UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Honorable Carolyn Stanford Taylor
State Superintendent
Wisconsin Department of Public Instruction
125 S. Webster Street
Madison, WI 53703

December 20, 2019

Dear Superintendent Taylor:

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 Wisconsin Department of Public Instruction (WIDPI) to prepare for the English language proficiency (ELP) assessment peer review, which occurred in April and May 2019. Specifically, WIDPI submitted evidence regarding ACCESS and Alternate ACCESS.

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

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

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

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

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

Additionally, the Office of Special Education and Rehabilitative Services (OSERS) will monitor progress on matters pertaining to requirements in the Individuals with Disabilities Education Act (IDEA) related to the participation of students with disabilities in Title I assessments. In particular, OSERS will monitor progress against critical elements 1.4, 5.3, 5.4, 6.1 and 6.3. Insufficient progress to address such matters may lead OSERS to place a condition on WIDPI's fiscal year 2020 IDEA Part B grant award.

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

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

Sincerely,

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

Enclosures

cc: Viji Somasundaram, Director, Office of Student Assessment

Critical Elements Where Additional Evidence is Needed for Wisconsin's Administration of the ACCESS and Alternate ACCESS English language proficiency (ELP) Assessments

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

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

2.2 – Item Development	For ACCESS: • Evidence of reasonable and technically sound procedures to develop and select items (e.g., timeline of development, qualifications of item writers, item-writing training, item review processes and reviewer qualifications, field test processes for each domain, and TAC review). For the Alternate ACCESS: • Evidence of reasonable and technically sound procedures to develop and select items to assess ELP (e.g., involvement of experts with knowledge of ELs with significant cognitive disabilities).
2.4 – Monitoring Test Administration	For ACCESS and the Alternate ACCESS: • Evidence the State monitors the administration of its State assessments to ensure that standardized test administration procedures for ACCESS and Alternate ACCESS are implemented with fidelity.

Critical Element	Additional Evidence Needed
2.5 – Test Security	For ACCESS: • Evidence of remediation following any test security incidents involving any of the State's assessments; • Evidence of the investigation of alleged or factual test irregularities (e.g., forensic analysis and plans to address concerns). For the Alternate ACCESS: • Evidence of policies and procedures that prevent assessment irregularities, including maintaining the security of test materials (both during test development and at time of test administration), specifically, to protect the integrity of the test given that the test form is unchanged for the past several years.
3.1 – Overall Validity, including Validity Based on Content	For ACCESS: • Documentation of adequate alignment between the State's ELP assessment and the ELP standards the assessment is designed to measure in terms of language knowledge and skills and the depth and breadth of the State's ELP standards across all proficiency levels, domains, and modalities identified therein. • Documentation of alignment between the State's ELP standards and the language demands implied by, or explicitly stated in, the State's academic content standards. For the Alternate ACCESS: • Evidence of adequate linkage to the State's ELP standards in terms of content match (i.e., no unrelated content) and that the breadth of content and linguistic complexity determined in test design is appropriate for ELs who are students with the most significant cognitive disabilities.
3.2 – Validity Based on Linguistic Processes	For ACCESS and the Alternate ACCESS: • Adequate validity evidence that its assessments tap the intended language processes appropriate for each grade level/grade-band as represented in the State's ELP standards.
3.3 – Validity Based on Internal Structure	For ACCESS and the Alternate ACCESS: • Evidence that the scoring and reporting structures of the assessments are consistent with the subdomain structures of the State's ELP standards (e.g., an explanation of how the included statistical analyses relate to the validity framework for the assessments).
3.4 – Validity Based on Relationships with Other Variables	For ACCESS and Alternate ACCESS: • Adequate validity evidence that the State's assessment scores are related as expected with other variables.

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

Critical Element	Additional Evidence Needed
	For the Alternate ACCESS: • Evidence of reliability, including test information functions (TIFs) for overall composite scores.
4.2 – Fairness and accessibility	For ACCESS and the Alternate ACCESS: • Evidence that the assessments are accessible to all students and fair across student groups in design, development, and analysis (e.g., the implementation of universal design principles, to the extent practicable, during item development and review, and additional differential item functioning analyses to include more student subgroups). For the Alternate ACCESS: • Evidence that the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all EL students and fair across student groups, including ELs with disabilities, in their design, development, and analysis, guidance and instructions on appropriate instructional supports that can be used during the assessment, particularly for Braille and alternate modes of communication.
4.3 – Full Performance Continuum	For ACCESS and the Alternate ACCESS: • Evidence that each assessment provides an adequately precise estimate of student performance across the full performance continuum for ELP assessments, including performance for EL students with high and low levels of ELP.
4.4 – Scoring	For ACCESS: • Evidence of standardized scoring procedures and protocols that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State's ELP standards (e.g., evidence that the scoring of speaking items on the paper form of the test is monitored.) For the Alternate ACCESS: • Evidence of the implementation of standardized scoring procedures and protocols (e.g., definitions of key terms and test administration and scoring procedures).
4.5 – Multiple Assessment Forms	For ACCESS: • Evidence that all forms adequately represent the State's ELP standards and yield consistent score interpretations such that the forms are comparable within and across settings, particularly for the listening domain (e.g., rationales for why equating is not done for the paper versions of the reading and listening domains and rationales for the use of the anchor item sets). For the Alternate ACCESS: • Evidence that all forms adequately represent the State's ELP standards and yield consistent score interpretations such that the forms are comparable within and across settings (e.g., evidence that using the same test items every year does not impact validity).
4.7 – Technical Analysis and Ongoing Maintenance	For ACCESS and the Alternate ACCESS: • Evidence of adequate technical quality is made public, including on the State's website. For the Alternate ACCESS: • Evidence of a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system.

Critical Element	Additional Evidence Needed

5.3 –Accommodations	For ACCESS and the Alternate ACCESS:
	• Evidence of a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.
	• Evidence that the provided accommodations:
	  o Are appropriate and effective for meeting the individual student's need(s) to participate in the assessments.
	  o Do not alter the construct being assessed.
	  o 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.
	
	For the Alternate ACCESS:
	• Evidence that accommodations do not deny students with disabilities or ELs the opportunity to participate in the assessment.

5.4 – Monitoring Test Administration for Special Populations	For ACCESS and the Alternate ACCESS: • Evidence 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 on the ELP and AELPA (e.g., evidence that monitoring occurred and that findings are addressed).
6.1 – State Adoption of ELP Achievement Standards for All Students	For ACCESS: • Evidence that the State adopted ELP achievement standards that address the different proficiency levels of ELs. For the Alternate ACCESS: • 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.
6.2 – ELP Achievement Standards-Setting	For the Alternate ACCESS: • Evidence that the State used a technically sound method and process for setting ELP achievement standards, such that cut scores are developed for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported.
6.3 –Aligned ELP Achievement Standards	For ACCESS: • Evidence that ELP assessment results are expressed in terms that are clearly aligned with the State's ELP standards and its ELP performance level descriptors. For the Alternate ACCESS: • If the State has developed alternate ELP achievement standards, evidence that the alternate ELP achievement standards are linked to the State's grade-level/grade-band ELP standards and reflect professional judgment of the highest ELP achievement standards possible for ELs who are students with the most significant cognitive disabilities.
6.4 – Reporting	For ACCESS and the Alternate ACCESS: • Evidence that the State provides coherent and timely information about each student's attainment of the State's ELP standards to parents that: o 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

Critical Element	Additional Evidence Needed
	parent or guardian with limited English proficiency, are orally translated for such parent or guardian. o Evidence that student reports are, upon request by an individual with a disability, provided in an alternative format accessible to that parent. For the Alternate ACCESS: • Evidence that performance level descriptors are included on student score reports.

U. S. DEPARTMENT OF EDUCATION

Peer Review of State Assessment Systems

April State ELP Assessment Peer Review Notes

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

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

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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.

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SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
For English language proficiency (ELP) standards: The State formally adopted K-12 ELP standards for all ELs in public schools in the State.	N/A	See State peer review notes.
Section 1.1 Summary Statement		
_X__ The following additional evidence is needed/provide brief rationale: **ACCESS & Alternate ACCESS** • Evidence to be provided by states.		

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

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

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

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

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

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

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 1.2 Summary Statement		
_X__ The following additional evidence is needed/provide brief rationale: **ACCESS** • Current alignment evidence for ELA and Math including a plan to address findings • Alignment to science standards **Alternate ACCESS** • Alignment of AMPIs to ELP standards		

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

Critical Element 1.3 – Required Assessments

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

Section 1.3 Summary Statement

___ No additional evidence is required or

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

- [list additional evidence needed w/brief rationale]

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

Critical Element 1.4 – Policies for Including All Students in Assessments

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

Section 1.4 Summary Statement

___ No additional evidence is required or

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

- [list additional evidence needed w/brief rationale]

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

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

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

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

Section 1.5 Summary Statement

___ No additional evidence is required or

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

- [list additional evidence needed w/brief rationale]

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

SECTION 2: ASSESSMENT SYSTEM OPERATIONS

Critical Element 2.1 – Test Design and Development

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

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

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

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.

	Range of complexity • No evidence provided.	

Section 2.1 Summary Statement

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

ACCESS & Alternate ACCESS

- State specific intended uses and interpretations
- Test blueprints
- Evidence of processes to ensure that the ELP assessment is tailored to the knowledge and skills included in ***the State's ELP standards*** and reflects appropriate inclusion of the range of complexity found in the standards. E.g. detail about the routing rules, detail of the item selection process for paper forms to ensure it adheres to the blueprint

ACCESS

- Evidence of the adequacy of the item pool and item selection procedures to support the multistage adaptive administrations.
- Evidence that all the items in the pool are age and grade appropriate

Critical Element 2.2 – Item Development

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

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

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

Section 2.2 Summary Statement

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

ACCESS

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

Alternate ACCESS

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

Critical Element 2.3 – Test Administration

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

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

		• P. 149. "In order to allow the student to demonstrate his or her proficiency, any evidence of engagement that is typical for that student in an instructional setting should be scored as a correct response." How has "evidence of engagement" been validated as a correct response and demonstration of English language proficiency? • There does not appear to be adequate examples of what "approaches" means versus an incorrect response • P. 154 "If a student asks for an explanation of some word or phrase in a task statement, check to make sure that the student understood your pronunciation of the word or phrase." It is a concern that direction for how to do this is not provided. Does this mean repeat the word/phrase? Does it mean to ask the student if he/she understood the pronunciation? • How is the test administered to a student who is deaf or hard of hearing? Blind or visually impaired? Does not have oral speech or has a combination of these disabilities in addition to an intellectual disability? • Are tracing and repeating a sound reflective of ELP standards? Based on the information cited above, the test administration policies and procedures need to more appropriately reflect the characteristics of the students participating in the assessment and the diverse ways they respond to assessment items (e.g. eye gaze, use of assistive technology). Involvement of experts who have experience with assessing English learners with significant cognitive disabilities is needed to develop policies and an updated TAM for Alternate ACCESS. <u>Training</u>

		• Content of the training is not provided. For example, is scoring practice included (i.e., how to score attending and approaching)? • Training on "individualized instructional supports that are used by teachers in everyday classroom instruction" that are permissible for use during the assessment is not included. WIDA providing resources for training. States will need to provide evidence that administrators completed training.

