

2.6 Systems for protecting data integrity and privacy	<p>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:</p> <ul style="list-style-type: none"> A) To protect the integrity of its test materials and related data in test development, administration, and storage and use of results; B) To secure student-level assessment data and protect student privacy and confidentiality, including guidelines for districts and schools; C) 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.
Critical Element 3 - Technical quality - validity	
3.1 Overall validity, including validity based on content	<p>The State has documented adequate overall validity evidence for its assessments, and the State's validity evidence includes evidence that the State's assessments measure the knowledge and skills specified in the State's academic content standards, including:</p> <ul style="list-style-type: none"> A) Documentation of adequate alignment between the State's assessments and the academic content standards the assessments are designed to measure in terms of content (i.e., knowledge and process), the full range of the State's academic content standards, balance of content, and cognitive complexity; B) If the State administers alternate assessments based on alternate academic achievement standards, the assessments show adequate linkage to the State's academic content standards in terms of content match (i.e., no unrelated content) and the breadth of content and cognitive complexity determined in test design to be appropriate for students with the most significant cognitive disabilities.
3.2 Validity based on cognitive processes	The State has documented adequate validity evidence that its assessments tap the intended cognitive processes appropriate for each grade level as represented in the State's academic content standards.
3.3 Validity based on internal structure	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 academic content standards on which the intended interpretations and uses of results are based.
3.4 Validity based on relations to other variables	The State has documented adequate validity evidence that the State's assessment scores are related as expected with other variables.
Critical Element 4 - Technical quality - other	
4.1 Reliability	<p>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 and, if the State's assessments are implemented in multiple States, for the assessment overall and each student group, including:</p> <p>Test reliability of the State's assessments estimated for its student population;</p> <p>Overall and conditional standard error of measurement of the State's assessments;</p> <p>Consistency and accuracy of estimates in categorical classification decisions for the cut scores and achievement levels based on the assessment results;</p> <p>For computer-adaptive tests, evidence that the assessments produce test forms with adequately precise estimates of a student's achievement.</p>
4.2 Fairness and accessibility	The State has taken reasonable and appropriate steps to ensure that its assessments are accessible to all students and fair across student groups in the design, development and analysis of its assessments.
4.3 Full performance continuum	The State has ensured that each assessment provides an adequately precise estimate of student performance across the full performance continuum, including for high- and low-achieving students.