

## Compilation of State Alternate Assessment Participation Guidelines





Alliance for Systems Change Mid-South Regional Resource Center Interdisciplinary Human Development Institute University of Kentucky

## **Alliance for Systems Change**



The mission of the Alliance for Systems Change/Mid-South Regional Resource Center (ASC/MSRRC) is to make a positive difference in the lives of individuals with disabilities, birth through 21 years, and their families, by supporting state agencies in the Mid-South region and their partners. We do this by:

- consulting;
- researching, synthesizing and disseminating information;
- developing products;
- leading groups through decision-making;
- training;
- evaluating; and
- connecting states to each other and to other resources.

ASC/MSRRC one of six Regional Resource Centers funded by the U. S. Office of Special Education Programs (OSEP) to serve all states and territories. A Federal Resource Center located in Washington, D.C. coordinates activities among the RRCs and fosters smooth communication between OSEP and the RRCs.

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### Introduction

The 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) required that states develop guidelines for the participation of students with disabilities in alternate assessments as part of the States' large scale assessments. In December of 2003, under the No Child Left Behind (NCLB) Act, the U.S. Department of Education established a limit of one percent of the total tested population that could be counted as proficient using an alternate assessment with alternate achievement standards. This new requirement has led some states to consider revising their participation guidelines.

The purpose of this compilation of alternate assessment participation guidelines is two fold: to provide a resource for states and to establish a data source and baseline for the evolution of such guidelines. This report is primarily intended for staff of the State Departments of Education in Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia and the District of Columbia (D.C.) – the Mid-South region. With the exception of DC, we have reported only information from state websites. Our searches might have resulted in some false positives, but we list what we found, together with the source so that the reader can search further as desired. We obtained the DC guidelines through their contractor at the University of Kentucky. We found a few states guidelines inaccessible during our search period (January – February 2004). Below is a list of the states for which guidelines were unavailable and the reason why we could not access them. All other state information is presented as it appeared on their website. States are listed in alphabetized order.

State	Reason
American Samoa	Not authorized to view the pages.
DoDEA	Unable to open the links
Guam	Under reconstruction
Northern Mariana Islands	Blank Display
Puerto Rico	Unable to open the links
Virgin Islands	The page could not be displayed.

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## ALABAMA

http://www.alsde.edu/html/doc\_download.asp?id=1082&section=65

#### <u>Eligibility</u>

Students with significant disabilities are generally:

- working on highly individualized standards
- ➢ requiring individualized, intensive, direct instruction

The Individualized Education Program (IEP) Team determines if a student will participate in the Alabama Alternate Assessment (AAA) or in the regular state assessment.

- Grades K-2 Early Childhood Assessments or AAA
- Grades 3-8 Stanford 9 or AAA
- Grades 5 & 7 Alabama Direct Assessment of Writing or AAA
- ➢ Grades 11-12 AHSGE, AOPA, or AAA

Participation should be based primarily on the student's instructional program. Participation in the Alabama Alternate Assessment is an IEP Team decision.

## ALASKA

http://www.eed.state.ak.us/tls/assessment/AlternateOptional%5CAKParticipationGuide.pdf

## In deciding that a student should participate in alternate assessments, an IEP team must ensure that:

- The student's cognitive ability and adaptive skill levels prevent completing the standard academic curricula, even with modifications and accommodations.
- The student requires extensive direct instruction in multiple settings to apply and transfer skills.
- > The student is involved in a functional, basic-skills education program.
- The student's inability to complete the standard academic curricula is not the result of extended absences; visual, auditory, or physical disabilities; emotional-behavior disabilities; specific learning disabilities; or social, cultural, or economic differences.

## **AMERICAN SAMOA** Not authorized to view this page – HTTP Error 403.

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## ARIZONA

#### http://www.ade.az.gov/ess/aims-a/AlternateAssessmentManual121603.pdf

#### **Option 4: If the student is...**

- working on learning standards (functional and readiness levels of the Arizona Academic Standards) that have been substantially modified due to the nature and severity of the student's disability, and
- Receiving intensive, individualized instruction necessary for the student to acquire and generalize knowledge and/or demonstrate skills; and
- Generally unable to demonstrate knowledge on a paper-and-pencil test, even with accommodations.

Then- The student should take AIMS-A in this subject. Note: Participation in alternate assessment is intended for a very small number of students with significant cognitive disabilities.

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## ARKANSAS

http://arkedu.state.ar.us/pdf/rr\_appedixb\_altassessment\_speedu.pdf

- The student's demonstrated cognitive functioning and adaptive behavior in the home, school, and community environments are significantly below age expectations even with program modifications and adaptations.
- > The student's course of study is primarily functional and life-skills oriented.
- The student requires extensive direct instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.

## CALIFORNIA

http://www.cde.ca.gov/states/celdt/resources/assistpkts3203.pdf

Eligibility for the California Alternate Performance Assessment (CAPA) is based on a student's individualized Education Program (IEP), which reflects an emphasis on functional life skills. To be eligible for participation in CAPA, the response to each of the statements below must be "Agree." If the answer to any of these questions is "Disagree," the team should consider including the student in the standard STAR assessments (California Achievement Test, Sixth Edition and California Standards Tests).

#### Agree or Disagree to each item:

- 1) The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
- 2) The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as their non-disabled peers; however, their learning objectives and expected outcomes focus on the functional applications of the general curriculum.
- 3) The student cannot address the performance level assessed in the statewide assessment, even with accommodations or modifications.
- 4) The decision to participate in the alternate assessment is not based on the amount of time the student is receiving special education services.
- 5) The decision to participate in the alternate assessment is not based on excessive or extended absences.
- 6) The decision to participate in the alternate assessment is not based on language, cultural, or economic differences.
- 7) The decision to participate in the alternate assessment is not based on deafness/blindness, visual, auditory, and/or motor disabilities.
- 8) The decision to participate in the alternate assessment is not primarily based on a specific categorical label.
- 9) The decision for alternate assessment is an IEP team decision, rather than an administrative decision.

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## COLORADO

http://www.cde.state.co.us/cdesped/download/pdf/CSAPA/CSAPA\_Guidelines.pdf

## The following guidelines are intended to assist IEP teams when determining appropriateness of the CSAPA for students with the most unique learning needs.

### 1. Student performance on the general CSAP.

IEP teams should review overall scaled scores, as well as performance levels on individual concepts, to determine how a student is progressing on the general assessment. When students receive the lowest scaled score in the content area CSAP, IEP teams should be carefully review all other eligibility criteria for appropriateness for the CSAPA.

#### 2. Student curriculum

In making eligibility determination for the CSAPA, IEP teams should consider those students who working on expanded benchmarks of the Colorado State Standards that are very different than what is being assessed in the general CSAP. Where students are working on foundational skills toward the benchmarks, IEP teams should review the indicators being assessed on the CSAPA for appropriateness and alignment with the student's current curriculum.

### 3. Eligibility checklist

An eligibility checklist has been developed for each grade and content area that the CSAPA is being administered. The check is designed to help teams determine when students demonstrate skills that are better assessed on the general CSAP, since these skills include the tope end of the CSAPA assessment. If the students are capable of performing most of the indicators independent of teacher support, then the CSAP will be the most appropriate assessment.

#### 4. Response access to the CSAP administration

Some students may have difficulty physically accessing the administration materials for the general CSAP or responding in a way that a scribe can determine a student's answer to a question. Students with intense motorist and communication needs, such as those who require pictorial representations or unique technological support to communicate and have difficulty responding to multiple choice options or constructing a response may require a assessment other than a paper and pencil test to demonstrate skills.

### 5. Grade-level assignment

For most students, grade level is determined by the age of the student. However, some students with significant disabilities may not be assigned to a grade level or may be assigned to a different grade level than age-appropriate peers as determined by his/her IEP team. Since eligibility determination will also include grade-level identification, it will be important for teams to consider that researched practices have indicated that the most suitable grade/classroom placement for students with disabilities are within two years of the student's age-appropriate grade level.