Section 2.3 Summary Statement

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

ACCESS

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

Alternate ACCESS

- Evidence of established communication to educators of clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations (States will contribute to this evidence)
  E.g. response modes, detail about defining correct responses, permissible supports.
- Evidence that the policies and procedures were developed with involvement of experts who have experience with assessing English learners with significant cognitive disabilities
- Evidence of established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instruction support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities (provided by States)

Critical Element 2.4 – Monitoring Test Administration

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

Section 2.4 Summary Statement

___ No additional evidence is required or

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

- [list additional evidence needed w/brief rationale]

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

Critical Element 2.5 – Test Security

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

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

Section 2.5 Summary Statement
_X__ The following additional evidence is needed/provide brief rationale: **ACCESS** • The delineation of responsibilities of test security between WIDA and the states, to include recommended guidelines or minimum standards for test security for states to implement • Evidence of security procedures during test development • Evidence of activities that prevent assessment irregularities, including maintaining the security of test materials (both during test development and at time of test administration), proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration; • Evidence of detection of test irregularities; • Evidence of remediation following any test security incidents involving any of the State's assessments; (provided by States) • Evidence of the investigation of alleged or factual test irregularities to include forensic analysis and plans to address findings (provided by States) **Alternate ACCESS** • Evidence related to all aspects of this critical element are needed

Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy

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

Section 2.6 Summary Statement

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

ACCESS & Alternate ACCESS

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

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

SECTION 3: TECHNICAL QUALITY – VALIDITY

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

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

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

Section 3.1 Summary Statement

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

ACCESS

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

Alternate ACCESS

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

Critical Element 3.2 – Validity Based on Linguistic Processes

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

Section 3.2 Summary Statement

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

ACCESS & Alternate ACCESS

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

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

Critical Element 3.3 – Validity Based on Internal Structure

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

Section 3.3 Summary Statement

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

ACCESS & Alternate ACCESS

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

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Critical Element 3.4 – Validity Based on Relations to Other Variables

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

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

Section 3.4 Summary Statement

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

ACCESS

- Evidence of how the "scores are related as expected to other variables" is required and how this supports the validity argument
- Additional studies are needed with the current version of the assessment.

Alternate ACCESS

- Evidence that the State's assessment scores are related as expected with other variables and how this supports the validity argument

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

SECTION 4: TECHNICAL QUALITY – OTHER

Critical Element 4.1 – Reliability

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

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

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

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 4.1 Summary Statement		
_X__ The following additional evidence is needed/provide brief rationale: **ACCESS & Alternate ACCESS** • Reliability by various subgroups • Evidence that the use of scores, including composite and domain, is supported by the reliability statistics and then is used to provide direction to states about the appropriate use of scores in high-stakes decisions (e.g. exit decisions). • Evidence that the reliability results are reviewed by WIDA and used to inform ongoing maintenance and development. **ACCESS** • For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of ***an EL's English proficiency***. **Alternate ACCESS** • TIFs for overall composite scores		

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

Critical Element 4.2 – Fairness and Accessibility

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

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

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

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

Section 4.2 Summary Statement

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

ACCESS & Alternate ACCESS

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

Alternate ACCESS

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

Critical Element 4.3 – Full Performance Continuum

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

Section 4.3 Summary Statement

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

ACCESS & Alternate ACCESS

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

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

Critical Element 4.4 – Scoring

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

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

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

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

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

Critical Element 4.5 – Multiple Assessment Forms

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

Section 4.5 Summary Statement

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

ACCESS

- Additional evidence that the Listening domain yields consistent score interpretations such that the forms are comparable within and across settings
- Rationales for why equating is not done for the paper versions of the Reading and Listening domains
- Additional considerations and rationales related to the anchor item sets.

Alternate ACCESS

- Rationales for why item refreshment is not done and how this does not impact the validity of the scores.

Critical Element 4.6 – Multiple Versions of an Assessment

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

Section 4.6 Summary Statement
_X__ No additional evidence is required

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

Critical Element 4.7 – Technical Analysis and Ongoing Maintenance

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

Section 4.7 Summary Statement

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

ACCESS & Alternate ACCESS

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

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

SECTION 5: INCLUSION OF ALL STUDENTS

Critical Element 5.1 – Procedures for Including Students with Disabilities

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has in place procedures to ensure the inclusion of all public elementary and secondary school students[4] with disabilities in the State's assessment system. Decisions about how to assess students with disabilities must be made by a student's IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student's individual abilities and needs. • ***For ELP assessments,*** policies that require the inclusion of an EL with a disability that precludes assessment of the student in one or more of the required domains (speaking, listening, reading, and writing) such that there are no appropriate accommodations for the affected component (the State must assess the student's English language proficiency based on the remaining components in which it is possible to assess the student).	**ACCESS** 2.2-16 Participation Guidelines, p.4, includes information for students who are deaf **Alternate ACCESS** 2.2-16 Recommended Participation Guidelines, p.27	**ACCESS & Alternate ACCESS** This critical element is primarily addressed by states and informed by the information provided by WIDA. **Alternate ACCESS** Submitted evidence did not include Kindergarten for Alternate ACCESS. Per IDEA, Kindergarten should be included. Evidence is required across the critical elements for Kindergarten Alternate ACCESS.

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

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

Section 5.1 Summary Statement

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

ACCESS & Alternate ACCESS

- Evidence to be provided by states.

Alternate ACCESS

- Kindergarten should be included in the assessment. Evidence related to Kindergarten for Alternate ACCESS is needed across critical elements.

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

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

Section 5.2 Summary Statement

___ No additional evidence is required or

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

- [list additional evidence needed w/brief rationale]

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

Critical Element 5.3 – Accommodations

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

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

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

Section 5.3 Summary Statement

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

ACCESS

- Evidence that the provided accommodations (1) are appropriate and effective for meeting the individual student's need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations;
- Evidence of a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. (Provided by states)

Alternate ACCESS

- Evidence is needed for all aspects of this critical element.

Critical Element 5.4 – Monitoring Test Administration for Special Populations

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

Section 5.4 Summary Statement
_X__ The following additional evidence is needed/provide brief rationale: **ACCESS & Alternate ACCESS** • Evidence to be provided by states.

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

SECTION 6: ELP ACHIEVEMENT STANDARDS AND REPORTING

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

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

Section 6.1 Summary Statement

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

ACCESS & Alternate ACCESS

- Evidence to be provided by states.

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

Critical Element 6.2 – ELP Achievement Standards Setting

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

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

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

Section 6.2 Summary Statement

_X__ No additional evidence is required for ACCESS

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

Alternate ACCESS

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

Critical Element 6.3 –Aligned ELP Achievement Standards

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

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

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

Section 6.3 Summary Statement

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

ACCESS

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

Alternate ACCESS

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

Critical Element 6.4 – Reporting

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

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

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

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

Section 6.4 Summary Statement
_X__ The following additional evidence is needed/provide brief rationale: **ACCESS & Alternate ACCESS** • The State reports to the public its assessment results on ***English language proficiency for all ELs including the number and percentage of ELs attaining ELP***. (provided by States) • The State reports its assessment results for all students assessed, and the reporting facilitates **timely** interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public. (provided by States) • the State provides coherent and timely information about each student's attainment of the State's ELP standards to parents that are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian (provided by States) • the State provides coherent and timely information about each student's attainment of the State's ELP standards to parents that upon request by a parent who is an individual with a disability as defined by the ADA, as amended, are provided in an alternative format accessible to that parent. (provided by States) **Alternate ACCESS** • Inclusion of performance level descriptors on student score reports

SECTION 7: DOES NOT APPLY TO ELP ASSESSMENT PEER REVIEW

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.

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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.

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SECTION 1: STATEWIDE SYSTEM OF STANDARDS AND ASSESSMENTS

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
For English language proficiency (ELP) standards: The State formally adopted K-12 ELP standards for all ELs in public schools in the State.	Wisconsin formally adopted the WIDA K-12 English Language Development standards for all ELs in public schools in the state in 2007. These standards form the foundation for the WIDA English language proficiency assessments - ACCESS for ELLs and Alternate ACCESS for ELLs - required for all public school ELs. ● ELP001: Wisconsin English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12. Adoption of ELP standards by the State Superintendent of Public Instruction, September 18, 2007. ● ELP002: ACCESS for ELLs. Office of Student Assessment (OSA) webpage explicitly connects the assessment and standards, and provides a link to the standards. ● ELP003: English Learner Policy Handbook Chapter 8 - Programming Decisions. Page 11 affirms that Wisconsin has adopted the WIDA standards (note that this is labeled draft) ● ELP004: English Language Development Standards. This webpage provides an overview of the standards and a link to them on the WIDA website. The webpage is located within the bilingual/ESL program area on the Wisconsin Department of Public Instruction (WIDPI) website. ● ELP005: Wisconsin Administrative Code PI 13. Wis. Admin. Code § PI 13.07	State has provided a copy of a letter from the state superintendent indicating that Wisconsin adopted the 2004 version of the WIDA ELP standards. Has the state adopted updated standards?

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	(2004) requires districts to use a department-approved ELP assessment (page 44). • ELP006: ACCESS for ELLs: Information for Families. WIDPI brochure for families includes information about the WIDA ELD standards. This brochure is also available in Spanish and Hmong, the languages identified by WIDPI as being most prevalent other than English in the state.	
Section 1.1 Summary Statement		
_x__ The following additional evidence is needed/provide brief rationale: • Provide evidence that state adopted most current WIDA standards.		

