESSA references. OELA’s EL Tool Kit was published in 2015 as a companion to support the 2015 Dear Colleague Letter (DCL) produced by the Department of Education, Office for Civil Rights, and the Department of Justice, outlining legal obligations for ELs. The English Learner Tool Kit is designed to help states and schools in meeting their legal obligations to ELs and in providing all ELs with the support needed to attain English language proficiency while meeting college – and career readiness standards. Chapter 7 addresses the rules concerning testing.</p> <p>Evidence 1.3.h: The December 6, 2018 memo titled, Dually Identified English Learner Procedures for the 2019 LAS Links, clearly states that students identified as ELs, whether with an IEP or 504 or not, in Grades K-12 are expected to participate in the online LAS Links assessment. The state recognizes that a small group of dually identified students will not participate in the standard online LAS Links or the accommodated LAS Links. These are specifically those ELs who are also identified as a special education student with a significant cognitive disability (p. 2).</p> <p>Evidence 1.3.i: 2017-18 LAS Links Assessing English Learners, and English Learners with Disabilities memo</p>	<p>Accommodation process and policies for ELs with disabilities, with the exception of students with significant cognitive disabilities, are described in CT Evidence 1.4.a and 1.4.d.</p> <p>CT Evidence 4.2.b and DRC Evidence 5.1.a provide information on the availability in paper of standard, large print and Braille formats of the assessment and how to order these resources.</p> <p>State provides some evidence describing how it will assess English learners with disabilities in domains with and without appropriate accommodations. State only discusses this in the context of the listening or speaking domains. It is not clear whether domain exemptions are available for other domains (e.g., reading and writing) or combinations of domains even though 34 § CFR 22.6(h)(4)(ii) allows exemptions for one or more domains.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>dated 12/20/17. This memo explains the information required for students who are identified as an EL and who have a disability defined in an IEP or Section 504 Plan. Supports described on pages 8 and 9 of the IEP or within the Section 504 Plan should be provided when assessing with LAS Links. Some disabilities prohibit student’s access to subtests of the LAS Links and these domain exemptions are described.</p> <p>Evidence 1.3.j: Connecticut IEP Manual and Forms, updated July 2018. Page 20 of the manual explains that for students who are also ELs, the English Language Proficiency Assessment is required annually in Grades K-12 until they are exited from EL status.</p> <p>Evidence 1.3.k: Connecticut English Learner Exit Criteria Grades K-12 (5/22/14). In order for students to exit either the Bilingual Education and/or ESL Program and no longer receive English language acquisition support, the student must reach the state mandated exit requirements as described in this document.</p> <p>Evidence 1.4.a: The CSDE LAS Links Accommodations Training Webinar (2016-17) reviews the accommodations process for dually identified students who are taking the LAS Links.</p> <p>Evidence 1.4.b: CSDE Online LAS Links Accommodation Guidelines (2018-19) is a PowerPoint presentation that reviews the PSIS updates to the system for collecting student data, as well as information on the various supports and accommodations available for students.</p> <p>Evidence 1.4.c: CSDE Assessment Guidelines for Administering Smarter Balanced Assessments, CTAA,</p>	

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>Connecticut SAT School Day, and Connecticut Standard Science Assessments 2018-19, Sections I and II.</p> <p>Evidence 1.4.d: Examiner’s Guide LAS Links 2nd Edition Grades 4-5, Form D. Table 2: Accommodations-Classification Framework, page 10.</p> <p>Evidence 1.4.e: The Learner Characteristics Inventory (LCI) will be used by Connecticut Teachers Administering the Alternate (TEA) to describe the population of students who are assessed with the Connecticut Alternate Assessment (CTAA) and the Connecticut Alternate Science (CTAS). The LCI is required to support the determination of the appropriate assessment at the Planning and Placement Team (PPT) and must be submitted in the Data Entry Interface (DEI) in order to register a student for participation in either Alternate Assessment (CTAA and CTAS).</p> <p>Evidence 1.4.h: All ELACs received this memo with information on supporting ELs during the 2018-19 school year (10/4/18). It includes links to sign up for the Connecticut Student Assessment News, provides the assessment dates for the school year, and informs ELACs of upcoming LAS Links trainings.</p> <p>Evidence 3.1.b: DRC and CSBE Contract. See Amendment #2, Section K, subsection e “DRC shall develop and then administer a new form aligned more closely to the Connecticut English Language Proficiency Standards (CELP) in 2019-20.” Multiple points in the amendment address the inclusion of educators in the development and a solution for an alternate assessments (section g).</p> <p>Evidence 4.2.a: CSDE LAS Links policy regarding alternate mastery criteria (12/15/16) explains what</p>	

