§200.2. State responsibilities for assessment.

(a)(1) Each State, in consultation with its LEAs, must implement a system of high-quality, yearly student academic assessments that includes, at a minimum, academic assessments in mathematics, reading/language arts and, beginning in the 2007-08 school year, science.

(2)(i) The State may also measure the achievement of students in other academic subjects in which the State has adopted challenging State academic content and student academic achievement standards.

(ii) If a State has developed assessments in other subjects for all students, the State must include students participating under subpart A of this part in those assessments.

(b) The assessments system required under this section must meet the following requirements:

1. (i) Except as provided in §200.6(c) and sections 1111(b)(2)(C), 1111(b)(2)(H), and 1204 of the Act, be the same assessments system used to measure the achievement of all students in accordance with §200.3 or §200.4; and

(ii) Be administered to all students consistent with §200.5(a);

2. (i) Be designed to be valid and accessible for use by the widest possible range of all students, including students with disabilities and students with limited English proficiency; and

(ii) Be developed, to the extent practicable, using the principles of universal design for learning. Under this section, the term “universal design for learning” means a scientifically valid framework for guiding educational practice that--

(A) Provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

(B) Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are English learners;

3. (i) Be aligned with the State’s challenging State academic content and student academic achievement standards. Specifically, each assessment in a State’s system of assessments under this section must--

(A) (1) Be aligned to the challenging State academic content standards; and

(2) Address the depth and breadth of those standards; and

(B) (1) Measure student performance based on challenging State academic achievement standards that are aligned with entrance requirements for credit-bearing coursework in the system.
of public higher education in the State and relevant State career and technical education standards consistent with section 1111(b)(1)(D) of the Act; or

(2) With respect to alternate assessments for students with the most significant cognitive disabilities, measure student performance based on alternate academic achievement standards defined by the State consistent with section 1111(b)(1)(E) of the Act that reflect professional judgment as to the highest possible standards achievable by such students to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or competitive, integrated employment, consistent with the purposes of the Rehabilitation Act of 1973 as amended by the Workforce Innovation and Opportunity Act, as in effect on July 22, 2014; and

(ii) Provide coherent and timely information about student attainment of those standards and whether a student is performing at the grade level in which the student is enrolled;

(4)(i) Be valid, and reliable, and fair for the purposes for which the assessments system is used; and

(ii) Be consistent with relevant, nationally recognized professional and technical testing standards;

(5) Be supported by evidence (which the Secretary will provide, upon request, consistent with applicable federal laws governing the disclosure of information) from test publishers or other relevant sources that--

(i) The assessments system are of adequate technical quality--

(A) For each purpose required under the Act; and

(ii) Consistent with the requirements of this section; and

(ii) Is made available to the public, including on the State’s website;

(6) Be administered in accordance with the timeline frequency described in §200.5(a); and

(7) Involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding of challenging content, as defined by the State. These measures may include--

(i) Single or multiple question formats that range in cognitive complexity within a single assessment; include measures of student academic growth; and

(ii) Multiple assessments within a subject area Be partially delivered in the form of portfolios, projects, or extended performance tasks;

(8) Objectively measure academic achievement, knowledge, and skills without evaluating or assessing personal or family beliefs and attitudes, except that this provision does not preclude the use of items--
(i) Such as constructed-response, short answer, or essay questions; or
(ii) Items that require a student to analyze a passage of text or to express opinions;
(9) Provide for participation in the assessments system of all students in the grades being assessed consistent with §§200.5 and 200.6;
(10) Except as provided in §200.7, At the State’s discretion, be administered through--
(i) A single summative assessment; or
(ii) Multiple statewide interim assessments during the course of the academic year that result in a single summative score that provides valid, reliable, and transparent information on student achievement and, at the State’s discretion, student growth, consistent with paragraph (b)(4)(ii) of this section;
(11) Consistent with section 1111(b)(2)(B)(xi) of the Act, enable results to be disaggregated within each State, LEA, and school by--
(i) Gender;
(ii) Each major racial and ethnic group;
(iii) English proficiency status;
(iv) Status as a migratory child as defined in section 1309(3) of Title I, part C of the Elementary and Secondary Education Act (hereinafter “the Act”);
(v) Students with disabilities as defined under section 602(3) of the Individuals with Disabilities Education Act (IDEA) as compared to all other students; and
(vi) Economically disadvantaged students as compared to students who are not economically disadvantaged;
(vii) Status as a homeless child or youth, as defined in section 752(2) of title VII, subtitle B of the McKinney-Vento Homeless Assistance Act, as amended;
(viii) Status as a child in foster care. Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the title IV-E agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made; and
(ix) Status as a student with a parent who is a member of the Armed Forces on active duty, where the terms “Armed Forces”
and “active duty” have the same meanings as defined in 10 U.S.C. 101(a)(4) and 101(d)(5);

(12) Produce individual student reports consistent with §200.8(a); and
(13) Enable itemized score analyses to be produced and reported to LEAs and schools consistent with §200.8(b).