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## CONNECTICUT

http://www.csde.state.ct.us/public/der/s-t/testing/agl/agl\_9th\_edition.pdf

All Special Education students in grades 4, 6, 8, and 10 enrolled in public schools must participate in some version of the CMT/CAPT assessment program. Participation decisions are made by the Planning and Placement Team (PPT) and should reflect thoughtful consideration of what is in the best interest of each individual student, keeping the 80% target. The District's primary concern in this instance is to identify the appropriate level of test participation for individual students rather than attempt to meet the goal.

#### Alternate Assessment Option 1: Out-of-Level-Testing criteria

Keeping in mind that the intent of the IDEA amendments is to measure student progress for accountability purposes, a student may be considered for out-of-level-testing only if the student has received no instruction as yet on the curriculum/content/skills being assessed on the standard grade-level version of the CMT/CAPT.

## The following factors may not serve as the basis for a decision to include a student in out-of-level-testing:

- the student's disability category (e.g., learning disability, attention deficit disorder, etc);
- the student's placement (e.g., mainstream class, resource room, self-contained classroom);
- an expectation that the student will not score well on the standard grade-level version of the test; or
- An expectation that the student will score better on a lower grade-level version of the test.

*Alternate Assessment Option 2: CMT/CAPT Skills Checklist* is a new standardized developmental checklist which is design for severely impaired students who do not participate in a general education curriculum, but receive a "functional" program. The expectation is that less than 5 percent of the special education population in any district would need to take Alternate #2.

In determining whether a special education student should participate in Alternate Assessment 2, the CMT, CAPT Skills Checklist, the IEP team should consider the factors outlined below.

The student must meet all of the following criteria:

- The student requires intensive individualized instruction to acquire, maintain or generalize skills;
- The student requires direct instruction in multiple settings to successfully generalize skills to natural settings, including home, school and community;
- The student's instructional program has a functional and living skills focus even though the student may participate in the general education curriculum.

## The following factors may not serve as the basis for the determination to include student in Alternate Assessment 2:

- > The student's disability category (e.g., intellectual disability, autism, etc)
- > The student's placement (e.g., self-contained classroom, regional program, etc.);
- The amount of time spent with non-disabled peers (e.g., 20 percent of the time, etc.); and
- An expectation that, even with accommodations, the student will not score well on the standard or out-of-level version of CMT/CAPT.

## DELAWARE

http://www.udel.edu/cds/dapa

### <u>Eligibility:</u>

To include the student in the DAPA, the student's IEP team must complete all of the following steps. Students must meet all specified criteria for inclusion.

### **Documentation:**

The IEP team must clearly document in the student's IEP the basis for its decision. School staff must support the inclusion decision by using current and longitudinal data, such as;

- Performance data across multiple settings in the areas of academics, communication, cognition, social competence, recreation or leisure, domestic community living, and vocational skills.
- Behavioral observations in multiple settings
- Adaptive behavior
- continuous assessment of progress on IEP goals and objectives

#### Criteria:

### The following are the participation guidelines for inclusion in the Delaware Alternate Portfolio Assessment (DAPA). The student's record must have sufficient data to support all of the following:

- Student demonstrates cognitive ability and adaptive curricula levels which prevent completions of the academic curricula even with modification and accommodations;
- The student requires extensive direct instruction in multiple settings to accomplish the application and transfer of skills;
- Student is unable to use academic skills at a minimal competency level when instructed through typical classroom instruction; and
- The student's inability to complete the academic curricula is not the result of excessive or extended absences, or primarily the result of visual, auditory, or physical disabilities, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, and economic differences.

#### For students 14 years of age or older the student is:

- > Unable to complete a regular diploma program even with modification;
- Unable to acquire, maintain, or generalize skills and demonstrate performance without intense, individualized instruction; and
- ➢ Working towards a certificate of completion.

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## DISTRICT OF COLUMBIA

#### **Participation Guidelines in the Alternate Assessment:**

The Alternate Assessment will be available to students in the same grade levels as those participating in the general assessment.

In order for a student to participate in the Alternate Assessment for Special Education, he/she must meet ALL of the following criteria:

- 1. The student demonstrates cognitive ability and adaptive skills that prevent completion of the district approved standards even with modifications and/or accommodations;
- 2. The student's current adaptive behavior requires extensive direct instruction in multiple settings to accomplish the application and transfer of skills necessary in school, work, home, and community environments;

3. The student is unable to apply or use academic skills at a minimal competency level in natural settings (i.e., home, community, or work site) when instructed solely or primarily through school-based instruction.

#### For a student 14 years of age or older:

- 4. The student is unable to complete a district approved high school diploma program addressing the content standards even with extended learning opportunities and/or modifications and accommodations.
- 5. The student is unable to acquire, maintain, or generalize skills, and to demonstrate performance without intensive, frequent, and individualized community based instruction;

### For all students:

- Members of the IEP team must agree that the student is eligible for the Alternate Assessment and should be excluded from the regular district assessments; and
- Eligibility for the Alternate Assessment is documented annually on the student's IEP.
- Students who do not meet ALL of these criteria CANNOT participate in the Alternate Assessment.

### The student's inability to compete the course of study may not be the result of:

- Poor attendance;
- English as Second Language;
- Social, cultural and economic differences;
- Disruptive behavior;
- Student's reading level;
- Expectations of poor performance;
- Amount of time receiving special education services;
- Low achievement in general education;
- Categorical disability labels;
- Level of intelligence; or,
- Location where the student receives services.

MDT or IEP teams should document their decision answering "yes" or "no" to the questions on the *Participation Guidelines Form*. An additional copy of this form can be found in Appendix A.

## **DoDEA** Unable to open the links

## FLORIDA

#### http://www.firn.edu/doe/bin00014/pdf/qchap711.pdf

- A statement of any individual modifications in the administration of State or district wide assessment of student achievement that are needed in order for the child to participate in such assessment;
- If the IEP team determines that the child will not participate in a particular State or district wide assessment of student achievement (or part of such an assessment), a statement of-
- ▶ why that assessment is not appropriate for the child; and
- $\blacktriangleright$  how the child will be assessed.

IDEA 1997 emphasizes the full participation of students with disabilities in state and district wide assessment programs. The state assessment program and in Florida includes the Florida Comprehensive Assessment Test (FCAT), Florida Writes, and the High School Competency Test (HSCT). Additionally, beginning in the springs of 2000, students in grades 3-10 will be administered statewide assessments of student performance of reading, writing, and math on an annual basis.

The requirement is to indicate whether or not the student with disabilities wills participate in the state and district wide assessment program. If it is determined that individual students cannot participate, then alternate assessments must be provided. If students with disabilities will not participate in a state or district wide assessment, a statement of why the assessment is not appropriate and a description of the alternate assessment procedures to be used must be included on the IEP.

#### http://www.ihdi.uky.edu/sparc/states/GA.pdf

#### <u>Alternate Assessments:</u> K-12 Georgia Alternate Assessment (GAA), GDOE

#### **Eligibility:**

- > Determined and specified by Individualized Education Plan (IEP) Team.
- Students who are currently participating in an alternate, functional curriculum and not participating in any of the state-mandated assessments.
- Assesses each student's progress toward achievement of five targeted goals and curriculum domains.

**Alternate assessments**: Students are counted as assessment participants and scores are reported separately.

## **GUAM** Reconstruction

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## HAWAII

http://education.umn.edu/nceo/TopicAreas/AlternateAssessments/

The primary purpose for alternate assessments in state assessment systems is to increase the capacity of large-scale accountability systems to create information about how a school, district, or state is doing in terms of overall student performance. Gathering data on the performance of students through alternate assessments requires rethinking traditional assessment methods. An alternate assessment is neither a traditional largescale assessment nor an individualized diagnostic assessment. For students with disabilities, alternate assessments can be administered to students who have a unique array of educational goals and experiences, and who differ greatly in their ability to respond to stimuli, solve problems, and provide responses.

