

Peer Review Critical Elements Reference Tables

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| Critical Elements | |
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| Critical Element 1 - Statewide system of standards and assessments | |
| 1.1 State adoption of academic content standards for all students | The State formally adopted challenging academic content standards for all students in reading/language arts, mathematics and science and applies its academic content standards to all public elementary and secondary schools and students in the State. |
| 1.2 Coherent and rigorous academic content standards | The State's academic content standards in reading/language arts, mathematics and science specify what students are expected to know and be able to do by the time they graduate from high school to succeed in college and the workforce; contain content that is coherent (e.g., within and across grades) and rigorous; encourage the teaching of advanced skills; and were developed with broad stakeholder involvement. |
| 1.3 Required Assessments | The State's assessment system includes annual general and alternate assessments (based on grade-level academic achievement standards or alternate academic achievement standards) in: Reading/language arts and mathematics in each of grades 3-8 and at least once in high school (grades 10-12); Science at least once in each of three grade spans (3-5, 6-9 and 10-12). |
| 1.4 Policies for including all students in assessments | <p>The State requires the inclusion of all public elementary and secondary school students in its assessment system and clearly and consistently communicates this requirement to districts and schools.</p> <p>For students with disabilities, policies state that all students with disabilities in the State, including students with disabilities publicly placed in private schools as a means of providing special education and related services, must be included in the assessment system;</p> <p>For English Learners:</p> <ul style="list-style-type: none"> A) Policies state that all English learners must be included in the assessment system, unless the State exempts a student who has attended schools in the U.S. for less than 12 months from one administration of its reading/ language arts assessment; B) If the State administers native language assessments, the State requires English learners to be assessed in reading/language arts in English if they have been enrolled in U.S. schools for three or more consecutive years, except if a district determines, on a case-by-case basis, that native language assessments would yield more accurate and reliable information, the district may assess a student with native language assessments for a period not to exceed two additional consecutive years. |
| 1.5 Participation Data | The State's participation data show that all students, disaggregated by student group and assessment type, are included in the State's assessment system. In addition, if the State administers end-of-course assessments for high school students, the State has procedures in place for ensuring that each student is tested and counted in the calculation of participation rates on each required assessment and provides the corresponding data. |