

Critical Element 2 - Assessment system operations	
2.1 Test Design and Development	<p>The State's test design and test development process is well-suited for the content, is technically sound, aligns the assessments to the full range of the State's academic content standards, and includes:</p> <ul style="list-style-type: none"> A) Statement(s) of the purposes of the assessments and the intended interpretations and uses of results; B) Test blueprints that describe the structure of each assessment in sufficient detail to support the development of assessments that are technically sound, measure the full range of the State's grade-level academic content standards, and support the intended interpretations and uses of the results; C) Processes to ensure that each assessment is tailored to the knowledge and skills included in the State's academic content standards, reflects appropriate inclusion of challenging content, and requires complex demonstrations or applications of knowledge and skills (i.e., higher-order thinking skills); D) If the State administers computer-adaptive assessments, the item pool and item selection procedures adequately support the test design.
2.2 Item Development	<p>The State uses reasonable and technically sound procedures to develop and select items to assess student achievement based on the State's academic content standards in terms of content and cognitive process, including higher-order thinking skills.</p>
2.3 Test Administration	<p>The State implements policies and procedures for standardized test administration, specifically the State:</p> <ul style="list-style-type: none"> A) Has established and communicates to educators clear, thorough and consistent standardized procedures for the administration of its assessments, including administration with accommodations; B) Has established procedures to ensure that all individuals responsible for administering the State's general and alternate assessments receive training on the State's established procedures for the administration of its assessments; C) If the State administers technology-based assessments, the State has defined technology and other related requirements, included technology-based test administration in its standardized procedures for test administration, and established contingency plans to address possible technology challenges during test administration.
2.4 Monitoring test administration	<p>The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.</p>
2.5 Test Security	<p>The State has implemented and documented an appropriate set of policies and procedures to prevent test irregularities and ensure the integrity of test results through:</p> <ul style="list-style-type: none"> A) Prevention of any assessment irregularities, including maintaining the security of test materials, proper test preparation guidelines and administration procedures, incident-reporting procedures, consequences for confirmed violations of test security, and requirements for annual training at the district and school levels for all individuals involved in test administration; B) Detection of test irregularities; C) Remediation following any test security incidents involving any of the State's assessments; D) Investigation of alleged or factual test irregularities.