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

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
For ELP standards: The ELP standards: • are derived from the four domains of speaking, listening, reading, and writing; • address the different proficiency levels of ELs; and align to the State academic content standards (see definition[5]). The ELP standards must contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State's academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science.	Wisconsin is a member of the WIDA Consortium. WIDA has submitted evidence for this critical element on behalf of consortium members. Wisconsin submits the following additions: Wisconsin has formally adopted the Common Core Standards for Mathematics and English Language Arts. The Wisconsin Science Standards were derived from and are substantially similar to the Next Generation Science Standards (NGSS). The WIDA ELD standards contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their knowledge and skills identified in these academic standards, as indicated in the WIDA submission. • ELP007: Wisconsin ELA Standards - Forward. Page 9 from the Wisconsin Standards for English Language Arts shows the State's ELA standards are based on the Common Core standards, which the State formally adopted in 2010. • ELP008: Wisconsin Mathematics Standards - Forward. Page 5 from the Wisconsin Standards for Mathematics shows the State's mathematics standards are based on the Common Core standards, which the State formally adopted in 2010. • ELP009: Wisconsin's Standards for Science. This WIDPI webpage clearly communicates that the NGSS and the Wisconsin Standards for Science closely correspond. See "Can we still use the NGSS?" on pages 2-3.	State website (ELP004) notes the following about ELP standards: "The four academic areas include language arts, mathematics, science, and social studies. The WIDA ELD standards articulate a continuum of language development from the beginning stages to more advanced. The WIDA ELD standards are designed to support the language development of students' receptive and productive skills in the four domains of Reading, Writing, Speaking, and Listening." Wisconsin has adopted CCSS for Math and ELA, and science standards based on NGSS. Evidence ELP 007 and 008 is a 2010 memo signed by the State Superintendent, Tony Ever, and suggests that CCSS have been adopted for both math and ELA. Evidence 009 establishes that NGSS and Wisconsin Science Standards are aligned. However, there is no state-provided evidence regarding alignment of ELP standards to academic content standards.

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

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 1.2 Summary Statement		

_X__ The following additional evidence is needed/provide brief rationale:
• ACCESS:
  o Provide evidence that ELP standards align to the State academic content standards in reading/language arts, mathematics, and science.
  o Provide evidence that the ELP standards contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State's academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science.
• Alternate ACCESS:
  o Provide evidence that ELP standards align to any *alternate* State academic content standards in reading/language arts, mathematics, and science.
  o Provide evidence that the ELP standards contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State's *alternate* academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science.		

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

Critical Element 1.3 – Required Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State's assessment system includes an ***annual general and alternate ELP assessment*** (aligned with State ELP standards) administered to: • All ELs in grades K-12.	• ELP010: Wisconsin Statutes Chapter 115.96. Wis. Stat. § 115.96(1) requires districts to annually assess the English language proficiency of ELs (page 2). • ELP005: Wisconsin Administrative Code PI 13. Wis. Admin. Code § PI 13.07 (2004) requires districts to use a department-approved ELP assessment (page 44). • ELP002: ACCESS for ELLs. This Office of Student Assessment (OSA) webpage provides an overview of ACCESS for ELLs and Alternate ACCESS for ELLs. • ELP011: Assessment in Wisconsin. This OSA webpage provides an overview of State assessments. See pages 2-3, Assessment for ELLs. • ELP012: English Learner Policy Handbook Chapter 5 - Annual ELP Assessment. See page 2 for an overview of ELP assessments and the requirement to test all ELs.	Wisconsin provided evidence of a clear policy to assess all ELs in grades K-12. However, the Alternate ACCESS is only available in grades 1-12. This means that students in kindergarten needing an alternate assessment may not have an appropriate assessment available.

Section 1.3 Summary Statement

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

- Evidence that the State provides an alternate ELP assessment for students in kindergarten.

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

Critical Element 1.4 – Policies for Including All Students in Assessments

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
• The State has policies that require the inclusion ***of all public elementary and secondary ELs in the State's ELP assessment***, including ELs with disabilities.	**Statutes and Regulations** • ELP010: Wisconsin Statutes Chapter 115.96. Wis. Stat. § 115.96(1) requires districts to annually assess the English language proficiency of ELs (page 2). • ELP005: Wisconsin Administrative Code PI 13. Wis. Admin. Code § PI 13.07 (2004) requires districts to use a department-approved ELP assessment (page 44). **Policy Guidance** • ELP002: ACCESS for ELLs. Office of Student Assessment (OSA) webpage clearly communicates the statutory requirement to test ELs using either ACCESS for ELLs or Alternate ACCESS for ELLs. • ELP012: English Learner Policy Handbook Chapter 5 - Annual ELP Assessment. Page 2 clearly explains that all ELs must participate in ACCESS for ELLs or Alternate ACCESS for ELLs. Accommodations are discussed on page 3. • ELP013: Orientation for New District Assessment Coordinators (DACs). Slide 52 in this WIDPI-provided training resource clearly indicates that all ELs are expected to take ACCESS for ELLs or Alternate ACCESS for ELLs. • ELP014: English Learner Policy Handbook Chapter 11 - ELs with Disabilities. Supports for students participating in ELP assessments are discussed on page 3. • ELP015: Participation Guidelines for Alternate Assessment: Form I-7-A. WIDPI guidelines for IEP teams.	Wisconsin has established clear policies for the inclusion of all ELs in the ACCESS and Alternate ACCESS, including ELs with disabilities. However, as discussed under Critical Element 1.3, the State does not have an alternate ELP assessment for students in kindergarten.

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

	• ELP070: Individualized Education Program: Participation in Statewide English Language Proficiency Assessment Checklist and Accommodations - Form I-7. IEP teams use this form to indicate which assessment the student will take as well as domain-specific accommodations. • ELP016: ACCESS for ELLs Accommodations and Supports. Office of Student Assessment (OSA) webpage. Page 5, decision tree to help educators decide whether to administer ACCESS for ELLs with or without accommodations, or Alternate ACCESS for ELLs; page 6, guidance on testing students who have a disability that precludes them from accessing a domain.	
Section 1.4 Summary Statement		
_x__ The following additional evidence is needed/provide brief rationale: • See Critical Element 1.3.		

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

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
If the State has developed or amended challenging ***ELP*** standards and assessments, the State has conducted meaningful and timely consultation with: • State leaders, including the Governor, members of the State legislature and State board of education (if the State has a State board of education). • Local educational agencies (including those located in rural areas). • Representatives of Indian tribes located in the State. • Teachers, principals, other school leaders, charter school leaders (if the State has charter schools), specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents.	N/A	The State provided a signed letter from the State Superintendent signifying that the WIDA ELP standards were adopted. The document is undated; however, the State indicates that the Standards were adopted September 8, 2007. This means that this critical element is not applicable.
Section 1.5 Summary Statement		
x No additional evidence is required		

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

SECTION 2: ASSESSMENT SYSTEM OPERATIONS

Critical Element 2.1 – Test Design and Development

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State's test design and test development process is well-suited for the content, is technically sound, aligns the assessments to ***the depth and breadth of the State's ELP standards,*** and includes: • Statement(s) of the purposes of the assessments and the intended interpretations and uses of results; • Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the depth and breadth of ***the State's ELP standards***, and support the intended interpretations and uses of the results. • Processes to ensure that the ELP assessment is tailored to the knowledge and skills included in ***the State's ELP standards*** and reflects appropriate inclusion of the range of complexity found in the standards. • If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design and intended uses and interpretations of results. • If the State administers a computer-adaptive assessment, it makes proficiency determinations with respect to the grade in which the	Wisconsin is a member of the WIDA Consortium. WIDA has submitted evidence for this critical element on behalf of consortium members.	State submission refers to WIDA; WIDA review requires state specific use and interpretation of scores. WIDA has outlined general uses for the assessments. It seems WIDPI does not provide evidence for how the scores are used specifically in Wisconsin for decision making about ELL identification, progression, and reclassification. Please refer to peer review of Consortium-provided evidence for additional evidence needed on this element.

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

student is enrolled and uses that determination for all reporting. If the State administers a content assessment that includes portfolios, such assessment may be partially administered through a portfolio but may not be *entirely* administered through a portfolio.		

Section 2.1 Summary Statement

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

- ACCESS:
  - Provide information about intended uses of assessments and interpretations of results within the state context (and how state makes stakeholders aware of this information).
- Alternate ACCESS:
  - Provide information about intended uses of assessments and interpretations of results within the state context (and how state makes stakeholders aware of this information).

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

Critical Element 2.2 – Item Development

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

Section 2.2 Summary Statement

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

- See WIDA peer review notes.

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

Critical Element 2.3 – Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State implements policies and procedures for standardized test administration; specifically, the State: • Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations; • Has established procedures to ensure that general and special education teachers, paraprofessionals, teachers of ELs, specialized instructional support personnel, and other appropriate staff receive necessary training to administer assessments and know how to administer assessments, including, as necessary, alternate assessments, and know how to make use of appropriate accommodations during assessments for all students with disabilities; • If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration.	Wisconsin is a member of the WIDA Consortium. WIDA has submitted evidence for this critical element on behalf of consortium members. Wisconsin submits the following additions: **Communication of Policies** • ELP017: Update Your DAC Contact Info. This OSA webpage communicates the requirement that districts designate an official point of contact for assessment-related information. • ELP018: Update Your District Technology Coordinator (DTC) Contact Information. OSA webpage communicates the requirement that districts designate an official point of contact for assessment-related technology information. • ELP019: District Assessment Coordinator (DAC) Corner. OSA webpage clearly illustrates the DAC role in communicating with WIDPI, district personnel, and school personnel. The webpage also includes an overview of resources available for DACs. • ELP020: Overview of District Assessment Coordinator (DAC) Responsibilities. OSA webpage provides a high-level overview of DAC responsibilities for each statewide assessment by month. • ELP021: Information for New District Assessment Coordinators (DACs). This OSA webpage provides an overview of resources available for DACs. The webpage clearly	Mixed The state provides a wealth of evidence to support this critical element. Evidence 017 and 018 establishes a contact person for assessment and technology. Evidence 019 presents a flowchart of the dissemination of information in a district, and 020 offers a timeline for DAC responsibilities. 021 functions as an orientation for new DACs and has a lot of information/resources in one place. 013 is a training PowerPoint about the roles of a DAC, and 022 specifies the state's assessment plans for implementation and mentions accommodations. ELP 023 and 024 further demonstrates WI's commitment to communication. Evidence outlines the accommodations protocols that are used in WI for ELs with special needs. The existence of training both for teachers and for other personnel making instructional decisions is supported. Technology is defined, and standard procedures are in place, as supported by multiple sources of evidence. 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.