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>ELACs need to do for those students who are dually identified and cannot access the listening or speaking sections of the LAS Links.</p> <p>Evidence 4.2.b: LAS Links assessments are available in paper including standard format, large print, and braille. This memo attached is from the CSDE to all ELACs explaining how to return any of these paper versions of the assessment.</p> <p>DRC Specific Evidence:</p> <p>DRC Evidence 5.1.a: LAS Links Paper Materials Order Form includes options for standard format, large print, and braille.</p> <p>DRC Evidence 4.2.c: LAS Links Online includes multiple, embedded tools described in the LAS Links Accessibility Guide. DRC’s online system allows the state to track which accommodations were provided to a specific student.</p>	
<p>Section 5.1 Summary Statement</p>		
<p><u> X </u> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> ○ Refer to evidence required under Critical Elements 1.3 and 4.4. 		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<ul style="list-style-type: none"> Note: This critical element does not apply to ELP assessments, as the requirements only apply to the inclusion of ELs in <u>academic assessments</u>. 		
Section 5.2 Summary Statement		
<ul style="list-style-type: none"> N/A 		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element 5.3 – Accommodations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and ELs, including ELs with disabilities. Specifically, the State:</p> <ul style="list-style-type: none"> • 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 that the State “has determined that the accommodations it provides (i) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations” • Ensures that accommodations for all 	<p>Connecticut Specific Evidence:</p> <p>Evidence 5.3.a: Connecticut State Plan under Every Student Succeeds Act (ESSA). Pages 12-15 address English language proficiency and includes evidence for academic ELP assessment.</p> <p>Evidence 5.3.b: For students who are ELs taking the SAT, the list provided includes all dictionaries/glossaries approved by the College Board.</p> <p>Evidence 1.3.h: The December 6, 2018 memo titled, Dually Identified English Learner Procedures for the 2019 LAS Links, clearly states that students identified as ELs, whether with an IEP or 504 or not, in Grades K-12 are expected to participate in the Online LAS Links assessment. The state recognizes that a small group of dually identified students will not participate in the standard online LAS Links or the accommodated LAS Links. These are specifically those ELs who are also identified as a special education student with a significant cognitive disability (p. 2).</p> <p>Evidence 1.4.b: CSDE Online LAS Links Accommodation Guidelines (2018-19) is a presentation that provides guidelines for inputting accommodations for dually identified students on the ELP assessment and includes detailed information on state guidance for procedures for including students with disabilities. The PowerPoint also addresses the CSDE test security policy, and informs ELACs on maintaining a secure test environment, determining inappropriate test practices, and creating appeals using the new procedures.</p>	<p>The State makes available appropriate accommodations for ELs (Evidence 4.2.c; Evidence 5.1.a).</p> <p>The submission implies but does not make clear that the State has determined the appropriateness and effectiveness of accommodations. No evidence is provided that reports on a validity study that would help support that the State “has determined that the accommodations it provides (i) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations”</p> <p>There is a process (Evidence 1.3.i) to allow exceptional requests for accommodations beyond those routinely allowed. CT Evidence 1.3.h and CT Evidence 4.2.a are State policies regarding participation of dually identified English learner procedures and alternate mastery criteria for those students who cannot access the listening or speaking sections of the LAS Links. CT Evidence 4.2.b and DRC Evidence 5.1.a provide information on the availability in paper of standard, large print and Braille formats of the assessment and how to order these resources.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>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.