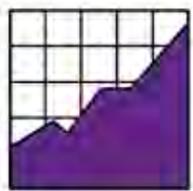


Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) Participation Policies



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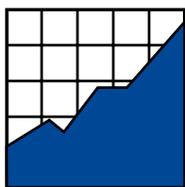
Alternate Assessments Based on Alternate Achievement Standards (AA-AAS) Participation Policies

Debra Albus • Martha L. Thurlow

December 2012

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Executive Summary

The participation of all students in state assessments used for accountability has been an increasingly emphasized policy and practice push since the mid-1990s. In recent years, there has been a shift in emphasis to consortia of states working together to develop new assessment systems based on common standards that stress college and career readiness. Most states have adopted a set of English Language Arts and Mathematics standards developed by the National Governors' Association and the Council of Chief State School Officers, along with a host of other organizations (see www.corestandards.org). Four consortia have been funded to develop new assessment systems: two that are developing regular assessment systems (Partnership for Assessment of Readiness for College and Careers—PARCC, and Smarter Balanced Assessment Consortium—SBAC), and two that are developing systems for alternate assessments based on alternate achievement standards (Dynamic Learning Maps—DLM, and National Center and State Collaborative—NCSC).

Since 1992, the National Center on Educational Outcomes (NCEO) has analyzed participation and accommodation policies for students with disabilities on state administered assessments, and has developed reports on policies for regular assessments, alternate assessments based on modified achievement standards (AA-MAS), and alternate assessments based on alternate achievement standards (AA-AAS). This report focuses on participation policies for AA-AAS. Publicly available participation guidelines were compiled and analyzed for 58 states and entities (Washington DC, Guam, etc.). In addition to providing a national picture of policies, we have organized the results of our policy analysis by each of the four content assessment consortia (PARCC, SBAC, DLM, NCSC).

Participation Options Across States

States and consortia had different policies about whether to allow combined participation (i.e., student may take the AA-AAS for one content area and an AA-MAS or regular assessment for another). Eleven states and entities allowed combined participation, while four states did not allow it. Three states did not allow selective participation in which a student participated in the AA-AAS for one or more content areas, but was not assessed in other content areas. For the other participation options, seven states allowed participation adjusted for testing window and three states allowed participation adjusted for disability. Depending on the consortia, one to six states allowed combined participation across consortia, and one to two states did not. Across three of the consortia, two states also allowed adjusted participation based on a student's disability, by allowing a different form of the alternate or by allowing certain items to be exempt for certain students. Consortia working on developing an AA-AAS should address whether their policies will allow for combined participation; this decision is one that is likely to have an impact on the regular assessment consortia as well as the AA-AAS consortia.

One to four states in the consortia allowed adjustments in participation based on student arrival or decision timing in relation to the AA-AAS testing window. Some states in our review limited the participation of late arriving students by reducing the number of items completed within a content area, by reducing the number of content areas attempted, or by allowing a student's file to be submitted without sample work, with or without a petition for exemption based on time of arrival. It would be useful for states to anticipate in policy what flexibility will be allowed, and what logistical expectations, specific to transfer of student materials, may be set for different types of transfers (e.g., within and outside a consortium) in relation to testing windows.

Criteria Allowed and Not Allowed Across States

All states' written participation policies for the AA-AAS addressed the criteria that could and could not be used for making participation decisions. Criteria mentioned by at least five states were numerous, including 25 criteria that could be used for AA-AAS participation decisions and 14 criteria that could not be used. The top two criteria listed by states were that the *student has a significant cognitive disability*, and that the *decision is made by the IEP team*; both of these were included in their written policies by 49 states and entities. The most frequently listed criterion that could not be used was disability label or characteristics (n=40). A small number of states and entities either required IQ scores or mentioned a typical score range as a suggestion for participation decisions. It is important for states to discuss when criteria are requirements and when they are simply suggestions.

It is not clear how differences across states in their participation criteria might affect the goal of ensuring that the appropriate population of students participates in the AA-AAS. Training and professional development will benefit from consistent materials within a consortium. Several factors will enter into this:

- The level of detail used in defining the criteria used for determining whether a student should participate in the AA-AAS (e.g., communication deficit versus non-symbolic communicator)
- Requirements for including certain pieces of information or documentation
- Transition plans for implementation of the new assessments
- Strictness regarding requirements versus guidelines in criteria clarified in materials and training.

Decisions for English Language Learners (ELLs)

Several states mentioned English Language Learner (ELL) status of students and how this might affect decisions about participation in the AA-AAS. Most often, the policies mentioned

an allowance for new arrivals to the country being exempt from participation in Reading/ELA assessments. An important factor to consider in decision-making is to ensure that eligibility criteria are communicated within a state in a consistent way for all population groups across documents. Several states gave specific instructions to be used for ELLs either in the same document as for all students with IEPs or in a separate ELL document. For states that choose to present this information in multiple documents, it is important to keep content updated in both the special education and ELL documents, or to note on older documents that certain information is outdated.

States' references to ELLs in AA-AAS participation decision rarely distinguished between ELL status and English proficiency, and the implications of those differences for making decisions about participation in an AA-AAS. Greater clarity about the participation of ELLs with significant cognitive disabilities probably is needed.

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Overview

The participation of all students in state assessments used for accountability has been an increasingly emphasized policy and practice push since the mid-1990s (Shriner, Ysseldyke, Thurlow, & Honetschlager, 1994; Thurlow & Ysseldyke, 1997). Students with the most significant cognitive disabilities participate in alternate assessments based on alternate achievement standards (AA-AAS). Most students with disabilities participate in the regular assessment, with or without accommodations. A few states also have an alternate assessment based on modified achievement standards (AA-MAS) or alternate assessment based on grade-level achievement standards (AA-GLAS) that some students with disabilities take.

In recent years, there has been a shift in emphasis to consortia of states working together to develop new assessment systems based on common standards that stress college and career readiness (Achieve, 2010; Porter, McMaken, Hwang, & Yang, 2011). Most states have adopted a set of English Language Arts and Mathematics standards developed by the National Governors' Association and the Council of Chief State School Officers, along with a host of other organizations (see www.corestandards.org). Four consortia have been funded to develop new assessment systems: two that are developing regular assessment systems (Partnership for Assessment of Readiness for College and Careers—PARCC, and Smarter Balanced Assessment Consortium—SBAC), and two that are developing systems for alternate assessments based on alternate achievement standards (Dynamic Learning Maps—DLM, and National Center and State Collaborative—NCSC).

States have developed participation guidelines, containing a set of criteria, for determining which students are eligible to participate in the different assessment options. Individualized Education Program (IEP) teams use participation guidelines to determine which assessment option is appropriate for individual students. Currently different states in the each consortium have different criteria for participation in their AA-AAS. States in the consortia have different perspectives on how students with disabilities are included in their assessments, and the consortia need to develop shared participation criteria (NCEO, 2011).

Since 1992, the National Center on Educational Outcomes (NCEO) has analyzed participation and accommodation policies for students with disabilities on state administered assessments, and these generally have focused almost entirely on policies for regular assessments (see Christensen, Braam, Scullin, & Thurlow, 2011), with other assessments, such as the alternate assessment based on modified achievement standards (AA-MAS), and alternate assessments based on achievement standards (AA-AAS) merged in with the policies for the regular assessment. Separate reports were developed for the AA-MAS (Lazarus, Hodgson, Price, & Thurlow, 2011; Lazarus, Hodgson, & Thurlow, 2010; Lazarus, Rogers, Cormier, & Thurlow, 2008). This report focuses on participation policies for the AA-AAS. In addition to providing a national picture

of policies, we have organized the results of our policy analysis by each of the four content assessment consortia (PARCC, SBAC, DLM, NCSC).

Prior to this report, the most recent study of participation guidelines focused solely on the AA-AAS (Musson, Thomas, Towles-Reeves, & Kearns, 2010) examined policies for the 50 states that were available during a window of time in October, 2007. That study included state documents from 2003-04 to 2007-08.

This report provides an updated analysis of state participation policies for the AA-AAS. It examines information on both the participation options that states provide and the criteria that states indicate may or may not be used in making decisions about participation in the AA-AAS.

Methods

NCEO staff reviewed state and special entity department of education websites, and collected information on participation policies in August and September of 2011. The data were then compiled and analyzed. (See Appendix A for a list of the documents used in this analysis.) Staff compiled notes using Excel on participation options. The notes categorized the participation criteria using a list of explicit criteria that states allowed or did not allow in making decisions about participation in AA-AAS. Additional information also was collected on participation options and adjustments to participation (see Results for definitions).

Individualized profiles were then developed for each state that contained the participation information that had been compiled. The profiles were then verified with the states to help ensure that the most accurate and current data had been compiled. An e-mail explaining our request for verification, with the individualized state form, was sent to state assessment directors or to state AA-AAS staff, if they were noted on the state website. These e-mails were sent on November, 21, 2011 and the requested deadline for response was December 23, 2011. A short extension to this deadline was allowed for gathering and clarifying data into early January, 2012. If a state requested changes, we required evidence of a written document before accepting the change.

Overall, 36 states and entities verified data in response to the request. As a result of feedback during verification, NCEO refined the analysis categories to better reflect how states were using terms. This approach to categorizing state data resulted in fewer assumptions about uses of terms.

We obtained policy data from the 50 states, the District of Columbia, and seven special entities (American Samoa, Federated States of Micronesia, Guam, Republic of the Marshall Islands, Republic of Palau, Commonwealth of Northern Mariana Islands, and Virgin Islands). We did find general information online about the AA-AAS for Puerto Rico, but it did not include information about AA-AAS criteria or participation options, so is not included here. We did not

gather information for the Bureau of Indian Education, which uses the policies of the states in which its schools are located. Fifty-eight states had publicly available documents that contained participation information.

Several states and entities referred NCEO to additional documents during the verification process. At least one state referred to documents across more than one year of publication. In these cases, we used the date of the document or website with the most recent information to note the date of publication. Overall, 9% of the states and entities had documents from before the 2010-2011 school year, 43% had documents for the 2010-2011 school year, 41% had documents for 2011-2012 school year, and 7% of the states and entities had no date on their documents.

