§ 200.5 Timeline for assessments.

(a) Reading/language arts and mathematics. (1) 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 both the reading/language arts and mathematics assessments required under §200.2—
   (i) In each of grades 3 through 8; and
   (ii) At least once in grades 10 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
§ 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 in accordance with this section.

(a) Students eligible under IDEA and Section 504—(1) Appropriate accommodations. (i) A State’s academic assessment system must provide—

(A) For each student with a disability, as defined under section 602(3) of the IDEA, appropriate accommodations that the student’s IEP 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); and

(B) For each student covered 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).

(ii) A State must—

(A) Develop, disseminate information on, and promote the use of appropriate accommodations to increase the number of students with disabilities who are tested against academic achievement standards for the grade in which a student is enrolled; and

(B) Ensure that regular and special education teachers and other appropriate staff know how to administer assessments, including making appropriate use of accommodations, for students with disabilities and students covered under Section 504.

(ii) Alternate assessments. (i) The State’s academic assessment system must provide for one or more alternate assessments for a child with a disability as defined under section 602(3) of the Individuals with Disabilities Education Act (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.

(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.

(B) For students with the most significant cognitive disabilities, alternate assessments may yield results that measure the achievement of those students relative to the alternate academic achievement standards the State has defined under §200.1(d).

(iii) If a State permits the use of alternate assessments that yield results based on alternate academic achievement standards, the State must document that students with the most significant cognitive disabilities are, to the extent possible, included in the general curriculum.

(3) Alternate assessments that are based on modified academic achievement standards. (i) To assess students with disabilities based on modified academic achievement standards, a State may develop a new alternate assessment or adapt an assessment based on grade-level academic achievement standards.

(ii) An alternate assessment under paragraph (a)(3)(i) of this section must—