## **IDAHO**

#### http://www.sde.state.id.us/specialed/altassessment/default.htm

#### Alternate Assessment Eligibility Criteria:

- 1. The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum in the content area being assessed, even with program accommodations; **and**
- 2. The student's course of study is primarily functional\* and living skill oriented; **and**
- 3. The student is unable to acquire, maintain, or generalize skills, and demonstrates performance of those skills without intensive, frequent, individualized instruction.

## It must be emphasized that students are not to be included in the Alternate Assessment for any of the following:

- ▶ Based solely on the fact that the student has an IEP; or
- The student is academically behind due to excessive absences or lack of instruction; or
- The student is unable to complete the general academic curriculum because of social, cultural, or economic differences.

## Who Determines How a Student will Participate in District and Statewide Assessments?

The Individualized Education Program (IEP) team, including the parent, will decide how the student will participate in statewide assessments. The decision must be noted on the student's Individualized Education Plan (IEP). The IEP team must choose the following options:

- 1. Regular assessments without accommodations;
- 2. Regular assessments with appropriate accommodations; or
- 3. Alternate Assessment, if the student meets the alternate assessment eligibility criteria.

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## **ILLINOIS**

## http://www.isbe.net/board/meetings/dec00meeting/122000Alternate%20Assess%20Participation %20Guidelines.doc

# **Step 1:** For a student to be considered for the Illinois Alternate Assessment (IAA) for the content areas assessed in the grade level this year, the student's IEP team must determine that all of the following criteria are met:

- The accommodations needed by the student to participate in the regular assessment would seriously compromise the validity of the test.
- The performance indicators in the designated content area(s) are significantly different from the age/grade appropriate benchmarks of the Illinois Learning Standards. Therefore, the regular assessment, even with appropriate accommodations, is not appropriate.
- The student requires intensive, frequent individualized instruction in a variety of settings (e.g., school, community, or the work place, etc.) to acquire, maintain, or generalize skills and demonstrate performance of those skills.

## **Step 2:** The decision to include the student in the alternate assessment should not be based solely on the fact that:

- > The student has an IEP or is in a specific disability category;
- The student's instructional reading level is below the grade level of the regular assessment to be administered;
- > The student is not expected to perform well on the regular assessment;
- The student is expected to experience emotional duress under testing conditions;
- There is a high probability that the student will demonstrate disruptive behaviors during the regular assessment; or
- Accommodations will not be provided to enable the student with disruptive behaviors to access and participate in the regular assessment.

IEP teams should document their decisions answering "yes" or "no" to the questions on the Participation Guidelines form.

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## INDIANA

http://ideanet.doe.state.in.us/exceptional/speced/llwp.html#IEP

An individualized education program (IEP) is the written plan that is developed by the CCC and describes the special education and related services to be provided to a student with a disability. The school must provide the services as stated in the IEP.

## Each student with a disability must have an IEP in effect at the beginning of each school year. Generally, an IEP cannot be more than 12 months old.

- the student's present level of educational performance;
- Measurable annual goals including benchmarks or short-term objectives;
- What special education, related services, supplementary aids and services, and program modifications or supports to be provided to the student;
- Whether the student will participate in statewide or district wide assessments including any necessary accommodations, and if not, what alternate assessment will be used;
- When the services will start and stop, as well as the length, frequency, and location of services an explanation of any situation in which the student will not participate with non-disabled students in educational, nonacademic, and extracurricular activities; how the student's progress will be measured and how the parent will be notified of the progress;
- Whether the student needs extended school year services;
- The transition services the student needs (if the student is at least 14 years old);
- What the student's placement will be in the least restrictive environment (LRE);
- That the student and parents have been informed of the transfer of rights when the student turns 18; and any additional services or devices necessary to provide a free and appropriate public education.

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**IOWA** 

#### http://www.state.ia.us/educate/ecese/cfcs/altassess/doc/iaaeg03.pdf

#### **Alternate Assessment Student Participation**

#### **Student**

The student has characteristics of a severe disability, including significant deficits in language and communication and adaptive behaviors. The student requires very intensive, highly specialized instruction in order to acquire knowledge, make generalizations, and/or demonstrate skills across natural environments (home, school, community, and/or workplace). Students in alternate assessment will generally be those students who are classified as Level 3. However, some student's with that classification will take part in the general assessment (probably with accommodations) and some students with disabilities who have other level classifications may take part in the alternate assessment although this would be rare.

#### **Instructional Program**

The schools or school district's content standards and benchmarks guide the student's curriculum. These should be reflected in the newly developed Iowa Core Content Standards and Benchmarks Corresponding to the Iowa Tests which were developed to indicate standards common across most, if not all districts in Iowa. Use of extended benchmark allow the students to demonstrate what he or she knows and is able to do while still receiving instruction on grade level, general curriculum content. It is important to remember that the student's IEP may address other skills that are important for that particular individual but the student's curriculum is the same as the grade level curriculum for all students.

#### Assessment

The student is generally unable, even with accommodations, to demonstrate knowledge and skills on district-wide assessments used for the majority of students.

#### Participation decisions should <u>NOT</u> be based primarily on:

- Poor attendance
- English language learner status
- Social, cultural, and economic difference
- Disruptive behavior
- Student reading level
- Expectations of poor performance
- > Amount of time receiving special education services
- ➢ Low achievement in general education
- Categorical disability level
- > Performance tied solely to a level, label, or cut score
- Location where the child receives services

All assessment decisions for a particular student are made by the IEP team. No one member may make decisions for the team nor is any member's opinion more important than the opinion of anyone else. The IEP team decision should be documented during Phase 3 of the IEP process as referenced in <u>5 phases of the IEP Process</u>.

## KANSAS

http://www.kansped.org/ksde/guide/ksaainfobook.pdf

- The student has an active IEP and is receiving services under the Individuals with Disabilities Education Act and is age 10, 13, or 16 by September 1 of the assessment year.
- The student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum. The student's learning objectives and expected outcomes focus on functional application, as illustrated in the benchmarks, indicators, and examples in the extended standards.
- The student will not take ANY regular state assessment, regular state assessment will accommodations or any of the assessments with modifications.
- The student primarily requires direct and extensive instruction to acquire, maintain, generalize, and transfer the skills done in the naturally occurring settings of the student's life (such as school, vocational/career, community, recreation & leisure and home).
- The student scored at or below the 4th percentile on a nationally or locally normed assessment.

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## **KENTUCKY**

http://www.education.ky.gov/NR/rdonlyres/e5aykyixtwjn7xxzbanj5qgv3reogd3uobiiaccp3ynfdp4hh ztgv6nkjbultxux4gl7twegulmkkblqi235zprgwpc/ApdxF.doc

Students participating in the Alternate Portfolio Program shall submit a completed Alternate Portfolio at the elementary, middle school, and high school levels. Alternate Portfolios shall be completed as follows:

- **Elementary:** Fourth grade, no later than the school year in which the student is eleven (11) years old on October 1.
- <u>Middle School:</u> Eighth grade, no later than the school year in which the student is fifteen years old on October 1
- **High School:** The student's last anticipated year of school

Complete Section 1 for all students (elementary, middle school and high school) for whom alternate assessment is being considered. Complete Sections 1 and 2 for students who are in middle school or high school. Attach additional pages, if necessary.

The Admissions and Release Committee has determined and verified that the student meets all of the following criteria:

#### 

- Current and longitudinal data across settings in all relevant areas, including progress monitoring and adaptive behavior have been reviewed and documents the ARC decision;
- Demonstrates cognitive ability and adaptive behavior which prevent completion of the course of study, even with program accommodations or modifications or both;
- Current adaptive behavior requires extensive direct instruction in multiple settings to accomplish the application and transfer of skills necessary for functional application in domestic, community living, recreational/leisure, and vocational activities in school, work, home, and community environments:
- the student's inability to complete the course of study is not the result of excessive or extended absences, or primarily the result of visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, and economic differences; and the student is unable to apply or use academic skills at a minimal competency level in natural settings when instructed solely or primarily through school-based instruction.
- Participation in the Alternate Portfolio Assessment Program is stated in the IEP.