Of the documents found for these analyses, 15% of state participation information came from regular assessment policy documents that included assessments given to all students. Other information on participation came from separate special education documents for 53% of the states and entities. Participation information that mentioned English language learners was found in 12% of states' and entities' documents.

We organized the presented results both overall and for each of the four content assessment consortia. These four consortia are referred to in figures by their abbreviations:

- DLM:** Dynamic Learning Maps Alternate Assessment Consortium, AA-AAS
- NCSC:** National Center and State Collaborative, AA-AAS
- PARCC:** Partnership for Assessment of Readiness for College and Careers, Regular
- SBAC:** Smarter Balanced Assessment Consortium, Regular

The state membership in the consortia was accurate as of January, 2012. Some states were in both consortia at that time, and others were in none of the consortia (Minnesota, Nebraska, and Texas).

All figures in the results section of this report reflect criteria or categories that were mentioned by at least five states. More complete information, including results for criteria included in policies by fewer than five states, can be found in tables presented in Appendix B (see Table B4 and Table B6). Also, the specific policy language for criteria allowed and not allowed for each state is provided in Appendix B tables B8 and B9.

Results

Results are presented in three sections. The first section summarizes findings about participation options that were allowed or not allowed for AA-AAS. The second section addresses the

specific criteria that were allowed or not allowed for making participation decisions. The third section addresses ELL status and participation criteria.

Participation Options

This section summarizes the AA-AAS participation options found in state policy documents across all 58 states and entities that had detailed participation policy information. It presents information on the number of states that allowed or did not allow each option.

Circumstances under which policies indicated that a student was not counted as participating in the AA-AAS were similar to those of the regular assessment. For example, they included student absence on day of testing, parent exemption, and student refusal.

Our analysis focused on participation options specific to the AA-AAS. The options for participation would most typically be selected prior to the opening of a state's assessment window. The options are:

Combined Participation: Students may take the AA-AAS for one content area and another assessment for another content area (e.g., regular, other alternate).

Selective Participation: Students may take certain content areas of the AA-AAS, but not others.

Adjusted Participation for Testing Window: Student may have adjusted participation based on time of arrival or testing window.

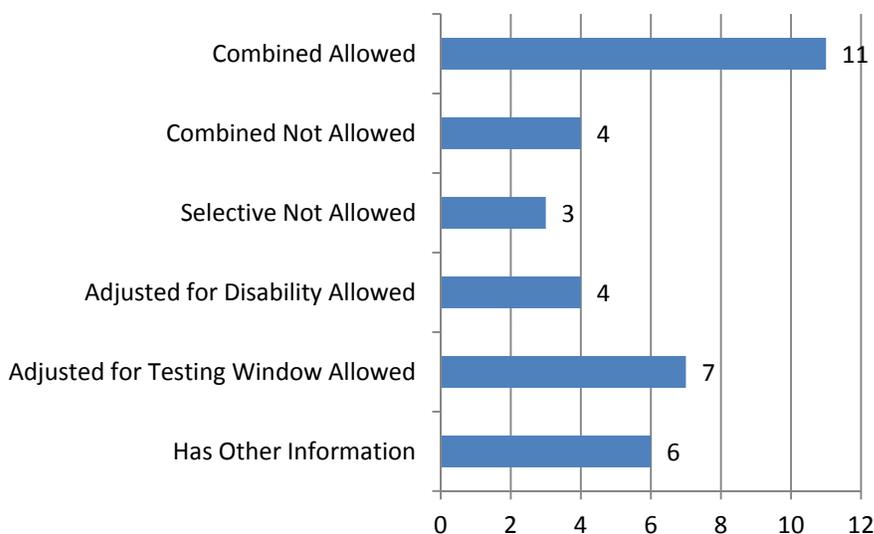
Adjusted Participation for Disability: Student takes a different form of the AA-AAS or does not take certain items that a state deems to be unsuitable for students with certain disabilities (e.g., blind or deaf).

Other: Additional information regarding participation policy that does not constitute another participation option.

Figure 1 shows the participation options with the total number of states and entities that allowed or did not allow each option. Not all states and entities specifically addressed these options in their documents. Information about the various participation options were found in only 20 states' policies. As seen in Figure 1, 11 states allowed combined participation while 4 states did not allow it. Three states did not allow selective participation, in which a student participated in the AA-AAS for one or more content areas, but was not assessed in other content areas. For the other participation options, 7 states allowed adjusted participation for testing window and 3 states

allowed adjusted participation for disability. Six states had other information about participation options. (See Tables B1 and B2 in Appendix B for additional details about participation options.)

Figure 1. Number of States and Entities that Allow and Do Not Allow Each Participation Options* (N=20)



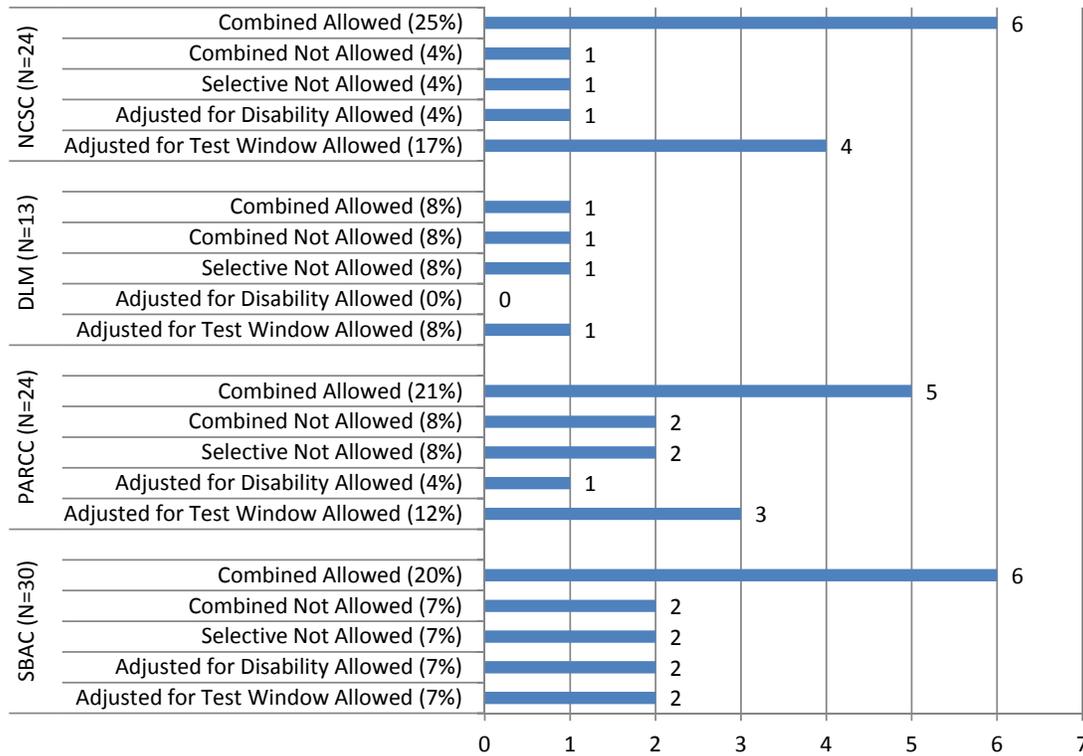
*N=20 states and entities with publicly available participation option information

Participation Options by Consortia

Figure 2 shows the number of states and entities in each consortium that allowed or did not allow each of the participation options. The number of states identified for each consortium (and on which the percentage is based) is the number of states and entities in the consortium; it does not indicate the number of states with information on the participation options. As shown in the figure, all consortia had at least one state that allowed and at least one state that did not allow the combined participation option. In percentages, the range was from 8% (DLM) to 25% (NCSC) that allowed combined participation and from 4% (NCSC) to 8% (DLM and PARCC) that did not allow combined participation. In three of the consortia, at least five states allow combined participation (20% to 25% of the states in the consortium). No state allowed selective participation, but one state each in DLM and NCSC, and two states each in PARCC and SBAC specifically did not allow it.

Across the consortia only one to four states with available data allowed for adjusted participation for testing window. Similarly, only a few states with available data allowed adjusted participation for disability (0 in DLM to 4 in NCSC).

Figure 2. Number of States and Entities by Consortia that Allow or Do Not Allow Participation Options*



*N=20 states with information, Consortia Ns are total states within each consortia

Criteria for Participation

The following sections address participation criteria that were allowed and not allowed. Results are presented first for all states and entities, and then organized by the four consortia. The tables are structured to address criteria mentioned most frequently by states overall. This information is followed by a section on policy information for English language learners.