(c)(1) At its discretion, a State may administer the assessments required under this section in the form of computer-adaptive assessments if such assessments meet all the requirements of section 1111(b)(2)(J) of the Act and this section. (2) A computer-adaptive assessment—

(i) Must measure a student’s academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled and growth toward those standards; and
(ii) May measure a student’s academic proficiency and growth using items above or below the student’s grade level. provided that the assessment obtains sufficient valid and reliable information to make a determination of grade level proficiency and meets all requirements of §§200.2, 200.6, and 200.8.

(3) If a State administers a computer-adaptive assessment, the determination under section 1111(b)(2)(B)(ii) of the Act of a student’s academic proficiency for the grade in which the student is enrolled must be reported on all reports required by §200.8 and any other public reports and reports to the Secretary section 1111(h) of the Act.

(4) For students with the most significant cognitive disabilities assessed using a computer-adaptive alternate assessment aligned to alternate academic achievement standards (AA-AAAS) under section 1111(b)(2)(D) of the Act or English learners who are assessed using a computer-adaptive English language proficiency assessment under section 1111(b)(2)(C) of the Act, data regarding student academic achievement or English proficiency must be reported in the same manner that such data otherwise would be reported for assessments that are not computer-adaptive.

(c) The State assessment system may include academic assessments that do not meet the requirements in paragraph (b) of this section as additional measures. Those additional assessments—

(1) May not reduce the number, or change the identity, of schools that would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 of Title I of the Act, if those assessments were not used; but
(2) May identify additional schools for school improvement, corrective action, or restructuring.

(d) A State must submit evidence for peer review of State assessments under section 1111(a)(4) of the Act that its...
assessments under this section and §§200.3, 200.4, 200.5(b), 200.6(c), and 200.6(f)(1) and (3) meet all applicable requirements.

(Authority: 10 U.S.C. 101(a)(4) and (d)(5), 20 U.S.C. 1003(24), 6311(a)(4), 6311(b)(23), 6399(3), 42 U.S.C. 11434a; and 45 CFR 1355(a))
Remove and replace the current text of §200.3 with the following:

§200.3.  **Locally Selected, Nationally Recognized High School Academic Assessments.**

(a) In general.  (1) A State, at the State’s discretion, may permit an LEA to administer a nationally recognized high school assessment in each of reading/language arts, mathematics, or science, approved in accordance with paragraph (b) of this section, in lieu of the respective statewide assessment under §200.5(a)(1)(i)(B) and (a)(1)(ii)(C) if such assessment meets all requirements of this section.

(2) An LEA must administer the same locally selected, nationally recognized high school academic assessment to all high school students in the LEA consistent with the requirements in §200.5(a)(1)(i)(B) and (a)(1)(ii)(C).

(b) State approval.  If a State chooses to allow an LEA to administer a nationally recognized high school academic assessment under paragraph (a) of this section, the State must—

(1) Establish and use technical criteria to determine if the assessment—

(i) Is aligned to the challenging State academic standards;

(ii) Addresses the depth and breadth of those standards;

(iii) Is equivalent to or more rigorous than the statewide assessments under §200.5(a)(1)(i)(B) and (a)(1)(ii)(C), as applicable, with respect to—

(A) The coverage of academic content;

(B) The difficulty of the assessment;

(C) The cognitive complexity of the assessment overall;

(D) The overall quality of the assessment; and

(E) Any other aspects of the assessment that the State may establish in its technical criteria;

(iv) Meets all requirements under §200.2(b), except for §200.2(b)(1), and ensures that all high school students in the LEA are assessed consistent with §§200.5(a) and 200.6; and

(v) Produces valid and reliable data on student academic achievement with respect to all high school students and each subgroup of high school students in the LEA that—

(A) Are comparable to student academic achievement data for all high school students and each subgroup of high school students produced by the statewide assessment;

(B) Are expressed in terms consistent with the State’s academic achievement standards under section 1111(b)(1)(A) of the Act; and

(C) Provide unbiased, rational, and consistent differentiation among schools within the State for the purpose of the State-determined accountability system under section 1111(c) of the Act;
Before approving any nationally recognized high school academic assessment for use by an LEA in the State—

(i) Ensure that the use of appropriate accommodations under §200.6(b) and (f) does not deny any student the opportunity to participate in the assessment or afford any benefit from such participation that is not equal to the benefit afforded to students who do not use such accommodations; and

(ii) Submit evidence to the Secretary in accordance with the requirements for peer review of State assessments under section 1111(a)(4) of the Act demonstrating that any such assessment meets the requirements in this section; and

(3) Approve an LEA’s request to use a locally selected, nationally recognized high school academic assessment that meets the requirements in this section.

