



# Connecticut's Re-Evaluation of the 2015 Middlebury Interactive Alignment Study of LAS Links C and D to the Connecticut English Language Proficiency Standards

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## Introduction

In 2015, the Connecticut State Department of Education (CSDE) commissioned Middlebury Interactive Languages (MIL) to conduct [an alignment study](#) of the LAS Links Forms C and D to the [Connecticut English Language Proficiency \(CELP\) Standards](#). The MIL study: (i) mapped individual LAS Links items to one of five proficiency levels for a CELP standard; (ii) computed a percentage match for each level based on the total possible items in LAS Links skills/domains; and (iii) averaged the percentages for the five levels to arrive at an overall match percentage for a CELP standard.

All items on a test cannot assess all standards at all proficiency levels. Consequently, by definition, MIL's methodology yielded lower match percentage for individual CELP standards, giving the misleading impression of weaker alignment. Therefore, the CSDE re-evaluated MIL's original item mapping, not to proficiency levels within a standard, but to the overall CELP Standards themselves. This re-evaluation reveals a truer picture of the extent of alignment of the LAS Links Forms C and D to the CELP Standards.

## Study Question and Design

The re-evaluation study was designed to answer the following question:

*How well are the LAS Links Forms C and D Assessments aligned with the CELP Standard for each grade band: Grades K-1, 2-3, 4-5, 6-8, and 9-12?*

In addition to evaluating alignment at the overall CELP standard, the CSDE also evaluated the data in a manner that is more consistent with the way the CELP standards are applied in the classroom. The CSDE focused on Standards 1, 2, 3, 4, 7, 8, 9 and 10. These are the Primary and Supporting standards. Standards 5 and 6 are referred to as "interactive modalities" that allow "for emphasis on the need for ELs to meaningfully engage with their peers during content area instruction." These standards are inherently designed for classroom instruction and research, and are not practically suited for a large

scale statewide summative assessment. As a result, these two standards were omitted from this re-evaluation study.

In addition to refining the standards to be evaluated, the CSDE refined the *LAS Links Skills/Domains* that need to be included for each standard. The *LAS Links Skills/Domains* are outlined in Table 1. Contrary to this approach, the MIL study arbitrarily included an entire skill/domain in the match percentage calculations if even a single item from that skill/domain was somehow matched to a CELP standard.

**Table 1: LAS Links Skills/Domains by CELP Standard Used in this Study**

Standard # and Description	LAS Links Skills/Domains	Type
1-Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	Reading and Listening	Primary
2-Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	Speaking and Writing	Primary
3-Speak and write about grade-appropriate complex literary and informational texts and topics	Speaking and Writing	Primary
4-Construct grade-appropriate oral and written claims and support them with reasoning and evidence	Speaking and Writing	Primary
5-Conduct research and evaluate and communicate findings to answer questions or solve problems	Instructional – NA	Instructional
6-Analyze and critique the arguments of others orally and in writing	Instructional – NA	Instructional
7-Adapt language choices to purpose, task, and audience when speaking and writing	Speaking and Writing	Primary
8-Determine the meaning of words and phrases in oral presentations and literary and informational text	Listening and Reading	Supporting
9-Create clear and coherent grade-appropriate speech and text	Speaking and Writing	Supporting
10-Make accurate use of standard English to communicate in grade-appropriate speech and writing	Speaking and Writing	Supporting

The CSDE utilized each of the *Form C and D Grade Band* item mapping data from the original study conducted by MIL in 2015. In these MIL summaries, the CELP Standards were grouped across grade levels into a horizontal grid. The LAS Links items were matched by MIL as closely as possible to individual CELP Standards across CELP proficiency levels (1, 2, 3, 4, and 5). Percentages were calculated using the LAS Links test items for each CELP Standard and level. The MIL applied the following formula

to calculate the match percentages: number of test items found in each level per standard/number of LAS Links test items found in each *LAS Links Skills/Domains* of the test (Reading, Writing, Speaking, and Listening) where these test items were found. This resulted in an average across levels and an average across standards. Also, there were many cases where an entire skill/domain was arbitrarily included in the match percentage calculation if even a single item from that skill/domain was somehow matched to a CELP standard. This resulted in artificially low percentage matches for some standards.