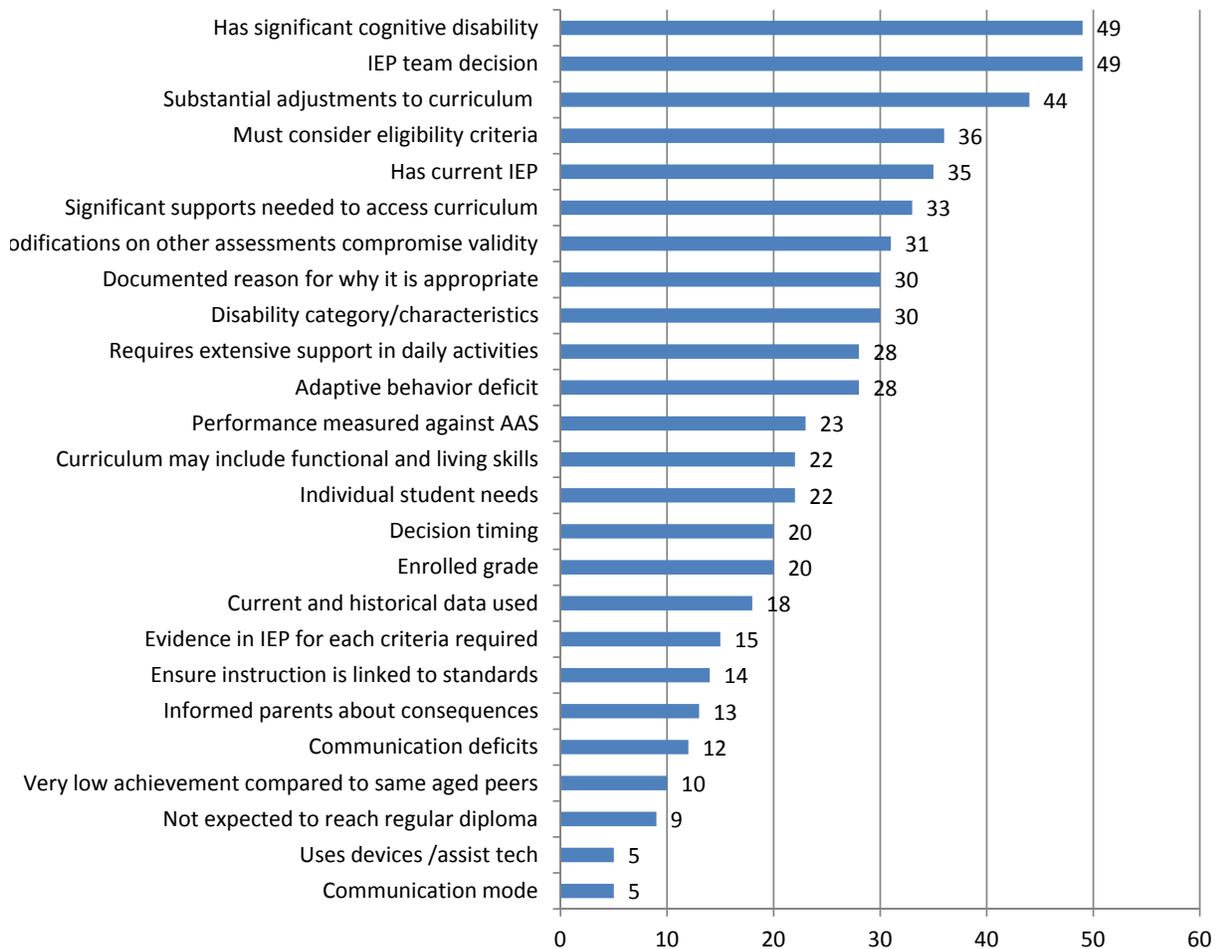
Criteria for Participation: Allowed

Figure 3 shows the 25 criteria that could be used for AA-AAS participation decisions; as described in the Methods section, this figure includes only those criteria mentioned by at least five states. The top two criteria (*student has a significant cognitive disability; participation decision to be made by IEP team*) were listed by 49 states and entities. The next most frequently listed criterion was the need for *substantial adjustments to the student’s curriculum* (n = 44). Six additional criteria were listed by at least 30 states and entities (*must consider eligibility criteria, has current IEP, significant supports needed to access curriculum, modifications on regular*

assessment compromise validity, documented reason why AA-AAS is appropriate, disability category/characteristics).

Additional details about the participation criteria that are allowed are in Table B3 in Appendix B. Criteria that were listed by fewer than five states overall are listed in Appendix Table B4. For example, four states required that IQ scores be used in the decision-making process. Detailed specification notes for all the participation criteria are in Table B5.

Figure 3. Number of State and Entities that Allow Specific Participation Criteria to be Used for Participation Decisions*



*N=58

Definitions of criteria:

Has significant cognitive disability: This term varied by state, but was noted if language approximated the term (e.g., significant cognitive disability, significant or severe disability, or any specific criteria to define these)

IEP team decision: IEP team makes decision, but explicit team members mentioned varied across states.

Substantial adjustments to curriculum: Substantive changes made to curriculum of student.

Has current IEP: Explicit or inferred language about IEP being current.

Must consider eligibility criteria: Language that required that criteria be considered in making a participation decision, with a range from requiring that all criteria be met to a simple requirement that some or all criteria be considered; Decision-tree formats were one indication of the need to consider criteria.

Significant supports needed to access curriculum: Significant supports which may include teacher supports or significant accommodations or modifications for student to access the curriculum.

Modifications needed in other assessment(s) compromise validity: Modifications that student would need to participate in a regular assessment would compromise validity. This includes not being able to participate in regular assessment with either accommodations or modifications.

Documented reason for why AA-AAS is appropriate: State requires documented reason for why it is appropriate for student to take AA-AAS. This does not necessarily include evidence for the reason given, but may include signed statements on forms, signed checklists, etc.

Disability category/characteristics: Student's disability category (e.g., Multiple Disabilities, Traumatic Brain Injury, etc.) as well as any descriptive characteristics of challenges a student may have.

Requires extensive support in daily activities: This includes extensive supports needed for daily activities with emphasis on either academic or non-academic activities during the student's day.

Adaptive behavior deficit: Student has challenges in behavior needed for daily skills. (Focus here is on student adaptive skills, in contrast to supports needed for daily activities, or a curriculum component)

Curriculum may include functional and living skills: Functional or living skills are part of student's curriculum.

Performance measured against alternate achievement standards: Performance either in daily assessments or assessments are measured against a state's alternate achievement standards.

Individual student needs: Explicit mention of considering individual student's needs.

Enrolled grade: Enrolled grade of student is used for determining aspects of participation, such as which content test to administer, or with regard to appropriate alternate achievement standards.

Decision timing: Timing of a decision may refer to when a participation decision is made for a student relative to an assessment window, or the development or updating of an IEP in order to participate, etc.

Current and historical data used: Past or current data to be used in making a decision; specific data required varies across states

Evidence in IEP for each criteria required: State requires evidence for each criterion in IEP to participate. This may include evidence for sub-criteria

Ensure instruction is linked to standards: Requires that instruction student had or currently has is linked to the state's standards.

Informed parents about consequences: Parents are informed about state or district consequences of a student's participation in the AA-AAS.

Communication deficits: Receptive or expressive difficulties in communication. (This may overlap with communication mode, but is separate here to reflect broad policy that does not specify a mode.)

Very low achievement compared to same aged peers: Student achievement in any content area is very low compared to other students of the same age.

Not expected to reach regular diploma: Student is not expected to complete a standard academic curricula that leads to a regular diploma.

Uses devices/assistive technology: General or specified uses of various devices or assistive technology to provide access to program of study.

Communication mode: Receptive or expressive difficulties in communication that specifies a mode (e.g., eye gaze, cries, facial expressions, regularized gestures, signs, pictures, etc.)

The exact specifications of criteria differed across states. For example, the criterion *has a significant cognitive disability*, was explained by states in different ways. Examples of state specifications are:

Arizona: 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.

Colorado: Does the student have an Individualized Education Program (IEP)? AND Evidence of a Significant Cognitive Disability?

Georgia: Has significant cognitive disability: Does the student have significant intellectual disabilities or a combination of intellectual disabilities with motor, sensory, or emotional behavior disabilities?

Nebraska: Possesses significant limitations, both in intellectual functioning and adaptive behavior, expressed in conceptual, social, and practical adaptive skills.

New Jersey: The United States Department of Education (USDOE) non-regulatory guidance The guidance states that: “only students with the most significant cognitive disabilities may be assessed based on alternate achievement standards....the Department intended the term “students with the most significant cognitive disabilities” to include that small number of students who are (1) within one or more of the existing categories of disability under the IDEA (e.g., autism, multiple disabilities, traumatic brain injury, etc.); and (2) whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction.” Is the nature of the student’s cognitive disability severe?

For detailed information about individual criterion specifications refer to Table B8 in Appendix B. As is evident in Appendix Table B8, most states require a combination of criteria for IEP teams to use in making participation decisions for students in assessments.

Consortia Participation Criteria Allowed

Figure 4 shows the participation criteria mentioned by at least five states and entities in each of the four consortia working on content assessments. It also indicates the percentage of states in each consortia that have each criterion. The number of states in each consortium, as indicated after the consortia name, was the denominator used to calculate the percentages. The top three criteria allowed by states were the same across the four consortia, though in slightly different

orders: *Has significant cognitive disability, IEP team decision, and Substantial adjustments to curriculum.*

Figure 4. Number of States and Entities by Consortia that Allow Selected Criteria to be Used for Participation Decisions