	indicates that major responsibilities include communication, training, and implementation. ● ELP013: Orientation for New District Assessment Coordinators (DACs). Training slides available on the Information for New District Assessment Coordinators (DACs) webpage (ELP021) describe OSA web resources, DAC responsibilities, roles and responsibilities of other district and school personnel, and specifics related to topics such as staff training, test security, accessibility, and student data. ● ELP022: State Testing Plan for the Implementation of Assessments in Wisconsin. Pages 3-5 of this WIDPI guidance document discuss district-level planning. WIDPI communicates policies and procedures to DACs in the following ways: ● ELP023: WIDA Wisconsin State Page. The Wisconsin page on the WIDA website includes a testing calendar, state-specific policies and procedures, contact information, and login information for the WIDA secure portal and the WIDA Assessment Management System (WIDA AMS). ● ELP024: Wisconsin ACCESS for ELLs Online Checklist. Includes links to online resources, such as the Test Administration Manual, Accessibility and Accommodations Supplement, and Technology Readiness Checklist; and before-, during-, and after-testing tasks and state-specific policies for	

	district test coordinators (i.e., DACs), school test coordinators (i.e., SACs), and test administrators.
	● ELP025: Wisconsin State-Specific Directions. Provides Wisconsin-specific materials ordering and handling instructions.
	● ELP026: ACCESS State Profile 2018-2019. Page 11 lists emails sent to LEAs from WIDA regarding upcoming testing dates and requirements.
	● WIDPI publishes a weekly DAC Digest, quarterly email newsletters, and periodic interactive online "office hours."
	  ○ ELP027: The DAC Digest November 14, 2018. This example of the DAC Digest emailed to all DACs includes information related to technology and pre-test activities for ACCESS for ELLs on page 7.
	  ○ ELP028: Assessment and Accountability Newsletter September 2018. This example newsletter from the WIDPI assessment and accountability teams includes important dates (page 1) and ACCESS for ELLs updates (page 4).
	  ○ ELP029: OSA Office Hours September 26, 2018. Sample OSA online event includes updates and important tasks for ACCESS for ELLs (slides 14-17).
	● WIDPI has a full-time staff member who manages the implementation of ACCESS for	

	ELLs, including providing email and phone support to DACs. Contact information is provided in a variety of places, for example, ELP002 (referenced above, *Manuals and Other Documents*), under "DPI Contacts." ● ELP030: ACCESS for ELLs Calendar. OSA webpage of key dates and tasks for ACCESS for ELLs (includes Alternate ACCESS for ELLs; the test windows, etc. are the same). ● ELP031: ACCESS for ELLs Resources. OSA webpage includes information for families, student transfer process, Alternate ACCESS for ELLs resources, test administration roles, test administrator requirements, WIDA AMS, test ordering, test administration, private school administration, and additional resources. ● ELP032: Websites for ACCESS for ELLs Administration. Available on the ACCESS for ELLs Resources webpage (ELP031), clearly communicates how to access and use the two secure websites needed to administer ACCESS for ELLs: the WIDA secure website and the WIDA AMS. ● ELP012: English Learner Policy Handbook Chapter 5 - Annual ELP Assessment. Provides an overview of the available ELP assessments, points to the accommodations available, outlines training requirements, and discusses the use of the assessment results. ● ELP033: English Learner Policy Handbook Chapter 13 - Unique Circumstances. Pages 5-6 clearly communicate that students who are	

	unable to access one or more domains must still take the remaining domains, and explains how to determine full English proficiency based on the domains the student has access to. ● ELP016: Access for ELLs Accommodations and Supports. OSA webpage that includes information on types of supports (test administration procedures, accessibility tools, and accommodations); WIDA accommodations and supports materials; the alternate ELP assessment; and requesting a domain exemption if an EL is precluded from accessing a domain due to a disability. ● ELP014: English Learner Policy Handbook Chapter 11 - ELs with Disabilities. Page 3, assessment supports; page 4, alternate ELP test. **Training** ● ELP024: Wisconsin ACCESS for ELLs Online Checklist. Page 1, resources; page 2, training requirements; pages 2-6, pretest training and preparation. ● ELP027: The DAC Digest November 14, 2018. Example of the weekly DAC email. Page 7, pre-testing information, including training; page 8, Important Dates to Remember and Important Tasks to Remember include training and account setup; page 9, New Online Resource Highlights directs DACs to WIDA resources.	

	• ELP034: ACCESS for ELLs Trainings. OSA webpage communicates training requirements and directions for accessing training on the WIDA secure website. • ELP031: ACCESS for ELLs Resources. Pages 2-3 include roles, resources, and requirements for personnel involved in administering the tests. • ELP012: English Learner Policy Handbook Chapter 5 - Annual ELP Assessment. Page 4, who can administer the tests; page 5, training/recertification. • ELP024: Wisconsin ACCESS for ELLs Online Checklist. Page 1, resources; page 2, training requirements; pages 2-6, pretest training and preparation. • ELP013: Orientation for New District Assessment Coordinators (DACs). Slide 22, What are the DAC's Responsibilities? Clearly communicates the DAC is responsible to ensure that school assessment coordinators (SACs) and test administrators (TAs) are appropriately trained and aware of test administration and security policies and procedures. • ELP035: WIDA User Account Management and Training Status Lookup. This screenshot from the WIDA secure portal provides a sample of the information available for DACs to monitor their staff completion of WIDA training, including scores on required quizzes (simulated data).	

	● ELP036: CESA Meeting October 12, 2018. Sample slide deck from a meeting with CESA staff. Page 3, ACCESS testing calendar; page 4, discussion on managing and staffing the ELP assessment; page 6, discussion on assessments for ELs with disabilities. ● ELP037: The DAC Digest November 28, 2018. Sample weekly OSA DAC email. Page 6, assigning accommodations; page 7, ensuring staff access to WIDA's Accessibility and Accommodations Supplement. ● ELP014: English Learner Policy Handbook Chapter 11 - ELs with Disabilities. Page 3, assessment supports; page 4, alternate ELP test. ● ELP024: Wisconsin ACCESS for ELLs Online Checklist. Page 3, accommodations tutorials and meetings with IEP/504 teams; page 4, assign accommodations. ● ELP016: Access for ELLs Accommodations and Supports. OSA webpage that includes information on types of supports (test administration procedures, accessibility tools, and accommodations) and WIDA accommodations and supports materials. Also includes information regarding Alternate ACCESS for ELLs, a decision guide to assist LEAs in determining which students are eligible for the alternate assessment, and information on requesting a domain exemption for ELs who are precluded from accessing one or more domains due to a disability.	

	● For guidance on selecting the appropriate accommodations and assessments, also see critical element 5.4. **Technology Implementation** ● ELP027: The DAC Digest November 14, 2018. Sample DAC Digest communicates timely technology information, such as this notification about an issue with macOS 10.14 (page 7). ● ELP038: Technology Requirements and Resources. This OSA webpage links to various technology resources. ● ELP039: Software Overview. Provides an example of Wisconsin-specific technology information available from the OSA Technology Requirements and Resources webpage (ELP038). ● ELP040: Test Administrator Troubleshooting. Troubleshooting tips available from the OSA Technology Requirements and Resources webpage (ELP038). ● ELP018: Update Your District Technology Coordinator (DTC) Contact Information. OSA webpage communicates the requirement that districts designate an official point of contact for assessment-related technology information.	
Section 2.3 Summary Statement		
X No additional evidence is required		

Critical Element 2.4 – Monitoring Test Administration

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. Monitoring of test administration should be demonstrated for all assessments in the State system: the general ELP assessments and the AELPA.	● ELP041: District Assessment Coordinator Confidentiality Agreement. ● ELP042: ACCESS for ELLs Test Security Incident Report. ● ELP022: State Testing Plan for the Implementation of Assessments in Wisconsin. ○ Page 14: Sample school testing plan for names, contact information, secure materials management, and key documents. ○ Page 15: Sample site plan for testing room numbers, administrator and proctor names, number of students testing at each site, and special setting status. ○ Page 17: Sample special setting site plan provides more details for sites listed as special settings in the site plan. ○ Pages 19-20: Sample forms for training records. ○ Page 22: Sample accommodations training record. ○ Pages 23-25: Sample checklist of 20 test administration observations. ● WIDA provides the Test Administrator Manual and District and School Test Coordinator Manual on their secure website. These manuals cover policies and procedures for administering both ACCESS for ELLs (both online and paper versions) and the Alternate ACCESS for ELLs. ● Tools are included on the WIDA secure website to help DACs monitor the training status of personnel.	In Wisconsin, District Assessment Coordinators (DACs) are responsible for conducting observations of test administration. A sample monitoring checklist is provided by the State, and DACs must sign an assurance that says they will monitor test administrators and students "to ensure that only references or tools specifically designated in test manuals or by accommodations are provided." In addition, WIDA provides DACs with tools to measure test times, completions, excessive logins, etc. The State participates in regular check in calls with WIDA during testing, and contacts districts if testing is not progressing as expected. However, the State did not provide evidence of how it monitors whether local monitoring is occurring, and whether it follows up in any way with districts. More information is needed to ensure that monitoring is actually happening in a way that is sufficient to ensure that tests are administered with fidelity.

	○ ELP043: WIDA Secure Portal User Guide. Page 6, instructions for DACs to check training status. ○ ELP035: WIDA User Account Management and Training Status Lookup. Screenshot from the WIDA secure portal shows how DACs can view the training status of staff (simulated data). ● ELP044: 2018-2019 WIDA Assessment Management System (WIDA AMS) User Guide. ○ Page 81: Individual student testing progress ○ Pages 70-71: Student accommodation assignments ○ Pages 93-98: School testing progress ○ Page 147: on-demand reports for ■ Daily excessive login reports ■ Testing status reports ■ Testing duration, beginning and end times ● ELP026: ACCESS State Profile 2018-2019. Page 3 describes the schedule of calls with WIDA to monitor testing. ● ELP045: District Tests Completed. During the test window, OSA creates and continuously updates a spreadsheet to track district testing status. ● ELP046: District Test Status Graphic. OSA visualization of weekly tests completed and tests not started.	

Section 2.4 Summary Statement

_x__ The following additional evidence is needed/provide brief rationale:
Evidence that the State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.

