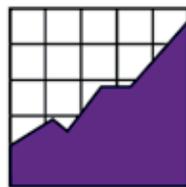


**States' Participation Guidelines for
Alternate Assessments Based on Modified
Academic Achievement Standards
(AA-MAS) in 2009**



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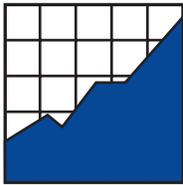
States' Participation Guidelines for Alternate Assessments Based on Modified Academic Achievement Standards (AA-MAS) in 2009

Sheryl S. Lazarus • Jennifer Hodgson • Martha L. Thurlow

March 2010

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NCEO Core Staff

Martha L. Thurlow, Director	Kristi K. Liu
Deb A. Albus	Ross E. Moen
Jason R. Altman	Michael L. Moore
Manuel T. Barrera	Rachel F. Quenemoen
Laurene L. Christensen	Christopher Rogers
Christopher J. Johnstone	Dorene L. Scott
Jane L. Krentz	Miong Vang
Sheryl S. Lazarus	Yi-Chen Wu

National Center on Educational Outcomes
University of Minnesota • 207 Pattee Hall
150 Pillsbury Dr. SE • Minneapolis, MN 55455
Phone 612/626-1530 • Fax 612/624-0879
<http://www.nceo.info>

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Executive Summary

All students, including students with disabilities, must be included in state accountability systems as required by law. In April 2007, federal regulations provided states the flexibility to offer another assessment option—an Alternate Assessment based on Modified Achievement Standards (AA-MAS) for some students with disabilities. The AA-MAS is an optional assessment.

The National Center on Educational Outcomes (NCEO) has annually compiled, analyzed, and summarized states' participation guidelines for the AA-MAS since 2007. The purpose of this report is to update information in previous reports. As of October 2009, 14 states (Arizona, California, Connecticut, Indiana, Kansas, Louisiana, Maryland, Michigan, North Carolina, North Dakota, Ohio, Oklahoma, Tennessee, and Texas) had publicly available participation guidelines for an assessment they considered to be an AA-MAS. As of November 2009 only one state—Texas—had successfully completed the U.S. Department of Education's peer review process that determines whether the assessment fulfills the necessary requirements for the state to receive federal funds.

Results from this study suggest that states are continuing to develop or update their participation guidelines. A majority of states included flowcharts, decision trees, or checklists in addition to text-based description of guidelines. Over half of the states in the current study required that parent notification and implications for graduation be considered as part of the decision-making process.

The participation guidelines differed across states, but all states required that the student must have a current IEP. Additionally over two-thirds of states included the following criteria: consideration of previous performance on multiple measures, learning grade-level content, and not progressing at rate expected to reach grade level proficiency within school year covered by IEP.

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Overview

The Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Improvement Act (IDEA) require that all students, including students with disabilities, participate in state assessments used for accountability. Most students with disabilities participate in the regular assessment with or without accommodations. A few students with the most significant cognitive disabilities may be eligible for an Alternate Assessment based on Alternate Achievement Standards (AA-AAS). In April 2007, new federal regulations gave states flexibility to offer another option: Alternate Assessments based on Modified Academic Achievement Standards (AA-MAS). States may count up to two percent of students proficient based on the results of the AA-MAS. States are not required to offer this assessment option.

The regulations indicate that the AA-MAS is for students with an Individualized Educational Program (IEP). Additionally, IEP teams must gather valid data from multiple sources (e.g., previous state assessments, classroom assessments, etc.) demonstrating that the student will not achieve grade-level proficiency in the particular content area due to disability. It must also be demonstrated that, even if the student is provided with intensive instruction in the content area, he or she is unlikely to achieve grade level proficiency within the year covered by the IEP. The student must also have a standards-based IEP and the student must have access to grade-level content standards (U.S. Department of Education, 2007).

States must develop a set of criteria for determining which students are eligible to participate in different assessment options. This report refers to these criteria as *participation guidelines*. IEP teams use participation guidelines to determine whether the student will participate in the AA-AAS, AA-MAS, or in the regular assessment with or without accommodations (U.S. Department of Education, 2007).

Although some states have an assessment they consider to be an AA-MAS, as of November 2009, only one state—Texas—had successfully completed the U.S. Department of Education peer review process that determines whether the assessment fulfills the necessary requirements.

This is the third time that NCEO has tracked states' participation guidelines for the AA-MAS. Each time that NCEO has analyzed the guidelines (Lazarus, Thurlow, Christensen, & Cormier, 2007; Lazarus, Rogers, Cormier, & Thurlow, 2008) there have been numerous changes. Please refer to the NCEO Web site at www.nceo.info, for more information and relevant research about the AA-MAS.

Need to Update and Analyze

The most recent NCEO report tracking states' participation guidelines (Lazarus et al., 2008) identified states that had what they considered to be an AA-MAS, and provided each states' participation guidelines. In 2008, federal legislation offering states the option to develop an AA-MAS had only been finalized for one year. Therefore only a small group of states had publicly available participation guidelines for an AA-MAS. In 2009, we hypothesized that there would be more states who had either developed or were in the process of developing an AA-MAS, and that had publicly available participation guidelines.

Similar to Lazarus et al. (2008), the specific questions that we sought to answer in this study were:

1. As of October 2009, which states had publicly available guidelines for students with disabilities to participate in an AA-MAS?
2. What were the characteristics of these guidelines?

Process Used to Find Information about States' AA-MAS

Procedures used in the current study were similar to those in Lazarus et al. (2008). Information concerning states' participation guidelines for an AA-MAS was gathered from state Web sites in September and October of 2009. NCEO compiled and analyzed the data. Data for each state were entered into a State Profile. The profiles were electronically sent to state department of education contacts in assessment or testing for verification. States were asked to verify that we had found the most current criteria. If a state identified additional criteria, we required evidence of a written document before accepting the change. No attempt was made to determine whether participation guidelines met the federal requirements.

Figures summarizing the results of this analysis are presented in the Results section of this report. Comparisons are also made between findings in the current update and the 2008 report (Lazarus et al. 2008). More complete information can be found in tables presented in Appendix A. The titles and locations of all state documents referenced in the report can be found in Appendix B. Appendix C contains a compilation of states' 2009 participation guidelines.

Results

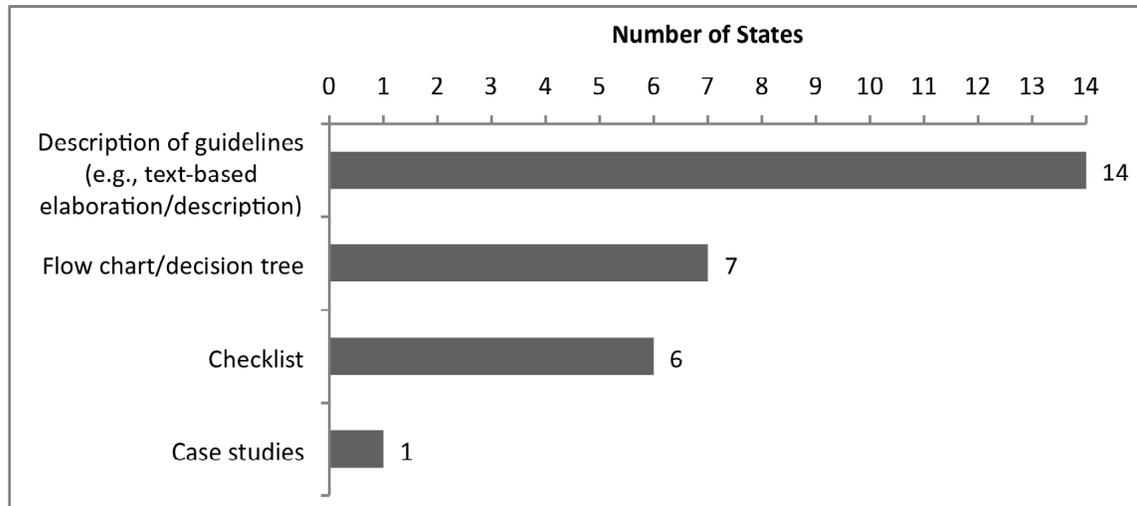
As of October 2009, 14 states—Arizona, California, Connecticut, Indiana, Kansas, Louisiana, Maryland, Michigan, North Carolina, North Dakota, Ohio, Oklahoma, Tennessee, and Texas—had publicly available participation guidelines for an assessment the state considered to be an AA-MAS. The previous year’s report (Lazarus et al., 2008) found that only nine states—California, Connecticut, Kansas, Louisiana, Maryland, North Carolina, North Dakota, Oklahoma, and Texas—had publicly available participation guidelines for AA-MAS. Several states included in the previous report have since revised their participation guidelines for 2009.

Format

The participation guidelines of all 14 states included text-based description of the guidelines. The guidelines of seven states also included a flow chart or decision tree, and six states included a checklist in addition to text (see Figure 1). One state (Michigan) included case studies as part of its guidelines. The case studies identified grade level, special education status, skill level, previous performance on state assessments, and other relevant information pertaining to example students. Following the case studies, an answer key was provided to indicate the most appropriate assessment option for the student in the case study.

Some states posted three or more documents containing participation guidelines. Tennessee’s guidelines, for example, were spread across five documents. These included one flow chart, one state memorandum, two documents containing text-based description of guidelines, and one document entitled “Parent and School Initial Guidance.” Tables A-1 and A-2 in Appendix A provide further information on participation guidelines formats.

Figure 1. Format of Participation Guidelines Documents for AA-MAS



Changes Since 2008

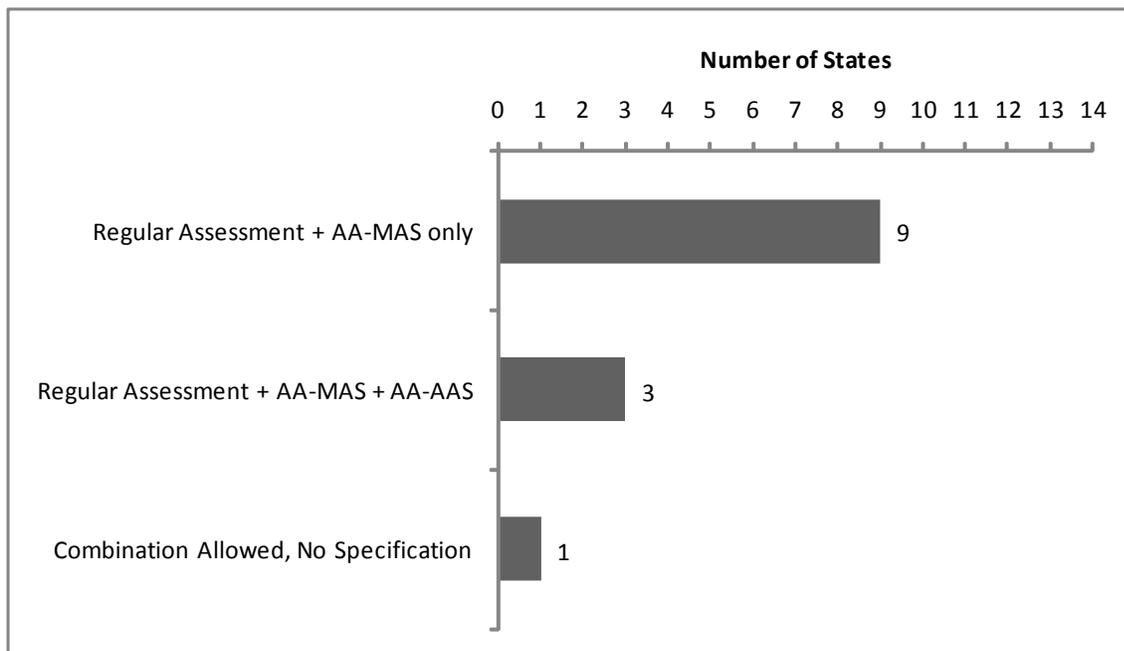
Lazarus et al. (2008) reported that all states used text-based description of criteria in their participation guidelines, similar to current findings. Seven states of the fourteen states (50%) in 2009 had flow charts or decision trees as compared to four of the nine states (44%) in 2008. Similarly, the number of states using checklists increased to six states in 2009 from three in 2008. No states used case studies prior to 2009.

Combination Participation

All except two states allowed *combination participation* (i.e., students taking different assessments across content areas). For example, a student may take the regular assessment in English-Language Arts, and the AA-MAS in mathematics and science. Nine of the fourteen states allowed combination participation across content areas for the regular assessment and AA-MAS, but did not allow participation across all three assessment types (e.g., regular, AA-MAS, and AA-AAS). For example, California’s guidelines stated:

The student shall not be allowed to take both the CAPA [California Alternate Performance Assessment] and CMA [California Modified Assessment]. Students shall take either: CAPA in all subject areas, CST [California Standards Test] in all subject areas, or a combination of CST and CMA in the subject areas being assessed.

Figure 2. Combination Participation



In comparison, three states allowed combination participation across the regular assessment, AA-MAS, and AA-AAS. While North Dakota was among the states that allowed participation across all three types, the guidelines acknowledged that, “It is unlikely that students with significant cognitive disabilities will participate in NDAA2 [North Dakota’s AA-MAS] but there may be a rare circumstance where the IEP team deems it appropriate.” Of these three states, Michigan was unique in that it had three AA-AAS assessments (e.g., Supported Independence, Participation, Functional Independence). Michigan allowed students to combine participation across the regular test, the AA-MAS, and the AA-AAS; however, if the IEP team determines that a student should participate in the “Supported Independence” or “Participation” version of Michigan’s AA-AAS then the student must take it across all content areas.

Finally, one state (Ohio) allowed combination participation without further specification as to which assessments may be combined. Table A-3 in Appendix A provides additional information on combination participation.

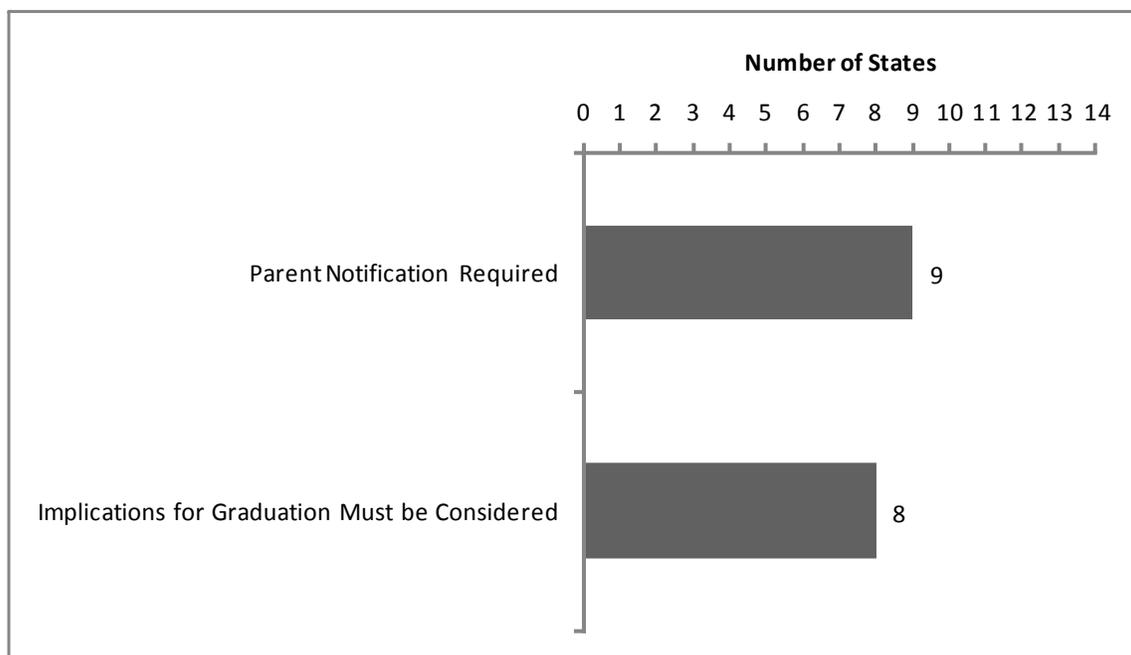
Changes Since 2008

There were more states in 2009 that only allowed combination participation across the AA-MAS and regular assessment than in 2008: nine of fourteen states in 2009 (64%) as compared to three of nine states in 2008 (33%). The number of states allowing participation across the regular assessment, AA-MAS, and AA-AAS, on the other hand, has only increased by one state since 2008. States allowing combination participation without further specification have decreased in number since 2008: three in 2008 as compared to one in 2009.

Parent Notification and Graduation Considerations

The participation guidelines of nine states required parent notification prior to student participation in the AA-MAS (see Figure 3). The states acknowledged that, as part of the IEP team, parents must be informed of their child’s participation.

Figure 3. Parent Notification and Graduation Considerations



The guidelines of eight states required implications for graduation to be considered prior to participation. Most of these guidelines further stipulated that participation in an AA-MAS would not preclude students from attempting to complete requirements for a regular high school diploma.

The guidelines differed across states. For example, Arizona, provided space for the IEP team to reflect on “potential consequences.” The guidelines posed the question, “Are there any effects of state or local policies that would preclude completion requirements for a regular high school diploma for the child participating in either test?” Following the question, there was a check box for “yes” or “no” and blank space under “explain.” Michigan included the statement, “A divergent path at a young age may have consequences later and may prevent the student from progressing on Michigan’s GLCEs as needed to meet the requirements of the Michigan Merit Curriculum and earn a general high school diploma.” Louisiana required parents or guardians to initial that they understood the following statements:

- Testing in LAA 2 means my child is performing below grade level. If my child continues to perform below grade level, it is highly unlikely that he or she will earn a standard high school diploma. I am aware that in order for my child to receive a standard high school diploma, my child must participate in and pass the required components of the Graduation Exit Examination (GEE) and earn the necessary 23 Carnegie units.
- The decision for LAA 2 is an IEP team decision based on the needs of the student.
- If my child participates in LAA 2, he or she will be eligible to receive a Certificate of Achievement. My child may earn Carnegie Units when appropriate.
- My child is eligible to participate in the Pre-GED/Skills Option Program based on participation guidelines.

Table A-4 in Appendix A provides additional information on parent notification and graduation considerations.

Changes Since 2008

About the same percentage of states required parent notification prior to participation in the AA-MAS in 2008 and 2009—that is, six of the nine states (67%) required notification in 2008 and nine of the 14 states (64%) required notification in 2009. A greater percentage of states required consideration of graduate implications in 2008 than in 2009. While four of nine states (44%) required consideration of graduation implications in 2008, eight of 14 states (57%) required implications to be considered in 2009.

Participation Criteria

States had different criteria that were used to make participation decisions. While certain participation criteria were common across all states, other criteria were mentioned in only a few guidelines (see Figure 4).

Has IEP. All 14 states required that students have a current IEP to participate in the AA-MAS. In other words, students must be eligible for and receiving special education services prior to participation. On Connecticut’s checklist, for example, the first question asks, “Does the student receive special education services with an active IEP?”

Learning Grade Level Content. The guidelines of 11 states required that eligible students must have access to grade level instruction. For example, North Dakota’s guidelines specify that although students receive services for special education, they must still participate in the general education curriculum.

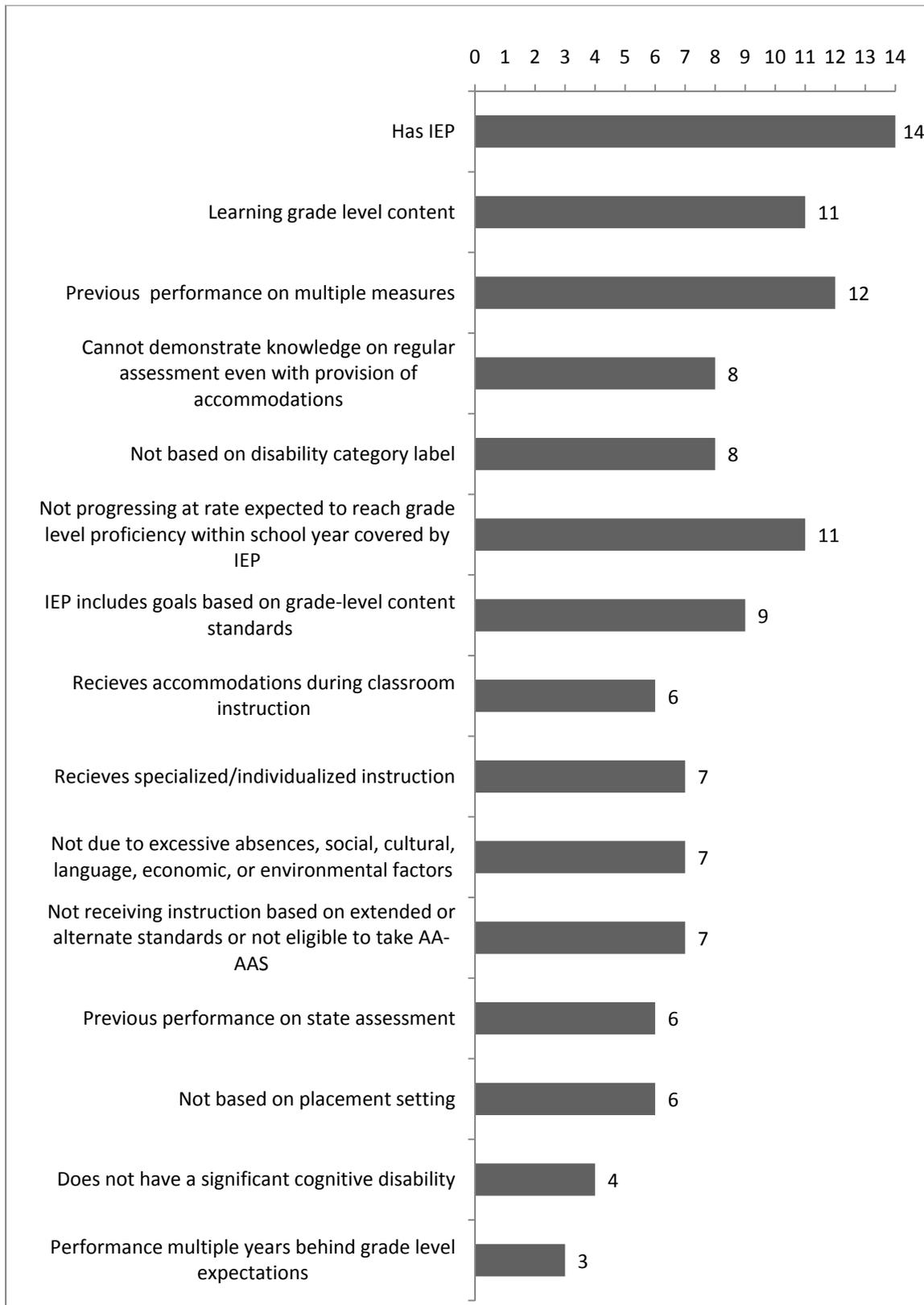
Previous Performance on Multiple Measures. A majority of states in the current report (n = 12 states) required that the student’s performance on multiple assessments be taken into consideration. Often, previous performance on state assessments was considered along with performance on classroom tests or formative assessments. Arizona’s guidelines, for example, included the following:

Based on all predictive data, the IEP team has determined that this student most likely will not be able to demonstrate proficiency of the grade level Academic Content Standards through further administration of AIMS, but may be able to with enhanced accessibility. Use a minimum of two additional data sources listed and attach: district assessments or other comparable measurement; performance on other assessments that can validly document academic achievement (*DIBELS, Reading First*); Response to Intervention documentation; measurable progress on academic standards IEP goals.

Cannot Demonstrate Knowledge on Regular Assessment even with Provision of Accommodations. More than half of the states in the current study (n = 8 states) reported that students must be unable to demonstrate knowledge on the regular assessment even when provided with accommodations. For example, Maryland’s guidelines said, “The student must demonstrate that he/she cannot attain proficiency on the actual grade level MSA [Maryland’s regular assessment], even with the provision of accommodations based on documented multiple valid and objective measures of student’s progress (or lack of progress).”

Not Based on Disability Category Label. The guidelines of eight states indicated that eligibility for the AA-MAS must not be dependent on disability category label. For example, Louisiana’s

Figure 4. AA-MAS Participation Criteria



guidelines said, “The decision to test the student in LAA2 [Louisiana’s modified assessment] is not based on disability category label.”

Not Progressing at Rate Expected to Reach Grade Level Proficiency Within School Year Covered by IEP. A majority of states in the current report (n = 11 states) specified that even with the provision of special education supports and services, the student must not be likely to achieve grade level proficiency within the year covered by his or her IEP. For example, Michigan’s guidelines said:

In determining if the MEAP-Access [Michigan’s AA-MAS] is appropriate, the IEP team needs to determine if the student’s progress to date in response to appropriate instruction, including special education and related services designed to address the student’s individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student’s IEP.

IEP Includes Goals Based on Grade-Level Content Standards. More than half of the states in the current report (n = 9) required that the student’s IEP goals must be based on grade-level content standards. For example, Ohio’s guidelines said, “Students must have IEPs based on grade level academic content standards in the content areas being assessed by AA-MAS.”

Receives Accommodations During Classroom Instruction. Less than half of the states in the current study (n = 6) included student’s use of classroom accommodations in their participation guidelines. For example, the Oklahoma guidelines said, “Students with disabilities are required to be provided with accommodations and modifications to ensure progress toward meeting his/her IEP goals and short-term objectives and/or benchmarks related to the general education curriculum.” Other states provided examples of appropriate accommodations used across instructional and assessment settings. For example, “fewer and shorter reading passages,” “shorter or less difficult questions,” and “test items with fewer answer choices,” were specified in Maryland’s participation guidelines.

Receives Specialized/Individualized Instruction. Seven states indicated that eligible students must receive specialized or individualized classroom instruction. Of these states, Tennessee had a provision for both, “intensive specially designed instruction,” and “significant individualized supports.” Tennessee provided further explanation and examples under each of these relative provisions (see Appendix C for details).

Not Due to Excessive Absences, Social, Cultural, Language, Economic, or Environmental Factors. Half of the states (n = 7) in the current study did not allow students to be identified for the AA-MAS based on one or more of the following factors: excessive absences, social, cultural, language, economic, or environmental factors. All seven states provided factors not affecting

eligibility that approximated, but were not identical to, the above factors. For example, Indiana specified “excessive or extensive absences,” as well as, “social, cultural, or economic difference,” but did not mention language or environmental factors affecting eligibility considerations. Connecticut’s guidelines indicated that, “The student’s inability to reach proficiency is not due to excessive absences unrelated to his or her disability, or to social, cultural, environmental, or economic factors.”

Not Receiving Instruction based on Extended or Alternate Standards or not Eligible to Take AA-AAS. Seven states stipulated that to meet eligibility requirements for the AA-MAS, students must not receive instruction based on extended or alternate standards. For example, on Kansas’ eligibility flowchart, the first item asked, “Is the student’s instruction and IEP goals and objectives based primarily on the extended standards, benchmarks, and indicators?”