#### Section 2: Complete for middle and high school students

- the student is unable to complete a regular diploma program even with extended school services, schooling, program accommodations or modifications or both;
- the student is unable to acquire, maintain, or generalize skills, and to demonstrate performance without intensive, frequent, and individualized community-based instruction;
- Admissions and Release Committee members agree that this student meets the participation guidelines for the Alternate Portfolio Assessment Program. The student will be excluded from other state-required assessment components; and
- Participation in the Alternate Portfolio Assessment Program is stated in the IEP.

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## LOUISIANA

http://www.doe.state.la.us/lde/uploads/3064.pdf

## Participation in alternate assessment is an IEP decision made in cooperation with the parent for the benefit of the child.

- Complete the LEAP Alternate Assessment Participation Criteria for only for a student:
- Who's exceptionally as documented in the evaluation is Moderate Mental Disability, Severe Mental Disability, Profound Mental Disability, Multiple Disabilities, Traumatic Brain Injury, Autism, and who's assessed level of intellectual functioning AND adaptive behavior is three or more standard deviations below the mean.
- Who has an educational program which emphasizes functional and life skills,
- Whose Prior Notice Letter indicates that he or she may be eligible to participate in alternate assessment,
- Whose IEP team determines, after careful review of documentation presented at the meeting, this student should be considered for alternate assessment.

### **Complete the requested student information:**

For the Student to participate in the LEAP Alternate Assessment the IEP team must respond yes to either item 1 or item 2; it is important for the team to remember the following when discussing the student:

- The decision for participation is not based on placement, setting, or available educational resources.
- Disability alone does not determine participation in the alternate assessment (e.g., a child with autism may or may not be eligible to participate in alternate assessment).
- The student must meet the criteria in either item 1 or 2 on the participation form.

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## MAINE

http://www.mecas.org/PAAP\_files/PAAP\_files/0304\_participation\_disability.html

### <u>Policy for Participation in the Maine Educational Assessment (MEA) for Students</u> <u>with Disabilities</u>

State and Federal legislation requires that all Maine students be assessed by a state assessment against the state standards, the Maine Learning Results. Student can participate in the MEA through any of three avenues: standard administration, administration with accommodations or through an alternate assessment. It is the school system's responsibilities through the Pupil Evaluation Team (PET) process, to make a recommendation regarding appropriate avenue of participation in the MEA. (Please refer to the Policies and Procedure for Accommodations and Alternate Assessment to the MEA for detailed guidance on decision making and documentation requirements).

### **Procedure:**

## If the PET decision is that the student will participate in the MEA through standard administration or administration with accommodations:

- The school must document the appropriate avenue and reasons for this option in the child's Individual Education Plan (IEP) and in the MEA student test booklet.
- The MEA is administered and submitted to Measured Progress along with the student materials for all students.
- If a parent/guardian refuses to allow their child to participate in the MEA administration then, as with any other aspect of the IEP that is in disagreement, the PET minutes reflect that consensus was not reached and the school must provide parents with a written notice of school's determination and of the parent's procedural safeguard.
- Every effort should be made to resolve differences between parents/guardian and staff through informal resolution at the local level prior to accessing formal dispute resolution procedures. (Local procedures may not be used to deny or delay a pare rights to formal state level dispute resolution).
- If the difference cannot be resolved at the local level and a dispute resolution request filed, the school continues to implement their PET determination regarding the appropriate avenue for assessment unless otherwise directed by a dispute resolution official.

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## MARYLAND

http://www.msde.state.md.us.SpecialEducation/AccommodationsDoc03-04.pdf

### Alternate Maryland School Assessment (ALT-MSA)

The Alternate Maryland School Assessment (ALT-MSA) is the alternate assessment to the Maryland School Assessment Program (MSA). Students with disabilities participate in the ALT-MSA if through the IEP process it has been determined they cannot participate in the MSA even with accommodations.

#### **Excused Students:**

Prior to the test administration, if the principal and at least one other qualified school staff members or the LAC decided that testing would be severely harmful to a student, the student may be excused. The reason for the excuse must be documented in the student's IEP.

- Student has demonstrated by past performance that he/she cannot function in a testing situation.
- Student has had a recent traumatic experience, which has made him/her unable to cope with the testing situation.

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## **MASSACHUSETTS**

http://www.doe.mass.edu/mcas/alt/spedreq.pdf

## MCAS Participation Guidelines

The following guidelines are intended to assist IEP Teams and 504 teams make decisions regarding how each student with a disability will participate in MCAS. The student's team should begin by asking the following questions:

- > Can the student take the standard MCAS test under routine conditions?
- Can the student take the standard MCAS test with accommodations? If so, which accommodations are necessary and appropriate for the student?
- Does the student require an alternate assessment? (Alternate assessments are intended for a very small number of students with significant disabilities who are unable to take standard MCAS tests.)

The student must be engaged in an instructional program guided by the Massachusetts Curriculum Framework learning standards. The IEP or 504 Team must make a separate decision for each subject scheduled for testing.

### **Option 1:**

### If the student is

- Generally able to demonstrate knowledge and skills on a paper-and-pencil test, either without or with test accommodations and is
- ▶ Working on learning standards at or near grade-level expectations; or is
- Working on learning standards that have been modified and are somewhat below grade level expectations due to the nature of the student's disability.

#### Then

The student should take the **standard MCAS test**, either under routine conditions or with accommodations that are consistent with the instructional accommodation(s) used in the student's educational program

### **Option 2:**

### If the student is

- Working on learning standards that have been substantially modified due to the nature and severity of the student's disability, and is
- Receiving intensive, individualized instruction necessary for the student to acquire, generalize, and demonstrate knowledge and skills, and is
- Generally unable to demonstrate knowledge and skills on a paper and pencil test, even with accommodations.

#### Then

The student should take the MCAS Alternate Assessment in this subject.

## **Option 3:**

### If the student is

- > Working on learning standards **at or near grade-level expectations**, and is
- Sometimes able to take a paper-and pencil test either without accommodations, or with one or more test accommodation(s), but is
- Presented with unique and significant challenges in demonstrating his/her knowledge and skills on a test of this format and duration.

#### Then

The student should take the **standard MCAS test** with necessary accommodations, if possible.

#### However

The team may recommend the **MCAS Alternate Assessment** when the nature and complexity of the student's disability prevent him/her from demonstrating his/her knowledge and skills on the test.

(Instances in which a student in this category may require an alternate assessment are provided on the following page.)

## MICHIGAN

http://www.michigan.gov/documents/IEPManualApril2003\_61389\_7.doc http://mi-access.info/helpdesk/pdf./NCLBSummary.pdf

# States may use alternate achievement standards for students with the most significant cognitive disabilities in meeting the Title I requirements, if certain criteria are met.

Participation addresses the educational needs of students who have, or function as if they have, severe or profound cognitive impairment. These students are expected to require extensive ongoing support in adulthood. They may also have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and thus make determining their actual ability and skills difficult. Their impairments cause them to be dependent on others for most, if not all, of their daily living needs and will impact any future involvement in major life roles. Alternate achievement standards may be used for students with the most significant cognitive disabilities.

- A) Each State that wishes to use alternate achievement standards must establish clear and appropriate guidelines for individualized education program (IEP) teams to apply in determining when a child' significant cognitive disability justifies an assessment based on alternate achievement standards.
- B) The regulation does not create a separate category of disability. Rather, the term "students with the most significant cognitive disabilities" includes that small number of student who is...
  - within one or more of the 13 existing categories of disability (e.g., autism, multiple disabilities, traumatic brain injury, etc.) and
  - Whose cognitive impairments may prevent them from attaining gradelevel achievement standards, even with the very best instruction?

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## **MINNESOTA**

#### http://education.state.mn.us/html/intro\_alt\_assess.htm

Alternate Assessment: The Individuals with Disabilities Education Act (IDEA, 1997) requires states to evaluate students with an alternate assessment when a student is exempted from a state accountability test.

Students may be exempted if they are incapable of taking a statewide test due to:

- Lack of cognitive ability to participate in learning at the lowest level of the test;
- Lack of exposure to material within the range and scope of the test;

Sever anxiety in a testing situation. This is an anxiety reaction that is beyond the normal test jitters experienced by many students and which would be determined detrimental to the student.