</p>	<p>Evidence 1.4.c: CSDE Assessment Guidelines for Administering Smarter Balanced Assessments, CTAA, Connecticut SAT School Day, and Connecticut Standard Science Assessments 2018-19, Sections I and II. This includes a section on non-embedded designated supports for ELs. Included in this is the Bilingual Dictionary allowed on the NGSS Assessments only. A bilingual/dual language word-to-word dictionary may be an appropriate language support for students whose primary language is not English and who use dual language supports in the classroom. Students participate in the assessment regardless of their English language proficiency. The use of this support may result in the student needing additional overall time to complete the assessment.</p> <p>Evidence 4.2.a: CSDE LAS Links policy regarding alternate mastery criteria (12/15/16) explains what ELACs need to do for those students who are dually identified and cannot access the listening or speaking sections of the LAS Links.</p> <p>DRC Specific Evidence:</p> <p>DRC Evidence 4.2.c: LAS Links Online includes multiple, embedded tools described in the LAS Links Accessibility Guide.</p> <p>DRC Evidence 5.1.a: LAS Links assessments are available in paper including standard format, large print, and Braille. This is form for ordering those printed materials.</p>	
<p>Section 5.3 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> ○ Provide evidence that the accommodations do not affect the construct being assessed or the interpretations of outcomes. 		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are:</p> <ul style="list-style-type: none"> • 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. 	<p>Connecticut Specific Evidence:</p> <p>Evidence 1.4.a: The CSDE LAS Links Accommodations Training Webinar (2016-17) reviews the accommodations process for dually identified students who are taking the LAS Links.</p> <p>Evidence 1.4.b: CSDE Online LAS Links Accommodation Guidelines (2018-19) is a presentation that provides guidelines for inputting accommodations for dually identified students on the ELP assessment and includes detailed information on state guidance for procedures for including students with disabilities. The PowerPoint also addresses the CSDE test security policy, and informs ELACs on maintaining a secure test environment, determining inappropriate test practices, and creating appeals using the new procedures.</p> <p>Evidence 1.4.d: Examiner’s Guide LAS Links 2nd Edition Grades 4-5, Form D. Table 2: Accommodations-Classification Framework, page 10.</p> <p>Evidence 2.3.a: LAS Links Online DRC Insight: Connecticut Digital Library is a presentation of resources provided by DRC. These resources support access to information on administration, technology, and interpretation of LAS Links and subsequent data.</p> <p>Evidence 2.3.b: The following presentations are modules from the ELAC training sessions (11/27-11/30/18). These are all available on the Connecticut Digital Library.</p> <ul style="list-style-type: none"> • Evidence 2.3.b #1: Overview. CSDE 2018-19 ELAC’s Workshop (11/27-11/30/2018). This workshop was presented to all ELACs in the 	<p>Evidence 2.4.b indicates that all the points under Critical Element 5.4 are being monitored, however, more evidence is needed regarding (1) training for monitors, (2) frequency of monitoring visits, (3) selection of sites, (4) how State uses the observation form and the tools embedded in the online system to keep track of accommodations provided, (5) information and technical assistance given to sites during monitoring visits, (6) monitoring protocols State uses during visits, (7) a summary of results from the most recent year of monitoring, and (8) a process for the use of monitoring results to improve implementation.</p> <p>Additional evidence is needed regarding monitoring of a student’s eligibility to receive accommodations if the student has an IEP or Section 504 plan in place that specifies which testing program the student participates in, the content areas that are appropriate for the student, and the testing accommodations that must be used. Monitoring is also needed to ensure “that the student is currently using the specified testing accommodations in classroom instruction.”</p> <p>CT Evidence 2.3.b provides evidence of modules from the November 2018 training sessions designed to ensure that administration of the LAS Links is performed with fidelity to test administration procedures.</p> <p>The State did not provide evidence of a process to evaluate the effectiveness of the training for monitoring test administration for special student populations, such as follow-up activities before, during and after test administration to improve adherence to standardized procedures, especially administration with accommodations.