

<b>5.2 Procedures for including ELs</b>	<p>The State has in place procedures to ensure the inclusion of all English learners in public elementary and secondary schools in the State’s assessment system and clearly communicates this information to districts, schools, teachers, and parents, including, at a minimum:</p> <ul style="list-style-type: none"> <li>A) Procedures for determining whether an English learner should be assessed with accommodation(s);</li> <li>B) Information on accessibility tools and features available to all students and assessment accommodations available for English learners;</li> <li>C) Guidance regarding selection of appropriate accommodations for English learners.</li> </ul>
<b>5.3 Accommodations</b>	<p>The State makes available appropriate accommodations and ensures that its assessments are accessible to students with disabilities and English learners. Specifically, the State:</p> <ul style="list-style-type: none"> <li>A) Ensures that appropriate accommodations are available for students with disabilities under IDEA and students covered by Section 504;</li> <li>B) Ensures that appropriate accommodations are available for English learners;</li> <li>C) Has determined that the accommodations it provides (i) are appropriate and effective for meeting the individual student’s need(s) to participate in the assessments, (ii) do not alter the construct being assessed, and (iii) allow meaningful interpretations of results and comparison of scores for students who need and receive accommodations and students who do not need and do not receive accommodations;</li> <li>D) Has a process to individually review and allow exceptional requests for a small number of students who require accommodations beyond those routinely allowed.</li> </ul>
<b>5.4 Monitoring test administration for special populations</b>	<p>The State monitors test administration in its districts and schools to ensure that appropriate assessments, with or without appropriate accommodations, are selected for students with disabilities under IDEA, students covered by Section 504, and English learners so that they are appropriately included in assessments and receive accommodations that are:</p> <ul style="list-style-type: none"> <li>A) Consistent with the State’s policies for accommodations;</li> <li>B) Appropriate for addressing a student’s disability or language needs for each assessment administered;</li> <li>C) Consistent with accommodations provided to the students during instruction and/or practice;</li> <li>D) Consistent with the assessment accommodations identified by a student’s IEP Team or 504 team for students with disabilities, or another process for an English learner;</li> <li>E) Administered with fidelity to test administration procedures.</li> </ul>
<b>Critical Element 6 - Academic achievement standards and reporting</b>	
<b>6.1 State adoption of academic achievement standards for all students</b>	<p>The State formally adopted challenging academic achievement standards in reading/language arts, mathematics and in science for all students, specifically:</p> <ul style="list-style-type: none"> <li>A) The State formally adopted academic achievement standards in the required tested grades and, at its option, also alternate academic achievement standards for students with the most significant cognitive disabilities;</li> <li>B) The State applies its grade-level academic achievement standards to all public elementary and secondary school students enrolled in the grade to which they apply, with the exception of students with the most significant cognitive disabilities to whom alternate academic achievement standards may apply;</li> <li>C) The State’s academic achievement standards and, as applicable, alternate academic achievement standards, include: (a) At least three levels of achievement, with two for high achievement and a third for lower achievement; (b) descriptions of the competencies associated with each achievement level; and (c) achievement scores that differentiate among the achievement levels.</li> </ul>