Critical Element 2.5 – Test Security

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through: • Prevention of any assessment irregularities, including maintaining the security of test materials (both during test development and at time of test administration), proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration; • Detection of test irregularities; • Remediation following any test security incidents involving any of the State's assessments; • Investigation of alleged or factual test irregularities. • Application of test security procedures to the general ELP assessments and the AELPA.	Wisconsin is a member of the WIDA Consortium. WIDA has submitted evidence for this critical element on behalf of consortium members. Wisconsin submits the following additions: The following test security procedures apply to all versions of ACCESS for ELLs. **Prevention** WIDPI publishes test security information on its website, including a Test Security Manual that clearly describes the expected professional conduct of educators involved in administering the State assessments. This is intended to ensure tests are administered fairly, appropriately, and with academic integrity. The manual addresses the unique security needs of each assessment and provides procedures to follow in the event a test security violation is suspected. WIDA also requires test security training and agreements by test administrators and other users of the WIDA AMS, the secure online portal through which districts manage rostering, materials ordering, test setup, administration, and reporting. WIDPI requires all districts to adhere to the WIDA policies and the policies outlined in the State's Test Security Manual. Beginning with the 2019-20 school year, school staff involved in administering ACCESS for ELLs will be required to sign a statement that they have reviewed the training materials and will adhere to the security protocols. • ELP047: ACCESS for ELLs Test Security. OSA webpage with test security resources. • ELP048: Test Security Manual.	State has well-developed documentation regarding test security, including a policy manual, security agreements, descriptions of procedures to investigate irregularities, and descriptions of potential consequences of test irregularities. No information is provided about proactive work (e.g., data forensic analysis) to detect test irregularities (though information is provided on test completion). State evidence seems to indicate biannual (rather than annual) training requirements for individuals involved in test administration. State does not show how test security policies are implemented. For example, how many and what types of irregularities have been reported and what actions have been taken? Please refer to peer review of Consortium-provided evidence for additional evidence needed on this element.

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

	○ Test material security (pages 7, 15) ○ Proper test preparation and administration (pages 2-5, 8-15, 21) ○ Annual training requirements (pages 2-3) ● Role-based confidentiality agreements ○ ELP041: District Assessment Coordinator Confidentiality Agreement. ○ ELP068: District Technology Coordinator Confidentiality Agreement. ○ ELP049: School Assessment Coordinator Confidentiality Agreement. ○ ELP050: School Technology Coordinator Confidentiality Agreement. ○ ELP051: Test Administrator Confidentiality Agreement. **Detection, Investigation, and Remediation** Suspected test irregularities can be reported to the WIDPI ELP assessment coordinator or other WIDPI staff by anyone, including students, educators, parents, and members of the public (see ELP047). WIDPI and an LEA with a suspected test irregularity jointly complete an ACCESS for ELLs Test Security Incident Report form (ELP042) to document the incident and ensure appropriate investigation, evaluation, and remediation by WIDPI. The document Test Security Incident Response Guidelines (ELP052) provides an overview of the process and procedures to follow to investigate possible test security violations. Each incident reported to the WIDPI is logged and assigned to a review committee that is charged with identifying whether test items were	

	exposed, whether the validity of test results were compromised, and whether there was any evidence of academic fraud. The evidence from each incident is reviewed to ensure that there is consistency in WIDPI determinations and that the facts of each incident support the determination that was made. Instances of possible academic fraud from licensed school staff are forwarded to the legal department of the WIDPI for potential license revocation actions. Wisconsin Statute §115.31(2) (ELP089) authorizes the State Superintendent to revoke the license of any department-licensed individual for any conduct or behavior that endangers the education of a student. ● ELP047: ACCESS for ELLs Test Security. OSA webpage clearly communicates that everyone involved in the assessments is responsible for test security, including educators, students, and families. A link to ELP042 is included on this webpage. ● ELP042: ACCESS for ELLs Test Security Incident Report. ● ELP052: Test Security Incident Response Guidelines. ● ELP089: Wisconsin Statutes Chapter 115.31. Wisconsin Stat §115.31(2), license or permit revocation; reports; investigation. ● ELP048: Test Security Manual. Incident reporting procedures, pages 15-17 and 20; consequences for violations, page 6.	

Section 2.5 Summary Statement

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

- ACCESS and Alternate ACCESS:
  - Provide information on how test security documents are disseminated, tracked, and monitored to be sure that all relevant individuals are aware of test security requirements.
  - Provide evidence on how the state works to detect test irregularities other than self-reporting (e.g. forensic analysis), or refer to any relevant Consortium-provided evidence.

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.

- Provide evidence of remediation following any test security incidents involving the state's ELP assessments.
- Provide evidence of periodic reports of irregularities and how the state tracks irregularities, such as evidence of most recent year's test security incidents.
- Provide evidence of requirements for annual training at the district and school levels for all individuals involved in test administration (it appears to be every other year).
- Provide evidence of summary reports of internal or independent monitoring of the state's test security policies, procedures and practice.

Critical Element 2.6 – Systems for Protecting Data Integrity and Privacy

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has policies and procedures in place to protect the integrity and confidentiality of its test materials, test-related data, and personally identifiable information, specifically: • To protect the integrity of its test-related data in test administration, scoring, storage and use of results; • To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools; • To protect personally identifiable information about any individual student in reporting, including defining the minimum number of students necessary to allow reporting of scores for all students and student groups.	Wisconsin is a member of the WIDA Consortium. WIDA has submitted evidence for this critical element on behalf of consortium members. Wisconsin submits the following additions: **Security of Test Materials** ● ELP021: Information for New District Assessment Coordinators (DACs). This Office of Student Assessment (OSA) webpage addresses test security on page 2. ● ELP013: Orientation for New District Assessment Coordinators (DACs). Slides 46-48 deal with test security and slide 60 deals with student privacy. ● ELP052: Test Security Incident Response Guidelines. Describes the process to address test irregularities. ● ELP089: Wisconsin Statutes Chapter 115.31. Wisconsin Stat §115.31(2), license or permit revocation; reports; investigation. ● ELP053: The DAC Digest January 16, 2019. Example of an OSA weekly DAC newsletter includes a secure materials handling reminder on page 8. ● ELP054: Interagency Agreement with WIDA 2018-19 Page 2. Item #5 indicates test materials will be shipped via UPS, designated "inside delivery required" and "secure testing materials enclosed." Signature will be required for receipt. **Data Security and Student Privacy** WIDPI maintains a secure data warehouse and data portal for SEA and LEA use, the Wisconsin Information System for Education (WISE). WIDA securely	Mixed Documents and links provided show evidence that the state has policies and procedures in place to protect test materials, data, and student information. State has defined a minimum number of 5 for reporting (though one could potentially argue that a statement from a data governance website is not a policy or procedure and is therefore not strong evidence). 021 refers to DAC security procedures related to confidentiality, not copying or altering the assessments, and that materials are secure. Reference to more information under test security tabs. 013 has information about how tests should be secure before, during, and after test administrations. 052 outlines the process to follow for test irregularities. 055 suggests that there are resources for overview, DPI safeguarding, privacy for parents, data users, training and resources. 056 provides a flowchart explaining the levels and responsibilities of stakeholders in keeping data secure. 057 delineates a process by which only authorized users can gain access to the data. 059 eloquently addresses the issue of small groups of students and reporting data.

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.

	maintains assessment data, which is securely retrieved by the OSA to be loaded into the WISE system. All SEA and LEA access to assessment data is via authorized users of the WIDPI or WIDA secure portals. ● ELP055: Student Data Privacy Main Menu: About Student Data Privacy. WIDPI webpage provides training materials related to student data privacy for educators and the public. ● ELP056: District Personnel and Data Users. This WIDPI webpage describes secure access to student level data. ● ELP057: WISE Data Requests. WIDPI webpage explains the standardized process for requesting education data. The process prevents access to PII by unauthorized users. ● ELP058: Welcome to the Data Warehouse & Decision Support Team Page! Summary of reporting and privacy from the WIDPI data governance team. ● ELP059: WISEdash Support - About Data Redaction and Student Privacy. Explains WIDPI data redaction policies. ● ELP060: Student Privacy. WIDPI webpage explains redaction and why some data are not publicly reported. To access WIDA's online test portal, which may include access to student PII, all users are required to agree to a confidentiality statement. ● ELP044: 2018-2019 WIDA Assessment Management System (WIDA AMS) User Guide. See page 21. WIDPI has a contractual data use relationship with WIDA which codifies handling of student test data and PII. ● ELP061: Interagency Agreement with WIDA Page 4. SEA obligations require WIDPI to	

	implement policies and procedures for secure test administration in LEAs. ● ELP062: Interagency Agreement with WIDA Page 12. Requires WIDA to provide a secure administrative portal and file transfer capability. ● ELP063: Interagency Agreement with WIDA Schedule C. See items 4(G) and 4(H) in this Education Record Release and Data Use Agreement for permitted uses of the confidential data. ● ELP064: Interagency Agreement with WIDA Exhibit A. Data File Description lists personally identifiable information that can be disclosed to WIDA under the assessment contract (see also: ELP063 item 1). ● ELP065: Interagency Agreement with WIDA Exhibit B. The WIDA Consortium Employee Confidentiality Agreement (required under ELP063, 4(B)). ELP066: Interagency Agreement with WIDA Exhibit C. WCER Standard Security Policies and Procedures and WCER/WIDA Secure Data Breach Policy (required under ELP063, 4(C)).	
Section 2.6 Summary Statement		
_X__ No additional evidence is required		

SECTION 3: TECHNICAL QUALITY – VALIDITY

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate overall validity evidence for its assessments consistent with nationally recognized professional and technical testing standards. The State's validity evidence includes evidence that: ***The State's ELP assessments*** measure the knowledge and skills specified in the State's ELP standards, including: • Documentation of adequate alignment between the State's ELP assessment and the ELP standards the assessment is designed to measure in terms of language knowledge and skills, the depth and breadth of the State's ELP standards, across all proficiency levels, domains, and modalities identified therein; • Documentation of alignment (as defined) between the State's ELP standards and the language demands implied by, or explicitly stated in, the State's academic content standards; • If the State administers an AELPA aligned with alternate ELP achievement standards, the assessment shows adequate linkage to the State's ELP standards in terms of content match (i.e., no unrelated content) and that the breadth of content and linguistic complexity	State refers peers to critical element 1.2 for information on alignment to content standards and to Consortium-provided evidence for other aspects of this critical element.	Mixed As noted for critical element 1.2, state has not provided any documentation of alignment between the State's ELP standards and the language demands implied by, or explicitly stated in, the State's academic content standards. See WIDA review

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

determined in test design is appropriate for ELs who are students with the most significant cognitive disabilities.		