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>state. It provided information about the assessment and the associated systems. Facilitators discussed participation policies, technical needs, test environment, appeals, and resources.</p> <ul style="list-style-type: none"> • Evidence 2.3.b. #2: Navigating the INSIGHT Portal. CSDE 2018-19 ELAC’s Workshop (11/27-11/30/2018). This was a presentation on the Insight Portal, the place where all test management activities take place, such as adding rosters, creating sessions, and managing test tickets. <p>Evidence 2.3.m: CSDE LAS Links Appeals Process is explained in detail in this memo dated 10/15/18.</p> <p>Evidence 2.4.b: Connecticut Summative Assessment Monitoring Form – Spring 2019. This observation form provides an opportunity for CSDE staff to document observations of test administrations for general education students, students with disabilities with an Individualized Education Program or Section 504 Plan, and students identified as ELs.</p> <p>DRC Specific Evidence:</p> <p>DRC Evidence 4.2.c: LAS Links Online includes multiple, embedded tools described in the LAS Links Accessibility Guide. DRC’s online system allows the state to track which accommodations were provided to a specific student.</p>	
Section 5.4 Summary Statement		
<input checked="" type="checkbox"/> 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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<ul style="list-style-type: none"> ○ Evidence is needed regarding (1) training for monitors, (2) frequency of monitoring visits, (3) selection of sites, (4) how State uses the observation form and the tools embedded in the online system to track accommodations provided, (5) information and technical assistance given to sites during monitoring visits, (6) monitoring protocols State uses during visits, (7) a summary of results from the most recent year of monitoring, and (8) a process for the use of monitoring results to improve implementation. ○ Evidence Of monitoring to ensure “that the student is currently using the IEP- or 504-specified testing accommodations in classroom instruction.” ○ Provide evidence of a process to evaluate the effectiveness of the training for monitoring test administration for special student 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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>For ELP standards:</p> <ul style="list-style-type: none"> 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. 	<p>DRC Specific Evidence:</p> <p>DRC Evidence 2.1.c: The LAS Links Second Edition, Forms C and D Technical Manual, Appendix A of the technical manual (pp. 102-105) presents brief resumes of the Advisory Panel for LAS Links development. The assessment was developed with the help and guidance of experts in the field of teaching and learning as it applies to English learners. LAS Links assesses the four primary domains of language acquisition: Listening, Speaking, Reading, and Writing as designed with the help of the advisory panel, educators, and content specialists. Scores for those four domains are generated along with composite scores as designed and approved by the advisory panel and that were psychometrically appropriate. The design, development, and implementation were guided by the standards used, guidance from the advisory committee, content specialist’s knowledge, and best practices in test development and psychometrics.</p> <p>The assessment development process is fully explained in chapter 2 of the technical manual, and followed the best practices as set out in the Standards for Educational and Psychological Testing. This is summarized on page 26 of the manual. Universal design was a major component of the development process and is described on page 33; along with information on Content Bias and Sensitivity reviews.</p> <p>Appendix D, beginning on page 116 in the technical manual, defines each proficiency level and continues with a table of proficiency level descriptors by grade band, beginning in kindergarten.</p>	<p>It is implied that the State has adopted the ELP achievement standards for different proficiency levels of ELs in Evidence 2.1.c, but there is no evidence that they have been formally adopted by the appropriate State authority. Moreover, there appears to be evidence that the achievement standards may not be appropriate (see Critical Element 3.4).</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	Appendix E of the technical manual shows the scoring tables (Raw Score, Scale Scores, and Standard Error of Measure) used for LAS Links forms C and D beginning on page 122. The sample characteristics for the LAS Links development are shown in chapter 3, section 3 and the item statistics (p-values) are shown in Appendix F beginning on page 196.	