(c) LEA applications. (1) As part of requesting approval to use a locally selected, nationally recognized high school academic assessment, an LEA must update its LEA plan under section 1112 or section 8305 of the Act, including how it was developed consistent with all requirements for consultation under sections 1112 and 8538 of the Act.

(2) Before an LEA requests approval from the State to use a locally selected, nationally recognized high school assessment, the LEA must notify all parents of high school students it serves—

(i) That the LEA intends to request approval from the State to use a locally selected, nationally recognized high school academic assessment in place of the statewide academic assessment under §200.5(a)(1)(i)(B) and (a)(1)(ii)(C), as applicable;

(ii) How parents may provide meaningful input regarding the LEA’s request; and

(iii) Of any effect of such request on the instructional program in the LEA.

(3) Upon approval, the LEA must notify all parents of high school students it serves that the LEA received approval and will use such locally selected, nationally recognized high school academic assessment instead of the statewide academic assessment under §200.5(a)(1)(i)(B) and (a)(1)(ii)(C), as applicable.

(4) In each subsequent year following approval in which the LEA elects to administer a locally selected, nationally recognized high school academic assessment, the LEA must notify—

(i) The State of its intention to continue administering such assessment; and

(ii) Parents of which assessment the LEA will administer to students to meet the requirements of §200.5(a)(1)(i)(B) and (a)(1)(ii)(C), as applicable, at the beginning of the school year.

(5) The notices to parents under this paragraph must—
(i) Be in an understandable and uniform format;
(ii) Be, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, be orally translated for such parent or guardian;
(iii) Be, upon request by a parent or guardian who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent or guardian, including, but not limited to, braille, large print, or electronic file; and
(d) Definition. “Nationally recognized high school academic assessment” means an assessment of student knowledge and skills of high school students that is administered in multiple States and used by institutions of higher education in those States for the purposes of entrance into post-secondary education or training programs or courses of study or for placement into courses in post-secondary education or training programs or courses of study.

§200.4. **State law exception.**

(a) If a State provides satisfactory evidence to the Secretary that neither the State educational agency (SEA) nor any other State government official, agency, or entity has sufficient authority under State law to adopt academic content standards, student academic achievement standards, and academic assessments applicable to all students enrolled in the State's public schools, the State may meet the requirements under §§200.1 and 200.2 by—

(1) Adopting academic standards and academic assessments that meet the requirements of §§200.1 and 200.2 on a Statewide basis and limiting their applicability to students served under subpart A of this part; or

(2) Adopting and implementing policies that ensure that each LEA in the State that receives funds under subpart A of this part will adopt academic standards and academic assessments aligned with those standards that—

(i) Meet the requirements in §§200.1 and 200.2; and

(ii) Are applicable to all students served by the LEA.

(b) A State that qualifies under paragraph (a) of this section must—

(1) Establish technical criteria for evaluating whether each LEA's—

(i) Academic content and student academic achievement standards meet the requirements in §200.1; and

(ii) Academic assessments meet the requirements in §200.2, particularly regarding validity and reliability, technical quality, alignment with the LEA's academic standards, and inclusion of all students in the grades assessed;

(2) Review and approve each LEA's academic standards and academic assessments to ensure that they—

(i) Meet or exceed the State's technical criteria; and

(ii) For purposes of this section—

(A) Are equivalent to one another in their content coverage, difficulty, and quality;

(B) Have comparable validity and reliability with respect to groups of students described in §200.2(b)(11) section 1111(b)(2)(C)(v) of the Act; and

(C) Provide unbiased, rational, and consistent determinations of the annual progress of LEAs and schools within the State; and

(3) Be able to aggregate, with confidence, data from local assessments to determine whether the State has made adequate yearly progress make accountability determinations under section 1111(c) of the Act.

(Authority: 20 U.S.C. 6311(b)(25)(E))
§200.5. Timeline for assessments administration.

(a) Frequency. (1) Reading/language arts and mathematics.
Through the 2004-2005 school year, a State must administer the assessments required under §200.2 at least once during--
   (i) Grades 3 through 5;
   (ii) Grades 6 through 9; and
   (iii) Grades 10 through 12.

   (2) Except as provided in paragraph (a)(3) of this section, beginning no later than the 2005-2006 school year, a State must administer the assessments required under §200.2 annually as follows:
      (i) With respect to both the reading/language arts and mathematics assessments required under §200.2--
         (A) In each of grades 3 through 8; and
         (B) At least once in grades 9 through 12.
      (3) The Secretary may extend, for one additional year, the timeline in paragraph (a)(2) of this section if a State demonstrates that--
         (i) Full implementation is not possible due to exceptional or uncontrollable circumstances such as--
             (A) A natural disaster; or
             (B) A precipitous and unforeseen decline in the financial resources of the State; and
         (ii) The State can complete implementation within the additional one-year period.