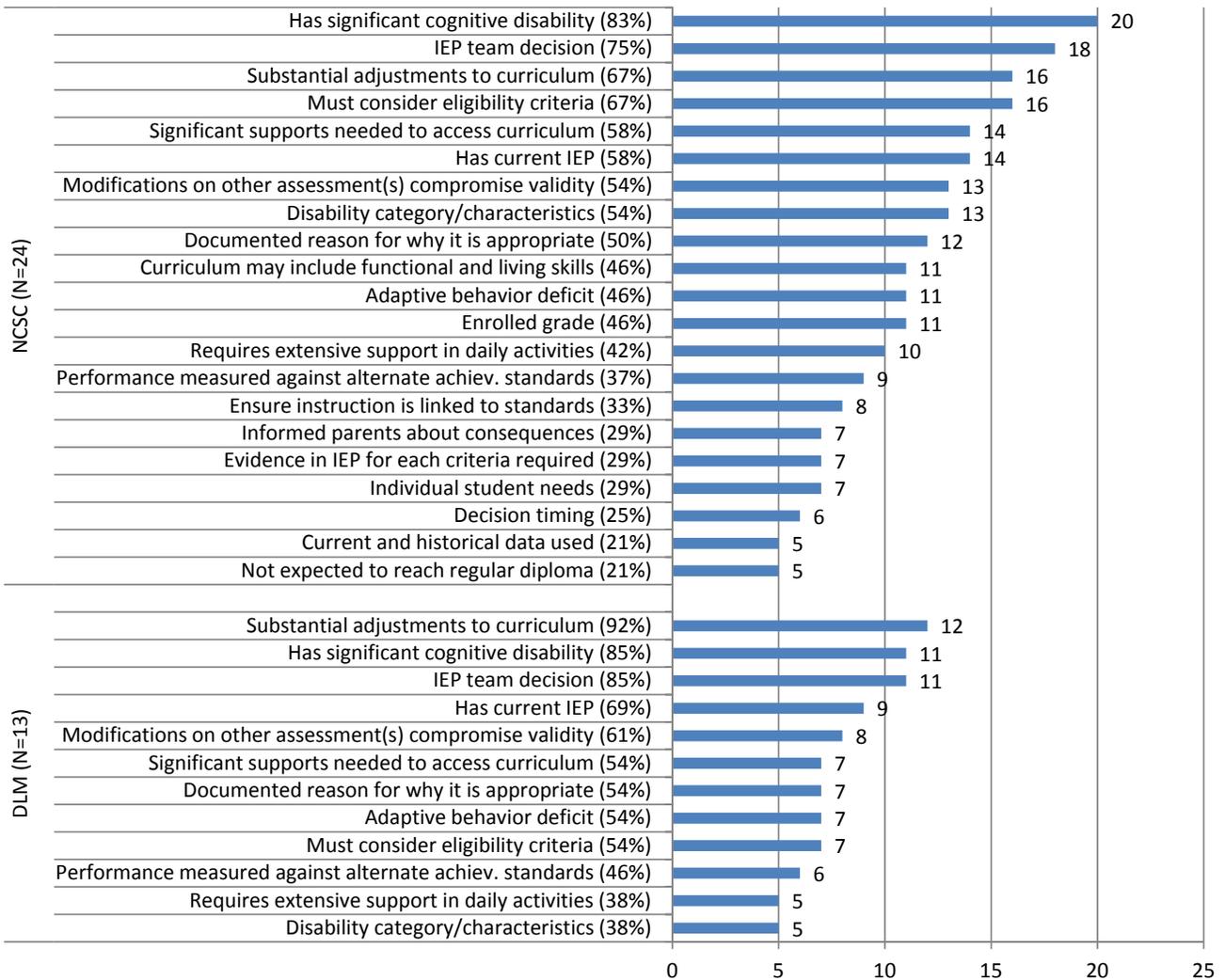
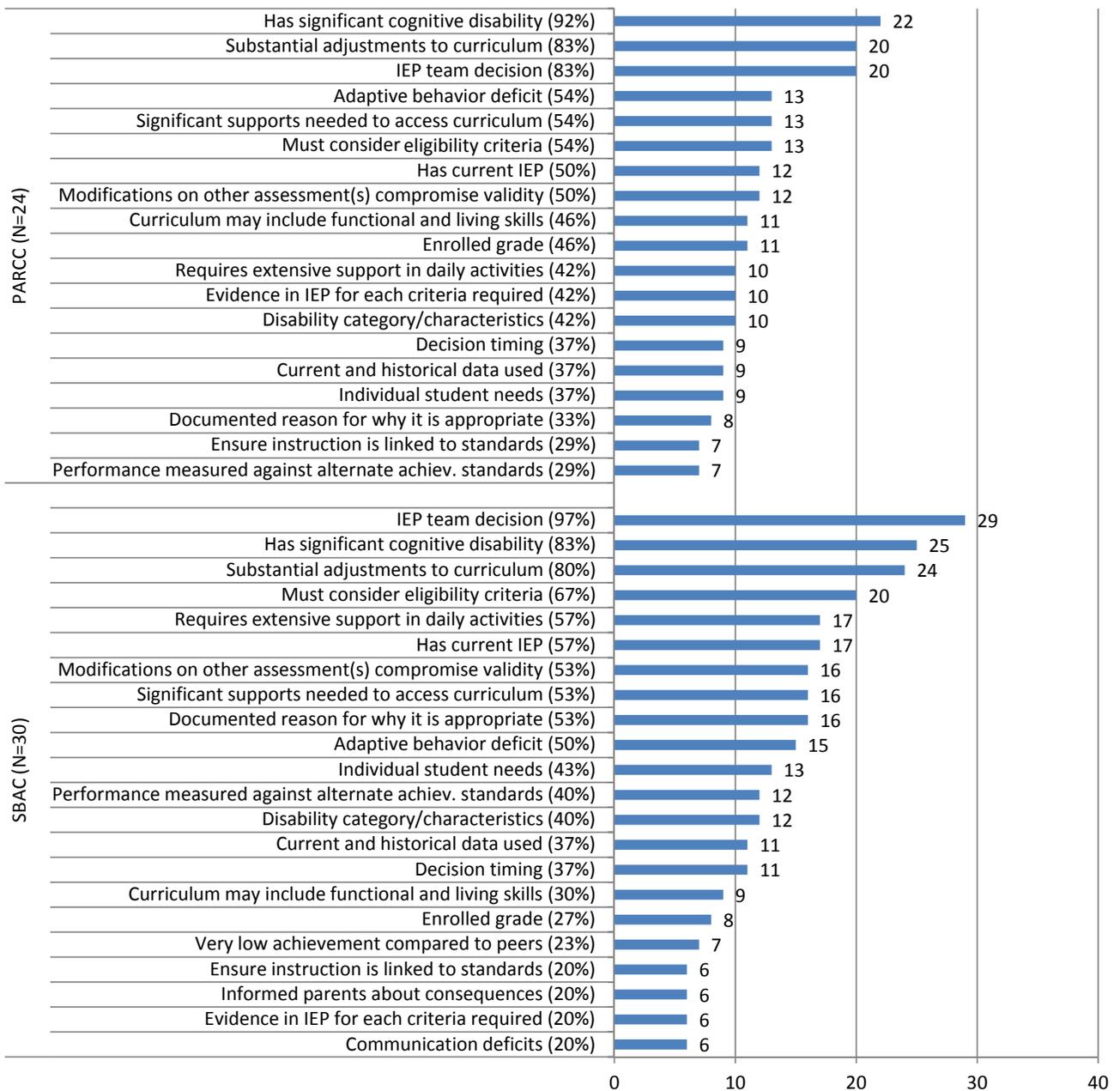


Figure 4. Number of States and Entities by Consortia that Allow Selected Criteria to be Used for Participation Decisions (continued)



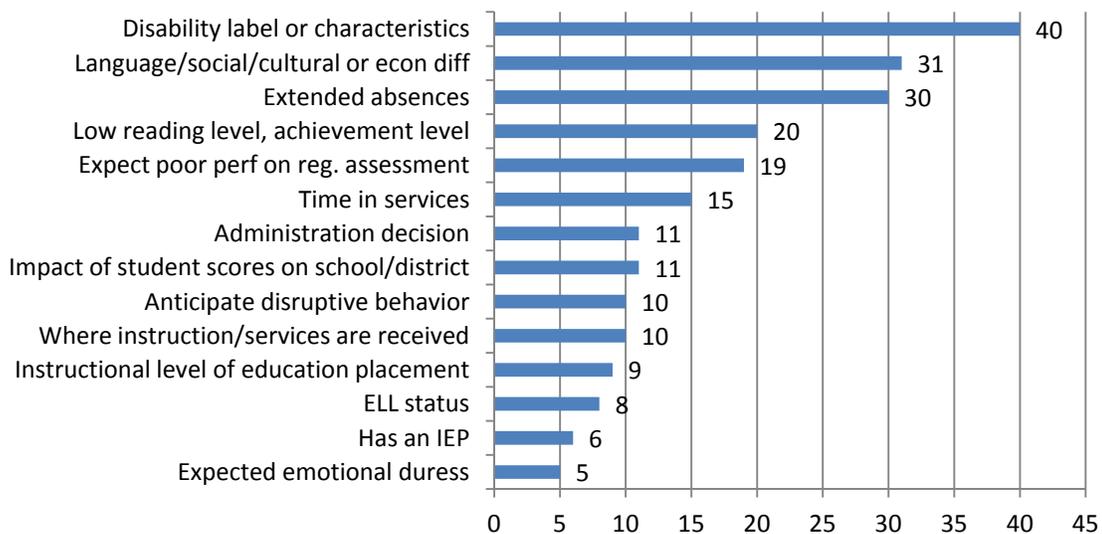
Participation Criteria: Not Allowed

Figure 5 shows the 14 criteria that states indicated could not be used for AA-AAS participation decisions; this list includes only those criteria mentioned by at least five states. Forty states cited

disability label or characteristics as a criterion that could not be used. *Language/social/cultural or economic difference* (N=31) and *extended absences* (N=30) were the next most frequently listed.

Additional details about the participation criteria that are not allowed are in Table B6 in Appendix B. Criteria that were listed by fewer than five states overall are listed in Appendix Table B7. For example, one state indicated that IQ scores could not be used when making participation decisions. Detailed specification notes for the participation criteria that are not allowed are in Table B8.

Figure 5. Number of States and Entities That Do Not Allow Selected Participation Criteria To Be Used in Participation Decisions *



*N=58

Criteria Definitions:

Disability label or characteristics: Student’s disability category (e.g., Multiple Disabilities, Traumatic Brain Injury, etc.) as well as any descriptive characteristics of challenges a student may have.

Language/social/cultural or economic difference: Language, social, cultural or economic status differences.

Extended absences: Extended absences from school that may or may not be due to student’s disability.

Low reading level, achievement level: Student has low reading level or low overall achievement.

Expect poor performance on regular assessment: Student is not expected to do well on the regular assessment (or other state alternate).

Time in services: Time that student is receiving services, or a particular service.

Instructional level of educational placement: The instructional level a student is placed.

Anticipate disruptive behavior: Others expect the student will have disruptive behavior.

Administration decision: Others in administrative roles make or influence decisions.

Impact of scores on school/district: Anticipate that student scores will negatively impact a school or district.

Where instruction/services are received: Where a student receives services (e.g., homebound students, etc.) or other program setting.

English Language Learner status (ELL) status: Student has English language learner status.