Previous Performance on State Assessment. The participation guidelines for six states indicated that student’s performance on state assessments should be considered. Further, many of these states identified the level at which students should test before they were considered eligible for the AA-MAS. For example, Louisiana’s guidelines said, “The student scored at the Unsatisfactory level in English language arts and/or mathematics on the previous year’s LEAP/iLEAP/GEE or participated in LAA 1 or LAA 2.”

Not Based on Placement Setting. Six states indicated that eligibility may not be determined based on placement setting. For example, the Indiana guidelines said that eligibility for the AA-MAS cannot be based on, “a specific special education placement or service.”

Does Not Have a Significant Cognitive Disability. Several states (n = 4) required that eligible students may not have a significant cognitive disability. For example, North Carolina indicated that, “The student IS NOT identified as having a significant cognitive disability.” In Maryland’s checklist, there was an item asking whether the student had a significant cognitive disability. If the answer to the item was “yes,” then the student was not eligible for Maryland’s AA-MAS.

Performance Multiple Years Behind Grade Level Expectations. Only three states in the current report included the provision that students must be multiple years behind grade-level expectations to qualify for the AA-MAS. States required that evidence from previous assessments be taken into consideration before this determination was made. For example, Tennessee’s guidelines said, “Student classroom achievement and performance is significantly below grade level peers.”

Changes since 2008

Several major changes have occurred since the previous update in 2008 (Lazarus et al., 2008). For example, the number of states using previous performance on multiple measures to determine eligibility has increased from seven of nine states (78%) in 2008 to twelve of fourteen states

(85%) in 2009. States were more likely in 2009 to use a variety of measures and methods to determine eligibility, rather than relying solely on previous performance on the state assessment.

The guidelines of approximately the same percentage of states indicated that the student must be learning grade level content in both years—that is, seven of nine states in 2008 (78%) and eleven in 2009 (79%). The number of states requiring that IEP goals be based on grade level standards has increased from five in 2008 to nine in 2009. The number of states including the criterion that eligible students are “not progressing at rate expected to reach grade level proficiency within school year covered by IEP” increased substantially from six in 2008 to eleven in 2009.

Discussion

Fourteen states had publicly available participation guidelines for an AA-MAS in October 2009. As of November 2009, only one of these states had successfully completed the U.S. Department of Education’s peer review process.

Key findings from NCEO’s analysis of 2009 AA-MAS participation guidelines included:

- All 14 states had text-based description of participation guidelines, and approximately half of the states had a flowchart or checklist in addition to the written description. For the first time, one state’s guidelines included case studies.
- Over half of the states allowed combination participation across the regular assessment and AA-MAS; less than a third, however, allowed combination participation across all three assessments (AA-AAS, AA-MAS, regular assessment).
- The guidelines of more than half of the states required that parents be notified, and implications for graduation be considered, prior to determining eligibility for the AA-MAS.
- All states required that eligible students have a current IEP.
- Over two-thirds of states included the following participation criteria: consideration of the student’s performance on multiple measures, learning grade level content, and not progressing at rate expected to reach grade-level proficiency within the school year covered by IEP.

The terminology, phrases, and participation criteria in more states’ participation guidelines appear to be drawn from the federal regulations than in the past. For example, 67% of the states included “not progressing at rate expected to reach grade level proficiency within school year covered by IEP” as a criterion in 2008; this increased to 79% of the states in 2009.

IEP teams may find flowcharts and checklists useful for additional clarity and structure. In comparison to the guidelines documented by Lazarus et al. (2008), states were more likely in 2009 to use flowcharts and checklists, in addition to text-based description, within their participation guidelines. The percentage of states using flowcharts increased from 44% in 2008 to 50% in 2009; likewise, states using checklists increased from 33% in 2008 to 43% in 2009.

This is the first year that any states included case studies that were designed to help IEP teams get a better understanding of students who may qualify for the AA-MAS. They might provide useful information for IEP teams in making participation decisions because they may include examples of determinations similar to those actually encountered by IEP teams. Case studies should be evaluated, however, to determine whether they provide accurate descriptions of students—or suggest limitations on which students might qualify for this assessment option that are not supported by the participation criteria.

This year more states included detailed specifications about how students may participate in different assessments in different content areas (combination participation). The percentage of states allowing combination participation without specification has decreased from 33% in 2008 to 7% in 2009. In 2008, less than a third of the states (30%) allowed combination participation across only the regular assessment and AA-MAS; in 2009 almost two-thirds of the states (64%) allowed participation across only the AA-MAS and regular assessment. In both years about 20% of states allowed combination participation across all three assessments (regular, AA-AAS, and AA-MAS).

We would encourage states that scattered their participation guidelines across multiple documents to consider whether IEP teams will easily find all documents containing relevant participation guideline information. For example, one state in the current report posted five separate documents for use in determining eligibility, none of which contained all of the state's criteria. Also, during our verification process another state identified an additional document that contained some additional participation guidelines that were not posted on the state's Web site.

The key findings listed above contain some, but not all, of the information gained from the current study. Through engaging in the process of verification with states, we gained a better understanding of the decisions states are making about the AA-MAS. We originally identified 15 states with AA-MAS participation guidelines in October 2009. As a result of the verification process, we found that one of these states had since suspended development of its AA-MAS. Thus this state was not included in this analysis.

Also, as part of the verification process, when we did not find AA-MAS participation guidelines on a state's Web site, we contacted the state to see whether we had missed something on the Web site. Several of these states responded that it was not yet possible to develop an AA-MAS due to budgetary constraints. Many of these states reported that maintaining current assessments

(i.e., regular assessment and AA-AAS) was challenging enough considering current economic conditions. It appears that financial difficulties pose the greatest major challenge for states considering an AA-MAS.

The current study did not attempt to determine the extent to which state policies complied with federal requirements under ESEA or IDEA. Those determinations would need to be made by the appropriate federal authorities. Although only one state (Texas) had successfully completed the peer review process as of November 2009, it is likely that more states will follow in the near future. In addition, states that have not yet completed the peer review process will continue to revise their guidelines in response to peer review.

It is expected that both the number of states developing an AA-MAS and the characteristics of AA-MAS participation guidelines will change as states determine how best to proceed with the two percent flexibility. NCEO will track these changes as they develop.

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Appendix A: Participation Guidelines Characteristics by State

Table A-1. Format of Participation Guidelines for AA-MAS, September 2009

State	Criteria			
	Description of criteria (e.g., text-based elaboration/description)	Flow chart/decision tree	Check list	Case studies
Arizona	X	X	X	
California*	X			
Connecticut	X	X	X	
Indiana	X			
Kansas	X	X		
Louisiana	X		X	
Maryland	X		X	
Michigan	X		X	X
North Carolina*	X			
North Dakota	X	X	X	
Ohio	X	X		
Oklahoma	X	X		
Tennessee	X	X		
Texas	X			
No. of States	14	7	6	1

*See Table A-2 for additional information.

Table A-2. Descriptions of Participation Guidelines Format

State ¹	Additional Information
California	Separate participation guidelines for science.
North Carolina	In addition to core subject areas, North Carolina also has an NCEXTEND2 Alternate Assessment for Occupational Course of Study (NC EXTEND2 OCS). It is available for the following courses: Occupational English I; Occupational Mathematics I; and Life Skills Science I and II. Grade 10 students following the Occupational Course of Study also participate in the NCEXTEND2 writing assessment.

¹Only California and North Carolina required additional information.

Table A-3. Combination Participation

State	Combination Participation Allowed (No Specification)	Regular Assessment + AA-MAS + AA-AAS	Regular Assessment + AA-MAS only	Specifications and Descriptions
Arizona			X	
California			X	The student shall not be allowed to take both the CAPA [California Alternate Performance Assessment] and CMA [California Modified Assessment]. Students shall take either: CAPA in all subject areas, CST [California Standards Test] in all subject areas, CMA in all subject areas, or a combination of CST and CMA in the subject areas being assessed.
Connecticut			X	
Indiana				
Kansas		X		Eligibility must be determined for each content area separately.
Louisiana				
Maryland			X	
Michigan ¹		X	X	<p>Regular Assessment + AA-MAS + AA-AAS: Prior to implementation of MEAP-Access, the IEP team could determine that a student would take the MEAP for one or more content areas and MI-Access Functional Independence (FI) for the remaining content area(s). For example, a student could take MEAP mathematics and FI in English Language Arts (ELA). With the addition of MEAP-Access, the IEP team has the flexibility to have a student participate in MEAP, MEAP-Access, or FI.</p> <p>Regular Assessment + AA-MAS only: As in the past, if an IEP team determines that a student will participate in MI-Access Supported Independence or Participation, he or she must take the same assessment for all content areas (e.g., Supported Independence ELA and Mathematics or Participation ELA and Mathematics).</p>

North Carolina			X	The IEP team may determine that a student is to be assessed with modified academic achievement standards (NCEXTEND2) in one or more subjects for which the assessments are administered; if the IEP team determines, based on participation guidelines below, that the NCEXTEND1 is the most appropriate assessment for a student, then that student must be assessed with the NCEXTEND1 in all subjects assessed at that grade level.
North Dakota		X		Any combination of the above [ND State Assessment with no accommodations; ND State Assessment with assessment accommodations documented in the student's IEP, LEP, or 504 Plan; ND Alternate Assessment 1 for students with severe cognitive disabilities served under IDEA; ND Alternate Assessment 2 for students with persistent learning difficulties served under IDEA; or a combination of the above in different content areas]. It is unlikely that students with significant cognitive disabilities will participate in NDAA2, but there may be a rare circumstance where the IEP team deems it appropriate.
Ohio	X			
Oklahoma			X	The student qualifies for the OAAP Portfolio in all subjects assessed.
Tennessee			X	
Texas			X	
Total	1	3	9	

¹Michigan allows combination participation across the regular assessment, AA-MAS, and AA-AAS as well as across the regular assessment and AA-MAS only. Whether participation is combined across all three assessment types, or only two, depends on the type of AA-AAS considered. Michigan differentiates between three types of AA-AAS (Functional Independence, Supported Independence, and Participation). Students eligible for Functional Independence may combine participation across all three assessment types. If the student qualifies for Supported Independence or Participation they must participate in the specified AA-AAS only.

Table A-4. Parent Notification and Graduation Considerations Information Included in Participation Guidelines

State	Parent Notification Required	Implications for Graduation Must be Considered	Specification/Description
Arizona	X	X	<p>Parent Notification Required: Parents must be notified that the student’s AIMS assessment will be based on Alternate Achievement Standards or on Modified Academic Achievement Standards.</p> <p>Implications for Graduation Must be Considered: Are there any effects of state or local policies that would preclude completion requirements for a regular high school diploma for the child participating in either test? (Yes/No).</p>
California	X	X	<p>Parent Notification Required: Parents are informed that their child’s achievement will be measured based on modified achievement standards.</p> <p>Implications for Graduation Must be Considered: Not precluded from attempting to complete requirements, as defined by the State, for a regular high school diploma.</p>
Connecticut	X	X	<p>Parent Notification Required: Since parents are part of the IEP team, they must be part of the decision making process. Additionally, they must be fully informed that their child’s progress will be measured based on modified academic achievement standards. This is met through documentation of prior written notice, as well as the IEP page that addresses statewide assessments.</p> <p>Implications for Graduation Must be Considered: Students who take the CMT/CAPT (MAS) are not precluded from attempting to complete the requirements for a regular high school diploma.</p>
Indiana		X	<p>Implications for Graduation Must be Considered: The committee must be informed that the decision to participate in an alternate assessment does not preclude a student from attempting to complete the graduation requirements. However, demonstrating proficiency on the modified assessment alone is insufficient evidence for graduation; the student is expected to earn a high school diploma prior to exiting high school, either by eventually demonstrating proficiency on the Graduation Examination or through the appeals process.</p>

State	Parent Notification Required	Implications for Graduation Must be Considered	Specification/Description
Kansas			
Louisiana	X	X	<p>Parent Notification Required and Implications for Graduation Must be Considered: If my child is eligible for and participates in LEAP Alternate Assessment, Level 2, my initials indicate I understand the statements below.</p> <ul style="list-style-type: none"> • Testing in LAA 2 means my child is performing below grade level. If my child continues to perform below grade level, it is highly unlikely that he or she will earn a standard high school diploma. I am aware that in order for my child to receive a standard high school diploma, my child must participate in and pass the required components of the Graduation Exit Examination (GEE) and earn the necessary 23 Carnegie units. • The decision for LAA 2 is an IEP team decision based on the needs of the student. • If my child participates in LAA 2, he or she will be eligible to receive a Certificate of Achievement. My child may earn Carnegie Units when appropriate. • My child is eligible to participate in the Pre-GED/Skills Option Program based on participation guidelines.
Maryland	X	X	<p>Parent Notification Required: If the parent does not attend the meeting and sign the form, there should be documentation of parent notification and informed consent for meeting along with documentation of notification of the decisions of the IEP team.</p> <p>Implications for Graduation Must be Considered: Students pursuing the Mod MSA/Mod HSA are not precluded from completing the requirements for the regular high school diploma.</p>
Michigan		X	<p>Implications for Graduation Must be Considered: Students who participate in MEAP-Access should not be precluded from attempting to complete the requirements for a regular high school diploma; a divergent path at a young age may have consequences later and may prevent the student from progressing on Michigan's GLCEs as needed to meet the requirements of the Michigan Merit Curriculum and earn a general high school diploma.</p>

State	Parent Notification Required	Implications for Graduation Must be Considered	Specification/Description
North Carolina	X		Parent Notification Required: Parents of these students, as part of the IEP Team and as participants in the IEP process, are to be informed that their child's achievement will be measured (specific subjects) based on modified academic achievement standards.
North Dakota	X		Parent Notification Required: It is very important to keep parents informed. The <i>Students with Disabilities and the North Dakota State Assessments</i> parent brochure should be handed out to parents and educators at every student's annual IEP meeting; the IEP team decides [how a student with disabilities is involved in state assessments]; discussion about state assessments must take place with the parent(s) present.
Ohio	X		Parent Notification Required: IEP teams including parents shall consider general education assessment participation, with or without accommodations for students, before considering participation in the AA-MAS.
Oklahoma			
Tennessee	X	X	Parent Notification Required: Participation in the TCAP-MAAS must be an IEP team decision. Since parents are part of the team, they must be part of the decision making process. Additionally, they must be fully informed that their child's progress will be measured based on modified academic achievement standards. Implications for Graduation Must be Considered: Students who take the TCAP-MAAS are not precluded from attempting to complete the requirements for a regular high school diploma.
Texas			
Total	9	8	

Table A-5. AA-MAS Participation Criteria

Criteria	Arizona	California	Connecticut	Indiana	Kansas	Louisiana	Maryland	Michigan	North Carolina	North Dakota	Ohio	Oklahoma	Tennessee	Texas	No. of States
Has IEP	X	X	X	X*	X	X	X	X	X	X	X	X	X	X	14
Learning grade-level content	X*	X	X*	X*			X	X*	X	X	X*		X*	X	11
Previous performance on multiple measures	X*	X	X*	X*			X*	X*	X*	X*	X*	X*	X*	X*	12
Cannot demonstrate knowledge on regular assessment even with provision of accommodations	X*		X*		X*		X			X*	X*		X*	X	8
Not based on disability category label		X*	X*		X	X		X*				X	X*	X	8
Not progressing at rate expected to reach grade level proficiency within school year covered by IEP		X	X*	X*			X	X	X*	X*	X*	X*	X	X	11
IEP includes goals based on grade-level content standards	X	X	X*				X	X*	X*	X*	X*		X		9
Receives accommodations during classroom instruction	X		X*			X*	X					X*		X*	6
Receives specialized/ individualized instruction		X*	X	X	X*		X*			X*			X*		7
Not due to excessive absences, social, cultural, language, economic, or environmental factors		X*	X*	X*	X*			X*				X*	X*		7

Criteria	Arizona	California	Connecticut	Indiana	Kansas	Louisiana	Maryland	Michigan	North Carolina	North Dakota	Ohio	Oklahoma	Tennessee	Texas	No. of States
Not receiving instruction based on extended or alternate standards or not eligible to take AA-AAS	X		X		X		X	X*	X				X*		7
Previous performance on state assessment	X*	X*		X		X*	X*	X							6
Not based on placement setting	X		X	X		X						X		X	6
Does not have a significant cognitive disability	X		X				X		X						4
Performance multiple years behind grade level expectations					X	X*							X*		3
Other Criteria (See Table A-6 for Specifications)	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	X*	14

*See Table A-6 for additional information about these criteria.

Table A-6. Specifications and Descriptions of Participation Criteria

State	Specifications and Descriptions
Arizona	<p>Learning grade-level content: The student has access to high-quality instruction based on grade-level Academic Content Standards and the student’s IEP goals and objective focus on enrolled grade-level Academic Content Standards.</p> <p>Previous performance on multiple measures: Based on all available predictive data, the IEP team has determined that this student most likely will not be able to demonstrate proficiency of the grade level Academic Content Standards through further administration of AIMS, but may be able to with enhanced accessibility. Use a minimum of 2 additional data sources listed and attach: district assessments or other comparable measurement; performance on other assessments that can validly document academic achievement (<i>DIBELS, Reading First</i>); Response to Intervention documentation; measurable progress on academic standards IEP goals.</p> <p>Cannot demonstrate knowledge on regular assessment even with provision of accommodations: The student has not met proficiency on AIMS (grades 3-8 and 10) <i>TerraNova</i> or <i>Stanford 10</i> (grades 2 and 9), or another state’s assessment for the last three years, with or without standard accommodations.</p> <p>Previous performance on state assessment: The student has not met proficiency on AIMS (grades 3-8 and 10), <i>TerraNova</i> (grades 2 and 9), or another state’s assessment for the last three years, with or without standard accommodations. (AIMS EA may begin at the fourth grade with 2 years of state testing history).</p> <p>Other: The student is exposed to high quality instruction focusing on grade-level Academic Content Standards.</p>
California	<p>Not based on disability category label: The decision to participate in the CMA is not based solely on the student’s disability (i.e., deafness/blindness, visual, auditory and/or motor disabilities) but rather the student’s inability to appropriately demonstrate his or her knowledge on the California content standards through the CST.</p> <p>Receives specialized/individualized instruction: The student has received special education and related services to support access to and progress in the general curriculum in which the student is enrolled.</p> <p>Not due to excessive absences, social, cultural, language, economic, or environmental factors: The decision to participate in the CMA is not based on excessive or extended absences; the decision to participate in the CMA is not based on language, culture, or economic differences.</p>

State	Specifications and Descriptions
California (continued)	<p>Previous performance on state assessment: The student shall have taken the California Standards Test (CST) in a previous year and scored Below Basic or Far Below Basic in the subject area being assessed by the CMA and may have taken the CST with modifications. Previous participation in the California Alternate Performance Assessment (CAPA) shall not preclude a student from participation in the CMA. The student shall have taken the CAPA Level 2-5 in two previous years and received a performance level of either Proficient or Advanced.</p> <p>Other: The decision to participate is not based on the amount of time the student is receiving special education services; the student will not receive a proficient score on the CST (even with provision of accommodations) based on evidence from multiple, valid, and objective measures of student progress (or lack of progress).</p>
Connecticut	<p>Learning grade level content: The student’s IEP includes goals that are based on the academic content standards for the grade in which the student is enrolled and he or she is receiving instruction in grade level content. (Math: Yes/No). (Reading: Yes/No).</p> <p>Previous performance on multiple measures: The IEP team must look at data from multiple, valid measures of the student’s progress over time. Such examples may include, but are not limited to, how a student scored on statewide assessments in the past, as well as district, school, or grade level assessments.</p> <p>Cannot demonstrate knowledge on regular assessment even with provision of accommodations: The IEP team should consider whether or not the student may participate in the standard CMT/CAPT with appropriate accommodations, including assistive technology, and has exhausted these options.</p> <p>Not based on disability category label: Eligible students may have a disability in any disability category: autism, deaf-blindness, emotional disturbance, hearing impairment, specific learning disability, intellectual disability, multiple disabilities, orthopedic impairment, speech and language impairment, traumatic brain injury, visual impairment, or other health impairment. Typically, but not always, you may find students in the following categories to be eligible: intellectual disability, autism, traumatic brain injury, or multiple disabilities.</p> <p>Not progressing at rate expected to reach grade level proficiency within school year covered by IEP: The IEP team must be reasonably certain that while the student may make significant progress, despite receiving appropriate instruction including special education and related services that are specifically designed to address the student’s individual needs, he/she is not likely to achieve grade level proficiency in the year covered by the IEP; student’s disability precluded him/her from achieving grade-level proficiency at the same rate as his/her non-disabled peers.</p>

State	Specifications and Descriptions
Connecticut (continued)	<p>IEP includes goals based on grade-level content standards: The IEP reflects curriculum and daily instruction that focuses on standards based goals in the areas of math, language arts, and/or science, particularly for the area in which the CMT/CAPT (MAS) will be taken. The IEP must reflect access to the grade level curriculum. This is particularly true for students placed in private special education schools/facilities, residential, hospital or homebound placements.</p> <p>Receives accommodations during classroom instruction: Appropriate accommodations have been provided in the classroom and for state/district assessments or evidence is provided that the student would not make proficiency on the CMT or CAPT even with the provision of accommodations. (Math: Yes/No). (Reading: Yes/No).</p> <p>Not due to excessive absences, social, cultural, language, economic, or environmental factors: The student's inability to reach proficiency is not due to excessive absences unrelated to his or her disability, or to social, cultural, environmental, or economic factors. (Math: Yes/No). (Reading: Yes/No).</p> <p>Other: Student receives classroom modifications; students placed in special education schools/facilities, residential hospital or homebound placements are eligible to take the CMT/CAPT (MAS) based on the decision of the IEP team, if the student's IEP includes goals based on Connecticut's academic standards, also known as standards-based IEP.</p>
Indiana	<p>Has IEP: The student receives special education services due to the presence of a disability.</p> <p>Learning grade level content: The student is able to meaningfully access curriculum for the grade in which the student is enrolled.</p> <p>Previous performance on multiple measures: There must be evidence that the disability has prevented the student from achieving proficiency as measured by previous ISTEP+ attempts or through other assessments that validly document grade-level academic achievement.</p> <p>Not progressing at rate expected to reach grade level proficiency within school year covered by IEP: The student's case conference committee agrees that, even with appropriate instruction and services designed to meet the students' individual needs, the student is not likely to achieve grade-level proficiency within the same time frame as other students.</p> <p>Not due to excessive absences, social, cultural, language, economic, or environmental factors: The CCC's determination that the student will be assessed on modified achievement standards cannot be based on factors such as: excessive or extensive absences; social, cultural, or economic differences.</p> <p>Other: The CCC's determination that the student will be assessed on modified achievement standards cannot be based on factors such as: the mere identification of a disability; concern for AYP calculations.</p>

State	Specifications and Descriptions
Kansas	<p>Cannot demonstrate knowledge on regular assessment even with provision of accommodations: Accommodations alone [on classroom assessments] do not allow the student to fully demonstrate knowledge.</p> <p>Receives specialized/ individualized instruction: Intensive individualized instruction; the student needs significant changes in the complexity and scope of the general standards to show progress in the curriculum; requires intensive specially designed instruction, intensive individually designed supports, and extensive instruction.</p> <p>Not due to excessive absences, social, cultural, language, economic, or environmental factors: The decision to determine a student's eligibility to participate in the KAMM may not result primarily from: excessive or extended absence, any specific categorical label, or social, cultural, or economic differences.</p> <p>Other: Student needs supports to significantly reduce the complexity or breadth of assessment items; requires differentiated content for classroom assessment; needs to show what they know differently; accommodations alone do not allow the student to fully demonstrate knowledge; consistently requires instruction in pre-requisite skills to the grade level indicators being assessed; despite the provision of research based interventions, the student is not progressing at the rate expected for grade level; student classroom achievement and performance is significantly below grade level peers.</p>
Louisiana	<p>Receives accommodations during classroom instruction: The Local Education Agency (LEA) is required to provide the student with accommodations and modifications to ensure the student progresses towards meeting his or her IEP goals and objectives related to the general education curriculum.</p> <p>Previous performance on state assessment: The student scored at the Unsatisfactory level in English language arts and/or mathematics on the previous year's LEAP/LEAP/GEE or participated in LAA 1 or LAA 2.</p> <p>Performance multiple years behind grade level expectations: The student's IEP reflects a functioning grade level in English language arts (including reading) and/or mathematics at least three (3) grade levels below the actual grade level in which he or she is enrolled.</p> <p>Other: The student's instructional program is predominately academic in nature, and may include application of academic content across environments to ensure generalization of skills; the decision to test the student in LAA 2 is not determined administratively.</p>

State	Specifications and Descriptions
Maryland	<p>Previous performance on multiple measures: The student must demonstrate that he/she cannot attain proficiency on the actual grade level MSA (each of the subjects of the HSA series; end of course assessments) even with the provision of accommodations based on documented multiple valid and objective measures of student progress (or lack of progress). Examples include the end-of-course assessments, State assessments, district-wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.</p> <p>Receives specialized/ individualized instruction: The student has had consecutive years of individualized intensive academic instruction intervention in the relevant content area(s) consistent with his/her IEP, and although progress toward grade-level standards (course level for Mod-HSAs) was made, he/she is not making progress at grade level (or course level for Mod-HSAs).</p> <p>Previous performance on state assessment: For Mod-HSA, IEP Decision-making Process Eligibility Tool asks for documentation of MSA and HSA performance.</p> <p>Other: The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards for the student's grade-level during assessments and instruction. In addition, specific accommodations implemented in these instructional and assessment settings may include: test items are less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices; the instructional performance in the relevant content area(s) is identified on the IEP [as measured by documented valid and objective measures of the student's performance over time on a State's general assessment and other assessments to include end-of-course assessments, State assessments, district-wide assessments, data gathered from classroom assessments or other formative assessments] is substantially below grade level; the student has been provided with supplementary aids and services that are necessary for the student to advance towards attaining his/her annual goals, to be involved and make progress in the general curriculum.</p>

