

# Overview of Criteria

It is essential that state standards and assessments continue to accurately reflect a state’s values, priorities, and needs, which may change and evolve over time. Thus it is important that these systems undergo regular review and, if needed, refinement. Below are criteria\* to help states establish and maintain high-quality ELP standards and assessments.

<b>Section 1: STANDARDS</b> (Development Phase; Implementation Phase)	
<b>DEVELOPMENT PHASE</b>	<p><b>1.1 Organization or structure of the standards</b></p> <ol style="list-style-type: none"> <li>The structure of the state’s ELP standards (e.g., format, organization/hierarchy, levels of detail) is appropriate for the standards’ instruction- and assessment-related (including reporting) purposes and uses.</li> </ol> <p><b>1.2 Number of standards</b></p> <ol style="list-style-type: none"> <li>The number of standards is appropriate for the depth and breadth of the ELP domain, as it is defined by the state.</li> <li>The number of standards allows for appropriate coherence and consistency of skills and knowledge across modalities (i.e., listening, speaking, reading, writing), as defined by the state.</li> </ol> <p><b>1.3 Level of specificity or “granularity” of the standards</b></p> <ol style="list-style-type: none"> <li>The state’s ELP standards are described with sufficient clarity and definition to guide curriculum, development, instructional planning, and assessment development for the EL population.</li> </ol> <p><b>1.4 Alignment</b></p> <ol style="list-style-type: none"> <li>The state’s ELP standards are articulated horizontally.</li> <li>The state’s ELP standards are articulated vertically.</li> <li>The state’s ELP standards are linked with the state’s academic content standards.</li> </ol>
<b>IMPLEMENTATION PHASE</b>	<p><b>1.5 Training</b></p> <ol style="list-style-type: none"> <li>The state provides guidance and training to local education agencies — for example, to teachers of English as a Second Language, bilingual teachers, content area teachers, special education teachers, school and district administrators — on the ELP standards, their purpose and use, and implementation strategies.</li> </ol> <p><b>1.6 Monitoring and evaluating</b></p> <ol style="list-style-type: none"> <li>The state has systems and structures for monitoring and evaluating the implementation of its ELP standards in local education agencies, schools, and classrooms.</li> </ol>

<b>Section 2: ASSESSMENT</b> (Development Phase; Implementation Phase)	
<p>Research suggests that during development and implementation of an assessment, different types of information are needed (i.e., evidence of validity, reliability, freedom from bias). The Assessment section of the Framework presents critical criteria in a phase-by-phase approach in order to best support the goal of valid and fair measurement for EL students. The following criteria are for assessments aligned with ELP standards, as required by Title III of NCLB to measure the progress and English proficiency of EL students.</p>	
<b>DEVELOPMENT PHASE</b>	<p><b>2.1 Specifications</b></p> <ol style="list-style-type: none"> <li>Specifications (i.e., item, graphic/stimulus, passage, test form) accurately translate the state’s intent of the standards with sufficient detail to guide the development of items and tests that assess the standards.</li> <li>Item specifications accurately represent the state’s intent for the standards with sufficient detail to ensure consistent understanding of the standards across key groups of participants involved in the test’s development (e.g., teachers, test developers, review committee members).</li> </ol> <p><b>2.2 Test blueprint</b></p> <ol style="list-style-type: none"> <li>The test blueprint communicates the structure and content of the test (e.g., breadth, depth, range of complexity, emphasis, item formats) in a manner consistent with the intent of the state.</li> </ol> <p><b>2.3 Alignment</b></p> <ol style="list-style-type: none"> <li>The state’s ELP assessments are aligned with the state’s ELP standards.</li> <li>The language skills and knowledge included in the state’s ELP assessments are relevant to English language acquisition and English language proficiency and necessary for students’ achievement of challenging state academic content.</li> <li>The state’s ELP assessments are aligned with the state’s language proficiency level descriptors.</li> </ol> <p><b>2.4 Bias and sensitivity</b></p> <ol style="list-style-type: none"> <li>The state’s ELP assessments are fair and accessible to students, regardless of, for example, their gender, culture, ethnicity/race, socioeconomic status, geographical location, and primary language.</li> <li>Bias and sensitivity issues have been examined through both qualitative (e.g., expert judgment, cognitive interviews) and quantitative analyses (e.g., Differential Item Functioning).</li> </ol>
<b>IMPLEMENTATION PHASE</b>	<p><b>2.5 Administration</b></p> <ol style="list-style-type: none"> <li>The state provides guidance and training to test administrators and coordinators.</li> <li>The state has systems and structures for ensuring standardization and fidelity of administration.</li> </ol> <p><b>2.6 Scoring</b></p> <ol style="list-style-type: none"> <li>The state provides guidance and training to scorers.</li> <li>The state has systems and structures for ensuring quality and accuracy of scoring.</li> </ol> <p><b>2.7 Reporting</b></p> <ol style="list-style-type: none"> <li>The state’s ELP assessments yield coherent and valid information for its EL population, grade ranges, and language proficiency levels.</li> <li>The state’s reporting system facilitates appropriate, credible, and defensible interpretation of its ELP assessment data that is meaningful and usable for a range of users (e.g., teachers, parents, state boards of education, federal government).</li> <li>The state reports participation and assessment results for all EL students in its reports at the school, local education agency, and state levels, and the reports for any group or subgroup do not reveal personally identifiable information about individual students.</li> <li>The state produces interpretive guidance following each administration of its ELP assessment.</li> </ol> <p><b>2.8 Standard setting</b></p> <ol style="list-style-type: none"> <li>The state uses a validated standard-setting process resulting in language proficiency levels, descriptions of language competencies for each level, and cut scores that appropriately differentiate among English language skills and knowledge in each language modality and in each grade range. These language proficiency levels and associated descriptions of language competencies reflect a progression toward students’ English language proficiency, as the state has defined it in its ELP standards and as is consistent with the theory and research on which the standards are based.</li> </ol> <p><b>2.9 Equating</b></p> <ol style="list-style-type: none"> <li>The state uses a defensible equating methodology that ensures results are comparable across administrations and forms of the assessments.</li> </ol> <p><b>2.10 Monitoring and evaluating</b></p> <ol style="list-style-type: none"> <li>The state has systems and structures for monitoring and improving the quality of its assessment, including a plan for ongoing procedures to maintain and improve alignment over time between the state’s ELP assessments and ELP standards.</li> </ol>

The complete Framework document is available at [www.aacompcenter.org](http://www.aacompcenter.org).

\* For the related considerations and examples of evidence and documentation, consult the complete Framework document.