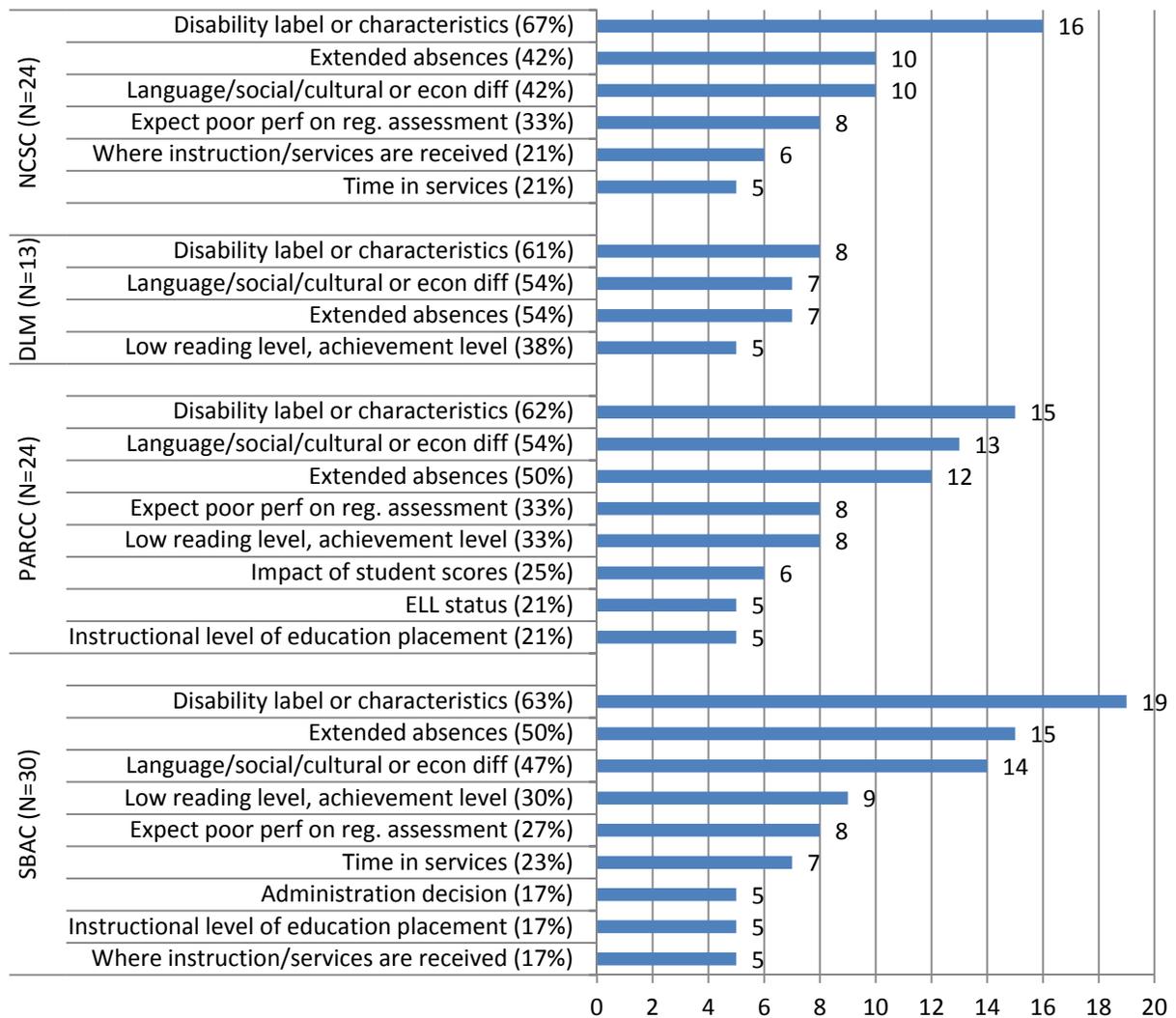
Has an IEP: Student has an Individualized Education Program.

Expected emotional duress: Student is expected to have emotional difficulties.

Consortia Criteria Not Allowed

Figure 6 shows the participation criteria that were not allowed, organized by consortia. Again, this figure includes only those criteria mentioned by at least five states. As in other figures, the number of states identified for each consortium (and on which the percentage is based) is the number of states in the consortium. The top three criteria not allowed by states in the consortia were *disability label or characteristics*, *extended absences*, and *language/social/cultural or economic difference*.

Figure 6. Number of States and Entities by Consortia that Do Not Allow Selected Criteria to be Used in Participation Decisions



ELL Status and Participation Criteria

Several states included information in their AA-AAS participation policies about how the criteria applied to English language learners (ELLs). Often the additional information referred to the federal exemption allowance for the Reading/ELA assessment for new arrivals to the country. In one state, two documents addressing AA-AAS participation criteria were found: one for special education and one for ELLs. Table 1 shows the information provided in these two documents. It is evident in this side-by-side presentation that although some of the information was similar across the two documents, there were some distinct differences. Although the differences may be due to the different years covered by the two documents, they were both the most recent documents available and the ones to which decision makers would probably refer.

Table 1. Two Concurrent Eligibility Documents From One State

Eligibility/Participation Document (2010-11)	ELL Accommodations Document (2009-2010)
<p><u>Criterion #1: Evidence of Significant Cognitive Disabilities</u> Student's levels of cognitive skills and adaptive behavior are such that extensive modifications involving accessing the general education curriculum through the extended standards are required.</p> <p><u>Criterion #2: Intensity of Instruction</u> Student requires extensive direct instruction and/or extensive supports to accomplish the application and transfer of skills to school, home, work, and community environments. The student does not keep pace with peers, even with the majority of students in special education, with respect to the total number of skills acquired.</p> <p><u>Criterion #3: Curricular Outcomes</u> The student requires extensively modified instruction focusing on a less complex application of skills in order to access the [state] Content Standards.</p> <p><u>Criterion #4: Exclusions</u> The student's inability to participate in [regular assessment] is NOT primarily the result of <u>any</u> of the following:</p> <ol style="list-style-type: none"> 1. Existence of an IEP; 2. Specific categorical label; 3. Educational placement; 4. English language learner status; 5. Socio-economic or cultural differences; 6. Excessive or extended absences; 7. Disruptive behavior; 8. Student's reading level 9. The expectation that the student will not, or has not performed well on the ISAT, OR 10. Sensory impairment alone (hearing or vision) 	<p>a. The student's demonstrated cognitive ability and adaptive behavior prevents completion of the general academic curriculum even with program modifications;</p> <p>b. The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and</p> <p>c. The student is unable to acquire, maintain, or generalize skills (in multiple settings) and demonstrate performance of those skills without intensive frequent individualized instruction.</p> <p>Students are not to be included in the [AA-AAS] for any of the following reasons:</p> <ol style="list-style-type: none"> a. The only determining factor is that the student is in an LEP Program; b. The student is academically behind because of excessive absences or lack of instruction; or c. The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.

With the increasing numbers of students with disabilities who are ELLs, and the fact that a small portion of these students are likely to be in the AA-AAS, it is important to attend to the nature of participation policies and criteria for these students.

Discussion

The purpose of this report was to provide information on written participation policies for the Alternate Assessment based on Alternate Achievement Standards (AA-AAS). Our goal was to provide both a national picture of AA-AAS written participation policies, and a snapshot of what these policies look like for each of the two Race-to-the-Top assessment consortia developing a regular assessment, and each of the two General Supervision Enhancement Grant (GSEG) assessment consortia developing an AA-AAS assessment system for students with significant cognitive disabilities. Our review focused primarily on (a) the nature of the participation options (e.g., whether students could participate in the AA-AAS only across content areas, or in both an AA-AAS and another assessment—either the regular assessment or the Alternate Assessment based on Modified Achievement Standards (AA-MAS); and (b) which specific criteria for participation could and could not be used in determining whether a student would participate in the AA-AAS or another assessment. We also noted other characteristics of some of the written participation policies, which we highlight here as well. The information presented in the report was based on 58 states and entities; thus, all but a few participation policies are included in both the national summaries and for each of the consortia.

Participation Options

Nationally, written participation policies for the AA-AAS are quite variable in the extent to which they explicitly address the participation options of *combined participation* (in which a student may participate in the AA-AAS for one content area and in an AA-MAS or regular assessment for another area) and *selective participation* (in which a student participates in the AA-AAS for one content area and does not participate in any assessment for another content area). Out of the 58 states and entities for which we found written policies that addressed participation in detail, only 20 explicitly addressed either of these options or others (e.g., whether participation can be adjusted for testing window or for disability category). Thus, the information about participation options is limited.

In the 20 states that explicitly addressed participation option information in their written policies, over half (n=11) indicated that *combined participation* was allowed. In other words, a student may participate in an AA-AAS for one content area, and in either a regular assessment or an AA-MAS for another content area. Four states explicitly indicated that *combined participation* was not allowed. None of the 20 states explicitly indicated that *selective participation* was al-

lowed, in other words, that a student might participate in the AA-AAS for one content area and then not be assessed at all for another content area, unless there were circumstances such as late arrival in relation to instructional time and the assessment window. Four states explicitly indicated that selective participation was not allowed.

The ways in which these participation options were distributed across consortia are difficult to interpret because of the small numbers. Therefore, it is not possible to conclude that one consortia or another has a different perspective from another on the possibility of *combined participation*, simply because so few states include this information in written policies. The same is true for *selective participation*.

Among the states that addressed whether students' AA-AAS participation might vary as a function of the testing window, seven indicated that participation could be adjusted for the testing window and four indicated it could be adjusted for disability category. For states allowing adjustments for late arriving students, adjustments to the testing window included reducing the number of items completed within a content area, reducing the number of content areas attempted, and allowing a student's file to be submitted without sample work, with or without a petition for exemption based on the time of arrival. Four states indicated that participation could be adjusted for disability category, most often with a focus on students with significant cognitive disabilities who were also blind or deaf/hard of hearing. Because of the small numbers, it is impossible to interpret differences across consortia.