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## MISSISSIPPI

http://www.mde.k12.ms.us/special\_education/pdfs/aamanual.pdf

The following criteria for Alternate Assessment are to identify those students with disabilities for whom valid data cannot be obtained through the regular Mississippi Curriculum Content Assessment System:

- The student has an active, current IEP and is receiving services under IDEA 97.
- The student is eligible for Alternate Assessment when his/her IEP Committee makes the decision for participation and clearly documents the decision on the student's IEP.
- The student has a file with sufficient documentation based on current and longitudinal data across multiple settings to justify the decision for participation in the Alternate Assessment.
- A student participating in the Alternate Assessment will be in grades 2-8 or 7 years old by September 1 of the school year for which the IEP is written.

The student in grades nine through twelve who participates in the Alternate Assessment takes only the subject area test(s), vocational test(s), and/or other secondary test(s) that are based on the grade level/course for which the objectives in his/her IEP are aligned.

The student demonstrates cognitive abilities and/or adaptive skills that prevent participation in statewide assessments even with allowable accommodations.

## The student cannot participate in the Alternate Assessment if the decision is based primarily on the following:

- 1. Excessive or extended absences
- 2. Visual or auditory disabilities
- **3**. Language differences
- 4. Any specific categorical differences
- 5. Amount of time receiving special education services
- 6. Academic achievement significantly lower that his/her age peers
- 7. Expectations to not perform well on the regular assessment.

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## **MISSOURI**

#### http://www.dese.mo.gov/divimprove/assess/mapa.html

#### MAP- Alternate Determining Student Eligibility

#### The student meets all five of the eligibility criteria below:

- 1. The student has significant problems acquiring new skills, and acquisition of skills must be taught in very small steps.
- 2. The student does not keep pace with peers, even with the majority of students in special education with respect to the total number of skills acquired.
- 3. The student's educational program centers on the functional application of the Missouri Show-Me Standards.
- 4. The IEP team, as documented in the IEP, does not recommend participation in the Missouri Assessment Program (MAP) subject areas or taking the MAP with accommodations.
- 5. The student's inability to participate in the MAP subject area assessments is not primarily the result of excessive absences; visual or auditory disabilities; or social, cultural, language or economic differences.

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## MONTANA

http://www.opi.state.mt.us/

Deciding How the Student with Disabilities will participate:

The decisions as to whether a student with disabilities will participate in the regular CRT or the CRT-Alternate, and what accommodations, if any, are to be provided to the student must be documented in the student's IEP prior to administration of the CRT this spring. Participation in the CRT-Alternate is determined by considering each of the following questions:

- Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?
- Does the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?
- Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP's annual goals and short-term objectives?
- Does the student require direct and extensive instruction to acquire, maintain, generalize and transfer new skills?

If the answer is NO to any of the above questions, the student must participate in the regular CRT. IF all answers are YES, the student is eligible to take the CRT-Alternate and the student is considered to be a student with a significant cognitive disability.

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## NEBRASKA

http://www.nde.state.ne.us/SPED/PDF/schsupport/altasssev.pdf

Individuals whose disabilities are so severe they are unable to take the regular assessments with accommodations are those individuals who should participate in alternate assessments. Most commonly, students participating in functional curriculum in the disability categories of mental handicap: moderate and severe/profound, multiple disabilities, deaf/blind, and autism may require the administrations of an alternate assessment. Occasionally, individuals with severe learning disabilities and a small percentage of students with mild or moderate mental handicaps will participate in alternate assessments.

In Nebraska, students with disabilities will qualify to use an alternate assessment when the IEP team has determined and documented on the IEP the following information:

- The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum, even with appropriately designed and implemented modifications and accommodations;
- The student's course of study is primarily functional and life-skills oriented; and

The student requires intensive, frequent, and individualized instruction in order to acquire, maintain, and generalize skills and to demonstrate performance of those skills.

## The alternate assessment is not to be administered based solely on the following information:

- > The student has a verified disability with an IEP;
- The student has academic deficiencies due to excessive or extended absences or lack of instruction; or
- The student is unable to complete the general academic curriculum because of language differences or social, cultural, or environmental factors.

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## NEVADA

### http://graphics.ccsd.net/pdfs/500-599/597.2-SCAAN.pdf

### **Guidelines for Participation in skills and Competencies Alternative Assessment of Nevada (SCAAN)**

Participation in SCAAN for an individual student must only be considered after the IEP committee has determined that the student cannot participate in a particular general assessment, even with appropriate modifications or accommodations. The IEP committee must consider the following factors in determining if SCAAN is appropriate for the student. The IEP committee must consider relevant information about the student over multiple school years and in multiple instructional settings. The student will participate in SCAAN only if the IEP committees answer "yes" to all five statements.

- 1. The student is receiving services under the Individuals with Disabilities Education Act (IDEA) through a current IEP.
- 2. The student demonstrates cognitive ability and adaptive behavior that limits FULL participation in the general education curriculum, even with supplementary aids, accommodations, and modification.
- 3. The student's level of educational performance is not primarily the result of specific learning disabilities; social, cultural, economic, or language differences; visual or auditory impairments; emotional-behavioral disabilities; or excessive or extended absences unrelated to the student's disability.
- 4. The student requires intensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, home, work, and community settings.
- 5. The student participates in modified, function/academic curriculum that is not measured by general assessments.

## **NEW HAMPSHIRE**

http://www.ed.state.nh.us/SpecialEd/NHEIAP-Alt-04.htm

## Making Decisions Concerning the Participation of Students with Disabilities in NHEIAP-Alternate:

A student is eligible to participate in NHEIAP-Alternate if his or her IEP team determines that the students meet all of the following participation criteria:

- 1. The student has an IEP.
- 2. Evidence that the student's demonstrated cognitive ability and adaptive behavioral skills:
  - prevent him or her from demonstrating achievement of the proficiency standards described in the New Hampshire curriculum frameworks through participation in the general statewide assessment even with appropriate accommodations; and
  - Require individualized instruction in multiple settings (school, work, home, and community environments) to acquire, generalize, and transfer skills necessary for functional application.
- 3. Historical data (current and longitudinal across multiple settings) confirms the individual student criteria listed above.

Any decision related to a student's participation in the general statewide assessment, with or without accommodations, or in NHEIAP-Alternate shall be explicitly identified in the student's IEP plan.

## **NEW JERSEY**

http://www.state.nj.us/njded/assessment/apa/nj\_edu\_man.pdf

Students Eligible to Participate in the APA:

All students with disabilities must participate in the state assessment system. Students with disabilities participate in the general assessment for their grade, or equivalent age, or in the Alternate Proficiency Assessment (APA). The Individual Education Planning (IEP) team makes decisions about the state assessment participation. The IEP team determine **for each content area assessed**, whether an individual student will participate in the general assessment or the APA. A student may participate in the APA in a content area only if the IEP team determines that the student has not been instructed in the knowledge and skills tested by the assessment and if the student is unable to complete correctly the types of tasks on the general assessment.

Students with disabilities participate in the state assessments during the same grades as their non-disabled peers. Only if a student is not in a graded class, **or does not have a grade based on age listed on the IEP**, should the IEP team use the ages listed on the chart below to determine when the student will participate in the state assessments. The student's grade, when one is assigned on the IEP, determines when a student will participate in state assessments.

Students with disabilities who participate in one or both content areas of the HSPA, regardless of whether or not they must pass in order to meet graduation requirements, are not eligible to participate in the APA in that content area(s).

## All students with disabilities must participate in the statewide assessment system regardless of educational placement. This includes students with disabilities attending:

- Local district public schools
- Local district public schools in another part of town
- Public schools in other towns
- Receiving schools including special services school districts, educational service commissions, approved private schools for the disabled, college-operated programs, Marie H. Katzenbach school for the deaf and jointure commissions.
- Private schools in accordance with a Naples placement
- > Private schools for the disabled out of state (placed there by a New Jersey district)
- State educational facilities.