State	Specifications and Descriptions
Michigan	<p>Learning grade- level content: The student must have access to and instruction in grade-level content for the grade in which the student is enrolled.</p> <p>Previous performance on multiple measures: There is no set length of time during which the data must be gathered, but there must be enough time to document the progress (or lack of progress) in response to appropriate instruction. Measures, such as the following, may be used: end-of-course assessments, district-wide assessments, classroom assessments, formative assessments, standardized achievement testing, State assessments (MEAP or MI-Access alone would not be sufficient documentation to show progress or lack of progress).</p> <p>Not based on disability category label: The IEP team must not base their decision to participate in the MEAP-Access assessments solely on the student's special education category.</p> <p>IEP includes goals based on grade-level content standards: The IEP must include goals that are based on Michigan's grade-level content standards for the grade in which the student is enrolled</p> <p>Not due to excessive absences, social, cultural, language, economic, or environmental factors: The IEP team must not base their decision to participate in the MEAP-Access assessments solely on the student's ethnicity or economic background; a student's lack of progress cannot be solely due to excessive absences.</p> <p>Not receiving instruction based on extended or alternate standards or not eligible to take AA-AAS: The student has IEP goals based on grade-level content standards, not extended standards, for the grade in which the student is enrolled.</p> <p>Other: Students with a Section 504 plan are not eligible for alternate assessments; the IEP goals should be attainable within the year covered by the IEP; building blocks to attain the grade-level goals can start where the student is currently functioning; short-term goals and objectives may incorporate below grade-level GLCEs needed as prerequisites in order to attain the grade-level goal; instruction must be provided by a highly qualified teacher; instruction may be provided by a general education or a special education teacher as long as the teacher is highly qualified in the academic subject being taught; there must be objective evidence demonstrating that the student's disability has precluded the student from achieving the grade-level standards at the same level of rigor as the student's peers; participation in state assessment decisions must be determined annually by the IEP team.</p>

State	Specifications and Descriptions
North Carolina	<p>Previous performance on multiple measures: The student’s disability has precluded the student from achieving grade-level proficiency, as demonstrated by objective evidence (e.g., results from standardized state tests, IQ tests, achievement tests, aptitude tests, and psychological evaluations). It is expected that more than one objective measure would be used to assist in the evaluation of a student’s assessment placement; students whose IEP teams feel that NCEXTEND2 is the appropriate assessment for the spring end-of grade testing should participate in the general administration of the Pretest-Grade 3.</p> <p>Not progressing at rate expected to reach grade level proficiency within school year covered by IEP: The student’s progress in response to high-quality instruction is such that the student is not likely to achieve grade-level proficiency within the school year covered by the IEP.</p> <p>IEP includes goals based on grade-level content standards: The student’s IEP must include goals that are based on grade-level content standards and provide for monitoring of student’s progress in achieving those goals.</p> <p>Other: Participation guidelines for the NCEXTEND2 OCS [Occupational Mathematics I, Occupation English I (reading), Life Skills Science I and II, and the OCS writing assessment at grade 10], indicate that the student’s IEP goals are based on course content standards and provide for monitoring of student’s progress in achieving those goals; and for the NCEXTEND2 in writing, the student is assigned to grade 10 according to the student information management system (e.g., SIMS/NC WISE) and is following the Occupational Course of Study (OCS); the student does not have a current 504 plan; the student, if identified as limited English Proficient (LEP), must also have a current IEP; the nature of the student’s disability may require assessments that are different in design.</p>
North Dakota	<p>Previous performance on multiple measures: Other data that supports the need for “modified achievement standards” such as performance on achievement tests, classroom tests, and other pertinent information.</p> <p>Cannot demonstrate knowledge on regular assessment even with provision of accommodations: The student’s curriculum is so individualized that the NDSA (even with accommodations) will not reflect what the student is being taught.</p> <p>Not progressing at rate expected to reach grade level proficiency within school year covered by IEP: Has persistent learning difficulties prohibiting him/her from making grade-level achievement in one year.</p>

State	Specifications and Descriptions
North Dakota (continued)	<p>IEP includes goals based on grade-level content standards: It is recommended that students that participate in the NDAA2 have standards based IEP's (at the appropriate grade level) that allow the student to work on academic standards prior to assessment. This is particularly important in the subjects of math, reading, language arts, and science at the grade levels assessed.</p> <p>Receives specialized/ individualized instruction: The student's curriculum is so individualized that the NDSA (even with accommodations) will not reflect what the student is being taught.</p> <p>Other: The student participates in the general education curriculum with ongoing supports and services from special education.</p>
Ohio	<p>Learning grade level content: Students have access to grade level instruction but may demonstrate the following: inadequate mastery of necessary pre-requisite skills, a need for individualized pace, more intensity, or different instructional strategies.</p> <p>Previous performance on multiple measures: Before student may participate in AA-MAS, multiple valid measures of student's progress over time must document that student will not achieve grade-level proficiency; until this condition is met, student participates in the general education assessment with or without accommodations.</p> <p>Cannot demonstrate knowledge on regular assessment even with provision of accommodations: IEP teams shall clearly establish that, even with allowable and appropriate accommodations on the general assessment, students cannot demonstrate their achievement on the full range of the academic content standards; students may still be eligible for the AA-MAS even if they demonstrate some proficiency on grade-level content using instructional accommodations and/or modifications.</p> <p>Not progressing at rate expected to reach grade level proficiency within school year covered by IEP: The IEP team must determine that the student will not meet proficiency on the grade level academic content standards within the year the test is administered even with intensive interventions. Documentation of multiple valid and reliable measures substantiates this decision and should be available for state review as requested. Curriculum-based measurement could be one example of measurement results collected consistently and over time.</p>

State	Specifications and Descriptions
Ohio (continued)	<p>IEP includes goals based on grade-level content standards: Instruction must be adjusted to include grade-level content before student may participate in the AA-MAS; until this condition is met, student participates in the general education assessment, with or without accommodations.</p> <p>Other: Student may demonstrate top performance on the state-wide AA-AAS to meet eligibility requirements for the AA-MAS in a specific content area. IEP must also determine that the student can adequately demonstrate achievement on the AA-MAS and should participate in the AA-MAS; students must demonstrate one or more of the following characteristics during instruction and/or testing: lack of focused attention; lack of sustained attention; presence of processing/generalizing problems, including planning; and/or poor working (short term) memory.</p>
Oklahoma	<p>Previous performance on multiple measures: The decision to administer an alternate assessment (OMAAP or OAAP Portfolio) must be an IEP team decision using multiple measures as objective evidence including: previous performance on state assessments; other assessments that document academic achievement; and student's progress, to date, in response to appropriate instruction.</p> <p>Not progressing at rate expected to reach grade level proficiency within school year covered by IEP: The IEP team is reasonably certain that the student, even if he/she is receiving access to grade level curriculum, taught by highly qualified teachers and makes significant progress, will not achieve grade-level proficiency within the year covered by the IEP.</p> <p>Receives accommodations during classroom instruction: Students with disabilities are required to be provided with accommodations and modifications to ensure progress toward meeting his/her IEP goals and short-term objectives and/or benchmarks related to the general education curriculum.</p> <p>Not due to excessive absences, social, cultural, language, economic, or environmental factors: The student's difficulty with regular curriculum demands is primarily due to his/her disability and not due to excessive absences unrelated to the disability, or social, cultural, environmental, or economic factors.</p> <p>Other: The decision to administer an alternate assessment (OMAAP or OAAP Portfolio) shall not be based on the amount of time the student receives in special education, or the fact that the academic achievement of the student is significantly below his/her same age peers; the student's disability results in substantial academic difficulties; the student's IEP reflects curriculum and daily instruction that focus on modified achievement of the standards or alternate achievement of the standards; the student received evidence-based response to intervention and continues to progress below grade level achievement based on classroom assessments or other valid measures.</p>

State	Specifications and Descriptions
Tennessee	<p>Learning grade-level content: The IEP must reflect access to grade level curriculum.</p> <p>Previous performance on multiple measures: There should be evidence that the student’s disability currently prevents reaching grade level proficiency. This means that the IEP team must look at data from multiple, valid measures of the student’s progress over time which includes objective evidence of the effect of the disability on grade-level proficiency, progress to date in response to appropriate instruction, and progress toward meeting annual goals based on grade-level academic standards; using objective evidence, based on multiple measures, and collected over a period of time, IEP teams must determine annually which component of Tennessee’s assessment program is appropriate for each student.</p> <p>Cannot demonstrate knowledge on regular assessment even with provision of accommodations: Accommodations alone do not allow the student to fully demonstrate knowledge; documented accommodations have been insufficient.</p> <p>Not based on disability category label: The decision to determine a student’s eligibility to participate in the alternate assessment may not result primarily from: any specific categorical label.</p> <p>Receives specialized/ individualized instruction: Student requires intensive specially designed instruction, significant individualized supports, and altered instructional methods.</p> <p>Not due to excessive absences, social, cultural, language, economic, or environmental factors: The decision to determine a student’s eligibility to participate in the alternate assessment may not result primarily from: excessive or extended absence; social, cultural, or economic difference.</p> <p>Not receiving instruction based on extended or alternate standards or not eligible to take AA-AAS: The student’s instruction and IEP goals and objectives are not based primarily on the Alternate Standards, benchmarks and indicators. The student is not eligible for the 1% alternate assessment in the content area being considered. (Eligibility must be determined for each content area separately.)</p> <p>Performance multiple years behind grade level expectations: Consistently requires instruction in pre-requisite skills to the grade level indicators being assessed; despite the provision of research-based interventions, the student is not progressing at the rate expected for grade level; student classroom achievement and performance is significantly below grade level peers.</p> <p>Other: The student’s learning objectives and expected outcomes in the academic area under consideration require substantial adjustment to the general curriculum of that area; the student needs significant changes in the complexity and scope of the general standards to show progress in the curriculum; requires differentiated content for classroom assessment; needs to demonstrate in a different manner what they know.</p>

State	Specifications and Descriptions
Texas	<p>Previous performance on multiple measures: Multiple valid measures of evidence may include, but are not limited to, state-developed assessments, informal and formal classroom assessments, norm-referenced tests, and criterion-referenced tests.</p> <p>Receives accommodations during classroom instruction: Every student should have an IEP that reflects access to the grade-level TEKS, including documentation of the modifications and accommodations that the student needs during classroom instruction and assessment. Modifications are practices and procedures that change the nature of the task or target skill while accommodations are intended to reduce or even eliminate the effects of a student's disability but do not reduce learning expectations.</p> <p>Other: Meets some but not all of the participation criteria of TAKS-Alternate (TAKS-Alt); an example of a student who meets some but not all of the participation criteria of TAKS-Alt may include but is not limited to the following: a student may require supports to access the general curriculum and/or require direct, intensive, individualized instruction over a period of time to ensure that he or she learns and retains grade-level skills; requires an alternate form of TAKS which is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS; the student routinely receives modifications to the grade-level curriculum that more closely resemble those offered on TAKS-M; this may include, but is not limited to, reduced number of items and answer choices or simpler vocabulary and sentence structure; the decision to administer the TAKS-M is not determined administratively, but rather by ARD committee.</p>

Appendix B: State Documents Used in Analysis

State Documents Used in Analysis of States' Criteria for Participation in an Alternate Assessment Based on Modified Academic Achievement Standards

Arizona	<p>Arizona Department of Education - Alternate Assessment Eligibility Determination Arizona Department of Education - Eligibility Decision Flow Chart for AIMS http://www.ade.state.az.us/ess/SpecialProjects/aims-a/AIMSEligibilityFlowChart.pdf</p>
California	<p>California Department of Education - CMA Participation Criteria and Definition of Terms http://www.cde.ca.gov/ta/tg/sr/participcriteria.asp California Department of Education – CMA Participation Criteria for Science http://www.cde.ca.gov/ta/tg/sr/participcrisci.asp</p>
Connecticut	<p>Connecticut State Department of Education - Connecticut's CMT/CAPT based on Modified Achievement Standards (MAS) Participation for Students with Disabilities IEP Team Guidance - Preliminary http://www.csde.state.ct.us/public/cedar/assessment/mas/resources/EligCrit.pdf Connecticut State Department of Education - CMT/CAPT (Modified Assessment System—MAS) PPT Eligibility Worksheet http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/MAS_eligibility_worksheet.pdf</p>
Indiana	<p>Indiana Department of Education - Criteria for Determining Participation in the Alternate Assessment Based on Modified Academic Achievement Standards in lieu of the General Education Assessment http://www.doe.in.gov/exceptional/speced/docs/Assessment_Update_January_2009_AAMAAS_Criteria.pdf</p>
Kansas	<p>Kansas State Department of Education - Statewide Assessments Participation for Students with Disabilities - IEP Team Decision Flowchart http://www.ksde.org/LinkClick.aspx?fileticket=iDZhGjaQDVI%3d&tabid=2371&mid=8885 Kansas State Department of Education - KAMM Eligibility Criteria http://www.ksde.org/LinkClick.aspx?fileticket=iDZhGjaQDVI%3d&tabid=2371&mid=8885 Kansas State Department of Education - Eligibility Criteria for Students with Significant Cognitive Disabilities to Participate in the Kansas Alternate Assessment http://www.ksde.org/LinkClick.aspx?fileticket=iDZhGjaQDVI%3d&tabid=2371&mid=8885</p>
Louisiana	<p>Louisiana Department of Education - LEAP Alternate Assessment, Level 2 (LAA 2) Participation Criteria for Grades 4 - 11 http://doe.louisiana.gov/lde/uploads/7992.pdf</p>

Maryland	<p>Maryland State Department of Education - Criteria for Identifying Students with Disabilities for Participation in a Mod-MSA http://www.marylandpublicschools.org/NR/rdonlyres/DB0483F2-76AC-40BA-A702-E1CF92BE3B1D/17109/CriteriaforIdentifyingStudentswithDisabilitiesforP.pdf</p> <p>Maryland State Department of Education - Criteria for Identifying Students with Disabilities for Participation in a Mod-HSA http://www.marylandpublicschools.org/NR/rdonlyres/DB0483F2-76AC-40BA-A702-E1CF92BE3B1D/17110/CriteriaforIdentifyingStudentswithDisabilitiesforP.pdf</p> <p>Maryland State Department of Education - Mod-MSA: Appendix A: IEP Decision-Making Process Eligibility Tool http://www.marylandpublicschools.org/NR/rdonlyres/DB0483F2-76AC-40BA-A702-E1CF92BE3B1D/17114/ModMSAAppendixAIEPTeamDecisionMakingProcessEligibi.pdf</p> <p>Maryland State Department of Education - Mod-HSA: Appendix B: IEP Team Decision-Making Process Eligibility Tool http://www.marylandpublicschools.org/NR/rdonlyres/DB0483F2-76AC-40BA-A702-E1CF92BE3B1D/17116/ModHSAAppendixBIEPTeamDecisionMakingProcessEligibi.pdf</p>
Michigan	<p>Michigan Department of Education - MEAP-Access Eligibility Criteria and Guidelines for Participation http://michigan.gov/documents/mde/MEAP-Access_Eligibility_Criteria_and_Guidelines_030209_273134_7.pdf</p>
North Carolina	<p>North Carolina Department of Public Instruction - North Carolina Testing Program (Section F: North Carolina Alternate Assessments) http://www.ncpublicschools.org/docs/accountability/policyoperations/tswd/0809tswd.pdf</p>
North Dakota	<p>North Dakota Department of Public Instruction - Comparison of NDAA-1 and NDAA-2 http://www.dpi.state.nd.us/speced/resource/alternate/comparison.pdf</p> <p>North Dakota Department of Public Instruction - Assessment Flowchart for IEP Team Decisions http://www.dpi.state.nd.us/speced/resource/alternate/IEPflowchart.pdf</p> <p>North Dakota Department of Public Instruction - Students with Disabilities and the North Dakota State Assessments: Information for Parents and Educators http://www.dpi.state.nd.us/speced/resource/alternate/brochure.pdf</p>
Ohio	<p>Ohio Department of Education - Eligibility Guidelines Assessment Based on Modified Achievement Standards (AA-MAS) http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=62031</p> <p>Ohio Department of Education - Eligibility Guidelines for Modified Assessment based on Modified Achievement Standards http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=62033</p>
Oklahoma	<p>Oklahoma State Department of Education - Criteria Checklist for Assessing Students with Disabilities on State Assessments http://www.sde.state.ok.us/AcctAssess/pdf/OMAAP/Criteria_Check.pdf</p>

<p>Tennessee</p>	<p>Tennessee Department of Education - <i>Statewide Assessments Participation for Students with Disabilities IEP Team Decision Flowchart</i> http://www.state.tn.us/education/assessment/doc/MAAS_flowchart.pdf</p> <p>Tennessee Department of Education - <i>TCAP-MAAS Eligibility Criteria</i> http://www.state.tn.us/education/assessment/doc/MAAS_flowchart.pdf</p> <p>Tennessee Department of Education - <i>Eligibility Criteria for Participation in TCAP-MAAS For Students with Disabilities</i> http://www.state.tn.us/education/assessment/doc/MAAS_flowchart.pdf</p> <p>Tennessee Department of Education - <i>Memorandum: Initial Guidance on the Use of the New TCAP-Modified Academic Achievement Standards Assessment (TCAP-MAAS) for Students with Disabilities Enrolled in Grades 3-8</i> http://state.tn.us/education/assessment/doc/MAAS_initial_guid_memo.pdf</p> <p>Tennessee Department of Education - <i>Tennessee's Statewide Assessment Based on Modified Academic Achievement Standards - TCAP-MAAS: Parent and School Initial Guidance</i> http://state.tn.us/education/assessment/doc/MAAS_initial_guid_explan.pdf</p>
<p>Texas</p>	<p>Texas Education Agency - <i>Texas Assessment of Knowledge and Skills-Modified (TAKS-M): Participation Requirements for TAKS-M</i> http://ritter.tea.state.tx.us/student.assessment/resources/taksm/participationreq.pdf</p> <p>Texas Texas Education Agency - <i>Texas Assessment of Knowledge and Skills-Modified (TAKS-M): Descriptors for the Participation Requirements for TAKS-M</i> http://ritter.tea.state.tx.us/student.assessment/resources/taksm/participationreq_descriptors.pdf</p> <p>Texas Education Agency - <i>Texas Assessment of Knowledge and Skills-Alternate (TAKS-Alt): Participation Requirements for TAKS-Alt</i> http://ritter.tea.state.tx.us/student.assessment/resources/taksalt/training/participation_requirements_july_2007.pdf</p>

Appendix C

2009 Participation Guidelines

ARIZONA

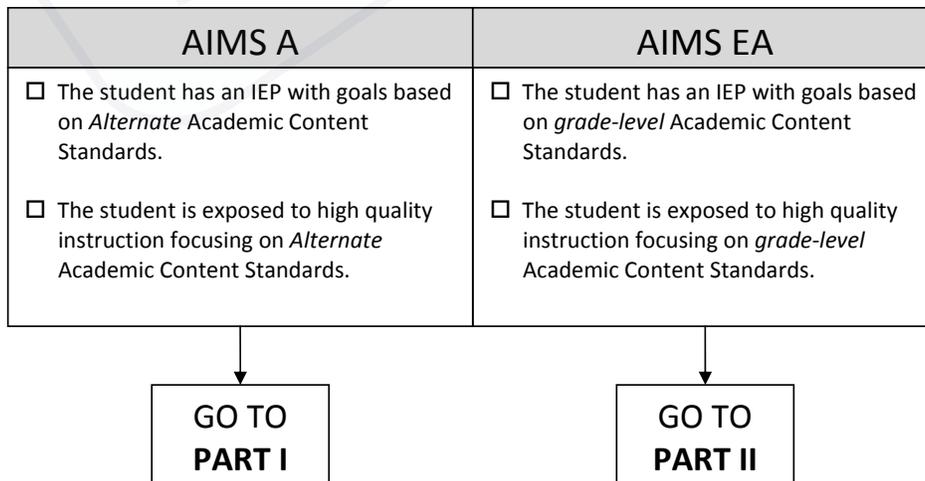
Arizona Department of Education
Alternate Assessment Eligibility Determination

02/17/09

The Arizona Department of Education offers three assessments in compliance with the US Department of Education federal regulations and guidance. Please see the Eligibility Decision Flow Chart for AIMS to guide you through which assessment would best suit your student with special needs. A student must have an Individualized Education Program (IEP) in order to be considered for participation in an alternate assessment.

<p>AIMS A (Alternate)</p> <ul style="list-style-type: none"> Assesses grades 3–8 and high school Includes mathematics, reading, and science (grades 4, 8, and 10) Assesses qualifying students in all areas Addresses Arizona <i>Alternate</i> Academic Content Standards Based on <i>Alternate</i> Academic Achievement Standards 	<p>AIMS EA (Enhanced Accessibility)</p> <ul style="list-style-type: none"> Assesses grades 4–8 and high school Includes mathematics and reading Assesses qualifying students in mathematics and/or reading Addresses <i>grade-level</i> Arizona Academic Content Standards Based on <i>Modified</i> Academic Achievement Standards 	<p>AIMS</p> <ul style="list-style-type: none"> Assesses grades 3–8 and high school Includes mathematics, reading, writing, and science (grades 4, 8, and 10) Addresses <i>grade-level</i> Arizona Academic Content Standards Based on <i>grade-level</i> Academic Achievement Standards
--	--	--

STUDENT NAME: _____	STUDENT ID: _____
SAIS ID: _____	DATE OF BIRTH: _____
SCHOOL: _____	GRADE LEVEL: _____
CASE MANAGER: _____	



Part I: AIMS A Eligibility Requirements

In order to be considered for AIMS A, students must meet **all** three of the following criteria in all content areas that are tested [Mathematics, Reading, and Science (in grades 4, 8, and 10.)]

1. Evidence of a Significant Cognitive Disability

Empirical evidence (formal testing results, multidisciplinary evaluation team results, etc.) of a significant cognitive disability prevents the acquisition of the grade-level Arizona Academic Content Standards. Please note that students with learning disabilities who have overall intellectual and/or adaptive behavior abilities within the average range are **not** students with *most significant cognitive disabilities*. The student functions *like* a student with MR across *all* areas: commensurate abilities in mathematics, reading, *and* writing, adaptive behavior scores, and measures of intellectual abilities.

Check disability category:

- MIMR MOMR SMR
 MD with MR component MDSSI with MR component TBI with MR component
 Autism with MR component Other _____

Example 1: An eighth-grade student functioning at second-grade level in reading and writing and at fourth-grade level in mathematics does *not* qualify under criteria 1.

Example 2: A tenth-grade student functioning at the second-grade level in mathematics, reading, and writing, *does* qualify under criteria 1.

The student meets the *Evidence of a SCD* criterion for AIMS A eligibility.

- Yes No

2. Curricular Outcomes

The student has access to high-quality instruction based on *Alternate* Academic Standards (in all content areas tested) and the student's IEP goals and objectives focus on enrolled grade-level *Alternate* Academic Standards.

The student meets the *Curricular Outcomes* criterion for AIMS A eligibility.

- Yes No

3. Intensity of Instruction

Is extremely difficult for the student to acquire, maintain, generalize, and apply academic skills across environments, even with high-quality extensive/intensive, pervasive, frequent, and individualized instruction in multiple settings in all content areas tested.

The student meets the *Intensity of Instruction* criterion for AIMS A eligibility.

- Yes No

The student is eligible for AIMS A.

- Yes** (*All responses above are marked Yes. Skip to Part III.*)
 No (*Any response above is marked No. Proceed to Part II for possible eligibility in AIMS EA.*)

Part II: AIMS EA Eligibility Requirements

In order to be considered for AIMS EA in mathematics and/or reading, students must meet **all** three of the following criteria in the content area to be tested.

1. Curricular Outcomes

The student has access to high-quality instruction based on grade-level Academic Content Standards and the student's IEP goals and objectives focus on enrolled grade-level Academic Content Standards.

The student meets the *Curricular Outcomes* criterion for AIMS EA eligibility.

Mathematics Yes No Reading Yes No

2. State Assessment History

The student has **not** met proficiency on AIMS (grades 3–8 and 10), *TerraNova* or *Stanford 10* (grades 2 and 9), or another state's assessment for the last **three** years, with or without standard accommodations. **(AIMS EA may begin at the fourth grade with 2 years of state testing history.)**

AIMS and/or TerraNova/Stanford 10 and/or Another State's Assessment Scores (for last 3 years)						
	Grade:		Year:		Grade:	
	Year:		Year:		Year:	
	AIMS ^a	TN/10 ^b	AIMS ^a	TN/10 ^b	AIMS ^a	TN/10 ^b
	SS / PL	%ile / Sta.	SS / PL	%ile / Sta.	SS / PL	%ile / Sta.
Mathematics						
Reading						

^a or other Criterion Referenced Test used in another State (i.e. state standards assessment)

^b or other Norm Referenced Test (NRT) used in another state

SS= Scale Score

PL= Performance Level

%ile= Percentile Rank

Sta.= Stanine

On three previous AIMS, the student's scores (scale scores and performance levels) should lie within the mid of the *Approaches* to the *Falls Far Below* categories (see AIMS Scale Score Table for corresponding grade levels). If the scores are from an NRT or another State's standardized assessment, consider the levels *below* which a typical grade level student would be considered average or meet proficiency.

The student meets the *State Assessment History* criterion for AIMS EA eligibility.

Mathematics Yes No Reading Yes No

3. Additional Data

Based on all available predictive data, the IEP team has determined that this student most likely will not be able to demonstrate proficiency of the grade level Academic Content Standards through further administration of AIMS, but may be able to with *enhanced accessibility*. **Use a *minimum of 2 additional data sources listed and attach.***

- District assessments or other comparable measurement
- Performance on other assessments that can validly document academic achievement (*DIBELS, Reading First*)
- Response to Intervention documentation
- Measurable progress on *academic* standards IEP goals

The student meets the *Additional Data* criterion for AIMS EA eligibility.

Mathematics Yes No Reading Yes No

The student is eligible for AIMS EA.

Mathematics **Yes** (*All responses are marked **Yes** for mathematics in **1, 2, & 3.**)*

No (*Any response is marked **No** for mathematics in **1, 2, & 3.**)*

Reading **Yes** (*All responses are marked **Yes** for reading in **1, 2, & 3.**)*

No (*Any response is marked **No** for reading in **1, 2, & 3.**)*

Part III: Parent Notification

Parents must be notified that the student’s AIMS assessment will be based on Alternate Academic Achievement Standards or on Modified Academic Achievement Standards.

Measure of Academic Achievement

The child’s academic achievement will be measured by the most appropriate assessment as determined by the IEP team and the noted documentation and data. The student will participate in testing with the following assessment(s).

AIMS A **Mathematics, Reading, and Science** (for grades 4, 8, and 10)

OR

- | | | | |
|--------------------|---|----|----------------------------------|
| Mathematics | <input type="checkbox"/> AIMS | or | <input type="checkbox"/> AIMS EA |
| Reading | <input type="checkbox"/> AIMS | or | <input type="checkbox"/> AIMS EA |
| Science | <input type="checkbox"/> AIMS (for grades 4, 8, and 10) | | |
| Writing | <input type="checkbox"/> AIMS | | |

Potential Consequences

Are there any effects of state or local policies that would preclude completion requirements for a regular high school diploma for the child participating in either test?

Yes

Explain: _____

No

Documentation Requirements for Informing Parents

If a parent or legal guardian participated in the IEP meeting during which the Alternate Assessment Eligibility Determination form was completed, then the parent attendance indicated on the IEP cover page will suffice.

Parent participated at IEP meeting.

If the parent or legal guardian did **not** participate in the IEP meeting, then contact the parent to discuss the points above.