It is important for states to include explicit information on participation options in their written participation policies. These are important topics, and should reflect the validity argument that states are making for their AA-AAS. A consistent and well-defined population for which an assessment is designed seems needed if valid inferences about performance are to be made. An information survey of one of the states in one of the consortium focused on the AA-AAS suggested that there are probably unwritten policies generally known by IEP members about participation options, and that these unwritten policies would give a more comprehensive picture of participation options. It seems likely that each assessment consortium will need to have a conversation about their proposed definitions of the population expected to participate in the AA-AAS, the implications of those definitions for participation by content area, and how to handle potential exceptions. Then they will need to develop written participation policies reflecting decisions made during those discussions.

Other considerations on participation should also be addressed, including policies on late arrivals (i.e., students who begin attending a school shortly before the testing window) and the transfer of student materials between schools, districts, or states. Only a few states explicitly addressed these kinds of adjustments for participation. It would be useful for states to anticipate in policy what flexibility will be allowed, and what logistical expectations, specific to transfer of student materials, may be set for different types of transfers.

Participation Criteria: To Use or Not to Use

All states' written participation policies for the AA-AAS addressed the criteria that could and could not be used for making participation decisions. Criteria mentioned by at least five states were numerous, including 25 criteria that could be used for AA-AAS participation decisions and 14 criteria that could not be used. The top two criteria listed by states were that the *student has a significant cognitive disability*, and that the *decision is made by the IEP team*; both of these were included in the written policies of 49 states and entities. The most frequently listed criterion that could not be used was *disability label or characteristics* (n=40). A small number of states and entities either required IQ scores or mentioned a typical score range as a suggestion for participation decisions. It is important for states to discuss when criteria are requirements and when they are simply suggestions.

Not evident from the list of criteria was whether certain criteria had different meanings across the states that included the criteria. Also not evident is whether certain criteria are explicit in some states' criteria while in other states, the criteria are embedded in their IEP documentation forms.

Also not evident in the lists of participation criteria in state documents were what seemed to be differences in how the criteria had to be used. Some states required that all criteria be met, while others either listed criteria or described characteristics without explicitly indicating that all must be met. It is not clear how these kinds of differences across states might affect the resulting group of students participating in the AA-AAS. Disability labels and characteristics constituted a criterion that several states indicated could not be used for participation decisions, yet some other states did refer to labels, accompanied by information on specific characteristics typical of students for whom the AA-AAS was designed.

It is not clear how differences in participation criteria across states might affect the goal of ensuring that the appropriate population of students participates in the AA-AAS. Several factors will enter into this:

- The level of detail used in defining the criteria that are used for determining whether a student should participate in the AA-AAS (e.g., communication deficit versus non-symbolic communicator)
- Requirements for including certain pieces of information or documentation
- Transition plans to new assessment system
- Strictness regarding requirements versus guidelines in criteria

Decisions for ELLs

Several states did mention English Language Learner (ELL) status of students and how this might affect decisions about participation in the AA-AAS. In some of these states' policies, there was limited mention of ELLs, such as the federal regulation that allows for new arrivals to be exempted from participation in Reading/ELA assessments, or the indication that ELL status could not determine participation in the AA-AAS.

Further, it is important for states to be careful in describing participation criteria with regard to language proficiency. For example, referring to ELL status vs. English proficiency could have different nuances for decision-making for students on an AA-AAS. Both terms could refer to ELL status, but clearly, English proficiency also applies more broadly to all students and not only those who qualify for ELL services.

Suggestions for the Assessment Consortia

Several of the findings from this study have implications for the assessment consortia developing regular assessments (PARCC and SBAC), alternate assessments (DLM and NCSC), and ELP assessments (ASSETS). For example, all of the consortia will be developing criteria for determining who participates in each of their assessments. States in a consortium will want to discuss exactly where criteria should be placed, and to what extent there should be overlap across different state documents. Further, training and professional development certainly benefit from consistent materials, and this will become of increased importance as the consortia determine their participation policies and the training and professional development to support them.

Previous findings have implications for the consortia as well. For example, a comparison of the categories reflected in this analysis of AA-AAS participation policies and the analysis of participation and accommodation policies for all assessments, but primarily the regular assessment (Christensen, Braam, Scullen, & Thurlow, 2009), showed similar participation criteria categories. Still, it is possible that these general criteria may not be specific enough to narrowly define the population of students who should participate in the AA-AAS. This would affect all consortia by possibly introducing gaps in the students who are covered by the participation criteria.

Limitations

Issues with terminology were encountered in our examination of states' AA-AAS participation policies. A previous analysis of AA-AAS participation policies noted similar issues with terminology (Musson et al., 2010). To avoid possible misinterpretation, we generally retained the language used by states, with the risk of overlapping meaning in terms or having different results in the number of states with certain criteria due to states using different categorical

levels or different levels of detail in describing criteria. We believed that within the context of a single state's policy the actual language used within a written participation policy would be more transparent.

Future analyses could examine the relationship between the AA-AAS participation rates and some of the specific criteria that states include in their participation guidelines (see NCEO, 2011). This type of analysis could look at some of the less frequently used criteria, or the definitions of certain criteria (such as "significant cognitive disability") to determine whether certain definitions and criteria result in an increase or decrease in the rate of students participating in the AA-AAS. It would also be important to examine the effects of training on the criteria.

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Christensen, L. L., Braam, M., Scullin, S., & Thurlow, M. (2011). *2009 State Policies on Assessment Participation and Accommodations for Students with Disabilities* (Synthesis Report 83). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

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Appendix A

AA-AAS Documents Used in Review

State	Document
Alabama	Accommodations Manual, January 2010 https://docs.alsde.edu/documents/91/Alabama%20Student%20Assessment%20Program%20and%20Policies%20for%20Students%20of%20Special%20Populations%20January%202010.pdf Alabama Alternate Assessment Overview 9.9.2010.pdf and IEP Accommodations Checklist Alabama Alternate Assessment Revised 2007
American Samoa	American Samoa Teacher's Guide on Alternate Assessment Based on Alternate Achievement Standards (Draft)
Alaska	Participation Guidelines Web_2011.pdf http://search.yahoo.com/r/_ylt=A0oG7nbkEA9PVwEA0aFXNyoA;_ylu=X3oDMTEydDFsc3U3BHNIYwNzcgRwb3MDMQRjb2xvA2FjMgR2dGlkA0g0NjZfODI-/SIG=137e72bbu/EXP=1326416228/**https%3a//eed.alaska.gov/tls/assessment/pdf_files/ParticipationGuidelinesWeb_2011.pdf Information from training pages on Web site with registration and password required
Arizona	All forms and documents can be located on this page http://www.azed.gov/special-education/aimsa/special-education-directors/ Alternate Assessment Test Administration Directions http://www.azed.gov/special-education/files/2011/10/aims-a-2012-test-administration-directions.pdf Test Administration Directions Arizona's Instrument to Measure Standards Alternate (AIMS-A) 2011 http://www.azed.gov/special-education/files/2011/10/aims-a-2012-test-administration-directions.pdf Special Education Directors' Manual http://www.azed.gov/special-education/files/2011/10/aims-a-2012-special-education-directors-manual.pdf Eligibility Form http://www.azed.gov/special-education/aimsa/special-education-directors/
Arkansas	Arkansas Alternate Assessment Administration Manual for Grades 3-8 http://arkansased.org/testing/pdf/assessment/alt_gr3-8_11_admin_062510.pdf 2011-2012 Arkansas Alternate Portfolio Assessment Participant Validation Form http://arkansased.org/testing/pdf/assessment/alt_gr3-8_11_valid_051611.pdf
California	CAPA Core Adaptations http://www.cde.ca.gov/ta/tg/sr/coreadaptations.asp CAPA Participation Criteria, http://www.cde.ca.gov/ta/tg/sr/participcritria.asp

Colorado	<p>Colorado Accommodations Manual 2010-2011 http://www.cde.state.co.us/cdeassess/documents/csapa/2010/2010_Accommodations_Manual.pdf</p> <p>CSAPA Administration Training 2010-2011 http://www.cde.state.co.us/cdeassess/documents/csapa/2010/2010_CSAPA_Presentation.ppt</p> <p>CSAPA Eligibility Worksheet http://www.cde.state.co.us/cdeassess/documents/csapa/2011/CSAPA_Eligibility_Worksheet.pdf New one called CoALT: [same document content, different name] http://www.cde.state.co.us/cdeassess/documents/csapa/CoAltEligibility.pdf</p>
Commonwealth of the Northern Mariana Islands	<p>CNMI Alternate Assessment Teachers' Guide http://pac6.org/images/upload/CNMI_Teachers_Guide_May_2010.doc</p>
Connecticut	<p>Assessment Guidelines, 2011-2012 http://www.csde.state.ct.us/public/cedar/assessment/agl/resources/Assessment-Guideline2011-12.pdf</p> <p>CMT/CAPT Skills Checklist- Web page includes training materials http://www.csde.state.ct.us/public/cedar/assessment/checklist/index.htm</p>
Delaware	<p>Main Page: http://de.portal.airast.org/tab_dcasalt1.html</p> <p>Guidelines for Inclusion http://www.doe.k12.de.us/aab/files/Guidelines_for_Inclusion_8-11.pdf</p> <p>State Assessment Coordinator Manual http://de.portal.airast.org/resources/Alt1%20Resources/DCAS-Alt1_SAC_2011-2012.pdf</p> <p>Test Administration Manual http://de.portal.airast.org/resources/Alt1%20Resources/DCAS-Alt1_TAM_2011-2012.pdf</p>
District of Columbia	<p>DC CAS Alt Assessment Criteria http://osse.dc.gov/service/dc-cas-alt-participation-criteria-and-forms</p> <p>2011-2012 DC CAS Alt Procedures Handbook http://osse.dc.gov/publication/dc-cas-altprocedures-handbook [This document mentions Pathways to Learning document to show examples of modifications, but these were not found at the linked sites in the document.]</p>
Federated States of Micronesia	<p>FSM AA-AAS & Accommodations Guide FINAL.pdf</p> <p>FSM Alternate Assessment Based on Alternate Achievement Standards Teacher Guide</p> <p>Guidelines for Including Students with Disabilities in the National Standardized Test (NST) and Criteria for Participation in an Alternate Assessment Based on Alternate Achievement Standards (AA-AAS)</p>
Florida	<p>Florida Alternate Assessment Participation Checklist http://info.fldoe.org/docushare/dsweb/Get/Document-1858/AA%20Check.pdf</p> <p>Alternate Administration Manual 2010-11 http://www.fldoe.org/asp/pdf/fl-alt-assessment-manual.pdf</p> <p>Object Exchange List 2011 http://www.fldoe.org/asp/pdf/oel.pdf</p>