(bii) Science. Beginning no later than the 2007-2008 school year, a State must administer with respect to the science, not less than one time the assessments required under §200.2 must be administered at least once during each of--
   (A) Grades 3 through 5;
   (B) Grades 6 through 9; and
   (C) Grades 10 through 12.

(c) Timing of results. Beginning with the 2002-2003 school year, a State must promptly provide the results of its assessments no later than before the beginning of the next school year to LEAs, schools, and teachers in a manner that is clear and easy to understand.

   (2) With respect to any other subject chosen by a State, the State may administer the assessments at its discretion.

(b) Middle school mathematics exception. A State that administers an end-of-course mathematics assessment (e.g., Algebra I, Geometry, Algebra II) to meet the requirements under §200.5(a)(2) paragraph (a)(1)(i)(B) of this section may exempt an eighth-grade student from the mathematics assessment typically administered in grade 8 under §200.5(a)(1) paragraph (a)(1)(i)(A) of this section if--
(1) The student instead takes the end-of-course mathematics assessment the State administers to high school students under §200.5(a)(2) paragraph (a)(1)(i)(B) of this section;

(2) The student’s performance on the high school assessment under §200.5(a)(2) is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the Act and participation in assessments under section 1111(c)(4)(E) of the Act;

(3) In high school--
   (i) The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in §200.3(d) in mathematics that--
      (A) Is more advanced than the assessment the State administers under §200.5(a)(2) paragraph (a)(1)(i)(B) of this section; and
      (B) Provides for appropriate accommodations consistent with §200.6; and
   (ii) The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the Act and participation in assessments under section 1111(c)(4)(E) of the Act;

(4) The State submits evidence satisfactory to the Secretary in accordance with the requirements for peer review of State assessments under section 1111(a)(4) of the Act that any more advanced mathematics assessment administered under paragraph (a)(3) of this section meets the requirements in §200.2(b), except §200.2(b)(1); and

(45) The State demonstrates that it offers all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school. (Authority: 20 U.S.C. 6311(b)(23) (B)(v) and (b)(2)(C))
§200.6. Inclusion of all students.

A State's academic assessment system required under §200.2 must provide for the participation of all students in the grades assessed under §200.5(a) in accordance with this section.

(a) Students eligible. **Appropriate accommodations for students under IDEA and Section 504 other Acts.** (1) A State must include in all assessments under section 1111(b)(2) of the Act, with appropriate accommodations consistent with paragraphs (b) and (f)(3)(iv) of this section—

(1) All children with disabilities as defined under section 602(3) of the IDEA;

(2) Students with the most significant cognitive disabilities who are identified by their IEP team from among the students in paragraph (a)(1) of this section [consistent with the definition in paragraph (e)(1) of this section]; and

(3) Students eligible for assessment accommodations under other Acts, including section 504 of the Rehabilitation Act of 1973, as amended, and title II of the Americans with Disabilities Act.

(b) **Appropriate accommodations for students eligible under IDEA and other acts.** (1) A State's academic assessment system must provide, (A) For each student with a disability eligible for accommodations under paragraph (a) of this section (hereinafter, student eligible for accommodations), as defined under section 602(3) of the IDEA, the appropriate accommodations, such as interoperability with, and ability to use, assistive technology devices, that the student's IEP team determines are necessary to measure the academic achievement of the student relative to the challenging State's academic content and aligned academic achievement standards for the grade in which the student is enrolled or alternate academic achievement standards under section 1111(b)(1)(E) of the Act, for students eligible under paragraph (a)(2) of this section, as determined by—consistent with §200.1(b)(2), (b)(3), and (c) section 1111(b)(1) of the Act as determined by; and

(i) For each child with a disability, as defined by section 602(3) of the Individuals with Disabilities Education Act (IDEA), student by under paragraphs (a)(1) and (a)(2) of this section, the student’s individualized education program (IEP) team; or

(Bii) For each student under paragraph (a)(3), with a disability covered under other acts other than the IDEA, including under section 504 of the Rehabilitation Act of 1973, as amended (Section 504), appropriate accommodations that the student's placement team determines are necessary to measure the academic achievement of the student relative to the State's academic content and academic achievement standards for the grade.
in which the student is enrolled, consistent with §200.1(b)(2), (b)(3), and (c).

(ii2) A State must, as part of its guidelines for IEP teams under paragraph (b) of this section—

(A1) Develop, disseminate information on, and promote the use of appropriate accommodations to ensure that all students eligible for accommodations increase the number of students with the most significant cognitive disabilities who participate in academic instruction and assessments for the grade in which each student is enrolled, except that the students under paragraph (a)(2) of this section may be including that the student is tested against alternate academic achievement standards for the grade in which the student is enrolled; and

(Bii) Ensure that regular, general and special education teachers and other appropriate staff know how to administer assessments, including alternate assessments under paragraph (c) and paragraph (f)(3)(v) of this section, and know how to make appropriate use of accommodations during assessment for all students with disabilities eligible for accommodations and students covered under Section 504.