## **NEW MEXICO**

http://cdd.unm.edu/sde/criteria/index.htm

<u>Determining Eligibility for the New Mexico Alternate Assessment</u> Members of a students IEP team are charged with the determination of eligibility for participation in an alternate assessment. These alternate assessments were developed for a specific subpopulation of students with the most significant cognitive disabilities. A student is not eligible to take an alternate assessment if the primary reason that the student is being considered is that he or she has:

- Specific Learning Disabilities (SLD)
- Visual or auditory disabilities
- Emotional Disturbance
- Excessive or extended absences
- ➢ Social, cultural, and/or economic differences

The IEP team must agree and document within the IEP that the student is eligible according to the participation criteria below: Sufficient documentation must be provided (multiple records and multiple sources of information) to answer all of the questions below in the affirmative.

- Does the student past and present performance in multiple settings (i.e., home, school, community) indicate that a significant cognitive disability is present?
- Does the student need intensive, pervasive, or extensive levels of support in home, school, and community settings?
- Do the student's current cognitive and adaptive skills and performance levels require direct instruction to accomplish the acquisition, maintenance, and generalization of skills in multiple settings (home, school, community)?

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## **NEW YORK**

http://www.vesid.nysed.gov/specialized/publications/policy/alterassess.htm#Part http://www.vesid.nysed.gov/specialed/alterassessment/identnysaa.htm

### **<u>1. Participation Criteria:</u>**

The student must have a severe cognitive disability, significant deficits in communication/language, or significant deficits in adaptive behavior; and the student must require a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, and/or workplace); and the student must require educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.

### 2. Process Criteria

The CSE, including parents/guardians, determines on an individual basis and documents on the student's IEP whether the student will participate with or without testing accommodations in each: State regular assessment or State alternate assessment.

The CSE reviews and makes a recommendation across all settings and in all relevant areas based on current and historical student qualitative and quantitative documentation, including progress and adaptive behavior.

- The CSE ensures that decisions regarding participation in the state assessment are not based on: Category of disability, excessive or extended absences, language differences, or cultural or environment factors.
- The CSE ensures that the student has an individualized system of communication in order to demonstrate present levels of performance that address the student's needs regarding disability, culture and native language.

Tests and other assessment procedures are conducted according to the requirements of section 200.4 (b)(6) of the Commissioner's Regulations and section 300.532 of the Code of Federal Regulations.

Definition: Students with severe disabilities means students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education full potential for useful and meaningful, participation in society and for self-fulfillment. Students with severe disabilities may experience sever speech, language, and/pr perceptual-cognitive impairments, and evidence challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports and/or prompts and assistive technological devices.

## NORTH CAROLINA

http://www.ncpublicschools.org/accountability/testing/alternate/ http://www.ncpublicschools.org/accountability/testing/alternateDisabilities/Testingstudent.pdf

The IEP Team determines if the disability is severe enough to require that the student not participate in the statewide test administration or the NCAAAI. The IEP Team also determines if the severity of the disability is such that student must participate in the alternate assessment portfolio. Documentation for the basis of the decision, including current and longitudinal data and performance of skills across including current and longitudinal data and performance of skills across settings, must exist in the current IEP. Placement in the NCAPP must not be the result of social, cultural, or economic differences, or excessive absences.

## The North Carolina Alternate Assessment Portfolio (NCAAP) is only appropriate for students who fulfill all of the following criteria:

- > The student had a disability and a current IEP.
- > The student must have a serious cognitive deficit.
- The student is assigned at grades 3-8 or 10 according to the school information management system (e.g., SIMS/NCWISE).
- The student's program of study focuses on extensions of the North Carolina Standard Course of Study.
- The IEP Team determines that the student is unable to participate in the statewide test administrations (under standard conditions or with accommodations).

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## NORTH DAKOTA

http://www.dpi.state.nd.us/speced/resource/alternate/manuall.pdf http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm

#### Assessment options:

#### The continuum of state and district-wide assessment options are as follows:

- Student with a disability takes regular assessment with no accommodations.
- Student with disability takes regular assessment with the use of accommodations (these accommodations are listed in the Test Coordinators Manual, as allowable, by the manufacturer and may or may not affect the reliability or validity of the assessment).
- Student with a disability takes The North Dakota Alternate Assessment (NDALT).

## Participation in the NDALT is determined by the following criteria. The IEP team must ask the following three questions:

- Does the student's cognitive ability and adaptive behavior prevent completion of all or part of the general curriculum?
- Does the student extensive, frequent and individualized instruction in multiple settings in order to maintain or generalized skills necessary to function in school, home, community, vocational, and recreational/leisure settings?
- Is the student's curriculum so individualized that the state mandated assessment (California Achievement Test with State Supplement) would not reflect what the student is being taught?

If the answer to all three questions is "YES', then the NDALT is the appropriate assessment choice.



Alternate assessment is appropriate only for students who have severe disabilities. In many instances, this means students with severe limitations to

## cognitive functioning. Such severe limitations in the area of cognitive functioning should be documented in the student's evaluation team report.

- While these students access the general curriculum, instruction is chiefly focused on the acquisition of essential life skills.
- Many students with severe disabilities have complex medical, communication, developmental, and/or adaptive needs. Often, these students require assistive technology devices for communication, travel, and/or self-care.
- Generally, participation in the alternate assessment is not appropriate for students who are engaged in and making progress in the general curriculum. Although these students require individualized instruction, they have developed the skills that enable meaningful participation on tests of academic achievement, such as the Ohio Proficiency Tests.

## Alternate assessment is appropriate for students who have the most severe disabilities and who require the highest level of individualized instruction.

The determination as to how a student with disabilities will participate in state- and district-wide assessment is made by each student's IEP team, at least annually, at each IEP meeting. If the IEP team believes that alternate assessment is appropriate for a child, that child would participate in alternate assessment "across the board" (i.e., in all subject areas). Importantly, participation in the alternate assessment should not be based on disability condition, achievement level, school attendance, or social/cultural factors. The IEP team should document test taking status in the appropriate sections of the student's IEP, and pertinent status codes should be recorded through the Education Management Information System (EMIS).

SANTY-SECTOR SECTOR SECTOR

## **OKLAHOMA**

http://sde.state.ok.us/home/defaultie.html

IEP teams must document determinations regarding participation and assessments for children with disabilities. A statement of individual accommodations or modifications in administration of the assessment in order for the child to participate in the assessment must be included on the IEP. If the IEP team determines that the child will not

participate in a particular State or district wide test, a statement of why that assessment is not appropriate for the child and how the child will be assessed through alternate assessment must be documented on the IEP.

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### OREGON

http://www.ode.state.or.us/asmt/administration/extasmts/.

### Student with Disabilities:

Both federal law and state regulation require that individuals with disabilities be given equal opportunity to participate in, benefit from, and have appropriate accommodations or modifications to provide access to any program or activity customarily granted to all individuals. Therefore, all students with disabilities are eligible to participate in the Oregon Statewide Assessment Program. Each student must be considered individually and not on the basis of the category of his/her disability.

- Assessment Options for all Students with Disabilities participation in testing:
- Students may take the test under standard administrations with or without accommodations.
- Students may take an extended assessment.
- Students may take the test under modified conditions. The answer document should be coded #5 in the Administration Codes box and the specific modifications codes written in the Modifications Codes box.
- Student may take the Extended Career and Life Role Assessment System (CLRAS) as an alternate assessment.

### Who Make Test Participation Decisions for Students with Disabilities?

The Individualized Education Program (IEP) team including the student's parents or guardian makes the decision regarding the student's participation in testing.

### Who takes extended assessment?

Students with significant disabilities may take extended assessments if they are unable to take the general statewide assessments even with accommodations, modifications, or by challenging a lower benchmark. Extended assessment decisions will be specified on the Individual Education Program (IEP).

### Who decides that a student will take an extended assessment?

The IEP determines whether or not a student with significant disabilities will take one or more of the extended assessments.

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### PENNSYLVANIA

#### ftp://ftp.pattan.k12.pa.us/pattan/Instruction/Assess0902.pdf

The Pennsylvania Alternate System of Assessment (PASA) is appropriate for students who have significant cognitive disabilities, and who require intensive instruction and extensive support in order to perform and/pr participate meaningfully and productively in the every-day activities of integrated school, home, community and work environments.

