

Requirements for State Summative Assessments in Reading/ELA and Mathematics Under ESSA (Every Student Succeeds Act):

- The assessment must be administered in each of grades 3 through 8 and at least once in grades 9 through 12.
- The assessment must assess the breadth and depth of grade-level state standards in reading/ELA and mathematics, aligned to the student's enrolled grade.
- All students must be included in the Maine Educational Assessments; students with the most significant cognitive disabilities may be eligible for an alternate assessment via the IEP Team process.
- The state summative assessment may be partially, but not wholly, delivered in the form of portfolios, projects, or extended performance tasks.
- The assessment must report student progress within an achievement level.
 - Reporting within achievement levels needs to be criterion-referenced, measuring student performance according to grade-level state standards.
 - Reporting cannot be solely norm-referenced, measuring student performance in comparison to their peers.
- The assessment must produce individual student reports regarding achievement in a uniform and comprehensible format to families and educators.
- Assessment results must be disaggregated within each State, local educational agency, and school by several key subgroup populations, including but not limited to major racial and ethnic groups, students with disabilities, and multilingual learners.
- Assessments are reviewed as part of the peer review process, an evaluation of the technical quality of the assessment by experts in the field.