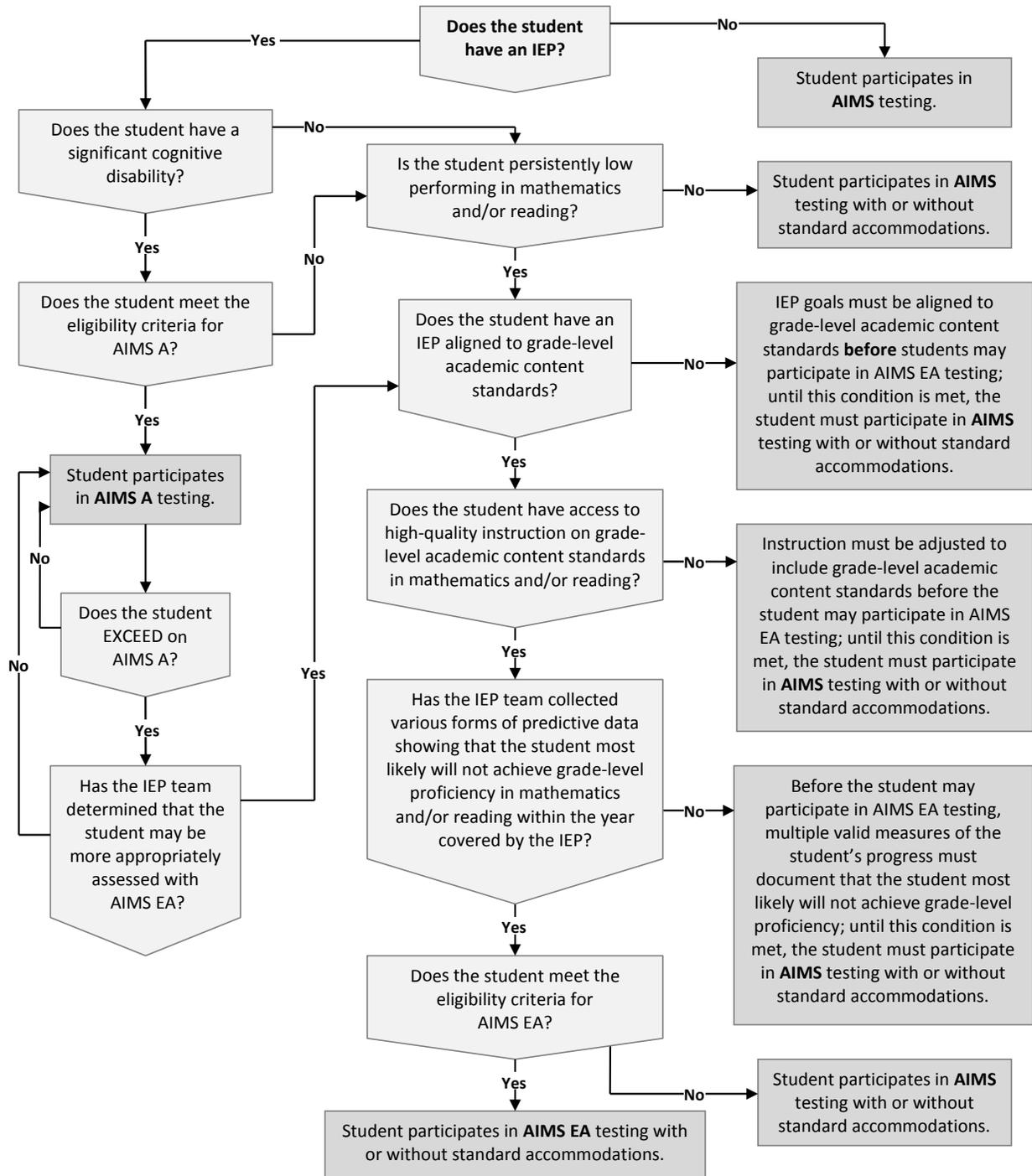
- Parent contacted through letter dated _____.
- Parent contacted via phone by _____ on _____.

Date of Alternate Assessment eligibility determination: _____

IEP team members present at Alternate Assessment eligibility determination decision:

Eligibility Decision Flow Chart for AIMS

IEP teams must consider participation in general education assessments (AIMS 3-8 and HS), with or without standard accommodations, for students before considering participation in an alternate assessment- AIMS A (alternate achievement standards) or AIMS EA (modified achievement standards). Eligibility is determined based on the needs and abilities of each individual student. Please see the AA Eligibility Determination form for further information.



CALIFORNIA

CMA Participation Criteria and Definition of Terms

California Modified Assessment Participation Criteria and Definition of Terms.

California Modified Assessment Participation Criteria

These criteria for guiding individualized education program (IEP) teams in making decisions about which students with disabilities should participate in the California Modified Assessment (CMA) are based, in part, on Title 34 of the Code of Federal Regulations, Part 200—Title I—Improving the Academic Achievement of the Disadvantaged.

1. Previous Participation

CST

The student shall have taken the California Standards Test (CST) in a previous year and scored Below Basic or Far Below Basic in the subject area being assessed by the CMA and may have taken the CST with modifications.

CAPA

Previous participation in the California Alternate Performance Assessment (CAPA) shall not preclude a student from participation in the CMA.

- The student shall have taken the CAPA Level 2–5 in two previous years and received a performance level of either Proficient or Advanced

Note: The student shall not be allowed to take both the CAPA and CMA. Students shall take either:

- CAPA in all subject areas;
- CST in all subject areas;
- CMA in all subject areas; or
- a combination of CST and CMA in the subject areas being assessed.

2. Progress Based On Multiple Measures and Objective Evidence

The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by such objective evidence as the student's performance on the CST and other assessments that can validly document academic achievement within the year covered by the student's IEP plan. The determination of the student's progress must be based on multiple measurements, over a period of time that are valid for the subjects being assessed.

- The student will not receive a proficient score on the CST (even with provision of accommodations) based on evidence from multiple, valid, and objective measures of student progress (or lack of progress)

3. Response To Appropriate Instruction

The student's progress to date in response to appropriate grade-level instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP plan.

- The student who is assessed with the CMA has access to the curriculum, including instruction and materials for the grade in which the student is enrolled
- The student's IEP plan includes grade-level California content standards-based goals and support in the classroom for a subject or subjects assessed by the CMA.
- The student has received special education and related services to support access to and progress in the general curriculum in which the student is enrolled
- The IEP team has determined that the student will not achieve grade-level proficiency even with instructional intervention

4. High School Diploma

<http://www.cde.ca.gov/ta/tg/sr/participcriteria.asp?print=yes> (1 of 2) [12/15/2009 9:25:11 AM]

The student who takes alternate assessments based on modified academic achievement standards is not precluded from attempting to complete requirements, as defined by the State, for a regular high school diploma.

Note: Students must continue to meet the California High School Exit Examination (CAHSEE) requirement in order to receive a diploma from a California public high school.

5. Parents Are Informed

Parents of the students selected to be assessed with the CMA are informed that their child's achievement will be measured based on modified achievement standards.

Note: The test, while based on grade level content, is less rigorous than the CST.

California Modified Assessment Additional Decision Making Considerations for CMA

1. The decision to participate in the CMA is **not** based on the amount of time the student is receiving special education services.
2. The decision to participate in the CMA is **not** based on excessive or extended absences.
3. The decision to participate in the CMA is **not** based on language, culture, or economic differences.
4. The decision to participate in the CMA is **not** based solely on the student's disability (i.e., deafness/blindness, visual, auditory and/or motor disabilities) but rather the student's inability to appropriately demonstrate his or her knowledge on the California content standards through the CST.
5. The decision to use the CMA is an IEP team decision based on student needs.

California Modified Assessment Definition of Terms

CAPA is designed to assess those students with significant cognitive disabilities who cannot participate in the CST or the CMA even with accommodations and/or modifications. The CDE developed CAPA to comply with the requirements of the No Child Left Behind Act of 2001. CAPA links directly to the California academic content standards at each grade level and accurately reflects the portions of the content standards from Kindergarten through high school that are accessible to students with significant cognitive disabilities. CAPA is given in grade spans (Levels I – V).

CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. The CMA has been developed to provide more access so students can better demonstrate their knowledge of the California content standards. The CDE developed CMA to comply with the flexibility offered through the provisions of the No Child Left Behind Act of 2001.

CST in English-language arts, mathematics, science, and history-social science are administered only to students in California public schools. Except for a writing component that is administered as part of the grade four and seven English-language arts tests, all questions are multiple-choice. These tests were developed specifically to assess students' knowledge of the California content standards.

California content standards were adopted by the State Board of Education and specify what all California children are expected to know and be able to do in each grade or course.

Goals are those written by the IEP team, while not inclusive, for reading, writing, and mathematics and may include support for those areas in additional courses or study.

Grade-level proficiency refers to the student's level of knowledge and degree of mastery of the California Content Standards for the subjects being assessed. This grade-level proficiency should not be confused with the STAR Performance Levels as reported on the STAR student report.

Objective evidence is the most recent data available for the student's performance on the California Standards Test (CST), CAPA, or CMA and locally used assessments and/or assignments, whether used for placement, diagnosis or to track student progress throughout the year.

Modified academic achievement standards are used to measure the students achievement on the California Modified Assessment; are aligned to the California content standards, but less difficult than the grade-level academic achievement standards; and are developed through a validated standard setting process.

Multiple Measures are various assessments and/or instruments, including STAR program assessments, as well as locally used assessments and/or assignments, whether used for placement, diagnosis or to track student progress throughout the year.

Valid refers to the degree to which evidence and theory support the intended purpose of the test and the interpretation of test scores for the subjects being assessed.

Questions: Standardized Testing and Reporting Program | STAR@cde.ca.gov | 916-445-8765

Last Reviewed: Monday, March 30, 2009

<http://www.cde.ca.gov/ta/tg/sr/participcriteria.asp?print=yes> (2 of 2) [12/15/2009 9:25:11 AM]

CMA Participation Criteria for Science

California Modified Assessment Participation Criteria for Science.

In November 2007, the State Board of Education (SBE) adopted the California Modified Assessment (CMA) Participation Criteria. The CMA Participation Criteria provides individualized education program (IEP) teams the necessary criteria to make decisions about which students should participate in the CMA and are based, in part, on Title 34 of the Code of Federal Regulations, Part 200—Title I—Improving the Academic Achievement of the Disadvantaged.

CMA Participation Criteria Section 1. Previous Participation of the SBE-approved participation criteria states:

1. Previous Participation

CST

The student shall have taken the California Standards Test (CST) in a previous year and scored Below Basic or Far Below Basic in the subject area being assessed by the CMA and may have taken the CST with modifications.

CAPA

Previous participation in the California Alternate Performance Assessment (CAPA) shall not preclude a student from participation in the CMA.

- The student shall have taken the CAPA Level 2–5 in two previous years and received a performance level of either Proficient or Advanced

Note: *The student shall not be allowed to take both the CAPA and CMA. Students shall take either:*

- CAPA in all subject areas;
- CST in all subject areas;
- CMA in all subject areas; or
- a combination of CST and CMA in the subject areas being assessed.

Since the science assessments are not given prior to grade five, a student may fill the first participation criterion if the student:

- has taken the California Standards Test (CST) in a previous year, and
- scored Below Basic or Far Below Basic in English-language arts (ELA) or mathematics, and may have taken the CST with accommodations and/or modifications.

CMA Participation Criteria Section 3. Response to Appropriate Instruction of the SBE-approved participation criteria states:

3. Response To Appropriate Instruction

The student's progress to date in response to appropriate grade-level instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP plan.

- The student who is assessed with the CMA has access to the curriculum, including instruction and materials for the grade in which the student is enrolled.
- The student's IEP plan includes grade-level California content standards-based goals and support in the classroom for a subject or subjects assessed by the CMA.
- The student has received special education and related services to support access to and progress in the general curriculum in which the student is enrolled.
- The IEP team has determined that the student will not achieve grade-level proficiency even with instructional intervention.

The participation criteria requirement (above) that an IEP include "grade-level California content standards-based goals and supports in the classroom for a subject or subjects assessed by the CMA" has caused confusion for IEP teams.

Traditionally, IEP goals address English-language arts, math, and prerequisite skills. Other content areas are usually addressed by related goals, supports and related services. Science for example, might be addressed by having a goal for vocabulary development that can support the student learning science vocabulary, and in the

science classroom, can aid the student in gaining access to the science curriculum.

Questions: Standardized Testing and Reporting Program | STAR@cde.ca.gov | 916-445-8765

Last Reviewed: Tuesday, August 18, 2009

CONNECTICUT

**Connecticut's CMT/CAPT
based on
Modified Achievement Standards (MAS)
Participation for Students with Disabilities
IEP Team Guidance - Preliminary**

In April, 2007 the US Department of Education announced an option for states to develop and administer an alternate statewide assessment based on modified academic achievement standards (MAS) for students with disabilities. In Connecticut, this assessment is known as the CMT (MAS) or CAPT (MAS). The CMT/CAPT (MAS) for students with disabilities is intended to evaluate individual learning needs and reveal results that more accurately reflect students' academic progress, while also guiding instruction based on these students' needs. Connecticut's alternate assessment, known as the CMT or CAPT Skills Checklist, may be appropriate for students with the most significant cognitive disabilities, yet there is a small group of students whose disability does not allow them to achieve grade level proficiency at the same rate as their nondisabled peers. Neither the CMT/CAPT Skills Checklist nor the standard CMT/CAPT with or without accommodations may be appropriate for these students as they do not provide a suitable assessment of what these students know and can do. Therefore, they may be considered for the CMT/CAPT (MAS).

Who is eligible to take the CMT/CAPT (MAS)?

1. Students with a disability who are on an active IEP are eligible to take the CMT/CAPT (MAS). Students who are solely on a 504 plan, or who are English Language Learners (ELL) and are not on an IEP, are not eligible.
2. Eligible students may have a disability in any disability category: autism, deaf-blindness, emotional disturbance, hearing impairment, specific learning disability, intellectual disability, multiple disabilities, orthopedic impairment, speech and language impairment, traumatic brain injury, visual impairment, or other health impairment. Typically, but not always, you may find students in the following categories to be eligible: intellectual disability, autism, traumatic brain injury, or multiple disabilities.
3. It is the decision of the IEP team to determine whether or not a student with a disability should be assessed with the CMT/CAPT (MAS).
4. Students placed in private special education schools/facilities, residential, hospital or homebound placements are eligible to take the CMT/CAPT (MAS), based on the decision of the IEP team, if the student's IEP includes goals based on Connecticut's academic standards, also known as a standards-based IEP.

What must the IEP Team consider in determining whether or not a student should take the CMT/CAPT (MAS)?

1. There should be evidence that the student's disability currently prevents them from reaching grade level proficiency. This means the IEP team must look at data from multiple, valid measures of the student's progress over time. Such examples may include, but are not limited to how a student scored on statewide assessments in the past, as well as district, school, or grade level assessments. The disability category alone does not make a student eligible to take the CMT/CAPT (MAS).
2. The IEP team must be reasonably certain that while the student may make significant progress, despite receiving appropriate instruction including special education and related services that are specifically designed to address the student's individual needs, he/she is not likely to achieve *grade level* proficiency in the year covered by the IEP.
3. The IEP team should consider whether or not the student may participate in the standard CMT/CAPT with appropriate accommodations, including assistive technology, and has exhausted these options.

What is required to ensure the student's IEP is appropriate and supports participation in the CMT/CAPT (MAS)?

1. The IEP must document goals that address the skills specified in the content standards for the grade in which the student is enrolled. These are also known as standards-based IEPs, in which the IEP goals are aligned to the state content standards.
2. The IEP reflects curriculum and daily instruction that focuses on standards based goals in the areas of math, language arts, and/or science, particularly for the area in which the CMT/CAPT (MAS) will be taken.
3. The IEP must reflect access to grade level curriculum. This is particularly true for students placed in private special education schools/facilities, residential, hospital or homebound placements.
4. The IEP reflects how the student's progress in achieving standards based goals is to be documented and monitored.
5. Participation in the CMT/CAPT (MAS) must be an IEP team decision. Since parents are a part of the IEP team, they must be part of the decision making process. Additionally, they must be fully informed that their child's progress will be measured based on modified academic achievement standards. This

is met through documentation of prior written notice, as well as the IEP page that addresses statewide assessments.

6. Students who take the CMT/CAPT (MAS) are not precluded from attempting to complete the requirements for a regular high school diploma.

What is a modified academic achievement standard?

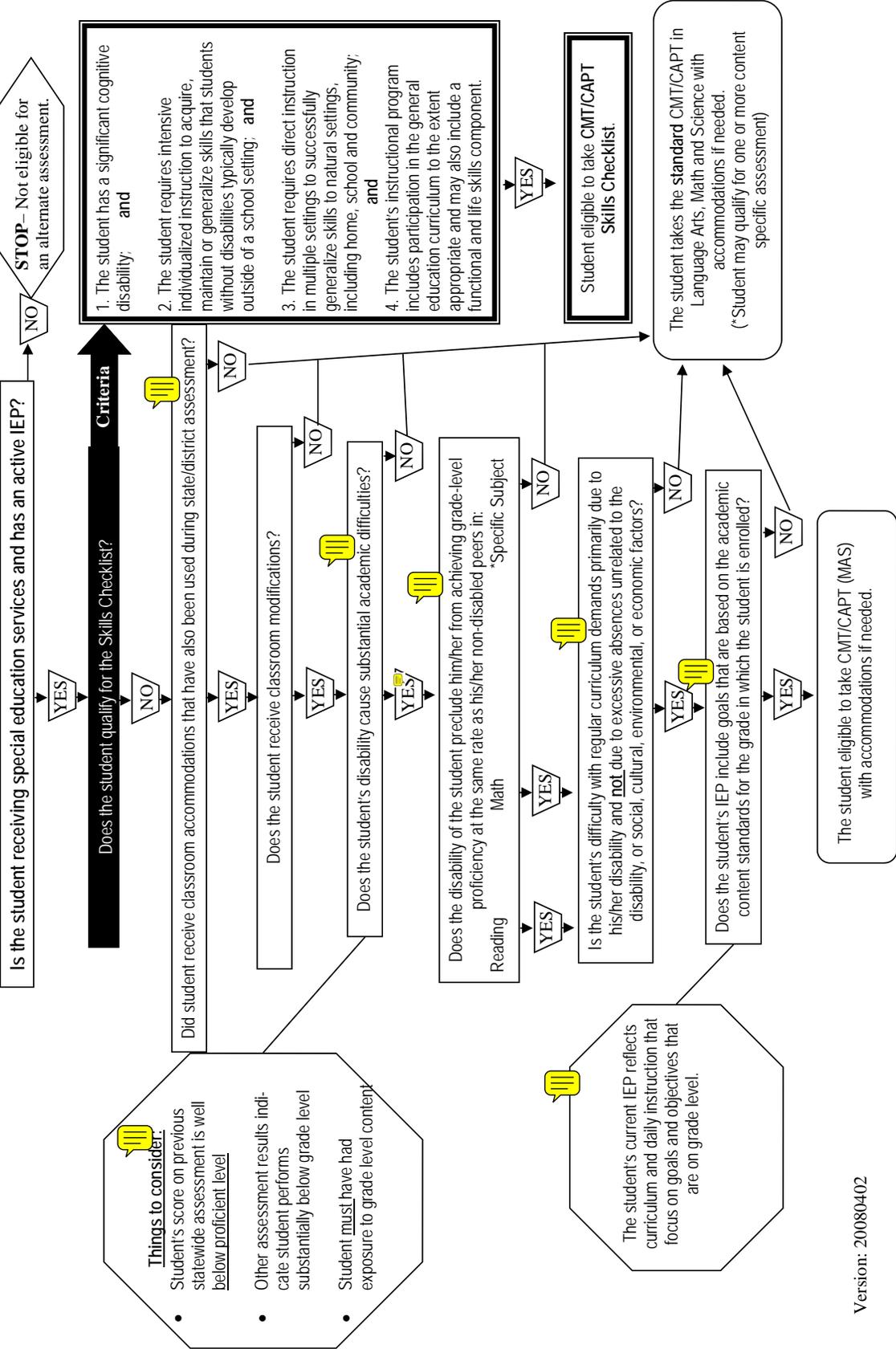
A modified academic achievement standard is an expectation of performance that is challenging, but may be less difficult than a grade-level academic achievement standard. Academic *achievement* standards are modified, not the *content* standards. A modified academic achievement standard is aligned with the state's content standards and describes the level of achievement which has been modified from the original academic achievement standard.

The Department does not have modified academic achievement standards. They are developed on an individual student basis through IEP teams, according to each student's needs and abilities.

Connecticut Alternate Assessment- CMT/CAPT (Modified Assessment System—MAS) & Skills Checklist

Participation for Students with Disabilities

IEP Team Decision Flowchart (Click  for more information)



Things to consider:

- Student's score on previous statewide assessment is well below proficient level
- Other assessment results indicate student performs substantially below grade level
- Student must have had exposure to grade level content

The student's current IEP reflects curriculum and daily instruction that focus on goals and objectives that are on grade level.

CMT/CAPT (Modified Assessment System—MAS) PPT Eligibility Worksheet

This form is filled out during a student's PPT meeting to guide determination of the student's eligibility for the CMT/CAPT (Modified Assessment System—MAS).

1. Does the student receive special education services with an active IEP?
Yes **No**

2. Does objective evidence show with reasonable certainty that the student will **not** make grade-level proficiency in math and/or reading this year?
Math: Yes **No** **Reading: Yes** **No**

3. Is the student unable to reach grade level proficiency *due to his or her disability* and not due to lack of accommodations and modifications, lack of instruction, or other factors?
 - a. Appropriate accommodations have been provided in the classroom and for state/district assessments **OR** evidence is provided that the student would not make proficiency on the CMT or CAPT even with the provision of accommodations.
Math: Yes **No** **Reading: Yes** **No**
 - b. The student's IEP includes goals that are based on the academic content standards for the grade in which the student is enrolled **AND** he or she is receiving instruction in grade level content.
Math: Yes **No** **Reading: Yes** **No**
 - c. The student's inability to reach proficiency is **not** due to excessive absences unrelated to his or her disability, or to social, cultural, environmental, or economic factors.
Math: Yes **No** **Reading: Yes** **No**

Based on the decision made at the PPT meeting, this student will take the CMT/CAPT (MAS) in:

Math:

(Only if the answer to Question 1 AND ALL answers pertaining to Math in Questions 2 and 3 are "Yes".)

Reading:

(Only if the answer to Question 1 AND ALL answers pertaining to Reading in Questions 2 and 3 are "Yes".)

Name of Student: _____

Date of Birth: _____

SASID: _____

Grade the student will be in when the test is taken: _____

PPT Date: _____

PPT Administrator/Designee: _____

This information must be entered on the accommodation website to register a student to take the CMT (MAS) or CAPT (MAS). <https://solutions.emetric.net/TAForm/>

CMT/CAPT (MAS) FAQs

Q. In summary, which students are eligible?

A. Special education students whose active IEP goals reflect instruction based on grade-level academic content standards, but whose disability precludes them from making enough progress to achieve grade-level proficiency in the year the assessment is given.

Q. Who decides eligibility and how often?

A. The Planning and Placement Team (PPT) decides for each individual student on a yearly basis.

Q. Is an English Language Learner or student with a 504 plan eligible?

A. Not unless he or she is also receiving special education services with an active IEP.

Q. Is eligibility restricted to students with certain disabilities?

A. No. A student receiving special education services under any of the IDEA disability categories is eligible as long as the other criteria are met.

Q. What objective evidence is needed to show that the student will not make grade-level proficiency in math or reading this year?

A. The evidence must be from multiple, valid measures and can include data from state and district-wide assessments, classroom formative assessments and other information that indicates the current level of proficiency and the rate of progress. The latter is important in helping the PPT project that the student will not make proficiency this year, even with continued progress.

Q. Can a student receive accommodations on the CMT/CAPT (MAS)?

A. Yes. Accommodations are determined by the PPT and registered online in the same manner as the standard CMT or CAPT. CMT (MAS) and CAPT (MAS) accommodation forms are available on the CSDE website.

Q. Are assessment accommodations a requirement for eligibility?

A. No. However, if the student has not been given appropriate assessment accommodations in the past, the PPT must decide that the student would not make proficiency this year on the standard CMT or CAPT even with appropriate accommodations. In other words, the PPT must decide that the student is not making proficiency *due to his or her disability*, not due to lack of accommodations.

Q. What are academic content standards as opposed to academic achievement standards?

A. *Academic content standards* are statements of the knowledge and skills that schools are expected to teach and students are expected to learn. *Academic achievement standards* are explicit definitions of how students are expected to demonstrate attainment of the knowledge and skills reflected in the content standards. One of the eligibility criteria for the MAS is instruction based on grade-level academic *content* standards.

Q. What are IEP goals “based on the academic content standards for the grade in which the student is enrolled”?

A. These are IEP goals developed using grade-level academic content standards as a starting point. The student’s present levels of performance are assessed, strengths and needs are considered, and measurable and attainable objectives are developed that describe meaningful progress toward achieving proficiency in the targeted content standards.

Q. What tests are included in the CMT (MAS) and CAPT (MAS)?

A. Only the math and reading tests are currently offered as part of the MAS. Students assessed with the MAS in math and/or reading must still take the standard CMT or CAPT tests in all other subject areas.

Q. Is it true that only 2% of the students in the district can be assessed with the MAS?

A. No. Only 2% of the students who are assessed with the MAS **AND** score at the proficiency level or above can be counted toward Adequate Yearly Progress (AYP) under No Child Left Behind. However, eligibility for the MAS is determined on an individual basis and it is *inappropriate* to make that determination based on how many other students in the district are eligible.

Q. Is a student who takes the CAPT (MAS) still eligible for a high school diploma?

A. Yes. Students assessed with the CAPT (MAS) cannot be precluded from attempting to complete graduation requirements and thereby earning a high school diploma.

INDIANA

Criteria for Determining Participation in the Alternate Assessment Based on Modified Academic Achievement Standards in lieu of the general education assessment

When modified academic achievement assessments are provided by a state, the SEA must establish and ensure implementation of clear and appropriate guidelines for Case Conference Committees to use in determining which students are eligible to be assessed based on modified academic achievement standards. 34 CFR 200.1(a)(2).

The case conference committee (CCC) determines, based on the criteria provided and the student's individual and unique needs, whether a student with a disability will be assessed on academic achievement standards, on modified academic achievement standards or on alternate academic achievement standards. If the CCC determines that a student will be assessed on modified achievement standards, the CCC report must describe the reasons it is not appropriate for the student to take ISTEP+ and include information in support of each of the criteria below.

The committee must be informed that the decision to participate in an alternate assessment does not preclude a student from attempting to complete the graduation requirements. However, demonstrating proficiency on the modified assessment alone is insufficient evidence for graduation.

CRITERIA (All three criteria must be satisfied for a student to be eligible to be assessed on modified academic achievement standards in either mathematics or English/language arts. In addition, the decision cannot be based on the exclusions provided below.)

