

4.4 Scoring	The State has established and documented standardized scoring procedures and protocols for its assessments that are designed to produce reliable results, facilitate valid score interpretations, and report assessment results in terms of the State's academic achievement standards.
4.5 Multiple assessment forms	If the State administers multiple forms within a content area and grade level, within or across school years, the State ensures that all forms adequately represent the State's academic content standards and yield consistent score interpretations such that the forms are comparable within and across school years.
4.6 Multiple versions of an assessment	<p>If the State administers assessments in multiple versions within a content area, grade level, or school year, the State:</p> <ul style="list-style-type: none"> A) Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments; B) Documented adequate evidence of comparability of the meaning and interpretations of the assessment results.
4.7 Technical analyses and ongoing maintenance	The State has a system for monitoring and maintaining, and improving as needed, the quality of its assessment system, including clear and technically sound criteria for the analyses of all of the assessments in its assessment system (i.e., general assessments and alternate assessments).
Critical Element 5 - Inclusion of all students	
5.1 Procedures for including SWDs	<p>The State has in place procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the State's assessment system, including, at a minimum, guidance for IEP Teams to inform decisions about student assessments that:</p> <ul style="list-style-type: none"> A) Provides clear explanations of the differences between assessments based on grade-level academic achievement standards and assessments based on alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an alternate assessment based on alternate academic achievement standards; B) States that decisions about how to assess students with disabilities must be made by a student's IEP Team based on each student's individual needs; C) Provides guidelines for determining whether to assess a student on the general assessment without accommodation(s), the general assessment with accommodation(s), or an alternate assessment; D) Provides information on accessibility tools and features available to students in general and assessment accommodations available for students with disabilities; E) Provides guidance regarding selection of appropriate accommodations for students with disabilities; F) Includes instructions that students eligible to be assessed based on alternate academic achievement standards may be from any of the disability categories listed in the IDEA; G) Ensures that parents of students with the most significant cognitive disabilities are informed that their student's achievement will be based on alternate academic achievement standards and of any possible consequences of taking the alternate assessments resulting from district or State policy (e.g., ineligibility for a regular high school diploma if the student does not demonstrate proficiency in the content area on the State's general assessments); H) The State has procedures in place to ensure that its implementation of alternate academic achievement standards for students with the most significant cognitive disabilities promotes student access to the general curriculum.