(3) A State must ensure that the use of appropriate accommodations under this paragraph and consistent with the State’s guidelines under paragraph (d) of this section with respect to assessments adopted by the State under section 1111(b)(2) of the Act does not deny a student eligible for accommodations the opportunity to participate in the assessment or afford any benefit from such participation that is not equal to the benefit afforded to students who do not use such accommodations.

(c) Alternate assessments aligned with alternate academic achievement standards for students with the most significant cognitive disabilities. (i) The State's academic assessment system, developed consistent with §200.2, must provide for one or more alternate assessments in reading/language arts, mathematics, and science for a child with a disability, as defined under section 602(3) of the IDEA, whom the child's IEP team determines cannot participate in all or part of the State assessments under paragraph (a)(1) of this section, even with appropriate accommodations, provided such alternate assessments—

(i) Are aligned with the challenging State academic content standards under section 1111(b)(1) of the Act; and

(ii)(A) Alternate assessments must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, beginning in the 2007-2008 school year, science, except as provided in the following paragraph.
If a State has adopted alternate academic achievement standards permitted under section 1111(b)(1)(E) of the Act for students with the most significant cognitive disabilities, alternate assessments may yield results that measure the achievement of those students with an alternate assessment that—

(i) Is aligned with the challenging State academic content standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled;

(ii) Yields results that measure the achievement of those students relative to the alternate academic achievement standards the State has defined under §200.1(d) section 1111(b)(1)(E) of the Act; and

(iii) At the State’s discretion, provides valid and reliable measures of student growth across the full spectrum of student achievement.

(3) The State must—

(i) Not prohibit an LEA from assessing more than 1.0 percent of its assessed students in a given subject with an alternate assessment aligned with alternate academic achievement standards;

(ii) Review information justifying the need of an LEA to assess more than 1.0 percent of its assessed students with such an alternate assessment, such as evidence that school, community, or health programs in the LEA have drawn large numbers of families of students with the most significant cognitive disabilities or that the total number of students assessed in the LEA is so small that the LEA would assess more than 1.0 percent of its assessed students using an alternate assessment even if only one or a few students take such assessment; and

(iii) Provide appropriate oversight, as determined by the State based on its review of information under paragraph (c)(3)(ii) of this section, of an LEA that does not provide sufficient justification is required to submit information to the State.
(4) If a State anticipates that it will exceed the requirement cap under paragraph (c)(2) of this section with respect to any subject for which assessments are administered under §200.2(a)(1) in any school year, the State may request that the Secretary waive the cap for the relevant subject, pursuant to section 8401 of the Act, for one year. Such request must--
   (i) Be submitted at least 90 days prior to the start of the State’s first testing window;
   (ii) Include data demonstrating that--
       (A) The State did not disproportionately assess students in any subgroup of students with the alternate assessment aligned with alternate academic achievement standards in the prior school year as demonstrated by disaggregating at the State level the students who took such assessment using the subgroups defined in section 1111(c)(2)(A), (B), and (D) of the Act; and
       (B) The State has measured the achievement of at least 95 percent of all students and the children with disabilities subgroup who are enrolled in grades for which the assessment is required under §200.5(a) in at least the prior school year;
   (iii) Include assurances from the State that it has verified that each LEA that the State anticipates will assess more than 1.0 percent of its assessed students in any subject for which assessments are administered under §200.2(a)(1) in that school year using an alternate assessment aligned with alternate academic achievement standards, and any other LEA that the State determines will significantly contribute to the State’s exceeding the cap under paragraph (c)(2) of this section--
       (A) Followed each of the State’s guidelines under paragraph (d) of this section except (d)(6);
       (B) Will not significantly increase, from the prior year, the extent to which the LEA assessed more than 1.0 percent of students in any subject for which assessments were administered under §200.2(a)(1) in that school year using an alternate assessment aligned with alternate academic achievement standards unless the LEA has demonstrated to the State a higher prevalence of students with the most significant cognitive disabilities than were enrolled in assessed grades in the prior year; and
       (C) Will not disproportionately assess students in any particular subgroup under section 1111(c)(2)(A), (B), or (D) of the Act with an alternate assessment aligned with alternate academic achievement standards; and
   (iv) Include a plan and timeline by which--
       (A) The State will improve the implementation of its guidelines under paragraph (d) of this section so that the State meets the cap in paragraph (c)(2) of this section in each subject for which assessments are administered under §200.2(a)(1) in future school years;
(B) The State will take additional steps to support and provide appropriate oversight to each LEA that the State anticipates will assess more than 1.0 percent of its assessed students in a subject in a school year using an alternate assessment aligned with alternate academic achievement standards, and any other LEA that the State determines will significantly contribute to the State’s exceeding the cap under paragraph (c)(2) of this section, to ensure that only students with the most significant cognitive disabilities take an alternate assessment aligned with alternate academic achievement standards. The State must describe how it will monitor and regularly evaluate each such LEA to ensure that the LEA provides sufficient training such that school staff who participate as members of an IEP team or other placement team understand and implement the guidelines established by the State under paragraph (d) of this section so that all students are appropriately assessed; and