1. **Presence of a Disability:** The student receives special education services due to the presence of a disability. There must be evidence that the disability has prevented the student from achieving proficiency as measured by previous ISTEP+ attempts or through other assessments that validly document grade-level academic achievement.

2. **Intensity of Instruction:** The student is able to meaningfully access curriculum for the grade in which the student is enrolled. However, the student's case conference committee agrees that, even with appropriate instruction and services designed to meet the students' individual needs, the student is not likely to achieve grade-level proficiency within the same time frame as other students.

3. **Curricular Outcomes:** The student is expected to earn a high school diploma prior to exiting high school, either by eventually demonstrating proficiency on the GQE or through the appeals process. Therefore the goals listed in the student's case conference committee report include content standards for the grade in which the student is enrolled.

EXCLUSIONS

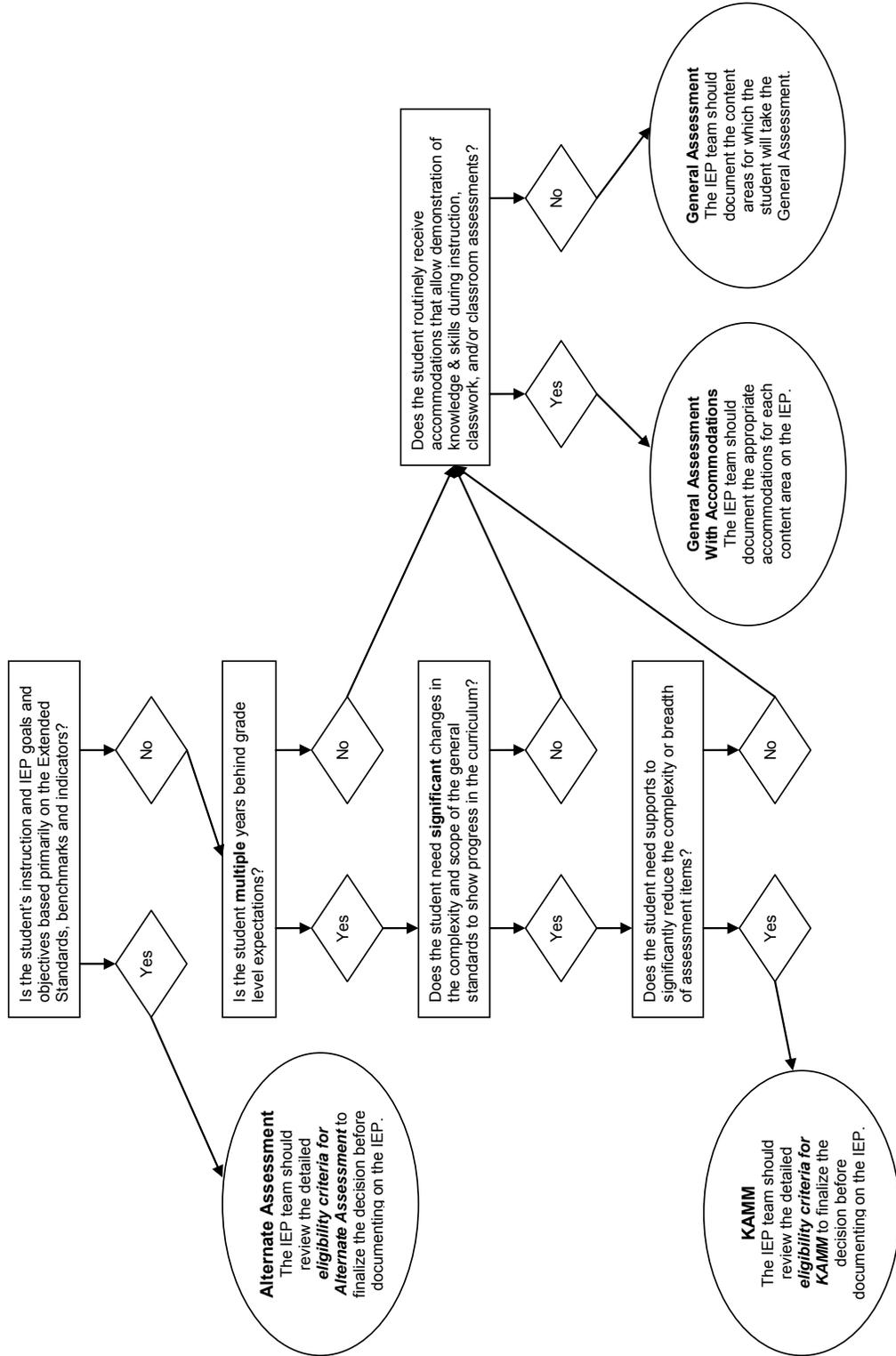
The CCC's determination that the student will be assessed on modified achievement standards cannot be based on factors such as:

- a. Excessive or extensive absences.
- b. Social, cultural or economic differences.
- c. The mere identification of a disability.
- d. A specific special education placement or service.
- e. Concern for AYP calculations.

The Indiana Department of Education will utilize these criteria when reviewing or monitoring student education records for the purpose of determining eligibility to be assessed on modified achievement standards and including modified assessment data in federal and state accountability determinations.

KANSAS

Statewide Assessments Participation for Students with Disabilities IEP Team Decision Flowchart



KAMM Eligibility Criteria

Required components:

1. The student has a current IEP.
2. Student is not eligible for the alternate assessment in the content area being considered. (Eligibility must be determined for each content area separately.)
3. The decision to determine a student’s eligibility to participate in the KAMM may NOT RESULT PRIMARILY from: excessive or extended absence, any specific categorical label nor social, cultural, or economic differences.

Criteria	Examples
All criteria must be met to identify a student as eligible for participation in the KAMM.	<i>Supporting evidence for meeting these criteria (Data)</i>
Intensive Individualized Instruction Does the student need significant changes in the complexity and scope of the general standards to show progress in the curriculum?	
Requires intensive specially designed instruction AND	<i>Planning/implementing of differentiated instruction to meet the individual needs of the student. For example: modifications, materials used, visual supports</i>
Requires intensive individualized supports AND	<i>Learning supported by adult assistance, providing frequent and structured prompting and cueing, or may use assistive technology</i>
Requires extensive instruction AND	<i>Extended learning time including increased frequency and duration of instruction and practice</i>
Classroom Assessment Does the student need supports to significantly reduce the complexity or breadth of assessment items?	
Requires differentiated content for classroom assessment AND	<i>Student receives modified classroom assessments on a routine basis</i>
Needs to show what they know differently AND	<i>Assistive technology, oral presentation instead of a written response, performance assessment</i>
Accommodations alone do not allow the student to fully demonstrate knowledge AND	<i>Documented accommodations have been insufficient</i>
Student Performance Is the student multiple years behind grade level expectations?	
Consistently requires instruction in pre-requisite skills to the grade level indicators being assessed AND	<i>Evidence shows the student's instructional level in the scope and sequence of the content standards is at a pre-requisite level</i>
Despite the provision of research based interventions, the student is not progressing at the rate expected for grade level AND	<i>Evidence shows the use of research based interventions and data for monitoring progress</i>
Student classroom achievement and performance is significantly below grade level peers	<i>The preponderance of the above evidence and data indicates that the student is performing significantly below their peer group. (It was discussed that this could be approx. 2 standards deviations below the mean).</i>

**Eligibility Criteria for
Students with Significant Cognitive Disabilities
To participate in the
Kansas Alternate Assessment**

- The student has an active Individual Education Plan and the present levels of educational performance data indicates that with regard to progress in the general curriculum area under consideration, the student is significantly delayed.

AND

- The student's learning objectives and expected outcomes in the academic area under consideration requires substantial adjustment to the general curriculum of that area. The student's learning objectives and expected outcomes in the area focus on application, as illustrated in the benchmarks, indicators, and clarifying examples within the Extended Standards.

AND

- The student primarily requires direct and extensive instruction in the academic area under consideration 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).

AND

- The student is presented with unique and significant challenges in demonstrating his or her knowledge and skills on any assessment available in the academic area under consideration.

The decision to determine a student's eligibility to participate in the alternate assessment may NOT RESULT PRIMARILY from:

- Excessive or extended absence
- Any specific categorical label
- Social, cultural, or economic difference
- Amount of time he/she receives special education services
- Achievement significantly lower than his or her same age peers

LOUISIANA

**LEAP ALTERNATE ASSESSMENT, LEVEL 2 (LAA 2)
PARTICIPATION CRITERIA for Grades 4-11**

Student _____ DOB _____ State ID# _____ Grade Enrolled _____
School _____ District _____

This LEAP Alternate Assessment, Level 2 (LAA 2) policy, based on modified academic achievement standards, allows students with persistent academic disabilities who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning.

The Local Education Agency (LEA) is required to provide the student with

- LEAP remediation, and
- accommodations and modifications to ensure the student progresses towards meeting his or her IEP goals and objectives related to the general education curriculum.

Circle “Agree” or “Disagree” for each item below.

- | | | |
|-------|----------|--|
| Agree | Disagree | The student scored at the <i>Unsatisfactory</i> level in English language arts <u>and/or</u> mathematics on the previous year’s LEAP/iLEAP/GEE <u>or</u> participated in LAA 1 or LAA 2. |
| Agree | Disagree | The student’s IEP reflects a functioning grade level in English language arts (including reading) <u>and/or</u> mathematics at least three (3) grade levels below the actual grade level in which he or she is enrolled. |
| Agree | Disagree | The student’s instructional program is predominately academic in nature, and may include application of academic content across environments to ensure generalization of skills. |
| Agree | Disagree | The decision to test the student in LAA 2 is <u>not</u> based on a disability category. |
| Agree | Disagree | The decision to test the student in LAA 2 is <u>not</u> based on placement setting. |
| Agree | Disagree | The decision to test the student in LAA 2 is <u>not</u> determined administratively. |

Note: For the student with a disability to be eligible for LEAP Alternate Assessment, Level 2, the response to each statement above must be “Agree.”

Parental Understanding: If my child is eligible for and participates in LEAP Alternate Assessment, Level 2, my initials indicate I understand the statements below.

- _____ Testing in LAA 2 means my child is performing below grade level. If my child continues to perform below grade level, it is highly unlikely that he or she will earn a standard high school diploma. I am aware that in order for my child to receive a standard high school diploma, my child must participate in and pass the required components of the Graduation Exit Examination (GEE) and earn the necessary 23 Carnegie Units.
- _____ The decision for LAA 2 is an IEP team decision based on the needs of the student.
- _____ If my child participates in LAA 2, he or she will be eligible to receive a Certificate of Achievement. My child may earn Carnegie Units when appropriate.
- _____ My child is eligible to participate in the Pre-GED/Skills Option Program based on eligibility criteria.

IEP Team Decision: This form shall be attached to the student’s current IEP. This form must be completed annually. The assessment decision must be documented on the student’s IEP.

_____ is **eligible** for participation in LEAP Alternate Assessment, Level 2 and **will participate** in LAA 2.

_____ is **eligible** for participation in LEAP Alternate Assessment, Level 2 but **will not participate** in LAA 2.

_____ is **not eligible** for participation in LEAP Alternate Assessment, Level 2.

Approved BESE _____ Copies must be provided to teacher(s), parent, and central office. 10/17/06

MARYLAND

Criteria for Identifying Students with Disabilities for Participation In a Mod-MSA

A student who would have been eligible for the Mod-MSA would be identified based on his/her individual evaluation information and the instructional and service information on his/her IEP. The student would be identified as appropriate for instruction and assessment using modified academic achievement standards aligned with the student's grade-level academic content standards. Students pursuing the Mod MSA are not precluded from completing the requirements for the regular high school diploma. The student would have been identified as meeting **each** of the following criteria:

- The student is learning based on the State's approved grade-level academic content standards for a grade for which the student is enrolled. There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.

AND

- The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards for the student's grade-level during assessments and instruction. In addition, specific accommodations implemented in these instructional and assessment settings may include: test items are less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.

AND

- The student has had consecutive years of individualized intensive academic instruction intervention in Reading and/or Mathematics and/or Science consistent with his/her IEP, and although progress toward grade level standards was made, he/she is not yet making progress at grade level.

AND

- The student must demonstrate that he/she cannot attain proficiency on the actual grade level MSA, even with the provision of accommodations based on documented multiple valid and objective measures of student's progress (or lack of progress). Examples include the State assessments, district wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.

Criteria for Identifying Students with Disabilities for Participation In a Mod-HSA

A student who would be eligible for the Mod-HSA would be identified based on his/her individual evaluation information and the instructional and service information on his/her IEP. The student would be identified as appropriate for instruction and assessment using course level academic content standards and modified academic achievement standards aligned with the Algebra/Data Analysis, Biology, English and/or Government. Students pursuing the Mod HSA are not precluded from completing the requirements for the regular high school diploma. The student would have been identified as meeting **each** of the following criteria:

- ✓ The student learning is based on the State's Academic Content Standards/Core Learning Goals in the appropriate content area being considered: Algebra/data Analysis, Biology, English and/or Government. There must be sufficient objective evidence demonstrating that the student is not likely to achieve proficiency within the school year covered by his/her IEP.

AND

- ✓ The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards/Core Learning Goals in the relevant content area (s) for the student's grade level during instruction and assessment. In addition, specific accommodations implemented in these instructional and assessment settings may include: less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.

AND

- ✓ The student has had consecutive years of individualized intensive academic instruction intervention in the relevant content area (s) consistent with his/her IEP, and although progress towards grade-level standards was made, he/she is not making progress at grade-level.

AND

- ✓ The student must demonstrate that he/she cannot attain proficiency on the Algebra/Data Analysis, Biology, English and/or Government HSA, even with the provision of accommodations based on documented multiple valid and objective measures of student's progress (or lack of progress). Examples include the end-of-course assessments, district-wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.

Mod-MSA

Appendix A: IEP Team Decision-Making Process Eligibility Tool

This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-MSA for each relevant content area. If submitting a Mod-MSA appeal, this tool must be used and included with your documentation.

Date: _____ LEA number: _____

School: _____ Grade: _____

Student Name: _____ ID#: _____

D.O.B. _____ Disability Code: _____

Content Area: Reading Mathematics Science

IEP Team Chair: _____
(Team Chair signature verifies that all established criteria were considered.)

Team Members: Each Participant Should Print Name, Provide Title, and Sign/Date

Title	Signature	Date
Special Education Teacher (s)		
General Education Teacher (s)		
Team Member(s) (Individual(s) Who Is Qualified to Interpret Assessment Results)		
Parent(s)/Guardian*		
Others		

*If the parent does not attend the meeting and sign this form, attach documentation of parent notification and informed consent for the meeting along with notification of the decisions of the IEP team that were provided to the parent, if submitting this form as part of a Mod-MSA appeal.

Appendix A

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

<p>This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-MSA for each relevant content area. If submitting a Mod-MSA appeal, this tool must be used and included with your documentation.</p>	
<p>The student is learning based on the State's approved grade-level Academic Content Standards for the grade for which the student is enrolled. There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.</p>	<p>Reading <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Mathematics <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Science <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards for the student's grade-level during instruction and assessments. In addition, specific accommodations implemented in these instructional and assessment settings may include: test items that are less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student has had consecutive years of individualized intensive academic instruction intervention in Reading and/or Mathematics and/or Science consistent with his/her IEP, and although progress toward grade-level standards was made, he/she is not yet making progress at grade level.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student demonstrates that he/she cannot attain proficiency on the actual grade-level MSA, even with the provision of accommodations based on documented multiple valid and objective measures of student's progress (or lack of progress). Examples include State assessments, district wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p> </p>	

Appendix A

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Alt-MSA: This student is eligible to participate in the Alt-MSA. (The student **does** have a significant cognitive disability.) Yes No

If answered "Yes", stop here. The student is not eligible to participate in the Mod-MSA.

Grade-Level Academic Content Standards: The goals and objectives on the student's IEP are based on grade-level academic Content Standards to support the student's involvement and progress in the general curriculum. The goals address skills specified in the academic content standard for the grade in which the student is enrolled and designed to monitor the student's progress in achieving the standard-based goals.

Reading: List specific page(s) of the IEP that reflect modifications: _____

Mathematics: List specific page(s) of the IEP that reflect modifications: _____

Science: List specific page(s) of the IEP that reflect modifications: _____

Grade Level Proficiency: The instructional performance in Reading and/or Mathematics identified on the IEP [as measured by documented valid and objective measures of the student's performance over time on a State's general assessment and other assessments to include end-of-course assessments, district-wide assessments, data gathered from classroom assessments or other formative assessments] is substantially below grade level.

Reading Yes No Mathematics Yes No Science Yes No

If yes, specify the instructional performance grade levels in Reading, Mathematics and/or Science identified on the IEP, as measured documented by and objective State assessment instruments, district wide assessments, and data gathered from classroom assessments that are designed for State assessment of achievement, that are substantially below grade level.

Assessment	Date Administered
MSA Reading Score:	
MSA Math Score:	
MSA Science Score:	
Other Measures	Date Administered
Reading:	
Math:	
Science:	

Appendix A

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Educational Interventions: The following instruction, general education interventions, and special education and related services for Reading, Mathematics and/or Science have been provided to the student:

- Reading:**
- Instruction in Reading in the general education curriculum for _____ years.
List specific school years _____
 - Intensive Reading interventions have been provided for _____ years.
List specific school years _____
 - List the specific research-based Reading interventions that are individualized for the student.

 - Grade-level Reading academic goals and objectives have been included in the student's IEP for _____ years.
- Mathematics:**
- Instruction in Mathematics in the general education curriculum for _____ years.
List specific school years _____
 - Intensive Mathematics interventions have been provided for _____ years.
List specific school years _____
 - List the specific research-based Mathematics interventions that are individualized for the student.

 - Grade-level Mathematics academic goals and objectives have been included in the student's IEP for _____ years.

Appendix A

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Science: Instruction in Science in the general education curriculum for _____ years.

List specific school years _____

List the specific Reading and/or Mathematics research-based interventions that are individual to the student, which have been used in Science instruction to support the student's progress in the general curriculum.

Related services provided:

Service _____	Years _____	Frequency _____
Service _____	Years _____	Frequency _____
Service _____	Years _____	Frequency _____

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Special Education Instruction

- Student has received special education instruction provided by qualified special education personnel outside the regular classroom for _____ number of years and _____ hours per day.
- Student has received special education instruction with qualified general and special education personnel in a co-taught model for _____ number of years and _____ hours per day.

List other research-based interventions provided to the student:

Grade-Level Progress: The student's progress toward grade-level academic Content Standards in response to appropriate instruction, designed to address the student's individual needs, is such that, even if significant growth occurs, the student will not achieve grade-level proficiency within the year covered by the student's IEP in the following area(s):

Reading Mathematics Science

Instruction: The student has had consecutive years of individualized, intensive academic instruction consistent with the IEP in the following area(s):

Reading Mathematics Science

List the most recent consecutive years that academic goals are included in the IEP for:

Reading _____

Math _____

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Accommodations: During instruction/assessment, the student receives accommodations on the IEP in the area(s) of:

- Reading: List page(s) of the IEP that reflect accommodations: _____
- Mathematics: List page(s) of the IEP that reflect accommodations: _____
- Science: List page(s) of the IEP that reflect accommodations: _____

Supplementary Aids and Services: The student has been provided with supplementary aids and services that are necessary for the student to advance towards attaining his/her annual goals, to be involved and make progress in the general curriculum, and to be educated alongside his or her nondisabled peers as indicated on the IEP in the area of:

- Reading: List page(s) of the IEP that reflect supplementary aids and services: _____
- Mathematics: List page(s) of the IEP that reflect supplementary aids and services: _____
- Science: List page(s) of the IEP that reflect supplementary aids and services: _____

Based on the consideration of the Decision Making Process Form, the IEP Team finds the following:

	N/A	Eligible	Not Eligible
Mod-MSA - Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-MSA - Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-MSA - Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Appendix A

Mod-HSA

Appendix B: IEP Team Decision-Making Process Eligibility Tool

This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-HSA for each relevant content area.

Date: _____ LEA number: _____

School: _____ Grade: _____

Student Name: _____ ID#: _____

D.O.B. _____ Disability Code: _____

Content Area: Algebra/Data Analysis Biology English Government

IEP Team Chair: _____

(Team Chair signature verifies that all established criteria were considered.)

Team Members: Each Participant Should Print Name, Provide Title, and Sign/Date.

Title	Signature	Date
Special Education Teacher (s)		
General Education Teacher (s)		
Team Member(s) (Individual(s) Who Is Qualified to Interpret Assessment Results)		
Parent(s)/Guardian		
Others		

Appendix B

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

<p>This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-HSA for each relevant content area.</p>	
<p>The student is learning based on the State's approved Academic Content Standards/Core Learning Goals in Algebra/Data the appropriate content area being considered: Algebra/Data Analysis, Biology, English and/or Government. There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.</p>	Algebra/ Data Analysis <input type="checkbox"/> Yes <input type="checkbox"/> No
	Biology <input type="checkbox"/> Yes <input type="checkbox"/> No
	English <input type="checkbox"/> Yes <input type="checkbox"/> No
	Government <input type="checkbox"/> Yes <input type="checkbox"/> No
<p>The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards/ Core Learning Goals in the relevant content area(s) for the student's grade-level during instruction and assessments. In addition, specific accommodations implemented in these instructional and assessment settings may include: less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>The student has had consecutive years of individualized intensive academic instruction intervention in the relevant content area(s) consistent with his/her IEP, and although progress toward grade-level standards was made, he/she is not making progress at grade level.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>The student demonstrates that he/she cannot attain proficiency on the Algebra/Data Analysis, Biology, English and/or Government HSA tests, even with the provision of accommodations based on documented multiple valid and objective measures of student's progress (or lack of progress). Examples include the end-of-course assessments, other State assessments, district wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Alt-MSA: This student is eligible to participate in the Alt-MSA. (The student **does** have a significant cognitive disability.) Yes No

If answered "Yes", stop here. The student is not eligible to participate in the Mod-HSA.

Documented MSA Performance: Complete for relevant content area(s).

This student was proficient on the Grade 8 MSA Reading.	<input type="checkbox"/> Yes <input type="checkbox"/> No
This student was proficient on the Grade 8 MSA Mathematics.	<input type="checkbox"/> Yes <input type="checkbox"/> No
This student was proficient on the Grade 8 MSA Science.	<input type="checkbox"/> Yes <input type="checkbox"/> No
This student was proficient on the local measure of Grade 8 Social Studies.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Documented HSA Performance: Complete for relevant content area(s).

Algebra/Data Analysis: This student passed the Algebra/Data Analysis HSA.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Biology: This student passed the Biology HSA.	<input type="checkbox"/> Yes <input type="checkbox"/> No
English: This student passed the English HSA.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Government: This student passed the Government HSA.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Grade-Level Academic Content Standards: The goals and objectives on the student's IEP are based on grade-level Academic Content Standards to support the student's involvement and progress in the general curriculum. The goals may address a student's Math and/or Reading disability which impacts learning. The goals address skills specified in the Academic Content Standard for the grade in which the student is enrolled and designed to monitor the student's progress in achieving the standard-based goals.

Reading: List specific page(s) of the IEP that reflect modifications: _____

Mathematics: List specific page(s) of the IEP that reflect modifications: _____

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Grade Level Proficiency: The instructional performance in the relevant content area(s) is identified on the IEP [as measured by documented multiple valid and objective measures of the student's performance over time on a State's general assessment and other assessments to include end-of-course assessments, State assessments, district-wide assessments, data gathered from classroom assessments or other formative assessments] is substantially below grade level. Yes No

If yes, specify the instructional performance grade levels in the relevant content areas identified on the IEP, using objective evidence as measured by documented valid and objective measures (e.g., State assessment instruments, end-of-course assessments, district-wide assessments, and data gathered from classroom assessments) designed for assessment of achievement, that are substantially below grade level.

Area (Measure)	Score	Date
HSA Algebra/Data Analysis		
Other Math Measure Used (Specify)		
Other Math Measure Used (Specify)		
HSA Biology		
Other Science Measure Used (Specify)		
Other Science Measure Used (Specify)		
HSA English		
Other Reading Measure Used (Specify)		
Other Reading Measure Used (Specify)		
HSA Government		
Other Social Studies Measure Used (Specify)		
Other Social Studies Measure Used (Specify)		

Appendix B

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Content Standards: The goals on the students IEP are aligned with the Maryland Content Standards/Core Learning Goals.

- Algebra/Data Analysis: List specific page(s) of the IEP that reflect these goals: _____
- Biology: List specific page(s) of the IEP that reflect these goals: _____
- English: List specific page(s) of the IEP that reflect these goals: _____
- Government: List specific page(s) of the IEP that reflect these goals: _____

Educational Interventions: The following instruction, general education interventions, and special education and related services for Reading, Mathematics and/or Science have been provided to the student:

- Reading/English:**
- Instruction in Reading in the general education curriculum for _____ years.
List specific school years _____
 - Intensive Reading interventions have been provided for _____ years.
List specific school years _____
 - List the specific research-based Reading interventions that are individual to the student.

 - Grade-level Reading academic goals and objectives have been included in the student's IEP for _____ years.
- Mathematics/Algebra/Data Analysis**
- Instruction in Mathematics in the general education curriculum for _____ years.
List specific school years _____
 - Intensive Mathematics interventions have been provided for _____ years.
List specific school years _____
 - List the specific research-based Mathematics interventions that are individual to the student.

 - Grade-level Mathematics academic goals and objectives have been included in the student's IEP for _____ years.

Appendix B

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Science/ Biology:	<input type="checkbox"/> Instruction in Science in the general education curriculum for _____ years. List specific school years _____	
	<input type="checkbox"/> List the specific Reading and/or Mathematics research-based interventions that are individual to the student, which have been used in Science/Biology instruction to support the student's progress in the general education curriculum. _____ _____ _____ _____	
Social Studies/ Government:	<input type="checkbox"/> Instruction in Social Studies in the general education curriculum for _____ years. List specific school years _____	
	<input type="checkbox"/> List the specific Reading and/or Mathematics research-based interventions that are individual to the student, which have been used in Social Studies/Government instruction to support the student's progress in the general education curriculum. _____ _____ _____ _____	
Related services provided:		
Service _____	Years _____	Frequency _____
Service _____	Years _____	Frequency _____
Service _____	Years _____	Frequency _____

Appendix B

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Special Education Instruction

Student has received special education instruction provided by qualified special education personnel outside the regular classroom for _____ number of years and _____ hours per day.

Student has received special education instruction with qualified general and special education personnel in a co-taught model for _____ number of years and _____ hours per day.