These students require substantial modifications of the general education curriculum as well as instruction in areas not presently assessed by the PSSA.

Student who meet all six of the following criteria may be excused from the 2003 PSSA writing assessment and be administered the school entity-provided alternate writing assessment. IT is the educational entity's responsibility to provide an alternate assessment in writing for very-love functioning special needs students who meet the alternate assessment criteria. Students who fail to meet any one of the criteria MUST participate in the PSSA writing assessment.

### **Criteria for Participation in an Alternate Writing Assessment:**

- 1. Is the student in grade 11?
- 2. Does the student have significant cognitive disabilities?
- 3. Does the student require intensive instruction to learn?
- 4. Does the student require adaptation and support in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home community and work environments?
- 5. Does the student require substantial modifications of the general education curriculum?
- 6. Does the student's participation in the general education curriculum differ greatly in form and/or substance from that of most other students (different objectives, material or activities, for example)?

Student who meet all six of the following criteria will be administered the Pennsylvania Alternate System of Assessment (PASA) for mathematics and reading. This alternate assessment will be appropriate for very low-functioning special needs students. Students who fail to meet any one of the criteria MUST be administered the PSSA.

### Criteria for Participation in the Pennsylvania Alternate System of Assessment:

- 1. Is the student in grade 5, grade 8 or grade 11?
- 2. Does the student have significant cognitive disabilities?
- 3. Does the student require intensive instruction to learn?
- 4. Does the student require adaptation and support in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community and work environments?

- 5. Does the student require substantial modifications of the general education curriculum?
- 6. Does the student's participation in the general education curriculum differ greatly in form and/or substance from that of most other students (different objectives, material or activities, for example)?

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### **RHODE ISLAND**

http://www.ridoe.net/standards/stateassessment/alternateassessment.htm

#### Alternate Assessment Criteria:

For the student to participate in the alternate assessment, the IEP Team has reviewed all important information about the student over multiple school years and multiple instructional settings (i.e., school, home, community) and determined that the student meets ALL of the following criteria.

# If the IEP Team has answered 'no' to any of the questions below, the student must take the state test with or without Testing Accommodations.

- 1) Yes/No the student has a current IEP.
- 2) Yes/No the student's general cognitive functioning and adaptive behavior, in home, school, and community, are significantly below age expectations, even with program modifications.
- 3) Yes/No the student requires "intensive supports and continuous instruction" in multiple settings to acquire, apply, and transfer skills necessary to function in home, school, and community.
- 4) Yes/No the student's level of educational performance is not primarily the result of excessive or extended absence, visual, or auditory use, emotional behavioral disabilities, specific learning disabilities, or social, cultural, economic, or language differences.
- 5) Yes/No the student is unable to acquire academic skills of "Of the general curriculum frameworks" at age-appropriate minimal competency levels.
- 6) Yes/No the student is unable to apply skills "in home, school, and community" without intensive, frequent, and individualized instruction in multiple settings.

- 7) Yes/No the members of the IEP team agree that the student is eligible for the Alternate Assessment and should be excluded from the regular state assessment.
- 8) Yes/No the student's participation in the Alternate Assessment is documented on the IEP.

### SOUTH CAROLINA

http://www.myscschools.com/offices/assessment/Programs/SWD/ParticipationGuidelines081 903.doc

The decision about a student's participation in assessment is made by the student's IEP team and documented in the IEP. To document that the alternate assessment is appropriate for an individual student, the IEP team should review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and determine that the student meets all of the following criteria:

- demonstrates cognitive ability and adaptive skills, which prevent completion of the state-approved standards even with accommodations and modifications;
- has current adaptive skills requiring extensive direct instruction in multiple settings to accomplish the application and transfer of skills necessary for functional application in school, work, home, and community environments;
- is unable to apply or use academic skills in natural settings when instructed solely or primarily through school-based instruction; and
- the inability to complete the state standards is not the result of excessive or extended absences or social, cultural, or economic differences.

### SOUTH DAKOTA

http://www.state.sd.us/deca/Special/forms/pdf/STAARSManual/Tab6EligibilityCriteriaWorksheet.d oc

### Alternate Assessment Eligibility Criteria:

1. The student has an active IEP and is receiving services under the Individuals with Disabilities Education Act (IDEA-97)

- 2. The student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum.
- 3. The student's learning objectives and expected outcomes focus on functional application, as illustrated in the annual goals, short-term objectives and use of functional standards.
- 4. The student primarily requires direct and extensive instruction to acquire, maintain, generalize, and transfer the skills done in the naturally occurring settings of the student's life (e.g., school, community, home, vocational/career, and recreation and leisure).

## The decision to determine a student's eligibility to participate in the alternate assessment

### 1) MAY NOT RESULT PRIMARILY FROM:

- Excessive or extended absence;
- Deaf/blindness, visual, auditory, and/or motor disabilities or any other specific category of disability;
- Social, cultural or economic differences;
- The amount of time receiving special education services;
- Achievement significantly lower than his or her same age peers;
- Placement in an out-of-district program.

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### TENNESSEE

http://www.state.tn.us/education/speced/setcapaltformspacket.pdf

## To participate in the Alternate Assessment, the student shall have a current IEP and documentation to support all of the criteria listed below.

- The student demonstrates cognitive ability and adaptive skills, which prevent full involvement and completion of the state, approved content standards even with program modifications.
- The student requires intensive, frequent individualized instruction in a variety of settings including school, community, home, or the workplace to acquire, maintain, and generalize functional academics and life skills.
- The student should have historical data that confirm the individual student criteria.
- The student requires intensive, frequent individualized instruction in a variety of settings including school, community, home, or the workplace to acquire, maintain, and generalize functional academics and life skills.

#### The following conditions have been ruled out as primary justification for not completing the Tennessee Comprehensive Assessment Program (TCAP), even with extensive accommodations and modifications:

- $\geq$ Excessive or extended absences
- $\triangleright$ Sensory impairments
- $\triangleright$ Emotional-behavioral disabilities
- Specific learning disabilities
- Language impairment
- ۶ Limited English proficiency, or
- $\triangleright$ Social, cultural, and economic difference.
- $\triangleright$ For a student 14 years of age or older
- $\triangleright$ The student is not able to complete a state approved high school diploma program, even with extended learning opportunities and/or accommodations.

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### TEXAS

http://www.tea.state.tx.us/special.ed/ldaa/

Locally determined the Alternate Assessment (LDAA) is a locally assigned assessment used to measure the learning of a student receiving special education services whose ARD committee has determined that both the Texas Assessment of Knowledge and Skills (TAKS) and the State-Developed Alternative Assessment (SDAA) are inappropriate.

According to 19 Texas Administrative Code (TAC) 101.5<sup>©</sup>

- Students receiving special education services, enrolled in Grades 3-10, and who are not receiving any instruction in the essential knowledge and skills, are considered exempt according to state law.
- Each exemption must be documented in the student's individualized education program (IEP), relating to the content of the IEP and participation in statewide or district wide assessments.
- Each exempted student receiving special education services must take an appropriate locally selected assessment, as determined by the student's ARD committee.
- Student performance results on these alternate assessments must be reported to the TEA.

In addition, Texas schools must keep LDAA performance results in the student's eligibility folder, so the data for reporting this collection is readily available and accessible to the ARD Committee as it makes decisions on future IEP development. The ARD committee determines which assessment each student takes for each subject. Committee members should address and document.

- current TEKS instructional level
- current IEP goals and objectives
- > academic and/or behavioral modifications used regularly
- ➤ any other relevant information.

Using this information, the ARD committee will choose an appropriate assessment for each subject.

A student might take TAKS for one subject and SDAA for another subject, depending on the ARD committee decision. The ARD committee decision must be documented in the IEP.

