

Key Decision Point in ESSA	Standards and Assessment Work Group Alabama Recommendation
2. States must demonstrate that the SEA, in consultations with LEAs, has implemented a set of high-quality academic assessments in mathematics, reading, or language arts, and science.	
2 a. State may decide if they will implement assessments in any other subjects.	2 a. The work group recommends the continuation of administering the same subjects as in Alabama’s current assessment plan. No subjects will be added.
2 b. States may also decide to have assessments delivered, at least partially, in the form of portfolios, projects, or extended performance tasks.	2 b. The work group recommends, in the future, Alabama’s assessment platform should include the option of having portfolios, projects, or extended performance tasks.
2 c. States may decide if assessments will be administered through a single summative assessment or “through 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 or growth.”	2 c. The work group recommends that Alabama explore the use of multiple statewide interim assessments rather than one single summative assessment.
<i>States will need to determine if their ELP assessments align with their ELP standards, and revise those assessments if they do not.</i>	Alabama’s ELP assessments align with ELP standards due to Alabama’s participation in the WIDA consortium.
2 d. States may decide if they will exempt 8 th graders who take advanced mathematics in middle school from the regular state assessment	2 d. The work group recommends flexibility in testing for 8 th grade by allowing a local school system to select the state assessment or an alternate assessment. However the flexibility must be consistent system wide and cannot be decided at the school level
2 e. States will have to determine whether they will adopt alternative assessments for students with significant cognitive disabilities or modify such assessments if a State already has them in place.	2 e. The work group recommends the continuation of administering the Alabama Alternate Assessment at this time.
<i>States are also required to determine how they will do additional oversight over local educational agencies which administer these assessments should they be assessing more than 1% of their total student population via these assessments.</i>	The work group recommends to continue with the current plan of monitoring.

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<p>2 f. Locally selected assessments – states must determine if they will make nationally recognized high school assessments available for selection. If so, they must carry out additional actions, a process that would likely have to begin this year.</p>	<p>2 f. The work group recommends to allow districts flexibility for choosing nationally recognized high school assessments. The flexibility must be consistent system wide and cannot be decided at the school level.</p>
<p>2 g. In the event any district seeks to use a locally selected assessment, states are required to establish technical criteria to determine if any such assessments meet the requirements</p>	<p>2 g. The SEA will establish the technical criteria to be used when determining a locally selected assessment.</p>
<p>2 h. States may decide if they want to develop and administer computer-adaptive assessments</p>	<p>2 h. The work group recommends to include this option in Alabama’s state plan.</p>

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