Georgia	GAA Examiner's Manual for 2010-2011 http://public.doe.k12.ga.us/DMGetDocument.aspx/GAA%20Examiners%20Manual%202010.pdf?p=6CC6799F8C1371F69B0943C60C3D481CEA382EE2CEFD7E0238B6EDFABFE3937&Type=D
Guam	Guam Department of Education Guidelines for Including Students with Disabilities in the Stanford Achievement Test-10th Edition (SAT-10) and Criteria for Participation in an Alternate Assessment Based on Alternate Achievement Standards (AA-AAS) and Guam Department of Education Accommodations Manual
Hawaii	Student Assessment Section (SAS) Participation Guidelines on Web site AND Hawaii State Alternate Assessment (HSAA) Participation Criteria Checklist http://sao.k12.hi.us/assessment/hawaiistatealternateassessment/index.htm
Idaho	Eligibility Guidelines 2011-12 http://www.sde.idaho.gov/site/assessment/ISATalt/docs/forms/Eligibility%20Guidelines%2011_30_10.doc ISAT Alt Manual 2011-2012 and Accommodations Guidelines http://www.sde.idaho.gov/site/assessment/ISATalt/docs/forms/ISAT_Alt_Manual_11_30.doc http://www.sde.idaho.gov/site/assessment/ISATalt/docs/forms/Accommodations-Guidelines_11_30_10.xls
Illinois	Illinois Alternate Assessment Participation Guidelines 2011-2012 http://www.isbe.net/assessment/pdfs/2012/iaa/IAA_Particip_Gdlines.pdf Alternate Implementation Manual 2011 [NOTE: Includes link to "Reason for Not Testing" coding document where more information was found regarding participation] http://www.isbe.state.il.us/assessment/pdfs/2011/iaa/implementation_manual.pdf
Indiana	2010-2011 ISTEP+ Program Manual http://www.doe.in.gov/assessment/docs/ProgramManual.pdf
Iowa	Criteria for IEP Teams in Determining Student Eligibility for the Iowa Alternate Assessment 1%, 2011-2012 http://educateiowa.gov/index.php?option=com_docman&task=doc_download&gid=11993&Itemid=4303 Area Education Agency Special Education Procedures Appendix: Documentation Guide (July 1, 2011, revised) http://www.iowaidea.org/pages/uploaded_files/Documentation%20Guide%20July%201%202011%20revised.pdf
Kansas	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=2384&mid=8885 Kansas 2011-2012 Alternate Assessment Teacher's Guide, Aug 2011 http://www.ksde.org/LinkClick.aspx?fileticket=wJNfC6CvEMM%3d&tabid=2384&mid=8879 Alternate Implementation Guide 2010-11 http://www.cete.us/docs/2011/2011_KAA_Implementation_Guide.pdf

Kentucky	<p>Alternate Assessment Participation Guidelines http://www.education.ky.gov/NR/rdonlyres/E136408D-23A2-48BE-95BA-FD626D88FFFA/0/AlternateAssessmentParticipationGuidelines.doc</p> <p>2011-2012 Alternate Assessment Overview Administration Guides http://www.education.ky.gov/NR/rdonlyres/1C35B092-4860-4F23-9B7A-157B255C409C/0/20112012OverviewAdministrationGuidelines.pdf</p> <p>Alternate Kentucky Performance Rating for Educational Progress (K-PREP) Based on Alternate Achievement Standards 2011-2012 Administration Guide for Section II Reading, Math, Writing, Science & Social Studies http://www.education.ky.gov/NR/rdonlyres/4FD7607C-C143-4989-BD3C-3CC2AE272A0A/0/AdministrationGuidelinesAT11final.pdf</p> <p>Alternate Assessment and Accountability PowerPoint: http://www.education.ky.gov/NR/rdonlyres/34A64072-A7F3-41E8-8983-FBB238A-FAC1B/0/AlternateAssessmentandAccountabilityFolder.ppt</p> <p>Extraordinary Circumstances Exemption Form: http://www.education.ky.gov/NR/rdonlyres/4962AD09-99E1-42FC-B3CF-5C5E-354F896E/0/ExtraordinaryCircumstancesForm20112012.doc</p> <p>Kentucky Alternate Assessment Code of Ethics http://www.education.ky.gov/NR/rdonlyres/17CAFA6A-B6F8-4996-8636-E6050B9488A8/0/KENTUCKYALTERNATEASSESSMENTCODEOFETHICS.pdf</p>
Louisiana	<p>LEAP Alternate Assessment Level 1, (LAA 1) Participation Criteria http://www.louisianaschools.net/lde/uploads/4797.pdf</p> <p>LAA1 Accommodation Document http://www.louisianaschools.net/lde/uploads/18144.pdf</p>
Maine	<p>2011-2012 PAAP Administration Handbook http://www.maine.gov/education/lsalt/paap/materialstools/index.htm#handbook</p>
Maryland	<p>ALT-MSA Participation Guidelines http://www.marylandpublicschools.org/MSDE/testing/alt_msa/?WBCMODE=Pre%25</p> <p>Alt-MSA Handbook 2011 http://www.marylandpublicschools.org/MSDE/testing/alt_msa/ALT-MSA_Handbook</p> <p>Alt-MSA IEP Team Decision- Making Process Eligibility Tool http://www.marylandpublicschools.org/NR/rdonlyres/5F4F5041-02EE-4F3A-B495-5E4B3C850D3E/29893/AltMSAIEPTeamDecisionMakingProcessEligibilityToolR.pdf</p> <p>Technical Assistance Bulletin #17: Understanding the Criteria and Eligibility Process for Students with the Most Significant Cognitive Disabilities Participating in the Maryland School Assessment Program http://www.marylandpublicschools.org/NR/rdonlyres/0F00C262-9EFD-4F58-80C3-3DA05A224B2E/22587/TAB_17_Alt_MSA.pdf</p> <p>Maryland Accommodations Manual (MAM) http://www.marylandpublicschools.org/NR/rdonlyres/840EFBB6-CD7D-404E-8A77-E978F6D508AA/16337/MDAccommodationsManual_21108.pdf</p>
Massachusetts	<p>Requirements for the Participation of Students with Disabilities in MCAS (2011-2012 Update) http://www.doe.mass.edu/mcas/participation/sped.pdf</p> <p>2012 Educator Manual for MCAS-ALT http://www.doe.mass.edu/mcas/alt/edmanual.pdf</p>

Michigan	<p>Michigan Statewide Assessment Selection Guidance 2011-12 and the Test Administration Manual for 2011 http://www.michigan.gov/documents/mde/Michigan_Statewide_Assessment_Selection_Guidelines_360226_7.pdf and http://www.michigan.gov/documents/mde/1112_MEAP-ACC_TAM_WEB_ONLY_362117_7.pdf Alternate Assessment Test Administration Manual http://www.michigan.gov/documents/mde/MI-Access_10-11_TAM_FINAL_online_331399_7.pdf</p>
Minnesota	<p>MTAS Task Administration Manual http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/Alternate/Alternate_Manuals_Directions/index.html 2010-2011 Procedures Manual http://www.education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/DAC_Corner/Policies_Procedures_Guidelines/index.html</p>
Mississippi	<p>MAAECF Teacher Resource Guide and Determination of Participation Using Progress Rubric Form http://www.mde.k12.ms.us/osa/Special_Populations/MAAECF/MAAECF_Determination_of_Participation_Using_Progress_Rubric_Form_editable.pdf</p>
Missouri	<p>MAP-A Instructor's Guide and Implementation Manual 2010-11 http://dese.mo.gov/divimprove/assess/documents/2010-2011-MAP-A-Web-Instructors-Guide.pdf Model IEP Form, Page 3 and Form D http://dese.mo.gov/divspeced/Compliance/IEP/Index.html</p>
Montana	<p>CRT - ALT Admin Manual http://www.opi.mt.gov/pdf/Assessment/CRT/TA/11CRTAltAdminManual.pdf</p>
Nebraska	<p>IEP Team Guidelines http://www.education.ne.gov/sped/assessment/IEP_Team_Guidelines_Word_03_form.pdf</p>
Nevada	<p>Administration Manual for NAA http://nde.doe.nv.gov/NAA/2010-2011_NAA_AdministrationManual.pdf</p>
New Hampshire	<p>2010-2011 Participation Guide for NH Alternate http://www.education.nh.gov/instruction/assessment/necap/admin/documents/2010_11participationguidefor_nh_alternate_assessment.pdf Supportive vs. Directive Prompts Document http://www.measuredprogress.org/documents/10157/17184/Supportive_vs_Directive_Prompts.pdf Writing Assessment Evidence Required for Assessment Submission, and Other Content Area Documents (Math, Reading & Science).</p>
New Jersey	<p>APA Procedures Manual 2010-2011 http://pem.ncspearson.com/nj/apa/%280plhbpynorerhu55a500kcbi%29/doc/NJ%20APA%202010-2011%20Procedures%20Manual%208-30-10%20for%20web%20posting.pdf</p>