Section 6.1 Summary Statement		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> ○ Evidence that the achievement standards provided by DRC have been formally adopted by the appropriate State authority. ○ Provide evidence that the achievement standards are based on the State’s ELP standards. See Critical Element 6.2. 		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting:</p> <ul style="list-style-type: none"> • <i>ELP achievement standards and, as applicable, alternate ELP achievement standards</i>, such that: <ul style="list-style-type: none"> ○ Cut scores are developed for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported. 	<p>DRC Specific Evidence:</p> <p>DRC Evidence 2.1.c: Chapter 6 (p. 61) of the technical manual provides an overview of the cut-score process, the four levels of proficiency for language acquisition reported, and the modified Bookmark procedure used to establish the cut scores for those proficiency levels on the second edition of LAS Links.</p> <p>DRC Evidence 3.1.c: DRC has developed a research agenda to update the technical underpinnings and provide additional validity evidence for LAS Links.</p> <p>DRC Evidence 3.2.a: An unpublished standard setting report, the LAS Links Standard Setting; Technical Report, contains the training materials for the standard setting conducted on June 27-29, 2005.</p> <p>DRC Evidence 3.2.b: Another unpublished document, the LAS Links Standard Setting: Section B, provides a detailed description of the standard setting methodology, the Bookmark Standard Setting Procedure.</p>	<p>If the original standard-setting exercise for the assessment was based on other standards than what the State has at present—and we expect that they were because the CCSSO standards had not yet been developed in 2005—then we would expect a new round of standard-setting based on the current standards.</p> <p>The standard setting method used (Evidence 2.1.c; Evidence 3.2.a, b) was technically sound. However, on p. 65 of Evidence 2.1.c it said that “the committee found that participants’ recommended adjustments to the cut scores [from Forms A/B to C/D] were generally minor: participants’ recommended adjustments were typically well below one standard error of measurement (SEM) in magnitude.” However, given that one SEM represents 34 percent of the population, quite substantial in magnitude, more information needs to be provided about how minor the changes actually were.</p>
<p>Section 6.2 Summary Statement</p>		
<p><u> </u>X_ The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> ○ Provide evidence of achievement standards arrived at via standard-setting based on the State’s standards. ○ Provide more information about the cut score adjustments applied when LAS Links moved from Forms A/B to Forms C/D, including SEM information, so that the appropriateness of these changes can be better evaluated. 		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

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
<p>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.</p> <p>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.</p>	<p>Connecticut Specific Evidence:</p> <p>Evidence 6.3.a: EdSight is the CSDE’s data portal that provides detailed information about schools and districts and offers key performance measure that make up Connecticut’s Next Generation Accountability System. This submitted document is a report of the LAS Links achievement for all ELs in the state in each grade by subtest. It delineates the number and percentage of those ELs scoring at or above proficient in each subtest and overall.</p> <p>Evidence 6.3.b: This document explains the calculations and terminology for the LAS Links reports available in EdSight.</p> <p>Evidence 6.3.c: This is a screenshot from EdSight Secure where districts can view student-level data for each LAS Links performance level.</p> <p>Evidence 6.3.d: This is a screenshot from EdSight Secure where districts can chart student-level data for those achieving Mastery status, the exit criteria for ELs by various identifiers such as grade.</p> <p>Evidence 1.1.h: Approved copy of the CELP Standards (10/7/15). Page 2 of this document explains that the alignment of the ELP performance-level descriptors with the state’s ELP standards.</p> <p>Evidence 1.2.a: CELP Standards Correspondence to Content Standards and Practices (10/7/15). This portion of the CELP Standards document (pp. 67-248) addresses each grade level and CELP standard separately, and the five proficiency levels within the document illustrate</p>	<p>As previously mentioned, scores are reported in skills-based terms (Evidence 2.1.c) rather than according to the communicative-functional approach taken by the State’s ELP standards (Evidence 1.1.h).</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>what a student who is an EL can do at the end of each of those five levels (pp. 74 – 248).</p> <p>DRC Specific Evidence:</p> <p>DRC Evidence 2.1.c: The LAS Links Second Edition, Forms C and D Technical Manual, Appendix A of the technical manual (pp. 102-105) presents brief resumes of the Advisory Panel for LAS Links development. The assessment was developed with the help and guidance of experts in the field of teaching and learning as it applies to English learners. LAS Links assesses the four primary domains of language acquisition: Listening, Speaking, Reading, and Writing as designed with the help of the advisory panel, educators, and content specialists. Scores for those four domains are generated along with composite scores as designed and approved by the advisory panel and that were psychometrically appropriate. The design, development, and implementation were guided by the standards used, guidance from the advisory committee, content specialist’s knowledge, and best practices in test development and psychometrics.