Student has received other research-based interventions:

Academic Course Content: The student's progress towards achieving academic course content in response to appropriate instruction, designed to address the student's individual needs, is such that, even if significant growth occurs, the student will not achieve proficiency within the year covered by the student's IEP in the following area(s):

Did the student pass the relevant content course? Answer Yes or No.	
Algebra/Data Analysis	<input type="checkbox"/> Yes <input type="checkbox"/> No
Biology	<input type="checkbox"/> Yes <input type="checkbox"/> No
English	<input type="checkbox"/> Yes <input type="checkbox"/> No
Government	<input type="checkbox"/> Yes <input type="checkbox"/> No

Instruction: The student has had consecutive years of individualized, intensive academic instruction consistent with the IEP in the following area(s):

Math/Algebra/Data Analysis Science/Biology Reading/English Social Studies/Government

List the most recent consecutive years that academic goals are included in the IEP for:

Reading _____

Math _____

Appendix B

Mod-HSA (continued)

Appendix B: IEP Team Decision-Making Process Eligibility Tool

Accommodations: During instruction and assessment, the student receives accommodations on the IEP in the area(s) of:

Math/Algebra/Data Analysis Science/Biology Reading/English Social Studies/Government

List page(s) of the IEP that reflect accommodations: _____

Supplementary Aids and Services: The student has been provided with supplementary aids and services that are necessary for the student to advance towards attaining his/her annual goals, to be involved and make progress in the general curriculum, and to be educated alongside his or her nondisabled peers as indicated on the IEP in the area of:

Math/Algebra/Data Analysis Science/Biology Reading/English Social Studies/Government

List page(s) of the IEP that reflect accommodations: _____

Based on the consideration of the Decision Making Process Eligibility Tool, the IEP Team finds the following:

	N/A	Eligible	Not Eligible
Mod-Algebra/Data Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MICHIGAN

MEAP-Access

**Eligibility Criteria and
Guidelines for Participation**

March 2009

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MEAP-Access – Michigan’s Alternate Assessment Based on Modified Achievement Standards

Background

On April 7, 2007, the U.S. Department of Education (USED) issued regulations describing Alternate Assessments based on Modified Achievement Standards (AA-MAS). The regulations permit a state to develop an assessment aligned with modified academic achievement standards as part of its assessment and accountability system under Title I of the Elementary and Secondary Education Act (ESEA). These regulations can be downloaded at <http://www.ed.gov/admins/lead/speced/toolkit/index.html>.

The assessment must be based on modified academic achievement standards that cover the same grade level expectations as the general assessment. In Michigan, the general assessment for grades three through eight is the Michigan Educational Assessment Program (MEAP). According to the regulations, only the academic achievement standards are modified, **not** the content standards upon which the assessment is based. In Michigan, the content standards for the general assessments are the Grade Level Content Expectations (GLCEs). For more information on the GLCEs, please visit the Office of School Improvement Web page at www.michigan.gov/osi.

The requirement that modified academic achievement standards be aligned with grade level content standards is important in order for students to have an opportunity to achieve at grade level. Therefore, students must have access to and instruction in, grade level content. For more details related to this regulation, the USED has published a guidance document that is in a question and answer format. It can be downloaded at the same Web site listed above. It is also posted on the MI-Access Web page at www.michigan.gov/mi-access.

The Michigan Department of Education (MDE) was awarded a grant from the U.S. Office of Special Education Programs to develop AA-MAS that will fulfill an important need in the Michigan Educational Assessment System. This project has dual purposes: (1) to design a replicable process for modifying the existing MEAP English Language Arts (ELA) and Mathematics assessments in grades 3-8 by reducing length and difficulty levels while maintaining appropriately challenging content that reflects the state’s GLCEs; and (2) to create an online professional development system that can be adopted and adapted by states, school districts, and individual educators.

Through the efforts of the MDE and its collaboration with the offices of Educational Assessment and Accountability; Special Education and Early Intervention Services; School Improvement; Educational Technology and Data Information; as well as local district educators; assessment experts; and other stakeholders; Michigan has a continuum of assessments that reflects a tradition of highest technical quality, which is founded in robust curriculum standards and the knowledge and skills of a diverse population. MEAP-Access (Michigan’s AA-MAS) will complete the continuum, providing a valid, reliable, and fair measure of the achievement of students who struggle with the academic content areas of ELA and mathematics and who do not meet grade level expectations for the grade in which they are enrolled. Michigan educators have struggled to make decisions about participation in statewide assessment for a group of students who have difficulty learning grade level content in the same timeframe as many peers. Often, these students have participated in MEAP with accommodations, which has proved inappropriately difficult, or taken MI-Access Functional Independence (FI) which

did not provide an appropriate level of challenge. The FI assessments are based on Extended Grade Level Content Expectations (EGLCEs) that are aligned to the GLCEs. For more information on the EGLCEs, please visit the MI-Access Web page at www.michigan.gov/mi-access. Neither MEAP nor FI assessments permitted these students to demonstrate what they truly know and are able to do in regard to state content standards.

State Assessment Continuum

Assessment	Type of Assessment	Based On
MEAP/MME	General	GLCEs/HSCEs
MEAP/MME with Accommodations	General	GLCEs/HSCEs
MEAP-Access	AA-MAS	GLCEs
Functional Independence	AA-AAS	Extended GLCEs
Supported Independence	AA-AAS	Extended GLCEs
Participation	AA-AAS	Extended GLCEs

Like the current MI-Access assessments, the MEAP-Access assessments will also apply universal design criteria in order to maximize accessibility so that students may better show what they know and are able to do.

In December 2008, draft eligibility criteria were distributed statewide for public input. The MEAP-Access pilot assessment was administered in winter 2009. Data from the pilot assessment and comment on the draft criteria were analyzed and compiled in March 2009 and presented to the State Board of Education (SBE) for their approval. Following the incorporation of SBE discussion, the final MEAP-Access Eligibility Criteria and Participation Guidelines and assessment formats were produced.

Eligibility Criteria for Participation in MEAP-Access

In order for a student to be eligible for the MEAP-Access assessment, ALL of the following criteria must be met:

A Student with a disability

- A Student must have a current Individualized Education Program (IEP).
- Students with a Section 504 Plan are NOT eligible for alternate assessments.

The Individualized Education Program (IEP)

- The IEP must include goals that are based on Michigan's grade-level content standards for the grade in which the student is enrolled. In Michigan, these standards are articulated in the GLCEs.
- The IEP goals should be attainable within the year covered by the IEP. Building blocks to attain the grade-level goals can start where the student is currently functioning. Short-term goals and objectives may incorporate below grade-level GLCEs needed as prerequisites in order to attain the grade-level goal.
- The IEP Team is reasonably certain that the student will not achieve grade-level standards, at the same level of rigor as their peers, within the year covered by the IEP.

Instruction

- The student must have access to and instruction in grade-level content for the grade in which the student is enrolled.
- Instruction must be provided by a highly qualified teacher.
- Instruction may be provided by a general education or a special education teacher as long as the teacher is highly qualified in the academic subject being taught.

Impact of disability

- There must be objective evidence demonstrating that the student's disability has precluded the student from achieving the grade-level standards at the same level of rigor as the student's peers.

Progress over time

- The student's progress or lack of progress must be determined using multiple objective and valid measures of the student's academic achievement over time.
- There is no set length of time during which the data must be gathered, but there must be enough time to document the progress (or lack of progress) in response to appropriate instruction. Measures, such as the following, may be used:
 - end-of-course assessments;
 - district-wide assessments;
 - classroom assessments;
 - formative assessments;
 - standardized achievement testing;
 - State assessments (MEAP or MI-Access alone would not be sufficient documentation to show progress or lack of progress).

Other considerations

- The IEP Team must not base their decision to participate in the MEAP-Access assessments solely on the student's:
 - special education category;
 - ethnicity;
 - economic background

- A student's lack of progress cannot be solely due to excessive absences.
- Participation in state assessment decisions must be determined annually by the IEP Team.
- It is expected that there will be students with disabilities who take MEAP-Access one year, make considerable progress during the school year, and then take the MEAP the following year. Therefore, an IEP Team must consider a student's progress annually based on multiple objective measures of the student's achievement before determining that the student should be assessed with MEAP-Access.
- In determining if the MEAP-Access assessment is appropriate, the IEP Team needs to determine if the student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP Team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP.
- Students who participate in MEAP-Access should not be precluded from attempting to complete the requirements for a regular high school diploma.

Examples of Possible Learning Characteristics of Students Participating in MEAP-Access

- Have some grade-level knowledge for the grade they are enrolled.
- Have sufficient cognitive ability to transfer or generalize learning when taught strategies to do so.
- Have sufficient capacity to achieve grade-level standards, but not to the same level of rigor and/or during the same timeframe.
- Need additional learning opportunities, (e.g., repetition of concepts, strategies to stay on task, skills, and accommodations) in order to achieve grade level standards.
- Difficulty with complex language when learning skills and concepts (e.g., syntax, multi-step instructions).
- May read below grade level.

Assessment Options (MEAP, MEAP-Access, or Functional Independence)

Prior to the implementation of MEAP-Access, the IEP Team could determine that a student would take the MEAP for one or more content areas and MI-Access Functional Independence (FI) for the remaining content area(s). For example, a student could take MEAP mathematics and FI in English Language Arts (ELA). With the addition of MEAP-Access, the IEP Team has the flexibility to have a student participate in MEAP, MEAP-Access or FI. The IEP Team is responsible for making this decision for each content area assessed at a given grade. For example:

- A student may take MEAP mathematics and MEAP-Access ELA.
- A student may take MEAP-Access mathematics and FI ELA.
- A student may take MEAP ELA and FI mathematics.

The case studies in **Appendix B** provide several examples of student characteristics and a key for determining what assessment the student would likely be best assessed with based on the information provided. These examples only cover MEAP, MEAP-Access and MI-Access Functional Independence. As in the past, if an IEP Team determines that a student will participate in MI-Access Supported Independence or Participation, he or she must take the same assessment for all content areas (e.g., Supported Independence ELA and Mathematics or Participation ELA and Mathematics).

Consequences

The participation in statewide assessment decision-making process conducted by the IEP Team must take into account the following potential consequences:

- If a student participates in a MI-Access FI assessment, it is assumed the student is receiving instruction based on Michigan's FI Extended Grade Level Content Expectations (EGLCEs).
- A divergent path at a young age may have consequences later and may prevent the student from progressing on Michigan's GLCEs as needed to meet the requirements of the Michigan Merit Curriculum and earn a general high school diploma.
- The student may not qualify for the Michigan Promise Scholarship.

Appendix A

Individual Student Decision Checklists by Content Area

Directions: Each of the following questions must be answered for each content area. If the answer to any of the questions is “No” the student is not eligible to participate in the MEAP-Access assessments.

Mathematics

#	Criteria	Yes	No
1.	Does the student have IEP goals based on grade-level content standards, not extended standards, for the grade in which the student is enrolled?		
2.	Does the student have access to, and instruction in, grade level content from highly qualified teachers?		
3.	Is there objective evidence demonstrating that the student’s disability precludes the student from achieving the grade-level standards at the same level of rigor as the student’s peers?		
4.	Is the student’s lack of progress based on multiple objective and valid measures of the student’s academic achievement over time?		
5.	The IEP Team is reasonably certain that the student will not achieve grade-level standards, at the same level of rigor as their peers, within the year covered by the IEP.		

Comments:

English Language Arts

#	Criteria	Yes	No
1.	Does the student have IEP goals based on grade-level content standards, not extended standards, for the grade in which the student is enrolled?		
2.	Does the student have access to, and instruction in, grade level content from highly qualified teachers?		
3.	Is there objective evidence demonstrating that the student’s disability precludes the student from achieving the grade-level standards at the same level of rigor as the student’s peers?		
4.	Is the student’s lack of progress based on multiple objective and valid measures of the student’s academic achievement over time?		
5.	The IEP Team is reasonably certain that the student will not achieve grade-level standards, at the same level of rigor as their peers, within the year covered by the IEP.		

Comments:

Appendix B
Student Case Studies

Case Study 1 – Phil Page 9

Case Study 2 – Brian Page 10

Case Study 3 – Marie..... Page 11

Case Study 4 – Sue..... Page 13

Case Study 5 – Tina Page 14

Case Study Answer Key Page 15

Case Study – Sample 1

Phil

- Ten-year-old male in the 4th grade
- Has a primary disability of Specific Learning Disabilities in mathematics reasoning and mathematics calculations based on his current IEP
- Initial IEP was in 3rd grade
- Receives help from a special education teacher within the general education mathematics classroom focusing on grade level content standards
- Verbal skills are excellent and he is able to ask specific questions about what is difficult when working through mathematics problems
- Receives accommodations in classroom and testing situations
- Currently takes the MEAP in all content areas
- Test-taking strategies are provided to him
- Uses standard MEAP accommodations
- Receives direct instruction when new math concepts are introduced
- Receives one-on-one directions and small-group instruction when needed
- Uses a calculator
- Needs a lot of repetition of math concepts already learned
- Wants to continue on with post-secondary schooling. Does not have a goal in mind yet

Standardized Assessment (Standard Score = SS):

- The Key Math Test was administered in grade 3
 - Basic Concepts: SS 74
 - Operations: SS 85
 - Application: SS 62

Statewide Assessment:

- Grade 3 MEAP scores in all content areas fell within the Proficient levels except mathematics, which was in the Not Proficient category

Classroom Assessment:

- His report card markings since he entered school show that he is meeting GLCEs in all areas except for mathematics

Case Study - Sample 2

Brian

- Eight-year-old boy in the 3rd grade
- Primary disability of Cognitive Impairment
- IEP was developed at the end of 2nd grade
- His IEP goals in mathematics are based on Michigan GLCEs
- ELA goals are based on GLCEs related to decoding and Extended GLCEs for comprehension
- Recently tested out of speech and language services
- Currently receives instruction in the general education classroom with special education support
- Needs directions and tests read and explained to accommodate his low comprehension skills
- Tends to be disorganized and is not able to sequence steps like his classmates
- Small group instruction is needed for completion of assignments and tests due to distractibility and comprehension level
- Mathematics facts are not memorized, use of calculator needed and assistance in multi-step problems
- Is capable of asking for assistance but often does not because Brian thinks that he understands tasks

State Assessment:

- Brian received a 4 (not proficient) in the ELA section of the fall 3rd grade MEAP
- He received a 3 (partially proficient) on the fall 3rd grade MEAP mathematics assessment

Classroom Assessments:

- Received marks on his report card that imply that he is not meeting the year-end GLCEs, but is meeting the Extended GLCEs in ELA.
- Showing progress on the mathematics GLCEs
- Brian's portfolio contains collected work samples from 1st grade that provide evidence that he is progressing at grade level in mathematics, but continues to have difficulty in the area of ELA even when his goals are based on Extended GLCEs.

Standardized Assessment (Standard Score = SS):

- Kaufman Test of Educational Achievement II (KTEA-II):
 - Mathematics Concepts and Applications: SS 80
 - Reading Comprehension: SS 60
 - Letter and Word Recognition: SS 70

Case Study - Sample 3

Marie

- 12-year-old female in the 6th grade
- Identified as a student with a hearing impairment and receives related services in speech and language as documented in her IEP
- Identified as hearing impaired at the age of four
- Marie has some hearing. She uses hearing aids and lip reads, but does not use sign language
- Receives speech and language services through collaboration with the general education teacher and some one-on-one therapy
- The speech pathologist coordinates the speech/language therapy with the ELA lessons taught in the general education classroom
- The IEP includes grade-level goals in ELA and mathematics
- Receives instruction based on the Michigan GLCEs in all academic areas with extended time allowed for assignments and completion of tests
- Needs accommodations with reading comprehension. For example, she needs help with new vocabulary and identifying key concepts
- Needs accommodations in written expression, such as composing multi-paragraph essays
- The teacher has paired Marie with other students in her general education English class to assist in organizing her compositions
- Difficulty in reading comprehension and written expression impacts other content areas, but with accommodations and special education services she is able to maintain grade-level achievement in all areas excluding ELA
- Marie is a very organized student, but needs assistance to have directions broken down into shorter steps for her to process
- Has good sight word vocabulary, but needs help reading long passages
- Very social and has lots of friends. Friends seem unaware of her disability because she is so strong with social interactions
- Will continue with education after high school. Wants to go to college to become a dental hygienist

State Assessments:

- Received a 4 (not proficient) in the area of ELA on the MEAP in grades 3 and 4, and received a 3 (partially proficient) in ELA on the MEAP in grade 5
- Received a 3 (partially proficient) in mathematics on the MEAP in grades 3 and 4 and received a 2 (proficient) in mathematics on the MEAP in grade 5

Classroom Assessments:

- Receiving marks on her report cards for the last two years that show she is not meeting year-end expectations on her standards-based report card for her English Language Arts class
- Achieving grade level expectations in mathematics

Case Study - Sample 3 (continued)

Formative Assessments:

- End-of-the-year DIBELS oral reading fluency was 50 words correct per minute in 4th grade connected text, and 65 words per minute in connected text correct in 5th grade. A typical 5th grader in connected text would be reading over 100 words per minute.

Case Study - Sample 4

Sue

- Thirteen-year-old female in the 7th grade
- Primary disability of Autism Spectrum Disorder (ASD)
- Identified as ASD at age 3
- Performing at the top of the general education seventh grade mathematics class
- Receives ELA instruction from the teacher of students with ASD in the special education classroom
- Receives instruction based on Extended GLCEs for ELA
- Reads at approximately the 3rd grade level with writing skills at the 2nd grade level
- Refuses to write anything except to show her work on math problems

State Assessment

- MEAP – consistently attained Proficient on MEAP throughout school career in mathematics
- Not proficient (Emerging) on the Functional Independence (FI) ELA assessment since 5th grade

Standardized Assessment

- Wechsler Individual Achievement Test – Second Edition (WIAT-II)
 - Numerical Operations SS 110
 - Mathematics Reasoning SS 115
 - Word Reading SS 66
 - Reading Comprehension SS 68
 - Written Expression - refused to complete this subtest

Case Study - Sample 5

Tina

- 13-year-old in the 8th grade
- Received a diagnosis of Attention Deficit Hyperactivity Disorder from her pediatrician when she was 8 years old
- Identified as Otherwise Health Impaired in grade 3
- Very unorganized and frequently forgets to turn in assignments or loses them
- Needs frequent cues and prompting to stay on task
- Frequent re-teaching of concepts is needed in order to apply them to new learning
- Receives instruction in resource room for ELA and mathematics. The classes in the resource program are based on the 8th grade GLCEs
- Is social, but often has conflicts with fellow female classmates

Standardized Assessment (Standard Score = SS):

- Woodcock-Johnson III Tests of Achievement
 - Broad Reading: SS 70
 - Letter Word Identification: SS 76
 - Reading Fluency: SS 66
 - Passage Comprehension: SS 68
 - Broad Math: SS 65
 - Calculation: SS 69
 - Math Fluency: SS 61
 - Applied Problems: SS 71

Statewide Assessments:

- MEAP – ELA 3rd grade (not proficient), 4th grade (partially proficient), 5th and 6th grades (not proficient), 7th grade (partially proficient)
- MEAP – Math 3rd grade (proficient), 4th-7th grades (not proficient)

Report cards:

- Inconsistent. Works best within a well-organized classroom. Grades have fluctuated over the years. As school work has become complex, her report card grades reflect Cs to Fs. Some of the grades were lower due to incomplete assignments.

Case Study Answer Key

Case Study 1 – Phil

MEAP-Access - Mathematics
MEAP - English Language Arts

Case Study 2 – Brian

MEAP - Mathematics
MEAP-Access - English Language Arts

Case Study 3 – Marie

MEAP - Mathematics
MEAP - English Language Arts

Case Study 4 – Sue

MEAP - Mathematics
Functional Independence - English Language Arts

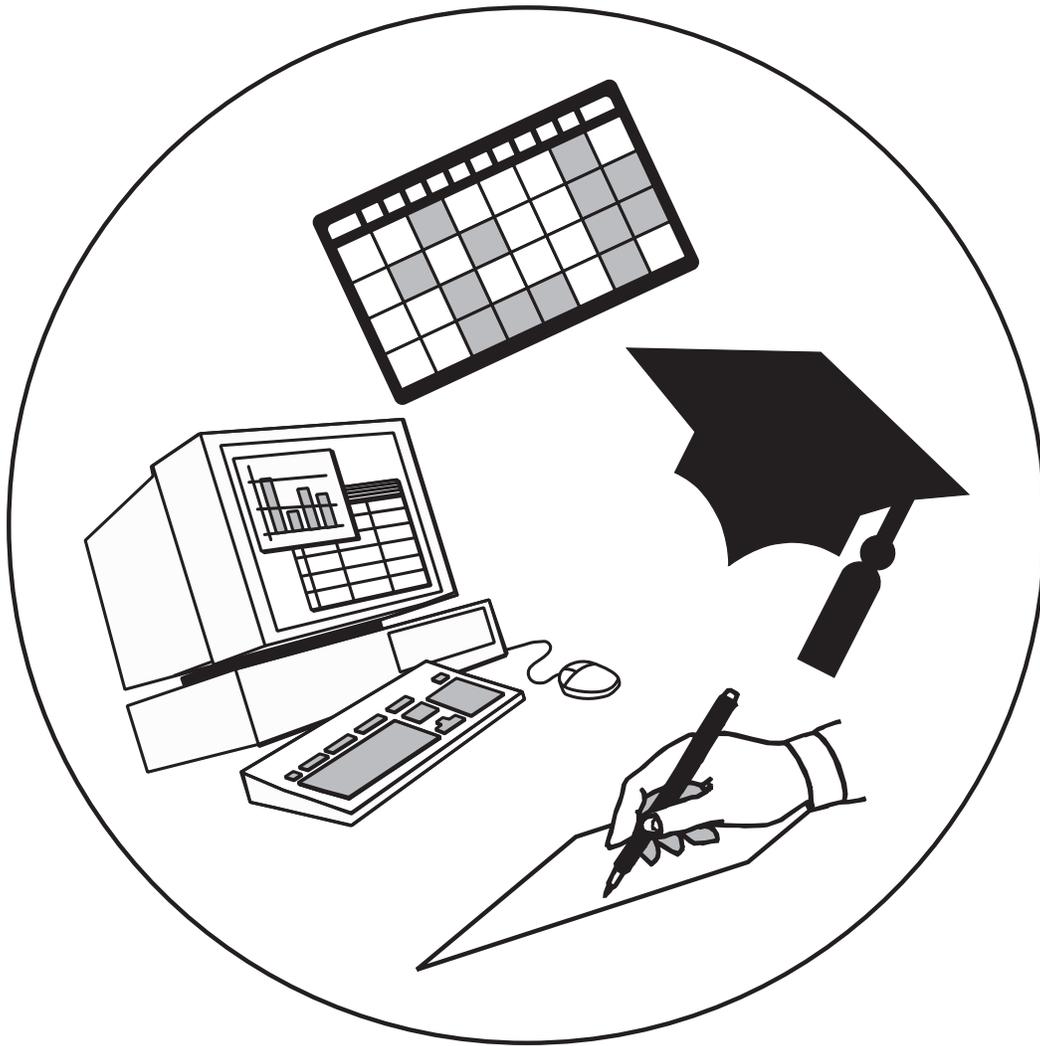
Case Study 5 – Tina

MEAP-Access - Mathematics
MEAP-Access - English Language Arts

NORTH CAROLINA

Testing Students with Disabilities

North Carolina Testing Program



Published December 2008

Public Schools of North Carolina
State Board of Education / Department of Public Instruction
North Carolina Testing Program
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NCEXTEND2

Introduction

The *NCEXTEND2* Alternate Assessment is an alternate assessment for students with disabilities who are working toward grade-level achievement but are having continued difficulty in making progress in the same time frame as students without disabilities. The assessment is a multiple-choice test with fewer items that utilizes universal design principles to address accessibility for students with disabilities. *NCEXTEND2* uses shorter reading selections, simplified language, and fewer test items and item responses (foils/answer choices) to assess students on grade-level content. *NCEXTEND2* provides access to the statewide testing program through a test design that utilizes a different format and permits the use of modified academic achievement standards (achievement levels).

Grades and Subjects for Which the *NCEXTEND2* Is Available

The *NCEXTEND2* Alternate Assessment for End-of-Grade (*NCEXTEND2* EOG) is available for the following grades and subjects:

- Reading at grades 3–8;¹
- Mathematics at grades 3–8;
- Science at grades 5 and 8; and
- Writing at grades 4 and 7.²

The *NCEXTEND2* Alternate Assessment for Occupational Course of Study (*NCEXTEND2* OCS) is available for the following courses:

- Occupational English I;
- Occupational Mathematics I; and
- Life Skills Science I and II.³

In addition, grade 10 students following the Occupational Course of Study are to participate in the *NCEXTEND2* OCS writing assessment.

Eligible Students for the *NCEXTEND2* and the Role of the IEP Team

To determine student participation in the *NCEXTEND2* EOG for reading comprehension and/or mathematics, the following eligibility requirements must be considered:

- The student must have a current IEP;
- The student **DOES NOT** have a current 504 plan;
- The student, if identified as limited English proficient (LEP),

¹ Students whose IEP Teams feel that *NCEXTEND2* is the appropriate assessment for the spring end-of-grade testing should participate in the general administration of the Pretest —Grade 3.

² For the 2008–09 school year, the *NCEXTEND2* writing assessment at grades 4 and 7 is being piloted as part of the new Writing Assessment System.

³ Regardless of the order in which the two courses (OCS Life Skills Science I or II) were taken, students who are currently enrolled in the second course of OCS Life Skills Science I or II must participate in the Life Skills Science test.

- must also have a current IEP;
- The student **IS NOT** identified as having a significant cognitive disability;
- The student **IS NOT** receiving instruction in the NCSCS through the Extended Content Standards;
- The student's progress in response to high-quality instruction is such that the student is not likely to achieve grade-level proficiency within the school year covered by the IEP;
- The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by objective evidence, (e.g., results from standardized state tests, IQ tests, achievement tests, aptitude tests, and psychological evaluations. **It is the expectation that more than one objective measure would be used to assist in the evaluation of a student's assessment placement.**);
- The student's IEP must include goals that are based on grade-level content standards and provide for monitoring of student's progress in achieving those goals; and
- The nature of the student's disability may require assessments that are different in design.

To determine student participation in the *NCEXTEND2* OCS (Occupational Mathematics I, Occupational English I (reading), Life Skills Science I and II, and the OCS writing assessment at grade 10), the following eligibility criteria must be considered:

- The student must have a current IEP;
- The student **DOES NOT** have a current 504 plan;
- The student, if identified as limited English proficient (LEP), must also have a current IEP;
- The student is enrolled for credit in courses in the Occupational Course of Study that require an *NCEXTEND2* OCS assessment (Occupational Mathematics I, Occupational English I (reading), Life Skills Science I and II⁴);
- The student's IEP includes goals that are based on course content standards and provide for monitoring of student's progress in achieving those goals; and
- For the *NCEXTEND2* OCS in writing, the student is assigned to grade 10 according to the student information management system (e.g., SIMS/NC WISE) and is following the Occupational Course of Study (OCS).

The IEP Team may determine that a student is to be assessed with

⁴ Regardless of the order in which the two courses (OCS Life Skills Science I or II) were taken, students who are currently enrolled in the second course of OCS Life Skills Science I or II must participate in the Life Skills Science test.

modified academic achievement standards (*NCEXTEND2*) in one or more subjects for which the assessments are administered. Parents of these students, as part of the IEP Team and as participants in the IEP process, are to be informed that their child's achievement will be measured (specific subjects) based on modified academic achievement standards.