In the re-evaluation study, the CSDE approached the calculation differently. The CSDE calculated the match percentage by counting the item if there was one match at any proficiency level in the standards. This resulted in one match count and percentage per CELP standard, not five. For example, in Table 2: *Form C Alignment Results*, there was a match of 56.5% for the Kindergarten/Standard 1 percentage. This number was derived by totaling the number of items in the Reading and Listening tests that aligned to Standard 1 (26 items) and dividing that by the total number of items in those two *LAS Links Skills/Domains* (46 items). The total number of matched items for each CELP standard for Forms C and D for each grade range, as re-evaluated by the CSDE, can be found in the Appendix. In addition, since the CSDE refined the *LAS Links Skills/Domains* that would be evaluated for each standard, artificially depressed match percentages were eliminated and any low match percentages that remained were more accurately reflective of content coverage gaps.

### Summary of Findings and Observations

Tables 2 and 3 provide a succinct summary of the alignment results from this re-evaluation study. When at least 30% of the items from the tests in the corresponding skills/domains are aligned to the standard, then that standard is shaded in green. Overall, standards 1, 2, 3, 7, 9, and 10 reflect solid alignment in both forms C and D across all grade bands. Particularly, Standard 1 (Form C – 64% and Form D – 73%), Standard 3 (Form C and D – 53%), and Standard 7 (Form C – 53% and Form D – 56%) reflect the strongest alignment percentages among the Primary Standards. On the other hand, Standard 4 and Standard 8 reflect among the weakest alignment in both forms C and D across almost all grade bands.

Despite this relatively weaker alignment in standards 4 and 8, the *Average Across Grades* is much higher than those found in [Table A of the MIL Executive Summary](#). Most of the overall percentages in the MIL study for both Form C and D are between 16% and 30%. However, in the CSDE re-evaluation,

the *Average Across Grades* for Form C ranges from a low of 16.8% in Standard 4 to a high of 64.3% in Standard 10; for Form D, the *Average Across Grades* ranges from a low of 13.8% in Standard 8 to a high of 72.6% in Standard 1.

**Table 2: Form C Alignment Results**

Primary Standard	Domain	K	Grade 1	Grade 2-3	Grade 4-5	Grade 6-8	Grade 9-12	Average Across Grades
1	R and L	56.5%	66.0%	90.0%	62.0%	45.3%	41.5%	60.2%
2	S and W	40.0%	42.1%	31.4%	62.9%	51.4%	54.3%	47.0%
3	S and W	40.0%	39.5%	57.1%	60.0%	62.9%	45.7%	50.9%
4	S and W	6.7%	36.8%	20.0%	17.1%	20.0%	0.0%	16.8%
7	S and W	56.7%	50.0%	71.4%	51.4%	62.9%	34.3%	54.5%
<b>Supporting Standard</b>								
8	L and R	0.0%	0.0%	60.0%	16.0%	9.4%	26.4%	18.6%
9	S and W	0.0%	0.0%	60.0%	40.0%	42.9%	40.0%	30.5%
10	S and W	60.0%	68.4%	82.9%	25.7%	65.7%	82.9%	64.3%

**Table 3: Form D Alignment Results**

Primary Standard	Domain	K	Grade 1	Grade 2-3	Grade 4-5	Grade 6-8	Grade 9-12	Average Across Grades
1	R and L	58.7%	62.0%	100.0%	92.0%	83.0%	39.6%	72.6%
2	S and W	30.0%	31.6%	34.3%	65.7%	54.3%	48.6%	44.1%
3	S and W	60.0%	57.9%	54.3%	62.9%	45.7%	40.0%	53.5%
4	S and W	6.7%	7.9%	28.6%	17.1%	25.7%	11.4%	16.2%
7	S and W	53.3%	42.1%	65.7%	57.1%	82.9%	37.1%	56.4%
<b>Supporting Standard</b>								
8	L and R	0.0%	0.0%	22.0%	26.7%	3.8%	30.2%	13.8%
9	S and W	0.0%	0.0%	51.4%	42.9%	54.3%	40.0%	31.4%
10	S and W	26.7%	31.6%	77.1%	25.7%	62.9%	80.0%	50.7%