Section 3.1 Summary Statement

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

- ACCESS:
  - Provide evidence of alignment between the State's ELP standards and the language demands implied by, or explicitly stated in, the State's academic content standards.
- Alternate ACCESS:
  - Provide evidence of alignment between the State's ELP standards and the language demands implied by, or explicitly stated in, the State's *alternate* academic content standards.

Critical Element 3.2 – Validity Based on Linguistic Processes

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate validity evidence that its assessments tap ***the intended language processes*** appropriate for each grade level/grade-band as represented in the State's ELP standards.		No additional evidence provided by state See WIDA review

Section 3.2 Summary Statement

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

- See WIDA peer review notes.

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

Critical Element 3.3 – Validity Based on Internal Structure

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State's ***ELP standards*** on which the intended interpretations and uses of results are based.		No additional evidence provided by state See WIDA review
Section 3.3 Summary Statement		
_x__ The following additional evidence is needed/provide brief rationale: See WIDA peer review notes.		

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

Critical Element 3.4 – Validity Based on Relations to Other Variables

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate validity evidence that the State's assessment scores are related as expected with other variables.		No additional evidence provided by state See WIDA review
Section 3.4 Summary Statement		
_x__ The following additional evidence is needed/provide brief rationale: See WIDA peer review notes.		

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

SECTION 4: TECHNICAL QUALITY – OTHER

Critical Element 4.1 – Reliability

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has documented adequate reliability evidence for its assessments for the following measures of reliability for the State's student population overall and each student group consistent with nationally recognized professional and technical testing standards. If the State's assessments are implemented in multiple States, measures of reliability for the assessment overall and each student group consistent with nationally recognized professional and technical testing standards, including: • Test reliability of the State's assessments estimated for its student population (***for ELP assessments, including any domain or component sub-tests, as applicable***); • Overall and conditional standard error of measurement of the State's assessments, including any domain or component sub-tests, as applicable; • Consistency and accuracy of estimates in categorical classification decisions for the cut scores, achievement levels or proficiency levels based on the assessment results; • For computer-adaptive tests, evidence that the assessments produce test forms with adequately		No additional evidence provided by state See WIDA 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.

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

Critical Element 4.2 – Fairness and Accessibility

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
For all State ELP assessments, assessments should be developed, to the extent practicable, using the principles of universal design for learning (UDL) (see definition[6]). ***For ELP assessments,*** the State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all EL students and fair across student groups, including ELs with disabilities, in their design, development, and analysis.		No additional evidence provided by state See WIDA review
Section 4.2 Summary Statement		
_x__ The following additional evidence is needed/provide brief rationale: See WIDA peer review notes.		

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

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

Critical Element 4.3 – Full Performance Continuum

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum for ***ELP assessments***, including performance for EL students with high and low levels of English language proficiency and with different proficiency profiles across the domains of speaking, listening, reading, and writing.		No additional evidence provided by state See WIDA review
Section 4.3 Summary Statement		
_x__ The following additional evidence is needed/provide brief rationale: See WIDA peer review notes.		

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

Critical Element 4.4 – Scoring

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has established and documented standardized scoring procedures and protocols for its assessments (and ***for ELP assessments, any applicable domain or component sub-tests***) that are designed to produce reliable and meaningful results, facilitate valid score interpretations, and report assessment results in terms of the State's ***ELP standards***. ***For ELP assessments,*** if an English learner has a disability that precludes assessment of the student in one or more of the required domains/components (listening, speaking, reading, and writing) such that there are no appropriate accommodations for the affected domain(s)/component(s), the State must provide a description of how it will ensure that the student is assessed in the remaining domain(s)/component(s) in which it is possible to assess the student, and a description of how this will occur.[7]		No additional evidence provided by state State submission refers to WIDA; WIDA review requests evidence from state. See WIDA review
Section 4.4 Summary Statement		
_x__ The following additional evidence is needed/provide brief rationale: See WIDA peer review notes.		

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

Critical Element 4.5 – Multiple Assessment Forms

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
If the State administers multiple forms of ***ELP assessments*** within or across grade-spans, ELP levels, or school years, the State ensures that all forms adequately represent the State's ***ELP standards*** and yield consistent score interpretations such that the forms are comparable within and across settings.		No additional evidence provided by state See WIDA review
Section 4.4 Summary Statement		
_x__ The following additional evidence is needed/provide brief rationale: See WIDA peer review notes.		

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

Critical Element 4.6 – Multiple Versions of an Assessment

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

Section 4.6 Summary Statement
_x__ The following additional evidence is needed/provide brief rationale: See WIDA peer review notes.:

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

Critical Element 4.7 – Technical Analysis and Ongoing Maintenance

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State: • Has a system for monitoring, maintaining, and improving, as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments), and • Evidence of adequate technical quality is made public, including on the State's website.	Wisconsin is a member of the WIDA Consortium. WIDA has submitted evidence for this critical element on behalf of consortium members	State submission refers to WIDA; WIDA review requests evidence from state. State provides no additional evidence, but aspects of this critical element require evidence from the state (e.g. about technical information on its website). See WIDA review

Section 4.7 Summary Statement

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

- ACCESS and Alternate ACCESS
  - Make evidence of the technical quality of its assessments public, including on its website.
  - Provide evidence of how the state collaborates with the Consortium to monitor, maintain, and improve the quality of its assessments (for example, evidence that the state or Consortium solicits input from technical reviewers, from policymakers or other stakeholders about quality of 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.

SECTION 5: INCLUSION OF ALL STUDENTS

Critical Element 5.1 – Procedures for Including Students with Disabilities

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State has in place procedures to ensure the inclusion of all public elementary and secondary school students[8] with disabilities in the State's assessment system. Decisions about how to assess students with disabilities must be made by a student's IEP Team under IDEA, the placement team under Section 504, or the individual or team designated by a district to make that decision under Title II of the ADA, as applicable, based on each student's individual abilities and needs. • ***For ELP assessments,*** policies that require the inclusion of an EL with a disability that precludes assessment of the student in one or more of the required domains (speaking, listening, reading, and writing) such that there are no appropriate accommodations for the affected component (the State must assess the student's English language proficiency based on the remaining components in which it is possible to assess the student).	Wisconsin is a member of the WIDA Consortium. WIDA has submitted evidence for this critical element on behalf of consortium members. Wisconsin submits the following additions: As described in critical element 1.4, WIDPI's policies require that all English learners enrolled in Wisconsin public schools in grades K-12 participate in the State's English language proficiency assessment, ACCESS for ELLs or Alternate ACCESS for ELLs. This requirement applies equally to ELs with disabilities, including those for whom a disability precludes assessment in one or more required domains. To reinforce these policies on inclusion, WIDPI creates the roster for ACCESS for ELLs from the statewide longitudinal data system and provides it to WIDA. This roster includes all ELs, including those with disabilities, as well as all ELs expected to take the Alternate ACCESS for ELLs. Students are automatically rostered into the online testing portal, necessary testing materials are automatically ordered and shipped to districts, and WIDPI monitors test completion throughout the testing window. This statewide process is communicated to districts in a weekly email during the months leading up to and through the testing window. • ELP067: The DAC Digest October 17, 2018. For an example of communication to districts on this topic, see page 5, ACCESS for ELLs - Reminders.	Mixed State-provided evidence includes policy manuals related to requirements to participate in testing and documents for IEP teams to use in determining participation in ACCESS or Alternate ACCESS. No specific information is provided regarding 504 placement teams. State documentation describes the process to request a waiver for certain domains in which students cannot be assessed and how to calculate a score excluding those domains. The actual form to request a waiver for a specific domain is a Google form that is unavailable to peer reviewers. ELP 067 shows reminders related to ACCESS. 015 sets up the participation criteria for ELs for alternate assessments, including a "most significant cognitive disability". Evidence 033 sets out policies if a student is unable to access one or two domains during testing, including the Alternate Overall Composite calculation. This element is fulfilled.

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

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	Individualized Educational Plan (IEP) teams are responsible for determining the appropriate supports for students with disabilities. In addition, they determine whether or not an EL with a disability qualifies for the Alternate ACCESS for ELLs. To qualify for the alternate assessment, the student must meet all the criteria listed on form I-7-A, Participation Guidelines for Alternate Assessment (ELP015). In a given year, a student must participate in one or the other assessment, not parts of both. IEP teams are required to document all accommodations and accessibility-related needs within a student's IEP. WIDPI provides sample IEP forms. ● ELP015: Participation Guidelines for Alternate Assessment: Form I-7-A. ● See critical element 5.4, *Selection of the Appropriate Assessment*. WIDPI provides additional information for IEP teams, educators, and families regarding the selection of appropriate supports and accommodations through webpages and a policy handbook. Accommodations and supports must be aligned to a student's daily instruction and should not be introduced solely for the purpose of testing. ● See critical element 5.4, *Selection of Appropriate Accommodations*. WIDPI has implemented a procedure for districts to request that a student unable to access one or more domains be exempted from those domains, and an alternate ELP score calculated for them based on the remaining domains they can access. ● ELP033: English Learner Policy Handbook Chapter 13 - Unique Circumstances. IEP team guidance and determining full English proficiency when one or more domain scores are missing, pages 5-6.	

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	• ELP016: Access for ELLs Accommodations and Supports. OSA webpage includes information on requesting an exemption for testing in a domain, page 6.	
Section 5.1 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.

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

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

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

Critical Element 5.3 – Accommodations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and ELs, including ELs with disabilities. Specifically, the State: • Ensures that appropriate accommodations are available for ELs; • Has determined that the accommodations it provides (1) are appropriate and effective for meeting the individual student's need(s) to participate in the assessments, (2) do not alter the construct being assessed, and (3) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations; • Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. • Ensures that accommodations for all required assessments do not deny students with disabilities or ELs the opportunity to participate in the assessment and any benefits from participation in the assessment.	Wisconsin is a member of the WIDA Consortium. WIDA has submitted evidence for this critical element on behalf of consortium members. Wisconsin submits the following additions: WIDPI permits all accessibility and accommodations listed in the WIDA Accessibility and Accommodations Supplement. WIDPI communicates the allowable accommodations and instructs DACs to plan for identifying and assigning accommodations. • ELP024: Wisconsin ACCESS for ELLs Online Checklist. Page 3, accommodations tutorials, meetings with IEP/504 teams; page 4, assign accommodations. • ELP037: The DAC Digest November 28, 2018. Sample weekly OSA DAC email. Page 6, assign accommodations; page 7, ensuring staff access to WIDA's Accessibility and Accommodations Supplement. WIDPI has a dedicated ELP assessment program manager who handles requests for unique accommodations and consults with experts on accommodations and students with disabilities at WIDPI and WIDA (as appropriate) to review such requests. Contact information is clearly communicated: • ELP023: WIDA Wisconsin State Page. This webpage is available using the "Members/States" dropdown on the main public-facing WIDA webpage. Contacts are on page 3. • ELP002: ACCESS for ELLs. OSA webpage. Contacts are on pages 2-3.	Mixed Evidence provided by state for this element does not seem to describe how to request unique accommodations (though Critical Element 2.3 discusses waivers for certain domains) or how the state processes them. State does not provide information about how many different types of standard or unique accommodations are provided (i.e. information about how well accommodations meet needs), nor provide evidence that accommodations for all required assessments do not deny students with disabilities any benefits from participation in the assessment. Please refer to peer review of Consortium-provided evidence for additional evidence needed on this element.