Testing Window

The testing window for the *NCEXTEND2* EOG multiple-choice tests is the final four weeks of the school year. The testing window for the *NCEXTEND2* OCS multiple-choice tests is the final 2 weeks of the course for semester-long courses and final 3 weeks of the course for yearlong courses.

The *NCEXTEND2* OCS Writing at grade 10 is administered on a given day in March.

The *NCEXTEND2* Writing at grades 4 and 7 is incorporated within the new NC Writing Assessment System, which is being piloted statewide during the 2008–09 school year and follows the timelines of that system.

For current testing windows, refer to the North Carolina Statewide Testing Calendar available at <http://www.ncpublicschools.org/accountability>.

***NCEXTEND2* Multiple-Choice Tests**

The *NCEXTEND2* EOG in reading, mathematics, and science and the *NCEXTEND2* OCS are modified multiple-choice tests. Test booklets and scannable answer sheets are provided to the student, unless the student has the Student Marks in Test Book accommodation in which case only the test book will be provided. Blank paper is provided for all tests, and graph paper is provided for *NCEXTEND2* EOG in mathematics at grades 3–8. In addition, periodic tables are provided for the *NCEXTEND2* EOG in science at grade 8. Calculators are required for the *NCEXTEND2* EOG in mathematics at grade 8, *NCEXTEND2* EOG in science at grades 5 and 8, *NCEXTEND2* OCS in Occupational Mathematics I, and the calculator-active portion of the *NCEXTEND2* EOG in mathematics at grades 3–7.

All accommodations that are allowed on the general end-of-grade tests are allowed during the administration of the *NCEXTEND2*. As with the general end-of-grade reading tests and English I end-of-course test, the Test Administrator Reads Test Aloud and the Sign Language Interpreter/Transliterators/Signs/Cues Test accommodations are not allowed during the *NCEXTEND2* EOG in reading or the *NCEXTEND2* OCS in Occupational English I tests. If these accommodations are used during these tests, the results will be nonvalid and the student will be

considered a nonparticipant under IDEA and NCLB.

NCEXTEND2
Writing Assessments

Information on the *NCEXTEND2* Writing for grades 4 and 7 for the 2008–09 school year may be found at: <http://www.ncpublicschools.org/accountability/testing/writing/writingpilot>.

The *NCEXTEND2* OCS Writing Assessment assesses writing objectives of the OCS Occupational English I and II courses. Students respond to a prompt requiring an expressive response. An expressive response requires students to explore and/or communicate his or her personal knowledge, experiences, and insights. The prompt focuses on events related to learning occupational skills, and the response is written in the form of letters or journal entries. There are three types of responses that may be assessed with the *NCEXTEND2* OCS Writing Assessment:

- Work Skills response, which examines modes of communication in employment settings;
- Life Skills response, which examines modes of communication in daily living; and
- Personal Skills response, which expresses factual, functional information.

All accommodations allowed on the General Writing Assessment are allowed on the *NCEXTEND2* Writing Assessments. The use of the Dictation to a Scribe accommodation will result in a nonvalid score for conventions, one component of the total score.

**Achievement Level
Cut Scores and
Performance Level
Descriptors**

Achievement level cut scores and performance level descriptors for the *NCEXTEND2* in reading and mathematics at grades 3–8 and science at grades 5 and 8 are stated in SBE Policy HSP-C-026: <http://sbepolicy.dpi.state.nc.us/policies/HSP-C-026.asp?pri=01&cat=C&pol=026&acr=HSP>

Achievement level cut scores and performance level descriptors for the *NCEXTEND2* Occupational Course of Study (OCS) English, Mathematics, and Life Skills Science are stated in SBE Policy HSP-C-026: <http://sbepolicy.dpi.state.nc.us/policies/HSP-C-030.asp?pri=01&cat=C&pol=030&acr=HSP>

Achievement level cut scores and performance level descriptors for the *NCEXTEND2* OCS Writing are stated in SBE Policy HSP-C-027: <http://sbepolicy.dpi.state.nc.us/policies/HSP-C-027.asp?pri=01&cat=C&pol=027&acr=HSP>

F3.04

***NCEXTEND2* Web
Sites**

Additional information about the *NCEXTEND2* may be found at the following URLs:

- *NCEXTEND2* EOG:

<http://www.ncpublicschools.org/accountability/policies/tswd/ncextend2>

- *NCEXTEND2* OCS:

<http://www.ncpublicschools.org/accountability/policies/tswd/ncextend2>

[OCS](#)

F3.05

NCEXTENDI

Introduction

The *NCEXTENDI* Alternate Assessment is a performance-based alternate assessment designed to assess students with significant cognitive disabilities. *NCEXTENDI* Alternate Assessment items are grade-level performance items that measure the standards specified in the North Carolina *Standard Course of Study (SCS)* Extended Content Standards. These Extended Content Standards are available for download at <http://www.ncpublicschools.org/curriculum/>.

Grades and Subjects for Which the *NCEXTENDI* Is Available

The *NCEXTENDI* Alternate Assessment is available for the following grades and subjects:

- Pretest—Grade 3 reading and mathematics;
- Grade 3 reading and mathematics;
- Grade 4 reading, mathematics, and writing;
- Grade 5 reading, mathematics, and science;
- Grade 6 reading and mathematics;
- Grade 7 reading, mathematics, and writing;
- Grade 8 reading, mathematics, and science; and
- Grade 10 reading, mathematics, science, and writing.

NOTE: If the IEP Team determines, based on the eligibility criteria below, that the *NCEXTENDI* is the most appropriate assessment for a student, then that student must be assessed with the *NCEXTENDI* in all subjects assessed at that grade level (stated above).

Eligible Students for the *NCEXTENDI* and the Role of the IEP Team

The *NCEXTENDI* Alternate Assessment is designed for students with disabilities who:

- Have a current IEP;
- Are enrolled in grades 3–8 or 10 according to the Student Information Management System (e.g., SIMS/NC WISE);
- Are instructed in the North Carolina *Standard Course of Study* Extended Content Standards in **ALL** assessed content areas; and
- Have a **SIGNIFICANT COGNITIVE DISABILITY** (i.e., exhibit severe and pervasive delays in **ALL** areas of conceptual, linguistic, and academic development and also in adaptive behavior areas, such as communication, daily living skills, and self-care).

NORTH DAKOTA

NDAA 1

Appropriate population: Students with severe cognitive disabilities (served under IDEA) and assessed against alternate achievement standards.

Criteria for participation:



1. Does the student's cognitive ability and adaptive behavior prevent completion of all or part of the general education curriculum? AND
2. Does the student require extensive, frequent and individualized instruction in multiple settings, in order to maintain or generalize skills necessary to function in school, at home, in the community, and during recreation/leisure and vocational activities? AND
3. Is the students' curriculum so individualized, that neither the general assessment or the NDAA2, will reflect what the student is being taught (even with accommodations)?
 - If the answer to all three questions is yes, then the student should take the NDAA 1.
 - If the IEP Team is not sure which option is most appropriate for the student, refer to the *IEP Flowchart for Decisions on Assessment Options* @ <http://www.dpi.state.nd.us/speced/resource/alternate/index.shtml>



Decision for participation:

This is the responsibility of the student's IEP team. It must be determined yearly and properly documented in the student's IEP.

Type of assessment:



Teacher selected items and anchor items requiring data on student performance and secondary-situational indicators based on best practices for students with severe disabilities. Parent Validation and Teacher Validation surveys are included.



Can accommodations be used with this assessment?

No, the NDAA 1 is in itself an accommodation by the individualized nature of the assessment.

IEP Documentation needed:



- Goals and objectives (based on grade-level content standards) are required on the student's annual IEP.
- Documentation on why this assessment option was chosen and why the general state assessment was not chosen.
- Specific documentation of which assessments are selected for what subjects (*if applicable). Example: NDAA 2 for mathematics; NDAA 1 for reading and science.

* It is unlikely that students with significant cognitive disabilities will participate in the NDAA2, but there may be a rare circumstance where the IEP team deems it appropriate.

NDAA 2

Appropriate population: Students with persistent learning problems (served under IDEA) and assessed against modified achievement standards.

Criteria for participation:



1. Does the student have persistent learning problems that prohibit him/her from making grade-level academic achievement in the time frame covered by their IEP? AND
2. Does the student participate in the general education curriculum with ongoing supports and services from special education? AND
3. Is the students' curriculum so individualized that the general assessment will not reflect what the student is being taught (even with accommodations)?
 - If the answer to all three questions is yes, then the student should take the NDAA 2.
 - If the IEP Team is not sure which option is most appropriate for the student, refer to the *IEP Flowchart for Decisions on Assessment Options* @ <http://www.dpi.state.nd.us/speced/resource/alternate/index.shtml>



Decision for participation:

This is the responsibility of the student's IEP team. It must be determined yearly and properly documented in the student's IEP.

Type of assessment:



50 multiple choice grade-level questions in math and reading for grades 3, 4, 5, 6, 7, 8, and 11. 50 multiple choice grade-level questions for science in grades 4, 8, and 11. 25 multiple choice grade level questions in language arts.



Can accommodations be used with this assessment?

Yes. The accommodations must be documented in the student's IEP, used during general education, and allowable in the state assessment system.

IEP Documentation needed:



- IEP goals (based on grade-level content standards) required, objectives are recommended.
- Documentation on why this option was chosen and why the general state assessment was not chosen.
- Other data that supports the need for "modified achievement standards" such as performance on achievement tests, classroom tests, and other pertinent information.
- Accommodations needed (must be allowable on state assessment).



Standards based IEP:

It is recommended that students that participate in the NDAA1 have standards based IEPs' (at the appropriate grade level) that allow the student to work on academic standards prior to assessment. This is particularly important in the subjects of math, reading, language arts, and science at the grade levels assessed.

Subjects and grades covered:



- Reading/language arts 3-8 & 11
- mathematics 3-8 & 11
- science 4, 8, & 11



Testing window:

November 16th, 2009 through January 16th, 2010 by 5:00 pm (seven week window).

Where to find the latest updates:



Visit the NDDPI alternate assessment website @:
<http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm>



When will the 2009-10 assessment be available on the web?

By November 16th, 2009

Changes for 2009-10:



- Added prescribed anchor items in science in grades 4, 8, and 11.
- Student Reports will be able to be downloaded by teacher when the reports are ready.
- Test procedures will be available in a comprehensive "NDAA Test Directions Manual" (available on the NDAA website prior to testing).

- Specific documentation of which assessment options are chosen for what subjects (example; NDAA 2 for mathematics; NDSA for reading and science).



Standards based IEP:

It is recommended that students that participate in the NDAA2 have standards based IEPs' (at the appropriate grade level) that allow the student to work on academic standards prior to assessment. This is particularly important in the subjects of math, reading, language arts, and science at the grade levels assessed.

Subjects and grades covered:



- Reading/language arts 3-8 & 11
- mathematics 3-8 & 11
- science 4, 8, & 11



Testing window:

November 16th, 2009 through December 15th, 2009 by 5:00 pm (five week window).

Where to find the latest updates:



Visit the NDDPI alternate assessment website @:
<http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm>



When will the 2009-10 assessment be available on the web?

By November 16th, 2009

Changes for 2009-10:



- Removal of "Teacher Initiated Items".
- All items are multiple - choice.
- Increased number of test items.
- Increased difficulty of some items.
- Student Reports will be able to be downloaded by teacher when the reports are ready.
- Test procedures will be available in a comprehensive "NDAA Test Directions Manual" (available on the NDAA website prior to testing).

Assessment Flowchart for IEP Team Decisions

Each year a student's IEP Team is required to make annual-informed decisions concerning participation in the ND state assessment. This flow chart was created to assist teams in this process.

It is very important to keep parents informed. The "Students with Disabilities and the North Dakota State Assessments" **parent brochure** should be handed out to parents and educators at every student's annual IEP meeting. This brochure is updated yearly and can be found on the NDDPI website @: www.dpi.state.nd.us/speced/resource/alternate/index.shtm

North Dakota State Assessment Options:

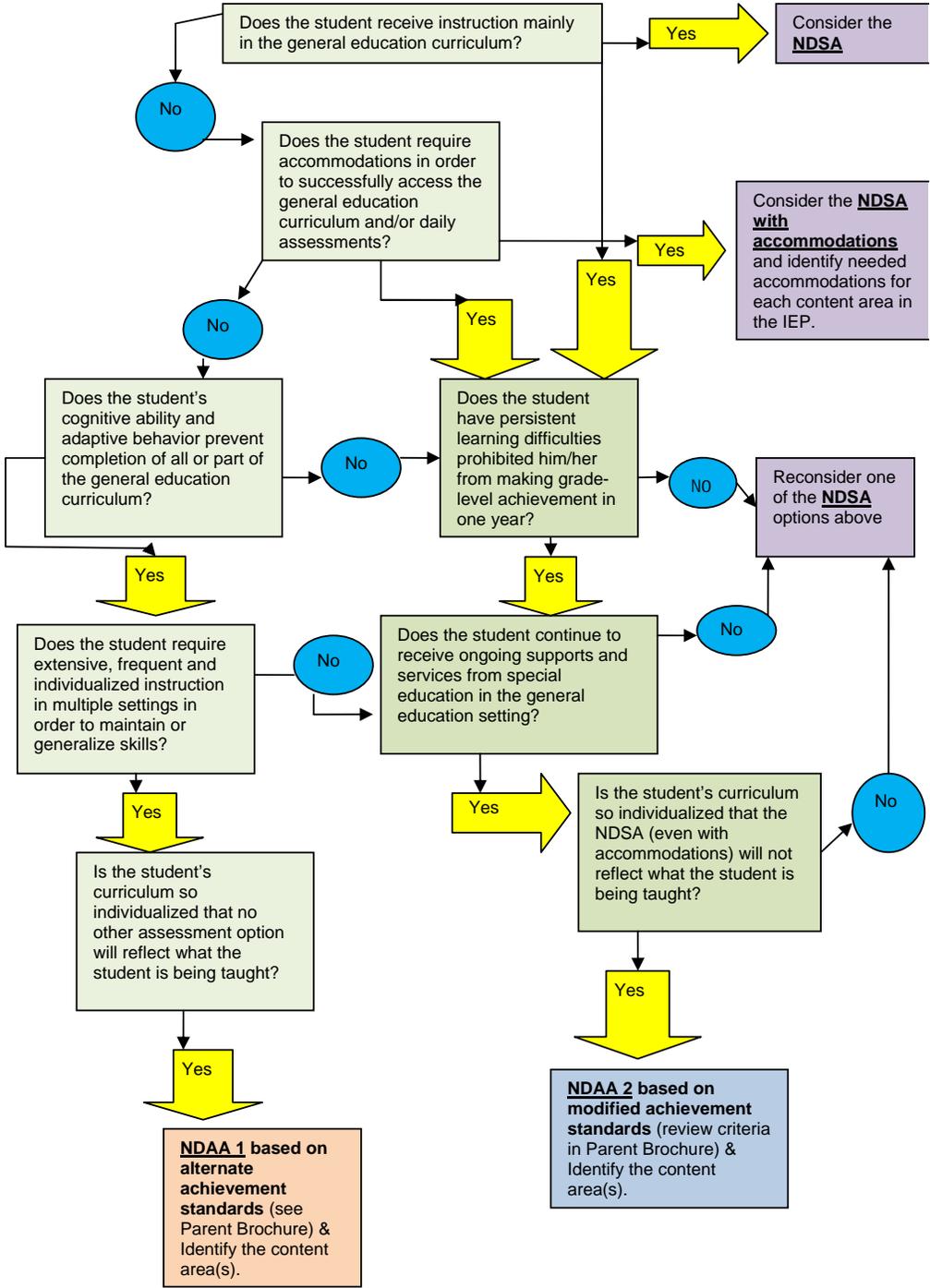
1. ND State Assessment with no accommodations
2. ND State Assessment with assessment accommodations documented in the student's IEP, LEP, or 504 Plan (these must be allowable accommodations)
3. The ND Alternate Assessment 1 (NDAA 1) for students with severe cognitive disabilities served under IDEA
4. The ND Alternate Assessment 2 (NDAA 2) for students with persistent learning difficulties served under IDEA
5. A combination of the above in different content areas

Note: Students with limited English proficiency should use allowable accommodations (see ND Assessment Accommodations manual) @ www.dpi.state.nd.us/testing/assess/AppendE.pdf
Students on 504 Plans should follow the accommodations identified in their 504 Plan regarding testing (see ND Accommodations manual - section two).

When making annual determinations regarding the state assessment it is necessary to ask some questions. Please follow the attached "IEP Decision Flowchart" as you answer these questions for each content area being assessed on the State Assessment.

1. Does the student receive instruction mainly in the general education setting? Yes No
(see flowchart)
2. Does the student require accommodations in order to successfully access the general curriculum and/or daily assessments? Yes No
(see flowchart)
3. Does the student's cognitive ability and adaptive behavior prevent completion of all or part of the general education curriculum? Yes No
(see flowchart)
4. Does the student require extensive, frequent and individualized instruction in multiple settings in order to maintain or generalize skills? Yes No
(see flowchart)
5. Is the student's curriculum so individualized that no general assessment will reflect what the student is being taught? Yes No
(see flowchart)
6. Have persistent learning difficulties prohibited him/her from making grade level achievement in one year? Yes No
(see flowchart)
7. Does the student continue to receive ongoing supports and services from special education in the general education setting? Yes No
(see flowchart)
8. Is the student's curriculum so individualized that the NDSA (even with accommodations) will not reflect what the student is being taught? Yes No
(see flowchart)

IEP TEAM DECISION FLOWCHART



What are the criteria for participation in a ND Alternate Assessment?

The North Dakota Alternate Assessment 1 (NDAA 1) criteria are as follows:

1. The student's cognitive ability and adaptive behavior prevent completion of part or all of the general education curriculum; AND
2. The student requires extensive, frequent and individualized instruction in multiple settings in order to maintain or generalize skills necessary to function in school, at home, in the community, and during recreation/leisure and vocational activities; AND
3. The students' curriculum is so individualized that neither the general assessment nor the NDAA2 will reflect what the student is being taught.

If all three criteria apply to the student and the NDSA (even with appropriate accommodations) will not provide an accurate measure of what the student knows and is able to do because his/her curriculum is so different, then the IEP Team needs to consider the NDAA 1.

The North Dakota Alternate Assessment 2 (NDAA 2) criteria are as follows:

1. The student has persistent learning difficulties that prohibit him/her from making grade-level academic achievement in the time frame covered by the annual IEP; AND
2. The student's participates in the general education curriculum with ongoing supports and services from special education; AND
3. The student's curriculum is so individualized that the general assessment will not reflect what the student is being taught (even with accommodations).

If all three criteria apply to the student and the NDSA (even with appropriate accommodations) will not provide an accurate measure of what the student knows and is able to do because his/her

curriculum is so different, then the IEP Team needs to consider the NDAA 2.

What accommodations can be used with the state assessment?

The ND State Assessment provides for the use of accommodations during test administration. The NDSA Test Coordinator's Manual – Appendix E. presents and describes approved accommodations as well as those test practices that are not permitted. This manual is updated yearly and is available on the web @: <http://www.dpi.state.nd.us/testing/assess/manual09.pdf>

The NDAA 1 uses no accommodations as this test is, by its very nature, an accommodation. Accommodations are allowed on the NDAA 2. No accommodation should be used unless it is documented in the student's Individualized Education Program and used during general instructions. All accommodations must be allowable as indicated in

In other words, an assessment accommodation should be used if it is based on the student's need. If an accommodation is documented in a student's IEP, is used in the student's education, and is an allowable accommodation, it should be used in assessing that child. This is not to provide an advantage for that student, but to allow equal access to achievement measurements.

Who can I talk to if I have more questions about the North Dakota State Assessment system?

Your local Special Education Unit Office:
(701) _____

ND Department of Public Instruction
Office of Standards and Achievement
(701) 591-0232
TDD: (701) 328-4770
Website: <http://www.dpi.state.nd.us/>

REVISED

Students with Disabilities and the North Dakota State Assessments

Information for Parents and Educators



2009-2010

Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
Standards and Achievement Division
600 East Boulevard Avenue, Dept. 201
Bismarck ND 58505-0440



The Reauthorizations of the **Individuals with Disabilities Education Act (IDEA)** of 1997 and 2004 require that all students with disabilities be included in statewide accountability systems. The reauthorization of **Title I legislation (Public Law 107-110)**, the **No Child Left Behind Act of 2001**, further reinforces the need to include all students in accountability systems and advances the need for higher levels of academic performance. North Dakota complies with IDEA and No Child Left Behind requirements, which include standards-based reform and greater accountability for all students.

The purpose of this brochure is to answer commonly asked questions and to provide parents with an understanding of how students with disabilities are included in State-wide accountability systems.

What is the purpose of State Assessments?

State assessments are given for the purpose of measuring school accountability. Individual test results provide information to parents and teachers about what the child knows, and is able to do, in reference to the State Content Standards. These standards are levels of expectations for what all North Dakota students should know and be able to do.

Who needs to participate in State Assessments?

All students must be included. Public Law 105-17, the Individuals with Disabilities Education Act Amendments (IDEA '97), requires that each state establish goals for the performance of students with disabilities that are consistent, to the maximum extent appropriate, with the goals and standards for all students established by each state.

Title I legislation in the No Child Left Behind Act mandates that all students be included in accountability systems and that all students reach the level of proficient by the year 2014. Therefore, all students must be included in state assessments with the provision of appropriate and necessary accommodations.

What assessments are included?

North Dakota requires achievement testing through the state assessment system for all grade levels mandated by the federal No Child Left Behind Act and the ND State Legislature. North Dakota State Assessments are required in grades 3, 4, 5, 6, 7, 8, & 11. All North Dakota Schools are required to give the State Assessment at these grade levels on an annual basis.

The North Dakota State Assessment (NDSA) is the test that is administered with standard procedures to most students. In addition, the state assessment system includes two *Alternate Assessments* for students whose disability is such that the NDSA would not measure what the student is being taught even with the appropriate accommodations.

North Dakota provides the following options for participation in the State Assessment. These are:

1. The NDSA in the standard manner; or
2. The NDSA with approved accommodations; or
3. The *North Dakota Alternate Assessment 1* (NDAA 1); or
4. The *North Dakota Alternate Assessment 2* (NDAA 2); or
5. A combination of the above options in different subject areas.

Who decides how a student with disabilities is involved in state assessments?

The IEP team decides. Discussion about state assessments must take place at your child's IEP meeting with you, the parent(s), present. The team must document why one assessment option is appropriate and why others are not. Decisions must be documented in the IEP regarding accommodations the student needs for success in the classroom as well as during assessment.

How does the IEP team make the decisions on which assessment option is right for the student?

Several questions need to be asked in order to make an informed decision about what assessment needs to be given or what accommodations need to be provided for a student with disabilities to successfully demonstrate what he/she knows and is able to do.

An *IEP Flowchart for Decisions on Assessment Options* is available @:
<http://www.dpi.state.nd.us/speced/resource/alternate/index.shtml>

Your child's case manager is encouraged to use this document at the IEP planning meeting to assist the team in making the most informed decisions on state assessment options.

What is the North Dakota Alternate Assessment?

There are two Alternate Assessments available now in North Dakota. Both were developed by the ND Department of Public Instruction in conjunction with teachers from across the state of North Dakota. Both are based on the North Dakota Content and Achievement Standards and are intended to measure student performance against those standards in the same grades and content areas required by federal and state law.

The **NDAA 1** is intended for students with severe cognitive disabilities who will be assessed against alternate achievement standards. It includes teacher selected items and prescribed anchor items that require data on student performance and secondary indicators based on best practices for students with severe disabilities.

The **NDAA 2** is intended for students with persistent learning difficulties who will be assessed at grade level against modified achievement standards. It is a 50 item per subject multiple choice assessment.

All students who participate in alternate assessments must be served under IDEA and have current Individualized Education Program (IEPs) plans.

OHIO

Eligibility Guidelines

Assessment Based on Modified Achievement Standards (AA-MAS)

General Considerations for Participation in AA-MAS (All must apply before proceeding)

- Eligibility for participation in the AA-MAS is determined on a **subject-by-subject** basis by the IEP teams.
- IEP teams including parents shall consider general education assessment participation, with or without accommodations for students, **before** considering participation in the AA-MAS.
- IEP teams shall clearly establish that, even with allowable and appropriate accommodations on the general assessment, students cannot demonstrate their achievement of the full range of the academic content standards.
- Evaluations of classroom performance must first exhaust all appropriate accommodations to determine the student cannot achieve proficiency on the grade level standards.
- Students may still be eligible for the AA-MAS even if they demonstrate some proficiency on grade level content using instructional accommodations and/or modifications.

Specific Eligibility Requirements (All must be met to qualify for each content area of the AA-MAS)

1. Students must be persistently low performing as defined by the following:
 - a. The lowest performance level for the past 2 years on the statewide general education achievement tests (Ohio and Minnesota) or in the bottom 2 performance levels for the past 2 years on the statewide general education achievement tests (Oregon) and
 - b. The IEP team must determine the student will not meet proficiency on the grade level academic content standards within the year the test is administered even with intensive interventions. Documentation of multiple valid and reliable measures substantiates this decision and should be available for state review as requested. Curriculum-based measurement could be one example of measurement results collected consistently and over time.