## Recommendations

The CSDE re-evaluation reveals that there is an overall moderate alignment between the CELP standards and LAS Links Forms C and D; several CELP standards (1, 2, 3, 7, 9, 10) show adequate to strong coverage while two standards (4 and 8) show need for better coverage on the LAS Links. The CSDE will be expecting that the new Form E being developed by the Data Recognition Corporation (DRC) with input from Connecticut practitioners, will address these coverage gaps and result in an even stronger alignment of the LAS Links system to the CELP Standards. An operational field test of Form E will be administered in Connecticut in the 2020-21 school year.

**Appendix: Number and Percentage of LAS Links Test Items that Align to CELP Standards by Form and Grade Band**

Form	Grade	CELP Std #	Reading Total Items	Reading Aligned Items	Listening Total Items	Listening Aligned Items	Speaking Total Items	Speaking Aligned Items	Writing Total Items	Writing Aligned Items	Total Items	Total Aligned Items	% Aligned Items
C	K	1	26	17	20	9					46	26	56.5
C	K	2					14	12	16	0	30	12	40.0
C	K	3					14	12	16	0	30	12	40.0
C	K	4					14	2	16	0	30	2	6.7
C	K	7					14	13	16	4	30	17	56.7
C	K	8	0	0	0	0					0	0	0.0
C	K	9					14	0	0	0	14	0	0.0
C	K	10					14	13	16	5	30	18	60.0
D	K	1	26	10	20	17					46	27	58.7
D	K	2					14	9	16	0	30	9	30.0
D	K	3					14	13	16	5	30	18	60.0
D	K	4					14	1	16	1	30	2	6.7
D	K	7					14	12	16	4	30	16	53.3
D	K	8	0	0	0	0					0	0	0.0
D	K	9					0	0	0	0	0	0	0.0
D	K	10					14	8	16	0	30	8	26.7
C	1	1	30	24	20	9					50	33	66.0
C	1	2					18	16	20	0	38	16	42.1
C	1	3					18	15	20	0	38	15	39.5
C	1	4					18	14	20	0	38	14	36.8
C	1	7					18	15	20	4	38	19	50.0
C	1	8	0	0	0	0					0	0	0.0
C	1	9					0	0	0	0	0	0	0.0
C	1	10					18	17	20	9	38	26	68.4
D	1	1	30	14	20	17					50	31	62.0
D	1	2					18	12	20	0	38	12	31.6
D	1	3					18	17	20	5	38	22	57.9
D	1	4					18	1	20	2	38	3	7.9
D	1	7					18	12	20	4	38	16	42.1

