

ESSA State Plan Requirements	ADDITIONAL INFORMATION NEEDED
<p><i>Instructions: Each SEA must identify its high-quality student academic assessments consistent with section 1111(b)(2) of the Act. Note: In general, the evidence referenced here will be provided through the Department’s peer review process; consequently, a State is required to submit evidence for section 3.2.B only if it has changed its high-quality student academic assessments after the peer review process.</i></p> <p>A. Student Academic Assessments. Identify the student academic assessments that the State is implementing under section 1111(b)(2) of the ESEA, including the following:</p> <ul style="list-style-type: none"> i. High-quality student academic assessments in mathematics, reading or language arts, and science consistent with the requirements under section 1111(b)(2)(B); <input data-bbox="254 805 1367 854" type="text" value="Click here to enter text."/> ii. Any assessments used under the exception for advanced middle school mathematics under section 1111(b)(2)(C)(iii) of the Act; <input data-bbox="254 989 1402 1037" type="text" value="Click here to enter text."/> iii. Alternate assessments aligned with the challenging State academic standards and alternate academic achievement standards for students with the most significant cognitive disabilities; <input data-bbox="254 1219 1367 1268" type="text" value="Click here to enter text."/> iv. The uniform statewide assessment of English language proficiency, including reading, writing, speaking, and listening skills consistent with §200.6(f)(3); and <input data-bbox="254 1403 1415 1451" type="text" value="Click here to enter text."/> 	

v. Any approved locally selected nationally recognized high school assessments consistent with §200.3.

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B. State Assessment Requirements. Provide evidence at such time and in such manner specified by the Secretary that the State’s assessments identified above in section 3.2.A. meet the requirements of section 1111(b)(2) of the ESEA.

C. Advanced Mathematics Coursework. Describe the SEA’s strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and §200.5.

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D. Universal Design for Learning. Describe the steps the SEA has taken to incorporate the principles of universal design for learning, to the extent feasible, in the development of its assessments, including any alternate assessments aligned with alternate academic achievement standards that the State administers consistent with sections 1111(b)(2)(B)(xiii) and 1111(b)(2)(D)(i)(IV) of the Act.

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E. Appropriate Accommodations. Consistent with §200.6, describe how the SEA will ensure that the use of appropriate accommodations, if applicable, do not deny an English learner (a) the opportunity to participate in the assessment and (b) any of the benefits from participation in the assessment that are afforded to students who are not English Learners.

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F. Languages other than English. Describe how the SEA is complying with the requirements in §200.6(f)(1)(ii)(B)-(E) related to assessments in languages other than English:

- i. Provide the SEA’s definition for “languages other than English that are present to a significant extent in the participating student population,” consistent with paragraph (f)(1)(iv) of §200.6, and identify the specific languages that meet that definition;

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- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available;

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- iii. 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;

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- iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing—

- a. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of paragraph (f)(1)(iv) of §200.6;

Strategy	Timeline	Funding Sources
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- b. A description of the process the State used 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

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- c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

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- G. Grants for State Assessments and Related Activities.** Describe how the State will use formula grant funds awarded under section 1201 of the ESEA to pay the costs of development of the high-quality State assessments and standards adopted under section 1111(b) of the ESEA or, if a State has developed those assessments, to administer those assessments or carry out other assessment activities consistent with section 1201(a) of the ESEA.

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