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
Section 5.3 Summary Statement		
_x__ The following additional evidence is needed/provide brief rationale: • ACCESS: o Provide evidence of a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. o Provide evidence about whether or not allowable accommodations are appropriate and effective (for example, information about how many different types of standard or unique accommodations are provided might provide insight into how well accommodations meet needs). o Provide evidence that accommodations for all required assessments do not deny students with disabilities any benefits from participation in the assessment (e.g., exiting EL services). • Alternate ACCESS: o Provide evidence of a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed. o Provide evidence about whether or not allowable accommodations are appropriate and effective (for example, information about how many different types of standard or unique accommodations are provided might provide insight into how well accommodations meet needs). o Provide evidence that accommodations for all required assessments do not deny students with disabilities any benefits from participation in the assessment (e.g., exiting EL services).		

Critical Element 5.4 – Monitoring Test Administration for Special Populations

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without accommodations, are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive accommodations that are: • Consistent with the State's policies for accommodations; • Appropriate for addressing a student's disability or language needs for each assessment administered; • Consistent with accommodations provided to the students during instruction and/or practice; • Consistent with the assessment accommodations identified by a student's IEP Team under IDEA, placement team convened under Section 504; or for students covered by Title II of the ADA, the individual or team designated by a district to make these decisions; or another process for an EL; • Administered with fidelity to test administration procedures; • Monitored for administrations of all required ELP assessments, and AELPA.	• ELP069: Plan to Monitor Implementation of Policies Regarding Accommodations for State Assessment Administration: ACCESS for ELLs and Alternate ACCESS for ELLs. Provides a high-level visualization of WIDPI's approach. *Selection of the Appropriate Assessment* • ELP014: English Learner Policy Handbook Chapter 11 - ELs with Disabilities. Page 4, Alternate ACCESS for ELLs. • ELP016: ACCESS for ELLs Accommodations and Supports. This OSA webpage communicates ACCESS for ELLs test type decision rules (page 5). • ELP071: Guide to Determining Students with the Most Significant Cognitive Disabilities. • ELP015: Participation Guidelines for Alternate Assessment: Form I-7-A • ELP070: Individualized Education Program: Participation in Statewide English Language Proficiency Assessment Checklist and Accommodations - Form I-7. IEP teams use this form to indicate which assessment the student will take and domain-specific accommodations. *Selection of Appropriate Accommodations* • ELP016: ACCESS for ELLs Accommodations and Supports. OSA webpage pages 1-3, overview of accommodations and supports; pages 3 and 5, links to WIDA accommodations resources.	State asserts that it reviews numbers of accommodations requested per district against state averages, but no evidence of the process or results is provided. State provides documentation on how districts are to select appropriate assessments but does not provide evidence on how it checks to ensure that this is happening (e.g. comparisons of Alternate ACCESS participation with alternate assessment participation for students). State provides documentation of processes to review whether or not accommodations are provided in accordance with students' IEPs as part of a special education monitoring process. This process appears to be carried out for districts approximately once every 5 years for a sample of students. Selection of appropriate accommodations is fulfilled through evidence 014, 016, 071, etc. ELP 073 *suggests* that assessment accommodations are based on accommodations available in the classroom during instruction (p. 2, #3). Language in ELP 072 and 073 that instructional accommodations are aligned to assessment accommodations for students with IEPs who are ELs. Appendices are provided suggesting that accommodations are implemented, but peers would like to see evidence regarding the number and type of accommodations provided.

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	● ELP073: English Learner Policy Handbook Chapter 9 - EL Supports and Accommodations. Pages 1-6, choosing appropriate supports and accommodations, implementing accommodations, and accommodations "dos and don'ts." ● ELP072: Guide to Special Education Forms. Pages 109-110 provide an overview and describe implementation considerations, such as that assessment accommodations "should be consistent with day-to-day instructional methods." Pages 115-116 describe how to complete form I-7 (ELP070) for ELP testing. ● ELP022: State Testing Plan for the Implementation of Assessments in Wisconsin. ○ Page 5, district accessibility and accommodations checklist (items 1-5, 7), preparation and training. ○ Page 8, school accessibility and accommodations checklist (items 1, 3, and 4), preparation and training. *Appropriate Administration of Assessments and Accommodations* On-site test administration monitoring is conducted by district staff, under supervision of the DAC. DACs are required to provide an annual assurance that they will administer assessments with fidelity through a confidentiality form to WIDPI . This form states that assessment accommodations for students with disabilities and English learner students are: ● consistent with the State's policies for accommodations;	

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	● appropriate for addressing a student's disability or language needs for each assessment administered; ● consistent with accommodations provided to the students during instruction and/or practice; ● consistent with the assessment accommodations identified by a student's IEP Team or 504 team for students with disabilities, or another process for an EL; ● administered with fidelity to test administration procedures. Districts are also required to keep completed confidentiality forms on file for other staff involved in administering the assessments, including SACs. ● ELP041: District Assessment Coordinator Confidentiality Agreement. ● ELP049: School Assessment Coordinator Confidentiality Agreement ● ELP051: Test Administrator Confidentiality Agreement. The State Testing Plan for the Implementation of Assessments in Wisconsin (ELP022) provides districts with test administration guidelines and supports at the district, school and classroom level, and includes information about monitoring accommodations and guidance for test administration observations, to assure accommodations and supports are appropriately provided and consistent with supports provided during instruction and/or practice. The State Testing Plan guidance recommends that districts develop and	

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	implement local testing plans, including a district-level plan and a school plan for each school in the district, to ensure test administrations are conducted with fidelity. Districts should include the following additional information in their local testing plans: (1) how data collected will be used to monitor the provision and use of testing accommodations; (2) how school-based IEP teams/Section 504 committees and LEP teams/committees communicate documented testing accommodations to school test coordinators; (3) how schools will ensure that eligible students are receiving assessment accommodations that match daily instructional accommodations; and (4) how schools will ensure that eligible students are receiving testing accommodations listed on the student's IEP, Section 504 Plan, or EL documentation on test day (e.g., self-monitoring records, district affidavits that provide assurance that appropriate accommodations are given to students). ● ELP022: State Testing Plan for the Implementation of Assessments in Wisconsin. ○ Page 5, district accessibility and accommodations checklist (items 8-9), review of accommodations used. ○ Page 8, school accessibility and accommodations checklist (item 5), review of accommodations used. ○ Page 10, classroom-level accessibility and accommodations checklist (items 1-4), monitoring and reporting.	

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	○ Page 14, sample school testing plan references accessibility and accommodations. ○ Page 17, sample special setting test administration site plan provides a format for recording student information and approved accommodations. ○ Page 18, sample review of accommodations used provides format to collect observational data on accommodation use, to ensure that each student with an IEP, 504, or EL plan has meaningful and equitable access to assessments ○ Page 19, sample test administrator training record. ○ Page 22, sample accommodations acknowledgement form provides format to collect test administrator confirmation of training on proper use of specific accommodations. ○ Pages 23-25, sample monitoring form records date of monitoring visit, location and site information, and a checklist of 20 test administration observations. **Coordinated State Monitoring Process** WIDPI has processes in place to monitor whether districts are appropriately including English learners with disabilities in ELP assessments, whether the correct	

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	assessment (general or alternate) is administered, and whether the accommodations provided are appropriate for addressing a student's disability. Coordinated state monitoring currently includes two distinct processes: desk monitoring conducted by OSA and Procedural Compliance and Self-Assessment Monitoring conducted by the Office of Special Education. *Desk Monitoring by the Office of Student Assessment* OSA evaluates trends in school and district accommodations use data for each test administration. Annually, test results are analyzed to identify whether some accommodations and accessibility features are used at higher or lower rates than expected, and whether participation rates for English learners with disabilities are comparable with their peers. WIDPI monitors accommodation use at both the school and district level using a student-level data file, for all schools and districts in the state. Any schools or districts whose accommodation use appears to be greater than the state average may trigger an audit or request for documentation from a school or district. In addition, any significant changes in the number and/or frequency of certain accommodations over time may trigger an audit or request for documentation from a school or district. ● ELP074: ACCESS File Layout. Lines 44-59 capture accommodations information. The file layout applies to ELs in grades K-12 (grade level is captured in column O). ● ELP075: Alternate ACCESS File Layout. Lines 40-55 capture accommodations information.	