- A student should take TAKS if he or she receives TEKS instruction on grade level with no accommodations that would invalidate the test.
- A student should take SDAA if he or she receives TEKS instruction on grade level with accommodations that would invalidate TAKS, or receives TEKS instruction below grade level with no accommodations that would invalidate SDAA.
- A student should take a LDAA if the student is not receiving TEKS instruction or is receiving TEKS instruction but with accommodations that would invalidate SDAA.

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### UTAH

http://www.usoe.k12.ut.us/EVAL/UPASSLink/UPASSexplan.htm

The UAA is Utah's alternate assessment for students in Special Education only with severe cognitive disabilities who are not able to participate in U-PASS even with accommodations. These students should be exempted from the U-PASS tests (Core Assessment Criterion-Referenced Tests, Direct Writing Assessment, Stanford Achievement Test, and UBSCT), and should be given the Utah Alternate Assessment.

The purpose of UAA is to provide an appropriate way to measure individual progress on goals and objectives for students with severe disabilities who are not able to access state and district-wide tests.

#### **Eligibility Criteria for Participation in Utah's Alternate Assessment:**

To be eligible for participation in Utah's Alternate Assessment, the student must meet ALL of the following criteria:

- → Have a current IEP that documents the need for an alternate assessment; and
- demonstrate cognitive ability and adaptive skill levels that present completion of the academic curricula even with instructional accommodations and modifications; and
- is unable to participate in Utah Statewide and Utah Core Assessments, even with test accommodations and/or modifications; and
- ➢ is unable to apply academic skills with minimal competency in multiple settings when instructed primarily through school-based instruction; and
- Has current adaptive behaviors requiring extensive direct instructions in multiple settings to transfer skill application across settings.
- > And, for students 14 years of age or older:
- is unable to complete a regular diploma program even with instructional accommodation and modification; and
- Is unable to acquire, maintain, or generalize skills and to demonstrate performance without intensive, frequent, and individualized community-based instruction.

### **<u>NOTE.</u>** *Eligibility cannot be the result of just one of the following conditions:*

- Excessive or extended absences
- o Visual disabilities
- Auditory disabilities
- o Emotional-behavioral disabilities
- Specific learning disabilities
- O Social, cultural, or economic disabilities.

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### VERMONT

http://www.state.vt.us/educ/new/html/pgm\_alternate.html

#### Alternate Assessment

A team decision and parental input and involvement are major requirements for determining if a student has special assessment needs and is eligible for assessment accommodation or alternate assessments.

#### **Documentation of Eligibility for Alternate Assessment**

This decision was made using the following required procedures:

- 1. The decision to use an alternate assessment was made by the student's planning team and provided for parent participation and/or input.
- 2. The team considered but ruled out participation in the regular grade level assessment using accommodations.
- 3. The decision to use an alternate assessment was based on at least two of the following (check all that apply):
  - review of the allowable accommodations guide
  - $\triangleright$  practice tests
  - release tasks
  - discussion and consideration of the student's experience with similar tests or situations
  - ➤ consultation with district alternate assessment mentor
  - Consultation with the VT Department of Education Assessment Team or Student Support Team.

#### The following plan is attached as evidence of current levels of performance:

- ➢ IEP
- ≻ 504

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### VIRGIN ISLANDS Page cannot be displayed

### VIRGINIA

http://www.pen.k12.va.us/VDOE/suptsmemos/2002/inf140a.pdf

### Virginia's Alternate Assessment Program for Students in grades 3, 5, and 8:

Only students with disabilities who have an IEP and who are not participating in any Standards of learning assessments at their grade level (3, 5, and 8) may be considered for participation in the Virginia Alternate Assessment Program. In addition, to participate in the alternate assessment program, the student must demonstrate impairments that prevent the completion of curriculum based on the Standards of Learning even with program and assessment accommodations. Also, the student's present level of performance must indicate a need for extensive, direct instruction and/or intervention in a life skills curriculum. Finally, the student must require intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills.

#### Virginia's Alternate Assessment Programs for Students in Grade 11:

Only students with disabilities who have an IEP and who are not participating in any Standards of learning assessments may be considered for participation in Virginia Alternate Assessment Program. In addition, to participate in the alternate assessment program, the student must demonstrate impairments that prevent the completion of curriculum based on the Standards of Learning even with program and assessment accommodations. Also, students participating in the Alternate Program must be working toward educational goals other than those prescribed for a modified standard, or advanced studies diploma. In addition, the student's present level of performance should indicate a need for extensive, direct instruction and/or intervention in a life skills curriculum. Finally, the student should require intensive, frequent, and individualize instruction in a variety of settings to show program and acquire, maintain, or generalize life and/or functional academic skills.

### WASHINGTON

http://www.k12.wa.us/assessment/altassess.aspx

#### Alternate Assessment Participation Guidelines:

- Current IEP that documents the need for alternate assessment in a content area.
- > Appropriate grade level so student is assessed three times in educational career.
- > Commercially available tests for students with measurable academic skills.
- > Portfolio for students if commercially available tests are not appropriate.
- > Percentage participating in alternate assessment in district not to exceed 20%.

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### WEST VIRGINIA

http://osa.k12.wv.us/PDF/wvadminmanaa.pdf

In the decision making process for participation in Measures of Academic Progress, students with significant disabilities may be considered for the West Virginia Alternate Assessment.

To be eligible for alternate assessment, the student must meet all the following criteria:

➤ The student has a current IEP;

- Multidisciplinary evaluation and educational performance data support the following:
- The student exhibits significant impairments of cognitive abilities and adaptive skills to the extent that he or she requires extensive modifications and functional application of Content Standards and Objectives for West Virginia Schools (CSOs) and/or instruction in functional daily living skills and access skills (i.e., social, motor and communication) not directly addressed in the CSOs but embedded in instructional standards-based activities; and
- The student cannot participate in the WESTEST and other components of statewide assessment, even with accommodations. Reasons must be stated.
- > In addition, if the student is 14 years of age or older:
- It has been determined by the IEP Team that the student is unable to complete the graduation standards necessary to earn a regular diploma, even with extended learning opportunities and/or significant instructional modifications, thus is working toward a modified diploma.
- If the student meets all of the above criteria, the IEP Team documents eligibility for the West Virginia Alternate Assessment on the IEP at the grade level at which the student is enrolled.

### WISCONSIN

http://www.dpi.state.wi.us/een/doc/waafaq.doc

To determine whether a student is eligible to participate in the WAA, the IEP team must first complete the WAA Participation Checklist. The IEP team must agree that the student meets the following four criteria for each of the five content areas (i.e., reading, language arts/writing, math, science, and social studies). If the IEP team answers "Yes" to each of the four criteria in a given content area, the student is eligible to participate in the WAA for that area.

The student's curriculum and daily instruction focuses on knowledge and skills significantly different from those represented by the state's content standards for students of the same chronological age.

- The student's Present Level of Educational Performance (PLOEP) significantly impedes participation and completion of the general education curriculum even with significant program modifications.
- The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.
- The student's difficulty with the regular curriculum demands is primarily due to his/her disability and not to excessive absences unrelated to the disability, or social, cultural, or environmental factors.

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### WYOMING

http://www.measuredprogress.org/wycas/AltAssess/AltAssess.htm

### WyCAS-Alt Implementation Guide

#### **Participation decisions**:

- ➤ Made by each student's (IEP) team
- Based on a student's current level of functioning and learning characteristics
- Not based on category of disability.

#### Criteria to Guide WyCAS-Alt Participation Decisions:

- Start with the premise that ALL students will participate in WyCAS or WyCAS-Alt
- > Participation decisions are made by each student's IEP team.
- Consider a student's IEP goals.
- > Inform parents of participation options and include them in decisions
- Record decision, with rationale, on IEP

### **Questions to Guide WyCAS-Alt Participation Decisions:**

- ➤ Is the student working toward Wyoming's regular standards and benchmarks?
- If YES, the student should participate in WyCAS, with accommodations as needed.
- If NO, is the student working toward Wyoming's expanded standards through Real World Performance Indicators?
- > If YES, the student should participate in WyCAS-Alt.

Compilation of State Alternate Assessment Participation Guidelines,  $\ensuremath{\textbf{Page}}\,46$