(C) The State will address any disproportionality in the students taking an alternate assessment aligned with alternate academic achievement standards as identified in paragraph (c)(4)(ii)(A) of this section.

(54d) Reporting. A State must report separately to the Secretary, under section 1111(h)(4)5 of the Act, the number and percentage of students with disabilities taking--
(i) Regular assessments described in §200.2;
(ii) Regular assessments with accommodations;
(iii) Alternate assessments based on grade-level academic achievement standards described in §200.1(c) section 1111(b)(1)(D) of the Act, and
(iii) Alternate assessments based on modified academic achievement standards in school years prior to 2015-2016; and
(v) Alternate assessments based on aligned with the alternate academic achievement standards described in §200.1 section 1111(b)(1)(E) of the Act under paragraph (c) of this section.

(6) A State may not develop, or implement for use under this part, any alternate academic achievement standards for children with disabilities that are not alternate academic achievement standards for students with the most significant cognitive disabilities that meet the requirements of section 1111(b)(1)(E) of the Act.

(7) For students with the most significant cognitive disabilities, assessed using a computer-adaptive alternate assessment aligned with alternate academic achievement standards (AA-CAAS) under section 1111(b)(2)(D) of the Act must--
(i) Assess a student’s academic achievement based on the challenging State academic content standards for the grade in which the student is enrolled;
(ii) Meet the requirements for alternate assessments aligned with alternate academic achievement standards under this paragraph; and

(iii) Meet the requirements in §200.2, except that the alternate assessment need not measure a student’s academic proficiency based on the challenging State academic achievement standards for the grade in which the student is enrolled and growth toward those standards.

[NOTE FROM ED FOR MEMBERS OF THE NEGOTIATED RULEMAKING COMMITTEE: The section below incorporates elements from prior regulations found in §200.1(f) because those requirements relate primarily to assessment and because the updated statute incorporated many of these topics in 1111(b)(2).]

(d) State guidelines. If a State adopts alternate academic achievement standards for students with the most significant cognitive disabilities and administers an alternate assessment aligned with those standards, the State must--

(1) Establish and monitor implementation of clear and appropriate guidelines for IEP teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards;

(2) Provide to IEP teams a clear explanation of the differences between assessments based on grade-level academic achievement standards and those 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 aligned with alternate academic achievement standards, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma;

(3) Ensure that parents of students selected to be assessed using an alternate assessment aligned with alternate academic achievement standards under the State's guidelines in this paragraph are informed that their child's achievement will be measured based on alternate academic achievement standards, and how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma;

(4) Not preclude a student with the most significant cognitive disabilities who takes an alternate assessment aligned with alternate academic achievement standards from attempting to complete the requirements for a regular high school diploma;

(5) Promote, consistent with requirements under the IDEA, the involvement and progress of students with the most significant cognitive disabilities in the general education curriculum; and
(6) Ensure that it identifies describes in its State plan—
(i) The steps it has taken to incorporate the principles of universal design for learning, to the extent feasible, in any alternate assessments aligned with alternate academic achievement standards that the State administers, and
(ii) How general and special education teachers and other appropriate staff receive training on administering the alternate assessments and make appropriate use of accommodations for students with disabilities eligible for accommodations on all assessments included in the State’s system of student academic assessments; and
(7) Develop, disseminate information on, and promote the use of appropriate accommodations consistent with paragraph (b) of this section to increase the number of children with disabilities under paragraph (a)(1) of this section who—
(i) Participate in academic instruction and assessments for the grade level in which the student is enrolled; and
(ii) Are tested based on challenging State academic standards for the grade level in which the student is enrolled.
(e) Definitions related to students with disabilities.
(1) The term “students with the most significant cognitive disabilities” means [placeholder for definition based on subcommittee deliberation]
(2) Consistent with 34 CFR 300.5, the term “assistive technology device” means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.
(bf) Limited English proficient students. A State must include limited English proficient students learners in its academic assessments system as follows:
(1) In general. (i) Consistent with §200.2 and paragraphs (def)(2) and (def)(4) of this section, the State must assess limited English learners proficient students in a valid and reliable manner that includes—
(A) Reasonable Appropriate accommodations; and
(B) To the extent practicable, assessments in the language and form most likely to yield accurate and reliable information on what those students know and can do to determine the students' mastery of skills in academic content areas subjects other than English until the students have achieved English language proficiency.
(ii) In its State plan, The State must—
(A) Ensure that the use of appropriate accommodations under this paragraph does not deny an English learner the opportunity
to participate in the assessment or afford any benefit from such participation that is not equal to the benefit afforded to students who do not use such accommodations;