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	Procedural Compliance and Self-Assessment Monitoring conducted by the Office of Special Education OSA works closely with the Office of Special Education at WIDPI to provide consistent messaging and professional development on the use of supports or accommodations in both instruction and assessment. The Office of Special Education annually reviews IEPs for procedural compliance, including review of accessibility supports and accommodations for students with IEPs through a self-assessment process. For purposes of Procedural Compliance Self-Assessment, Wisconsin's districts are divided into five groups (cohorts) and roughly one-fifth of the districts in the state report to WIDPI each year. WIDPI established monitoring directions and standards for each requirement in the self-assessment. District staff use the directions and standards to determine whether the student's record is in compliance. Standard IEP 18 (ELP076 pages 34-36) requires districts to verify that students' IEPs document that the IEP team considered and determined whether accommodations were needed for each applicable assessment. Standard IEP 18 includes guidance that IEP teams "should consider what accommodations the student is familiar with in daily instruction…" and "when possible, the accommodation should be used consistently for both instruction and when participating in assessments." Standard IMP 5 (ELP076 pages 43-44) requires districts to determine whether the accommodations specified on	

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Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	students' IEPs were actually provided on the applicable assessments. Standard IMP 5 includes guidance that "when possible, the accommodation should be used consistently for both instruction and when participating in assessments." WIDPI annually validates selected LEAs' Special Education Procedural Compliance Self-Assessments (ELP077). WIDPI will provide technical support or apply enforcement mechanisms as necessary, including withholding of funds. ● ELP076: Directions and Standards for Assessing Compliance. Pages 34-36 address standard IEP 18; pages 43-44 address standard IMP 5. ● ELP077: Reading Drives Achievement: Procedural Compliance Self-Assessment. This Special Education team webpage provides an overview and links to resources related to the procedural compliance self-assessment process. ● ELP078: Reading Drives Achievement: Procedural Compliance Self-Assessment (Graphic). Provides a visual overview and timeline of the procedural compliance self-assessment process. ● ELP079: Conducting the Self-Assessment. This Special Education team webpage provides resources for LEAs to complete the self-assessment monitoring process. ● ELP080: Information Regarding the Procedural Compliance Self-Assessment. High-level summary of the compliance self-assessment	

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	process provided by the Special Education team. **State Follow-up** WIDPI follows up on issues identified through accommodations monitoring in a variety of ways, depending on the nature and prevalence of the issue. If an issue is common across districts or systemic in nature, WIDPI may make it a focus for training; include guidance in communications with districts such as the DAC Digest, Office Hours, or targeted emails; revise policies; and work collaboratively with colleagues on the Special Education and the Title III teams. If the issue is restricted to a specific or small number of schools or districts, WIDPI will provide technical assistance or additional guidance to those specific schools or districts.	

Section 5.4 Summary Statement

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

- ACCESS and Alternate ACCESS:
  - Provide evidence that state actually monitors test administration, such as results or reports of monitoring.
  - Provide evidence that accommodations are being offered in accordance with state polices or expectations.
  - Provide evidence of monitoring that appropriate accommodations (identified in IEP 504) are being provided in instruction, and that these same accommodations are made available to students during assessment (e.g. reports of compliance monitoring through special education office).
  - Provide evidence that accommodations are being implemented correctly (e.g. reports of numbers of irregularities related to accommodations and information on how problems with accommodations during assessment are handled).

SECTION 6: ELP ACHIEVEMENT STANDARDS AND REPORTING

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
For ELP standards: • The State adopted ELP achievement standards that address the different proficiency levels of ELs; • If the State has developed alternate ELP achievement standards, it has adopted them only for ELs who are students with the most significant cognitive disabilities who cannot participate in the regular ELP assessment even with appropriate accommodations.	Wisconsin is a member of the WIDA Consortium. WIDA has submitted evidence for this critical element on behalf of consortium members. Wisconsin submits the following addition: The ELP and AELPA achievement standards are uniform across the WIDA Consortium, and are adopted in their entirety by states upon joining the consortium and adopting the core ELP standards. These standards were developed by the consortium of states that make up the WIDA Consortium, and the consortium continues to ensure that they stay up-to-date. WIDPI has membership on both WIDA's Standards subcommittee as well as on the WIDA Executive Committee. Both of these subgroups are instrumental in standards design and consortium adoption of updated standards and achievement standards.	Mixed State submission noted evidence was submitted by WIDA. WIDA review notes "See states". Evidence that state adopted ELP and Alternate ELP **achievement** standards should be provided.

Section 6.1 Summary Statement

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

- Evidence of the state's adoption of ELP and alternate ELP achievement standards should be provided.
- Evidence of different levels of achievement should be provided.

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

Critical Element 6.2 – ELP Achievement Standards Setting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State used a technically sound method and process that involved panelists with appropriate experience and expertise for setting: • ***ELP achievement standards and, as applicable, alternate ELP achievement standards***, such that: o Cut scores are developed for every grade/grade band, content domain/language domain, and/or composite for which proficiency-level scores are reported. •		No additional evidence provided by state See WIDA review

Section 6.2 Summary Statement

_x__ The following additional evidence is needed/provide brief rationale:
See WIDA peer review notes.

Critical Element 6.3 –Aligned ELP Achievement Standards

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
***For ELP achievement standards*:** The State has ensured that ELP assessment results are expressed in terms that are clearly aligned with the State's ELP standards, and its ELP performance-level descriptors. If the State has adopted alternate ELP achievement standards for ELs who are students with the most significant cognitive disabilities, the alternate ELP achievement standards should be linked to the State's grade-level/grade-band ELP standards, and should reflect professional judgment of the highest ELP achievement standards possible for ELs who are students with the most significant cognitive disabilities.		No additional evidence provided by state See WIDA review

Section 6.3 Summary Statement

_x__ The following additional evidence is needed/provide brief rationale:
See WIDA peer review notes.

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

Critical Element 6.4 – Reporting

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
The State reports its assessment results for all students assessed, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public. The State reports to the public its assessment results on ***English language proficiency for all ELs including the number and percentage of ELs attaining ELP***. For the ***ELP assessment***, the State provides coherent and timely information about each student's attainment of the State's ELP standards to parents that: • Reports the ***ELs' English proficiency*** in terms of the State's grade level/grade-band ELP standards (including performance-level descriptors); • Are provided in an understandable and uniform format; • Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian;	OSA hosts an ACCESS for ELLs data and reporting webpage, which links to a report on the number and percentage of ELs attaining full English proficiency. • ELP090: ACCESS for ELLs Data and Reporting. This OSA webpage provides information on a variety of topics related to EL data and reporting. A link to the EL proficiency attainment report (ELP091) is at the bottom of the page. • ELP091: Number and Percentage of English Learners Achieving English Language Proficiency. The table is based on a template in the May 2018 Handbook for Completion of State Report Cards Under ESSA from the Council of Chief State School Officers (CCSSO). In future years this report will be included in the Consolidated State Performance Report and will be publicly posted on the WIDPI website. WIDPI retrieves state-wide ACCESS for ELLs results from WIDA's secure portal and loads these results into WISEdata, the statewide longitudinal database. Student Growth Percentiles (SGPs) are then calculated from these data and added to the database. For ESSA accountability, average school-level SGPs are calculated, and this is used as the ELP indicator on school report cards. SGPs are also broken into Low, Typical, and High growth categories to help districts quickly identify challenges and successes. Districts have secure access to these data in WISEdash for Districts, along with visualizations of the data and the ability to explore cohorts based on extensive demographic filters through the WISEdash for Districts	Mixed State notes that "in future years this report [referring to information on number and percentage of students achieving English language proficiency] will be publicly posted on WIDPI website." It is unclear if the information contained in ELP091 is actually posted on the website currently. Consortium-provided evidence linked by state provides some evidence to address requirements to report EL proficiency to parents (through sample ISR reports, including translated versions of reports and interpretive guides). No information is provided regarding availability of alternative formats of reports, nor is any evidence provided about state policy or procedures that address reporting requirements, including additional formats or languages of reports, if needed. Peers could not find evidence indicating 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. ELP091 reports the total number of ELs, and the number and percent of ELs attaining proficiency. Student Growth Percentiles are also provided over time. Score reports are offered in more than 40 languages through WIDA documents. ELP 024 shows a window of dates during which time results need to be communicated to families. Peers were unable to determine whether oral interpretations of score reports are available to families, or whether they

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
• Upon request by a parent who is an individual with a disability as defined by the ADA, as amended, are provided in an alternative format accessible to that parent.	portal. Critical element 2.6 provides an overview of the WISEdash portal. ● ELP081 and ELP082 are visualizations of the average ELP SGP for schools in a district and an individual school and how they compare to the rest of the schools in the state. ○ ELP081: 2017-18 Growth by School ([All Types]) - Statewide. ○ ELP082: Statewide Distribution of ELP Progress Outcomes for English Learners. ● ELP083 and ELP084 show how districts can explore SGPs by different student demographics to identify student subgroups which may need additional supports and resources. ○ ELP083: Growth Level by Grade. ○ ELP084: Growth Level by Years EL. ● ELP085: Student Growth Percentile (SGP) ACCESS. This plot shows an individual student SGP, with a predictive fan for future growth based on the past growth trajectory of similar students. Districts use this student-level data to determine if intervention is needed and to design targeted supports for students at risk of not making appropriate growth. ● ELP086: WISEdash (FOR DISTRICTS) ACCESS Dashboards. This webpage from the data warehouse and decision support team explains additional ELP assessment data available in secure WISEdash for Districts, and provides guidance for when to use proficiency levels versus scale scores. WIDA makes both Individual Student Reports (ISRs) and data downloads available to districts through a secure portal, and ships printed ISRs to districts along	are offered in an alternate format for parents who fall under an ADA category.

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
	with several summary and frequency reports. The 2018-2019 WIDA Assessment Management System (WIDA AMS) User Guide (ELP044) provides information on how to access data and reports. Within the secure portal, ISRs are available in more than 40 languages which districts can print for parents as needed. WIDA provides substantial interpretive guides and resources, along with parental information translated into multiple languages. WIDPI directs districts to these resources in a number of ways: ● ELP044: 2018-2019 WIDA Assessment Management System (WIDA AMS) User Guide. Pages 150-155: accessing test results. ● ELP087: The DAC Digest April 18, 2018. Sample WIDPI weekly email to DACs includes page 7, reminder of when reports are available; page 8, calendar of report delivery; page 10, link to WIDA's resources, including interpretive guides and family resources. ● ELP024: Wisconsin ACCESS for ELLs Online Checklist. Page 9 includes tutorial, access to data, and communication with families. ● ELP026: ACCESS State Profile 2018-2019. Page 11 describes planned broadcast emails to LEAs regarding reports and data. ● ELP088: 2018 Vendor-Based Reporting Timelines. OSA reporting schedule for districts includes information about use of the reports.	

Section 6.4 Summary Statement

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

- ACCESS and Alternate ACCESS:
  - Provide evidence that state reports to the public its assessment results on English language proficiency for all ELs including the number and percentage of ELs attaining ELP.

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

Critical Element	Evidence (Record document and page # for future reference)	Comments/Notes/Questions/Suggestions Regarding State Documentation or Evidence
• Provide evidence regarding (1) materials (including trainings) to assist school and district personnel on how to use and interpret ELP assessment results, and (2) availability of alternate formats of reports for those who may need them. • Provide evidence about state policy or procedure that addresses reporting requirements, including availability of formats or languages of reports for parents who might have a disability or require reports in other languages (such policy would indicate that the state commits to making information accessible and is not subject to changes by vendors or assessment managers).		

SECTION 7: DOES NOT APPLY TO ELP ASSESSMENT PEER REVIEW