Form	Grade	CELP Std #	Reading Total Items	Reading Aligned Items	Listening Total Items	Listening Aligned Items	Speaking Total Items	Speaking Aligned Items	Writing Total Items	Writing Aligned Items	Total Items	Total Aligned Items	% Aligned Items
D	1	8	0	0	0	0					0	0	0.0
D	1	9					0	0	0	0	0	0	0.0
D	1	10					18	12	20	0	38	12	31.6
C	2-3	1	30	28	20	17					50	45	90.0
C	2-3	2					18	9	17	2	35	11	31.4
C	2-3	3					18	13	17	7	35	20	57.1
C	2-3	4					18	3	17	4	35	7	20.0
C	2-3	7					18	18	17	7	35	25	71.4
C	2-3	8	30	18	20	12					50	30	60.0
C	2-3	9					18	14	17	7	35	21	60.0
C	2-3	10					18	16	17	13	35	29	82.9
D	2-3	1	30	30	20	20					50	50	100.0
D	2-3	2					18	5	17	7	35	12	34.3
D	2-3	3					18	11	17	8	35	19	54.3
D	2-3	4					18	9	17	1	35	10	28.6
D	2-3	7					18	16	17	7	35	23	65.7
D	2-3	8	30	10	20	1					50	11	22.0
D	2-3	9					18	11	17	7	35	18	51.4
D	2-3	10					18	14	17	13	35	27	77.1
C	4-5	1	30	19	20	12					50	31	62.0
C	4-5	2					18	17	17	5	35	22	62.9
C	4-5	3					18	16	17	5	35	21	60.0
C	4-5	4					18	5	17	1	35	6	17.1
C	4-5	7					18	17	17	1	35	18	51.4
C	4-5	8	30	6	20	2					50	8	16.0
C	4-5	9					18	12	17	2	35	14	40.0
C	4-5	10					18	9	17	0	35	9	25.7
D	4-5	1	30	26	20	20					50	46	92.0
D	4-5	2					18	16	17	7	35	23	65.7
D	4-5	3					18	17	17	5	35	22	62.9

Form	Grade	CELP Std #	Reading Total Items	Reading Aligned Items	Listening Total Items	Listening Aligned Items	Speaking Total Items	Speaking Aligned Items	Writing Total Items	Writing Aligned Items	Total Items	Total Aligned Items	% Aligned Items
D	4-5	4					18	5	17	1	35	6	17.1
D	4-5	7					18	13	17	7	35	20	57.1
D	4-5	8	30	8	0	0					30	8	26.7
D	4-5	9					18	12	17	3	35	15	42.9
D	4-5	10					18	5	17	4	35	9	25.7
C	6-8	1	30	9	23	15					53	24	45.3
C	6-8	2					18	17	17	1	35	18	51.4
C	6-8	3					18	17	17	5	35	22	62.9
C	6-8	4					18	6	17	1	35	7	20.0
C	6-8	7					18	16	17	6	35	22	62.9
C	6-8	8	30	3	23	2					53	5	9.4
C	6-8	9					18	9	17	6	35	15	42.9
C	6-8	10					18	16	17	7	35	23	65.7
D	6-8	1	30	21	23	23					53	44	83.0
D	6-8	2					18	18	17	1	35	19	54.3
D	6-8	3					18	13	17	3	35	16	45.7
D	6-8	4					18	9	17	0	35	9	25.7
D	6-8	7					18	18	17	11	35	29	82.9
D	6-8	8	30	0	23	2					53	2	3.8
D	6-8	9					18	14	17	5	35	19	54.3
D	6-8	10					18	14	17	8	35	22	62.9
C	9-12	1	30	13	23	9					53	22	41.5
C	9-12	2					18	18	17	1	35	19	54.3
C	9-12	3					18	15	17	1	35	16	45.7
C	9-12	4					18	0	17	0	35	0	0.0
C	9-12	7					18	11	17	1	35	12	34.3
C	9-12	8	30	11	23	3					53	14	26.4
C	9-12	9					18	11	17	3	35	14	40.0
C	9-12	10					18	16	17	13	35	29	82.9
D	9-12	1	30	11	23	10					53	21	39.6



Form	Grade	CELP Std #	Reading Total Items	Reading Aligned Items	Listening Total Items	Listening Aligned Items	Speaking Total Items	Speaking Aligned Items	Writing Total Items	Writing Aligned Items	Total Items	Total Aligned Items	% Aligned Items
D	9-12	2					18	16	17	1	35	17	48.6
D	9-12	3					18	13	17	1	35	14	40.0
D	9-12	4					18	4	17	0	35	4	11.4
D	9-12	7					18	12	17	1	35	13	37.1
D	9-12	8	30	13	23	3					53	16	30.2
D	9-12	9					18	11	17	3	35	14	40.0
D	9-12	10					18	17	17	11	35	28	80.0