OR

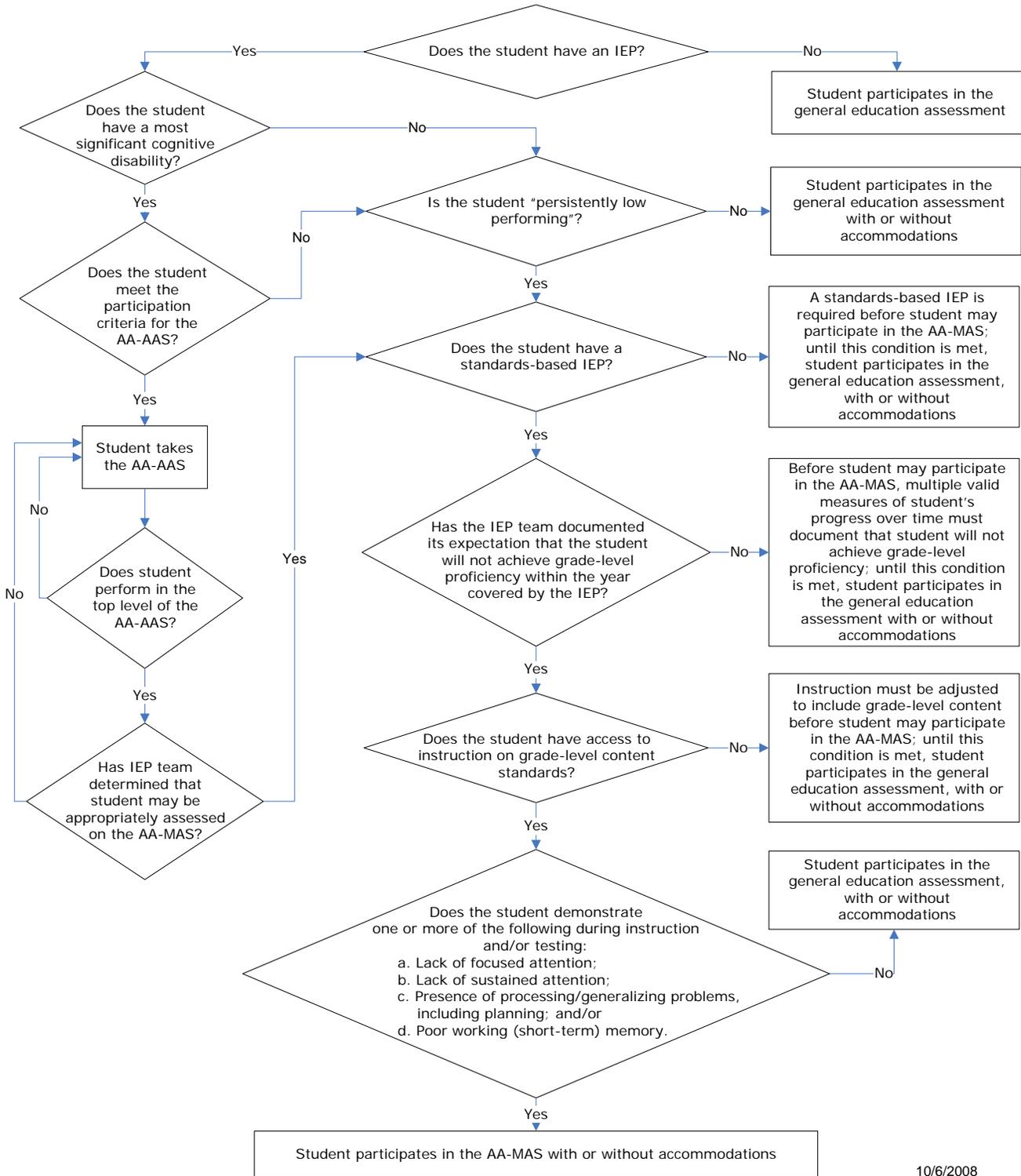
Students may demonstrate the following:

- c. Top performance on the statewide AA-AAS and
 - d. The IEP team has determined that the student
 - i. Can adequately demonstrate achievement on the AA-MAS and
 - ii. Should participate in the AA-MAS.
2. Students must have IEPs based on grade level academic content standards in the content areas being assessed by AA-MAS.
 3. Students have access to grade level instruction but may demonstrate the following:
 - a. Inadequate mastery of necessary pre-requisite skills,
 - b. A need for an individualized pace, more intensity, or different instructional strategies.
 4. Students must demonstrate one or more of the following characteristics during instruction and/or testing:
 - a. Lack of focused attention;
 - b. Lack of sustained attention;
 - c. Presence of processing/generalizing problems, including planning; and/or
 - d. Poor working (short term) memory.

10/9/08

Eligibility Guidelines for Modified Assessment based on Modified Achievement Standards

IEP teams including parents shall consider participation in general education assessments, with or without allowable and appropriate accommodations for students before considering participation in the Alternate Assessment based on Modified Achievement Standards (AA-MAS). Eligibility is determined on a subject-by-subject basis by the IEP teams.



10/6/2008

OKLAHOMA



Criteria Checklist for Assessing Students with Disabilities on State Assessments
Oklahoma Core Curriculum Test (OCCT)
Oklahoma Modified Alternate Assessment (OMAAP)
Oklahoma Alternate Assessment Program (OAAP) Portfolio

Student: _____ **Grade:** _____

This form is intended to assist Individualized Education Program (IEP) teams in determining whether a student should participate in the OCCT, with or without accommodations, or in an alternate assessment based on modified achievement of the standards (OMAAP) with or without accommodations, a combination of OCCT and OMAAP with or without accommodations, or an alternate assessment based on alternate achievement of the standards (OAAP) Portfolio. **It is expected that only a small number of students with disabilities will participate in an alternate assessment (OMAAP or OAAP Portfolio).**

Students with disabilities are required to be provided with accommodations and modifications to ensure progress toward meeting his/her IEP goals and short-term objectives and/or benchmarks related to the general education curriculum.

The decision to administer an alternate assessment (OMAAP or OAAP Portfolio) must be an IEP team decision using multiple measures as objective evidence including:

- Previous performance on state assessments;
- Other assessments that document academic achievement; and
- The student's progress, to date, in response to appropriate instruction.

It **shall not** be based on:

- A particular disability category;
- The amount of time the student receives services in special education;
- The location of service delivery; or
- The fact that the academic achievement of the student is significantly below his/her same age peers.

For documenting decisions made regarding appropriate assessment selections, this document may be attached to the student's current IEP and should be completed annually. The assessment decision must be documented on the student's IEP.

The next page provides a flowchart to help determine which assessment(s) will be appropriate for the student. OMAAP determinations must be made separately for each content area to be assessed.

Box A: If the answer to any item in Box A is NO, go to Box E. If all answers in Box A are YES, proceed to Box B.	
Does the student's disability result in substantial academic difficulties?	Yes No
Is the student's difficulty with regular curriculum demands primarily due to his/her disability and not due to excessive absences unrelated to the disability, or social, cultural, environmental, or economic factors?	Yes No
Does the student's IEP reflect curriculum and daily instruction that focus on modified achievement of the standards or alternate achievement of the standards?	Yes No



Box B: Does the student's demonstrated cognitive ability and adaptive behavior require substantial adjustments (CARG-A) to the general education curriculum? If no, go to Box C if yes, go to Box D.



Box C: If the answer to any item in Box C is no, go to Box E. If all answers are yes, the student qualifies for the OMAAP assessment, go to Box F.	
The IEP team is reasonably certain that the student, even if he/she is receiving access to grade level curriculum, taught by highly qualified teachers and makes significant progress, will not achieve grade-level proficiency within the year covered by the IEP.	Yes No
The student received evidence-based response to intervention and continues to progress below grade level achievement based on classroom assessments or other valid measures.	Yes No
The student scored at the Unsatisfactory level on the previous year's Oklahoma Core Curriculum Test (OCCT) in reading/language arts, mathematics or, science? *	Yes No



Box F: The student qualifies for the Modified assessment. (Check all subjects that apply):	<input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Reading <input type="checkbox"/> English II <input type="checkbox"/> Algebra I <input type="checkbox"/> Biology I <input type="checkbox"/> U.S. History
---	--

Box D: If the answer to any item in Box D is NO, go to Box C. If all answers in Box A and D are YES, the student qualifies for the OAAP Portfolio in all subjects assessed.	
Does the student have a significant cognitive disability?	Yes No
Do the student's demonstrated cognitive ability and adaptive behavior require substantial adjustments (CARG-A) to the general education curriculum?	Yes No
Do the student's learning objectives and expected outcomes focus on functional application of skills as illustrated in the students IEP goals and short-term objectives and/or benchmarks?	Yes No
Does the student require direct and extensive instruction to acquire, maintain, generalize, and transfer new knowledge and skills?	Yes No



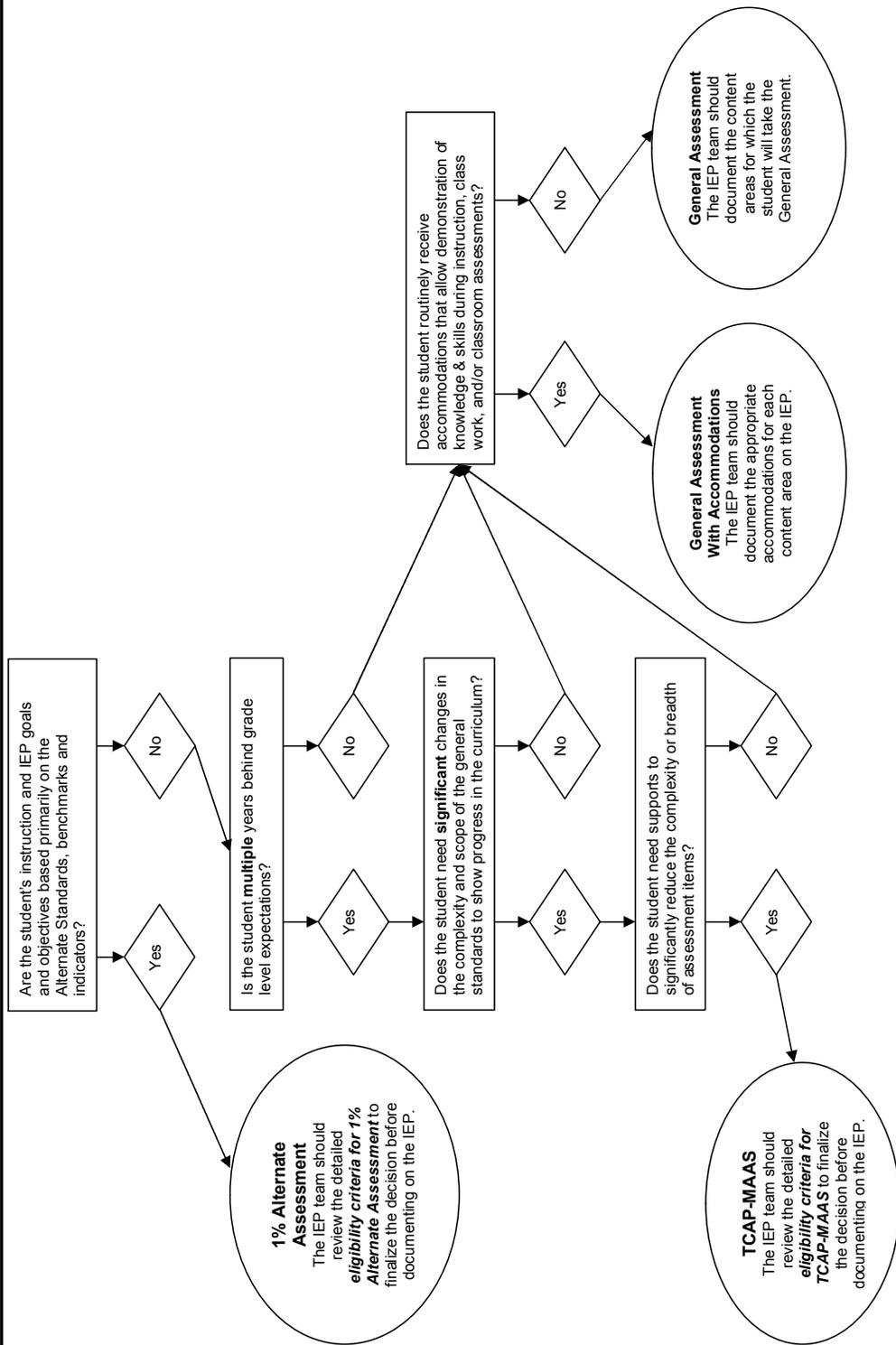
Box E: The student does not qualify for an alternate assessment (OMAAP or OAAP Portfolio). The regular assessment, with or without accommodations, is the most appropriate assessment for the student.

Mathematics
 Reading
 Science
 Social Studies
 Geography
 Writing (Grades 5 and 8)
 Algebra I
 English II
 Biology I
 U.S. History

*Scoring Satisfactory on the previous year's OMAAP does not preclude a student from participating in the OMAAP for the current year. When OCCT scores from previous years are not available (e.g., Grade 3), the IEP team may substitute scores equivalent to unsatisfactory from local assessments to identify students.

TENNESSEE

Statewide Assessments Participation for Students with Disabilities IEP Team Decision Flowchart



TCAP-MAAS Eligibility Criteria

Required components:

1. The student has a current IEP.
2. The student is not eligible for the 1% alternate assessment in the content area being considered. (Eligibility must be determined for each content area separately.)
3. The decision to determine a student's eligibility to participate in the TCAP-MAAS may NOT RESULT PRIMARILY from excessive or extended absence or any specific categorical label.

Criteria	Examples
All criteria must be met to identify a student as eligible for participation in the TCAP-MAAS	<i>Supporting evidence for meeting these criteria (Data)</i>
Intensive Individualized Instruction- Does the student need significant changes in the complexity and scope of the general standards to show progress in the curriculum?	
Requires intensive specially designed instruction AND	<i>Planning/implementing of differentiated instruction to meet the individual needs of the student. For example: modifications, materials used, classroom supports</i>
Requires significant individualized supports AND	<i>Learning supported by adult assistance, providing frequent and structured prompting and cueing, or may use assistive technology</i>
Requires altered instructional methods AND	<i>Extended learning time including increased frequency and duration of instruction and practice</i>
Classroom Assessment Does the student need supports to significantly reduce the complexity or breadth of assessment items?	
Requires differentiated content for classroom assessment AND	<i>Student receives modified classroom assessments on a routine basis</i>
Needs to demonstrate in a different manner what they know AND	<i>Assistive technology, oral presentation instead of a written response, performance assessment</i>
Accommodations alone do not allow the student to fully demonstrate knowledge AND	<i>Documented accommodations have been insufficient</i>
Student Performance Is the student multiple years behind grade level expectations?	
Consistently requires instruction in pre-requisite skills to the grade level indicators being assessed AND	<i>Evidence shows the student's instructional level in the scope and sequence of the content standards is at a pre-requisite level</i>
Despite the provision of research based interventions, the student is not progressing at the rate expected for grade level AND	<i>Evidence shows the use of research based interventions and data for monitoring progress</i>
Student classroom achievement and performance is significantly below grade level peers	<i>The preponderance of the above evidence and data indicates that the student is performing significantly below their peer group.</i>

3-16-2009

**Eligibility Criteria for Participation in TCAP-MAAS
For Students with Disabilities**

- ✓ The student has an active Individual Education Plan and the present levels of educational performance data indicate that with regard to progress in the general curriculum area under consideration, the student is significantly delayed.

AND

- ✓ The student's learning objectives and expected outcomes in the academic area under consideration require substantial adjustment to the general curriculum of that area.

AND

- ✓ The student requires significant, direct instruction in the academic area under consideration to acquire, maintain, generalize, and transfer the skills.

AND

- ✓ The student is presented with unique and significant challenges in demonstrating his or her knowledge and skills on any assessment available in the academic area under consideration.

The decision to determine a student's eligibility to participate in the alternate assessment may NOT RESULT PRIMARILY from:

- ✓ Excessive or extended absence
- ✓ Any specific categorical label
- ✓ Social, cultural, or economic difference
- ✓ Amount of time he/she receives special education services
- ✓ Achievement significantly lower than his or her same age peers

3-16-2009



STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
7th FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0380

Memorandum

To: Directors of Schools, Supervisors, Assessment Coordinators, Principals of Schools
Grades 3-8, School Counselors grades 3-8, and Special Education Teachers grades 3-8

From:  Joseph Fisher, Assistant Commissioner

Subject: Initial Guidance on Use of the New TCAP-Modified Academic Achievement Standards
Assessment (TCAP-MAAS) for Students with Disabilities Enrolled in Grades 3-8

Date: March 25, 2009

Cc: Tennessee State Department of Education Staff

As many of you are already aware, Tennessee is engaged in the development of an additional assessment for students with disabilities in grades 3 through 8, the TCAP-Modified Academic Achievement Standards (TCAP-MAAS) assessment. When this assessment passes USDE peer review in accordance with NCLB regulations, the assessment will provide a more appropriate means of measuring educational progress for students with disabilities receiving instruction from IEP goals aligned with grade-level standards, but not meeting those goals in the same time frame as other students.

The field testing of the TCAP-MAAS is underway and many of you have been asked to participate. Your participation is appreciated and will be a service to all students with disabilities in the state. The larger initiative surrounding the TCAP-MAAS will provide additional training and guidance for teachers regarding standards-based IEPs, use of assessment results to design IEPs, and generally designing and implementing high quality IEPs. Please note the following:

- The field test will include students with disabilities and a small number of students who do not have an identified disability.
- Associated with field assessment activity, teachers will be asked to complete surveys regarding the students who participated in the field assessment.
- As a part of the larger initiative, special education teachers will be asked to complete a survey of their training needs.
- Plans are underway to conduct some "cognitive lab" activities with students to assess student functioning on individual assessment items. Students will be interviewed to obtain specific information on assessment performance and problem-solving.

Initial Guidance on Use of TCAP-MAAS

March 19, 2009

Page Two

- Initial instructions are attached to this memo and should be distributed to any staff involved in large scale assessment and/or IEPs for students. Additional guidance will follow after the field test is completed and results have been analyzed. All schools should follow the initial procedures (attached).
- The Department of Education, Division of Special Education, will be conducting training and awareness sessions regarding the TCAP-MAAS and Standards-Based IEPs beginning this spring and continuing during this summer. Ongoing training sessions will be scheduled and training materials will be made available for new teachers and staff.

Tennessee has been awarded a General Supervision Enhancement Grant by the USDE to assist with the development and implementation of the TCAP-MAAS. The Project Manager is Donna Parker. She can be reached at Donna.Parker@state.tn.us or call 615-253-0052. For technical questions about administration of the test or the field test, contact Lori Nixon at Lori.Nixon@state.tn.us. Thank you for your participation and support of this important initiative.

**Tennessee Comprehensive Assessment Program-
Modified Academic Achievement Standards Assessment
TCAP-MAAS
Initial Procedures to be by IEP Teams
Spring 2009**

Because the TCAP-MAAS is still under development, the following procedures must be used until the field test process is complete. After the field test is completed and results are analyzed, additional guidance regarding individual student participation in the assessment will be issued. Students will be made eligible for the TCAP-MAAS for the spring 2010 administration. Keep in mind that this assessment is for students in grades three (3) through eight (8) ONLY.

- 1. The attached initial guidance materials should be reviewed and distributed to all staff involved in large-scale assessment and/or development of IEPs.**
- 2. The eligibility criteria should be used to discuss the assessment with parents in spring 2009 IEP meetings. Although a firm decision for participation in the TCAP-MAAS cannot be made at this time, parents should be informed that their child MIGHT be eligible for the assessment in the future. If those meetings have already occurred, there will be other opportunities to discuss the assessment with parents well ahead of the spring 2010 administration.**
- 3. If the IEP team has reviewed the eligibility criteria and concludes the student would not be eligible for the assessment at that time, notes should be made in the comment section of the IEP.**
- 4. Keep in mind that the decision will be made for each individual student and for each individual content area (reading/language arts, math, etc.). Additional guidance will be provided to IEP teams to assist in making these decisions and entering them appropriately on the IEP.**
- 5. If the IEP team feels the student may be eligible for the assessment, make a note in the proceedings of the IEP team meeting and give the parent a copy of the Parent and School Initial Guidance (attached).**
- 6. In fall 2009 or prior to the spring 2010 assessment, the IEP team will be able to document any changes in a student's participation in assessment by using an IEP addendum, unless a parent or IEP team member requests a meeting. IEP teams should keep in mind that use of this assessment should be a fluid process. Using objective evidence, based on multiple measures, and collected over a period of time, IEP teams must determine annually which component of Tennessee's assessment program is appropriate for each student.**

3-19-2009



STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION
7th FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0380

Tennessee's Statewide Assessment Based on Modified Academic Achievement Standards - TCAP-MAAS

Parent and School Initial Guidance

In April, 2007 the U.S. Department of Education announced an option for states to develop and administer an alternate statewide assessment based on Modified Academic Achievement Standards (MAAS) for students with disabilities. This assessment's purpose is to provide a more appropriate means of measuring the skills of a student whose disability interferes with performance on large-scale assessments. Tennessee has been awarded a General Supervision Enhancement Grant (GSEG) for an initiative that includes development of a modified academic achievement assessment, support and training for LEA implementation of the TCAP-MAAS and standards-based IEPs, data analysis, and ongoing program improvement activity. In Tennessee, the MAAS assessment for students with disabilities in grades 3 through 8 is intended to evaluate individual learning needs and yield results that more accurately reflect students' academic progress while also guiding instruction based on individual students' needs. Students' scores of Proficient or Advanced on the TCAP-MAAS may be included in AYP calculations, subject to a cap of 2% of all students assessed at the state and district levels.

What is a modified academic achievement standard?

A modified academic achievement standard is an expectation of performance that is challenging for eligible students, but is less difficult than a grade-level academic achievement standard and more demanding than alternate academic achievement standards. The level of performance to meet the academic achievement standard modifies expectations for mastery – not grade-level standards. Academic achievement standards are modified, not the content standards. A modified academic achievement standard is aligned with the state's content standards and describes the level of achievement which has been modified from the original academic achievement standard.

Who is eligible to take the TCAP- MAAS?

1. Students with a disability who are on an active IEP are eligible to take the MAAS.
2. Eligible students may have a disability in any of the Federal disability categories. **Note: The category Functionally Delayed is a State category, but a student CANNOT be excluded from participation in this assessment based on category of disability.** A student whose disability is classified as Functionally Delayed is eligible to participate in this assessment if determined eligible by the IEP team, but any proficient scores cannot be counted toward AYP. A student classified as Functionally Delayed taking the test would not count toward the 2% cap.
3. It is the decision of the IEP team whether or not a student with a disability should be assessed with the MAAS.

What must the IEP Team consider in determining whether or not a student should take the MAAS?

1. There should be evidence that the student's disability currently prevents reaching grade level proficiency. This means that the IEP team must look at data from multiple, valid measures of the student's progress over time which includes objective evidence of the effect of the disability on grade-level proficiency, progress to date in response to appropriate instruction, and progress toward meeting the annual goals based on grade-level academic standards.
2. The IEP team must be reasonably certain that while the student may make significant progress, despite receiving appropriate instruction specifically designed to address the student's individual needs, including special education and related services, he/she is not likely to achieve *grade level* proficiency in the year covered by the IEP.
3. The IEP team should consider whether or not the student may participate in the standard assessment with appropriate accommodations, and that these options have been exhausted.

What is required to ensure the student's IEP is appropriate and supports participation in the TCAP-MAAS?

1. The IEP must document annual goals that address the skills specified in the content standards for the grade in which the student is enrolled. These are also known as standards-based IEPs, in which the IEP goals are aligned to the state content standards.
2. The IEP reflects curriculum and daily instruction that focuses on standards-based goals in the content area(s) in which the MAAS will be taken.
3. The IEP must reflect access to grade level curriculum.
4. The IEP reflects how the student's progress in achieving standards-based goals is to be documented and monitored.
5. Participation in the TCAP-MAAS must be an IEP team decision. Since parents are part of the team, they must be part of the decision making process. Additionally, they must be fully informed that their child's progress will be measured based on modified academic achievement standards.
6. Students who take the TCAP-MAAS are not precluded from attempting to complete the requirements for a regular high school diploma.

For more information, contact your school, your district special education office, your regional resource center, your field service center, or the Division of Special Education.

3-25-2009

TEXAS

Texas Assessment of Knowledge and Skills–Modified (TAKS–M)

Participation Requirements for TAKS–M

Students receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum and precludes the achievement of grade-level proficiency within a school year will be assessed with TAKS–M.

Admission, review, and dismissal (ARD) committees may decide that a student's knowledge and skills in one or more subject areas can best be assessed with TAKS–M if the student meets **all** of the following eligibility criteria.

The student

- **needs extensive modifications and accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level Texas Essential Knowledge and Skills (TEKS),**
- **demonstrates academic progress in such a way that even if significant growth occurs during the school year, the ARD committee is reasonably certain that the student will not achieve grade-level proficiency as demonstrated by multiple valid measures of evidence,**
- **meets some but not all of the participation criteria of TAKS–Alternate (TAKS–Alt), and**
- **requires an alternate form of TAKS which is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS.**

Texas Assessment of Knowledge and Skills–Modified (TAKS–M)

Descriptors for the Participation Requirements for TAKS–M

Students receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum and precludes the achievement of grade-level proficiency within a school year will be assessed with TAKS–M.

Admission, review, and dismissal (ARD) committees may decide that a student’s knowledge and skills in one or more subject areas can best be assessed with TAKS–M if the student meets **all** of the following participation criteria.

The student

➤ **needs extensive modifications and accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level Texas Essential Knowledge and Skills (TEKS),**

➤ **demonstrates academic progress in such a way that even if significant growth occurs during the school year, the ARD committee is reasonably certain that the student will not achieve grade-level proficiency as demonstrated by multiple valid measures of evidence,**

➤ **meets some but not all of the participation criteria of TAKS–Alternate (TAKS–Alt), and**

➤ **requires an alternate form of TAKS which is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS.**

▶ Students qualifying for TAKS–M must first meet the description provided in the box at the left before the four bulleted requirements listed below it are considered. It is important to keep in mind that the TAKS–M is intended for a very small number of students and that the decision to administer the TAKS–M is not based solely on disability category or placement setting, and is not determined administratively, but rather by the ARD committee.

▶ Every student should have an IEP that reflects access to the grade-level TEKS, including documentation of the modifications and accommodations that the student needs during classroom instruction and assessment. Modifications are practices and procedures that change the nature of the task or target skill while accommodations are intended to reduce or even eliminate the effects of a student’s disability but do not reduce learning expectations.

▶ Multiple valid measures of evidence may include, but are not limited to, state-developed assessments, informal and formal classroom assessments, norm-referenced tests, and criterion-referenced tests.

▶ An example of a student who meets some but not all of the participation criteria of TAKS–Alt may include but is not limited to the following: a student may require supports to access the general curriculum and/or require direct, intensive, individualized instruction over a period of time to ensure that he or she learns and retains grade-level skills.

▶ The ARD committee has determined that even with allowable accommodations the student is unable to participate in TAKS, which includes TAKS (Accommodated). The student routinely receives modifications to the grade-level curriculum that more closely resemble those offered on TAKS–M. This may include, but is not limited to, reduced number of items and answer choices or simpler vocabulary and sentence structure.

Texas Assessment of Knowledge and Skills-Alternate (TAKS–Alt)

Participation Requirements for TAKS–Alt

Students receiving special education services who have the most significant cognitive disabilities and are unable to participate in the other statewide assessments even with substantial accommodations and/or modifications will be assessed with TAKS–Alt.

Admission, review, and dismissal (ARD) committees may decide that a student’s knowledge and skills can best be assessed with TAKS-Alt if the student meets **all** of the following participation criteria.

The student

- **requires supports to access the general curriculum that may include assistance involving communication, response style, physical access, or daily living skills,**
- **requires direct, intensive, individualized instruction in a variety of settings to accomplish the acquisition, maintenance and generalization of skills,**
- **accesses and participates in the grade-level Texas Essential Knowledge and Skills (TEKS) through activities that focus on prerequisite skills,**
- **demonstrates knowledge and skills routinely in class by methods other than paper-and-pencil tasks, and**
- **demonstrates performance objectives that may include real life applications of the grade-level TEKS as appropriate to the student’s abilities and needs.**