(A)(B) Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” consistent with paragraph (f)(iv) of this section, and identify the specific languages that meet that definition other than English that are present to a significant extent in the participating student population served by the SEA; and

(C) Identify any existing assessments in native languages other than English, and specify for which grades and content areas those assessments are available;

(BCD) Indicate the languages other than English that are present to a significant extent in the participating student population, as defined by the State, for which yearly student academic assessments are not available and are needed; and

(iii)(E) The State—

(A) Must Describe how it will make every effort to develop such assessments, at a minimum, for languages other than English that are present to a significant extent in the participating student population, including by providing—

(1) The State’s plan and timeline for developing such assessments;

(2) A description of the process the State will use to gather meaningful input on assessments in languages other than English, collect and respond to public comment, and consult with educators, parents and families of English learners, and other stakeholders; and

(3) As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort; and

(Biii) A State may request assistance from the Secretary in identifying linguistically accessible academic assessments that are needed.

(iv) In determining which languages other than English are present to a significant extent in a State’s participating student population, a State must, at a minimum—

(A) Ensure that its definition of “languages other than English that are present to a significant extent in the participating student population” encompasses at least the most populous language other than English spoken by the State’s participating student population;

(B) Consider languages other than English that are spoken by distinct populations of English learners, including English learners who are migratory, English learners who were not born in
the United States, and Native American/Alaska Native English
learners;

(C) Consider languages other than English that are spoken by
a significant portion of the participating student population in
one or more of a State’s LEAs as well as languages spoken by a
significant portion of the participating student population
across grade levels; and

(D) Consider languages other than English spoken by at least
thirty percent of English learners in the State.

(2) Assessing reading/language arts in English. (i) Unless
an extension of time is warranted under paragraph (b)(2)(ii) of
this section, a State must assess, using assessments written in
English, the achievement of any limited English proficient
student—an English learner in meeting the State's
reading/language arts academic standards if the student has
attended schools in the United States, excluding Puerto Rico, for
three or more consecutive years.

(ii) An LEA may continue, for no more than two additional
consecutive years, to assess a limited English proficient student under paragraph (b)(1)(e)(2)(i)(f)(1)(i)(B) of
this section if the LEA determines, on a case-by-case individual
basis, that the student has not reached a level of English
language proficiency sufficient to yield valid and reliable
information on what the student knows and can do on
reading/language arts assessments written in English.

(iii) The requirements in paragraph (b)(1)(f)(2)(i) and (ii) of
this section do not permit an exemption from participating in the
State assessment system for limited English proficient
students.

(3) Assessing English proficiency. (i) Unless a State
receives an extension under paragraph (b)(3)(ii) of this section,
each A State must—

(A) Develop a uniform Statewide assessment of English
language proficiency, including reading, writing, speaking, and
listening skills; and

(B) Require each LEA, beginning no later than the 2002-2003
school year, to use such assessment to assess annually the
English language proficiency, including reading, writing,
speaking, and listening skills, of all students with
limited English learners proficiency in schools served by the
LEA.

(ii) The Secretary may extend, for one additional year, the
deadline in assessment under paragraph (b)(3)(i) of this
section must be—

(A) Aligned with the State’s English language proficiency
standards required under section 1111(b)(1)(F) of the Act and
provide coherent and timely information about each student’s attainment of those standards; and

(B) Developed and used consistent with the requirements of §200.2(b)(2), (b)(4), and (b)(5).

(iii) If a State develops a computer-adaptive assessment to measure English language proficiency, the State must ensure that the computer-adaptive assessment—

(A) Assesses a student’s language proficiency, which may include growth toward proficiency, in order to measure the student’s acquisition of English; and

(B) Meets all the requirements for English language proficiency assessments in this paragraph; of section 1111(b)(2)(J)(ii)(II) of the Act.

(iv) A State must provide appropriate accommodations that are necessary to measure a student’s English language proficiency relative to the State’s English language proficiency standards under section 1111(b)(1)(F) of the Act for each English learner covered under paragraph (a)(1) or (a)(3) of this section; and

(v) A State must provide for an alternate English language proficiency assessment for each English learner covered under paragraph (a)(2) of this section who cannot participate in the assessment under paragraph (f)(3)(i) of this section even with appropriate accommodations.

if the State demonstrates that—

(A) Full implementation is not possible due to exceptional or uncontrollable circumstances such as—

(I) A natural disaster; or

(2) A precipitous and unforeseen decline in the financial resources of the State; and

(B) The State can complete implementation within the additional one-year period.