</p> <p>The assessment development process is fully explained in chapter II of the technical manual, and followed the best practices as set out in the Standards for Educational and Psychological Testing. This is summarized on page 26 of the manual. Universal design was a major component of the development process and is described on page 33 along with information on Content Bias and Sensitivity reviews.</p> <p>Appendix D, beginning on page 116 in the technical manual, defines each proficiency level and continues with a table of proficiency level descriptors by grade band, beginning in kindergarten.</p>	

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>Appendix E of the technical manual shows the scoring tables (Raw Score, Scale Scores, and Standard Error of Measure) used for LAS Links forms C and D beginning on page 122. The sample characteristics for the LAS Links development are shown in chapter 3, section 3 and the item statistics (p-values) are shown in Appendix F beginning on page 196.</p>	
<p>Section 6.3 Summary Statement</p>		
<p><input checked="" type="checkbox"/> The following additional evidence is needed/provide brief rationale:</p> <ul style="list-style-type: none"> ○ Provide a plan and a timeline to provide evidence that the ELP assessment results are expressed in terms that are clearly aligned with the State’s ELP standards, and its ELP performance-level descriptors. 		

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element 6.4 – Reporting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<p>The State reports its assessment results for all students assessed, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public.</p> <p>The State reports to the public its assessment results on <i>English language proficiency for all ELs including the number and percentage of ELs attaining ELP</i>.</p> <p>For the <i>ELP assessment</i>, the State provides coherent and timely information about each student’s attainment of the State’s ELP standards to parents that:</p> <ul style="list-style-type: none"> • Reports the <i>ELs’ English proficiency</i> 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; 	<p>Connecticut Specific Evidence:</p> <p>Evidence 6.4.a: CSDE LAS Links Growth Report (11/2017). This paper describes the development of the CT Growth Model for ELP Assessment for students in Grades 1-12.</p> <p>Evidence 6.4.b #1: EdSight LAS Links Achievement Webpage. EdSight is the CSDE’s data portal that provides detailed information about schools and districts and offers information on key performance measures that make up Connecticut’s Next Generation Accountability System. A variety of reports are available on EdSight. They include:</p> <ul style="list-style-type: none"> • The Profile and Performance Reports (also referred to as school/district report cards); • Numerous interactive reports on topics like enrollment, chronic absenteeism, discipline, educator demographics, graduation rates, and test results; • The special education Annual Performance Reports; and • Data and research bulletins on critical topics of interest. <p>Evidence 6.4.b #2: 2017-18 LAS Links Growth Report from EdSight. This report breaks down the literacy and oral growth of students in all Grades 1-12.</p> <p>Evidence 6.4.b #3: 2017-18 LAS Links Participation and Mastery Report from EdSight presents the percentage of EL identified students who met mastery as defined by Connecticut in all Grades k-12.</p>	<p>The State has systems for reporting assessment results (Evidence 6.4.b #1, 2, 3) in an understandable and uniform format for all students (Evidence 6.4.g #1, 2) and for a variety of users in a range of formats and levels of aggregation and in more than one language (Evidence 6.4.b #1, 2).</p> <p>Peers were unable to locate information regarding reports for parents who might have a disability. Peers could not find evidence indicating (1) the schedule of public reporting, (2) accessibility of public reports on State website (i.e., are public reports accessible to individuals with visual impairments), (3) who has access to the secure online portal (i.e., test administrators only or teachers and building administrators), (4) clear description of materials (including trainings) to assist school and district personnel who access the secure online portal on how to use and interpret ELP assessment results, (5) schedule and delivery of individual student reports to parents, and (6) materials to assist parents on how to interpret the individual student reports. Peers reiterate that results are reported in terms of the four language skills, rather than in terms of the State’s 10 ELP standards.</p> <p>CT Evidence 6.4.c, 6.4.d and 6.4.e present instances of presentations and panel discussions with various audiences on the use of LAS Links data to inform instructional decisions for English learners language needs.</p>

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.

STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
<ul style="list-style-type: none"> 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>Evidence 6.4.c: These slides with Connecticut state-level EL data are a portion of a panel discussion and information session held during the Council of Chief State School Officers (CCSSO), Assessing English Learners State Collaborative on Assessment and Student Standards (EL SCASS) meeting (2/21/2019), where Connecticut works with partner states to determine how best to support ELs in both their instruction and assessment. This panel discussion was a part of the Enhancing State Capacity to Serve All English Learners, which is a cross-state network initiative facilitated by CCSSO and WestEd.</p> <p>Evidence 6.4.d: A presentation to CAPELL members on the LAS Links Growth Report (5/5/17). Evidence 6.4.e: A panel discussion open to all Connecticut educators and administrators regarding the use of EL data to inform instructional decision making for this population of students. Panelists represented five Connecticut districts with diverse EL populations.</p> <ul style="list-style-type: none"> Using recent data, slides 2 and 3 of this presentation address the growing EL population, demonstrating the diversity of the population of ELs across most districts in the state. Slide 8 presents data on the proportion of students by grade who met the mastery standard. Mastery in Connecticut is determined by an overall Level 4 or above and a reading score of 4 or higher and a writing score of 4 or higher on the LAS Links. Students may attain overall proficiency on the LAS Links, but still not exit EL status due to their inability to meet all of the mastery criteria. Slide 9 in the presentation compares ELs who are currently receiving services, those who are 	

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STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	<p>monitored (met mastery within the last two years), former ELs (those who met mastery more than two years ago), and those students who were never identified as ELs on their performance on the state summative academic assessments.</p> <p>Evidence 2.3.b #3: On Demand Reports and the CTB Online Reporting Tool. CSDE 2018-19 ELAC’s Workshop (11/27-11/30/2018). Section 3 of the ELAC training workshop focuses on how to access and understand students’ scores on the LAS Links. This document also contains detailed information used to train ELACs on utilizing LAS Links reports.</p> <p>DRC Specific Evidence:</p> <p>DRC Evidence 6.4.f: This document provides an overview of the reports available to LAS Links clients.</p> <p>DRC Evidence 6.4.g #1: Student level reports include information on the student’s English proficiency and include performance level descriptors. This Sample Home Report is available in English.</p> <p>DRC Evidence 6.4.g #2: Student level reports include information on the student’s English proficiency and include performance level descriptors. This Sample Home Report is available in Spanish.</p> <p>DRC Evidence 4.4.c: The LAS Links Interpretation Guide provides information on the Framework and Score Reporting, pages 14-19.</p>	
<p>Section 6.4 Summary Statement</p>		
<p>X The following additional evidence is needed/provide brief rationale:</p>		

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STATE ASSESSMENT PEER REVIEW NOTES FOR CONNECTICUT

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
		<ul style="list-style-type: none"> ○ Provide evidence of plans in relation to reporting scores according to the State’s ELP standards, as this should be the case and could have a positive impact on teaching and learning for ELs. ○ Provide information regarding the elapsed time before reports become available to various users, to enable evaluation of timeliness of results reporting. ○ Provide information regarding alternative/accessible score reports for users with disabilities. ○ Provide evidence indicating (1) accessibility of public reports on State website (i.e., are public reports accessible to individuals with visual impairments), (2) who has access to the secure online portal (i.e., test administrators only or teachers and building administrators), (3) clear description of materials (including trainings) to assist school and district personnel who access the secure online portal on how to use and interpret ELP assessment results, and (4) materials to assist parents on how to interpret the individual student 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.