

**Updates from draft 1:**

The original draft of this section included references to documentation of cognitive lab studies; these references have now been removed as they do not directly address the request for evidence in this section. Added a reference to the *Exploring Domain-General and Domain-Specific Linguistic Knowledge in the Assessment of Academic English Language Proficiency* study.

**Critical Element 3.3 – Validity Based on Internal Structure**

	<b>Evidence</b>	<b>Notes</b>
<p>The State has documented adequate validity evidence that the scoring and reporting structures of its assessments are consistent with the sub-domain structures of the State’s <b>ELP standards</b> on which the intended interpretations and uses of results are based.</p>	<p><b>2.1-3</b>  <i>Annual Technical Report for ACCESS for ELLs® 2.0 Online English Language Proficiency Test, Series 401, 2016–2017 Administration</i></p> <p><b>2.1-4</b>  <i>Annual Technical Report for ACCESS for ELLs® 2.0 Paper English Language Proficiency Test, Series 401, 2016–2017 Administration</i></p> <p><b>2.1-5</b>  <i>Annual Technical Report for ALTERNATE ACCESS for ELLs® English Language Proficiency Test, Series 103, 2015-2016 Administration</i></p> <p><b>3.1-11</b>  <i>Exploring Domain-General and Domain-Specific Linguistic Knowledge in the Assessment of Academic English Language Proficiency</i></p> <p><b>3.3-1*</b>  <i>Construct Validity of Online and Paper ACCESS 2015-16</i>                      * This paper is currently in progress. A draft is expected to be available in early 2019.</p>	<p><b>ACCESS for ELLs Online &amp; ACCESS for ELLs Paper</b>                      For detail on the underlying structural relationships between the paper and online versions of ACCESS for ELLs that show how scores on the assessments correlate with WIDA’s English language proficiency standards, see:   <i>Construct Validity of Online and Paper ACCESS 2015-16 [document 3.3-1*]</i>                      * This paper is currently in progress. A draft is expected to be available in early 2019.</p> <p>For correlations between language domains within the ACCESS for ELLs assessments, see:   <b>ACCESS for ELLs Online</b>                      p. 93, 94: <i>Annual Technical Report for ACCESS for ELLs® 2.0 Online English Language Proficiency Test, Series 401, 2016–2017 Administration [document 2.1-3]</i></p> <p><b>ACCESS for ELLs Paper</b>                      p. 69-71: <i>Annual Technical Report for ACCESS for ELLs® 2.0 Paper English Language Proficiency Test, Series 401, 2016–2017 Administration [document 2.1-4]</i></p> <p>p. 60, 61: <i>Annual Technical Report for ALTERNATE ACCESS for ELLs® English Language Proficiency Test, Series 103, 2015-2016 Administration [document 2.1-5]</i></p>

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♦ p. 70: Shows analysis of each language domain is unidimensional and estimated under the Rasch model, indicating consistency with the underlying structure of WIDA’s Alternate English language proficiency definitions.

For a study using ACCESS for ELLs assessment data to show that students at lower language proficiency levels use more general language while, conversely, high-level students use content-specific language, see:

p. 224-226: *Exploring Domain-General and Domain-Specific Linguistic Knowledge in the Assessment of Academic English Language Proficiency* [document 3.1-11]

For detail on WIDA scoring, including information on how composite domain scale scores are calculated, see:

**ACCESS for ELLs Online**

p. 16-19: *Annual Technical Report for ACCESS for ELLs® 2.0 Online English Language Proficiency Test, Series 401, 2016–2017 Administration* [document 2.1-3]

**ACCESS for ELLs Paper**

p. 11-16: *Annual Technical Report for ACCESS for ELLs® 2.0 Paper English Language Proficiency Test, Series 401, 2016–2017 Administration* [document 2.1-4]

**Alternate ACCESS for ELLs**

p. 4-5, 7-8: *Annual Technical Report for ALTERNATE ACCESS for ELLs® English Language*

		<p><i>Proficiency Test, Series 103, 2015-2016 Administration [document 2.1-5]</i></p> <p>For detail on differential item function (DIF) analyses of ACCESS for ELLs items, see the response to Critical Element 3.2.</p>
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