(4) Recently arrived limited English learners proficient students. (i)(A) A State may exempt a recently arrived limited English learner proficient student, as defined in paragraph (feb)(54)(iv) of this section, from one administration of the State's reading/language arts assessment under §200.2.

(B) If the State does not assess a recently arrived limited English learner proficient student on the State's reading/language arts assessment, the State must count the year in which the assessment would have been administered as the first of the three years in which the student may take the State's reading/language arts assessment in a native language consistent with paragraph (feb)(2)(i) of this section under section 1111(b)(3)(C)(x) of the Act.

(C) The State and its LEAs must report on State and district local report cards required under section 1111(h) of the Act the number of recently arrived limited English learners
proficient students who are not assessed on the State's reading/language arts assessment.

(D) Nothing in this paragraph (bef)(4) of this section relieves an LEA from its responsibility under applicable law to provide recently arrived limited English learner proficient students with appropriate instruction to assist them in gaining to attain English language proficiency as well as grade-level content knowledge in reading/language arts, and mathematics, and science. 

(ii) A State must assess the English language proficiency of a recently arrived limited English learner proficient student pursuant to paragraph (bef)(3) of this section.

(iii) A State must assess the mathematics and science achievement of a recently arrived limited English learner proficient student pursuant to §200.2 with the frequency described in §200.5(a).

(5iv) Definitions related to English learners.

(i) A “recently arrived limited English learner” proficient student is a student with limited English learner proficiency who has attended been enrolled in schools in the United States for less than twelve months.

(ii) The phrase “schools in the United States” includes only schools in the 50 States and the District of Columbia.

(gc) Migratory and other mobile students. A State must include migratory students, as defined in Title I, part C, of the Act, and other mobile students in its academic assessment system, even if those students are not included for accountability purposes under section 1111(c)(43)(FC)(xi) of the Act.

(hd) Students experiencing homelessness. (1) A State must include homeless students, as defined in section 725(2) of Title VII, subtitle B of the McKinney-Vento Act, in its academic assessment, reporting, and accountability systems, consistent with section 1111(c)(43)(FC)(xi) of the Act.

(2) The State is not required to disaggregate, as a separate category under §200.2(b)(10), the assessment results of the students referred to in paragraph (d)(1) of this section.

§200.8. Assessment reports.
(a) Student reports. A State's academic assessment system must produce individual student interpretive, descriptive, and diagnostic reports that--
   (1)(i) Include information regarding achievement on the academic assessments under §200.2 measured against the State's student academic achievement standards; and
   (ii) Help parents, teachers, and principals to understand and address the specific academic needs of students; and
   (2) Are provided to parents, teachers, and principals--
       (i) As soon as is practicable after the assessment is given;
       (ii) In an understandable and uniform format, including an alternative format (e.g., Braille or large print) upon request; and
       (iii) To the extent practicable, in a language that parents can understand.
(b) Itemized score analyses for LEAs and schools. (1) A State's academic assessment system must produce and report to LEAs and schools itemized score analyses, consistent with §200.2(b)(4), so that parents, teachers, principals, and administrators can interpret and address the specific academic needs of students.
   (2) The requirement to report itemized score analyses in paragraph (b)(1) of this section does not require the release of test items.
(Authority: 20 U.S.C. 6311(b)(32)(B)(x) and (xii))
§200.9. **Deferral of assessments.**

(a) A State may defer the start or suspend the administration of the assessments required under §200.2 that were not required prior to January 8, 2002 for one year for each year for which the amount appropriated for State assessment grants under section 1002(b)6113(a)(2) of the Act is less than the trigger amount $369,100,000 in section 1111(b)(3)(D) of the Act.

(b) A State may not cease the development of the assessments referred to in paragraph (a) of this section even if sufficient funds are not appropriated under section 6113(a)(2)1002(b) of the Act.

(Authority: 20 U.S.C. 1002(a); 6311(b)(3)(I); 7301b(a)(2))
§200.10. Applicability of a State's academic assessments to private schools and private school students.

(a) Nothing in §200.1 or §200.2 requires a private school, including a private school whose students receive services under subpart A of this part, to participate in a State's academic assessment system.

(b)(1) If an LEA provides services to eligible private school students under subpart A of this part, the LEA must, through timely consultation with appropriate private school officials, determine how services to eligible private school students will be academically assessed and how the results of that assessment will be used to improve those services.

(2) The assessments referred to in paragraph (b)(1) of this section may be the State's academic assessments under §200.2 or other appropriate academic assessments.

(Authority: 20 U.S.C. 6320, 7886(a))