New Mexico	NMAPA Test Administrator Manual, Spring 2011 http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/NMAPA/dl11/TAM%20-%20Spring%202011%20(12.15.2010).pdf Accommodations Manual Final http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/dl10/Accommodations%20Manual%20Final%2020101012%20_28_.pdf
New York	Alternate Assessment Manual http://www.p12.nysed.gov/apda/nysaa/2010-2011/manual/guidelines.pdf Appendix D Form http://www.p12.nysed.gov/apda/nysaa/2010-2011/manual/appendix-d-forms.pdf
North Carolina	Eligibility 11 pdf Document, August 2011 http://www.ncpublicschools.org/docs/accountability/policyoperations/tswd/x1eligibility11.pdf Testing Students with Disabilities Publication, August 2011 http://www.ncpublicschools.org/docs/accountability/policyoperations/tswd/tswd1112.pdf November 2010 Review of Accommodations form for EXTEND1 http://www.ncpublicschools.org/docs/accountability/policyoperations/accommodations/x1accommsduringtest.pdf
North Dakota	ND Alternate Assessment 1 Manual 2011-12 http://www.dpi.state.nd.us/speced/resource/alternate/NDAA1_Test_Directions_Manual.pdf
Ohio	AASWD 2011-12 Administration Manual http://www.ohiodocs.org/AASWD/2011-2012/Spring%202012%20AASWD%20Administration%20Manual_Final.pdf
Oklahoma	Portfolio Administration Manual http://www.sde.state.ok.us/curriculum/SpecEd/pdf/Assessment/OAAP/PortfolioAdminManual.pdf Criteria Checklist http://www.sde.state.ok.us/curriculum/SpecEd/pdf/Assessment/OAAP/CriteriaChecklist.pdf
Oregon	2007-08 Technical Report: Oregon's Statewide Assessment System Alternate Assessment, 2007-08 Assessment Scoring Protocols - updated January 2011 http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/extdtecdoc_ch1-3_0809-final.pdf
Pennsylvania	2010-2011 Administration Manual http://www.pasaassessment.org/files/2010-2011%20Admin%20Manual.pdf
Puerto Rico	IEP Development Manual http://www.de.gobierno.pr/sites/de.gobierno.pr/files/MANUAL%20PEI%20EDUCACION%20ESPECIAL.pdf Teacher Resource Guide for PPEA http://www.de.gobierno.pr/sites/de.gobierno.pr/files/2011-12_PPEA_Resources_Guide.pdf
Republic of Palau	Guidelines for Including Students with Disabilities in the Republic of Palau Achievement Test (PAT) and Criteria for Participation in an Alternate Assessment Based on Alternate Achievement Standards (AA-AAS)
Republic of the Marshall Islands	Guidelines for Including Students with Disabilities in the Marshall Islands Standard Achievement Test (MISAT) and Criteria for Participation in an Alternate Assessment

Rhode Island	<p>2011-12 Participation Criteria for RIAA http://www.ride.ri.gov/assessment/DOCS/Alternate/2011-12/2011-12_ParticipationCriteria_for_RIAA.pdf</p> <p>2010-2011 RIAA Administration Manual http://www.ride.ri.gov/assessment/DOCS/Alternate/2010-11/2010-11_RIAA_Admin_Manual.pdf</p>
South Carolina	<p>2010-2011 South Carolina Alternate Test Administration Manual http://ed.sc.gov/agency/ac/Assessment/old/assessment/publications/documents/SCAlt_TAM_2011.pdf</p>
South Dakota	<p>Significant Cognitive Disability Eligibility Criteria http://doe.sd.gov/oats/documents/dsaSigCog.pdf</p>
Tennessee	<p>TCAP-ALTPA Teacher Manual 2010-2011 http://www.tn.gov/education/assessment/doc/AltPA_TeacherManual10-11.pdf</p>
Texas	<p>Participation Requirements http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147500894&libID=2147500889</p> <p>Presentation Supports and Materials http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147500452&libID=2147500449</p> <p>Ways to Demonstrate the Verbs Used in the STAAR Alternate Assessment Tasks http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147500457&libID=2147500454</p> <p>Comparison of Verbs Across Complexity Levels http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147501761&libID=2147501755</p> <p>FAQs http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147503354&libID=2147503348</p> <p>Clarification of Support vs. Cueing and Prompting Terms http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147500451&libID=2147500448</p> <p>Assisting Students Performing STAAR Alternate Tasks http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147500450&libID=2147500447</p> <p>Training Module 2 (requires log in to training center)</p>
Utah	<p>UAA Manual http://www.schools.utah.gov/sars/DOCS/assessment/uaamanual.aspx</p> <p>Special Needs Accommodation Policy 2011-2012 http://www.schools.utah.gov/sars/DOCS/assessment/Special_Needs_Accommodations_Policy-pdf.aspx</p>
Vermont	<p>VTAAP Form 1 Eligibility http://education.vermont.gov/new/pdfdoc/pgm_alternate/forms/EDU-VTAAP_Form_1_Eligibility_and_Team_Information.pdf</p>
Virginia	<p>Procedures for Participation of Students with Disabilities in Virginia's Accountability System, April 2010 http://www.doe.virginia.gov/testing/participation/participation_va_accountability_system.pdf</p> <p>Alternate Assessment Manual 2010-2011 http://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/implementation_manual.pdf</p>

US Virgin Islands	U.S. Virgin Islands Territorial Assessment of Learning (VITAL) http://www.usviosep.org/
Washington	Student Participation http://www.k12.wa.us/Assessment/AlternativeAssessment/pubdocs/StudentParticipation.pdf Teachers' Guide for the WAAS Portfolio 2010-2011 http://www.k12.wa.us/Assessment/AlternativeAssessment/pubdocs/Teachers-GuideComplete.pdf
West Virginia	West Virginia Guidelines for Participation in State Assessments 2010-2011 http://wvde.state.wv.us/osp/PARTICIPATION-GUIDELINES2010-2011.pdf APTA Exam Manual 2010-2011 https://sites.google.com/a/wvde.k12.wv.us/oaar-file-cabinet/apta-1/APTAExaminersManual2011.pdf?attredirects=0&d=1
Wisconsin	Student Eligibility Criteria and Participation Checklist (Form 1-7A and 1-7) http://www.dpi.wi.gov/sped/doc/form-i7a.doc and http://dpi.wi.gov/oea/waa.html#eli WAA 2010-2011 TAM and the Assessment Accommodations Matrix For Students with Disabilities - updated 2011 http://dpi.wi.gov/oea/pdf/waatam.pdf Assessment Accommodation Matrix for Students with Disabilities, Updated 2011 http://dpi.wi.gov/oea/pdf/accomswd.pdf Allowable Test Practices for All Students http://dpi.wi.gov/oea/pdf/allowtestpr.pdf FAQ pages http://www.dpi.state.wi.us/oea/faq.html#admin http://www.dpi.state.wi.us/oea/faqwaa.html#partc
Wyoming	2011 PAWS-ALT Administration of Accommodations http://edu.wyoming.gov/Libraries/Assessments/2011_PAWS-ALT_Administration_of_Accommodations.sflb.ashx Participation Requirements for the Proficiency Assessments for Wyoming Students Alternate (PAWS-ALT) - updated Fall 2010 http://edu.wyoming.gov/Libraries/Assessments/Requirements_for_Participation_in_Wyoming_s_Alternate_Assessment_2011.sflb.ashx

Appendix B

Participation Policies and Criteria by Consortia and States

Table B1. Participation Options Allowed by Consortia and States (notes in Table B2)

Consortia Affiliation(s) ¹		State		Combined Participation Allowed	Combined Participation Not Allowed	Selective Participation Not Allowed	Adjusted Participation Allowed for Disability	Adjusted Participation Allowed for Testing Window	Has Other Information
		DLM	PARCC						
X				X			X	X	X
X			X		X				X
		X						X	
		X		X					
		X		X			X		
X		X						X	X
				X					X
				X					
	X			X				X	
X		X					X		
				X					
X		X		X					
X		X		X					
X		X					X		
None					X			X	X
	X				X				
X		X						X	
X									
X				X					
X				X					
10	2	11	11	11	4	3	4	7	6

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

Table B2. Notes for Participation Options in Table B1 by Consortia and States

Consortia	State	Participation Policy Notes
NCSC	Alaska	<p>Adjusted Participation for Testing Window: Allowed: Late Entry: These are students who enter the district from out of state, or from a private school, after the Alternate Assessment test window opens. In order to count for the district's participation rate, the district must administer a minimum of one assessment in reading, writing, or mathematics.</p> <p>Combined Participation: Allowed: If a student qualifies for the Alternate Assessment in one subject area, it is not an automatic decision that the student qualifies for the Alternate Assessment in all subject areas. A student may qualify for the Alternate Assessment in Mathematics, for instance, but be eligible for the SBA in Reading, Writing and Science. The IEP team would make the decision regarding Alternate Assessment or SBA for each subject area assessed in the student's grade.</p> <p>Adjusted Participation for Disability: This administration code is an option for the grades, tasks, and disabilities listed below. When NA-I is selected, this will cause a text box to appear in the online data entry system. The Qualified Assessor (QA) must explain the student's disability and why this task is inappropriate for this student in this text box. Not Administered-Inappropriate (NA-I) is not an available option for the three minimum tasks requirement in the Standard administration. However,</p> <p>Grade 3 and 4; Reading Task 1.34A-Identify Signs, Symbols; may be coded NA-I for students who are Blind/Visually Impaired</p> <p>Grade 3 and 4; Reading Task 1.34C-Blend Sounds; may be coded NA-I for students who are Deaf/Hard of Hearing</p> <p>Grade 9 and 10; Reading Task 1.910A-Decode Words; may be coded NA-I for students who are Deaf/Hard of Hearing</p> <p>The QA explains the reason for selecting NA-I in the text box labeled Reason (i.e. "Student is Blind/Visually Impaired" or "Student is Deaf/Hard of Hearing").</p>

Other: Requirement to Test All Students

Regulation 4 AAC 06.820 requires that any student enrolled in a school on the first day of testing must participate in testing. The first day of testing is considered the first day of testing for the Standards Based Assessments (SBA), during the first week in April, even though the Alaska Alternate Assessment test window opens much earlier. This is to ensure that all students who are testing will be counted in the Participation Rate File that each district is required to submit. This requirement includes students who enroll in districts late in the school year.

1. Transfer Students: The Alaska Alternate Assessment (AKAA) test window is longer and opens earlier than the Standards Based Assessment (SBA) test window. The first day of the SBA test window occurs during the first week of April. See <http://www.eed.state.ak.us/tls/assessment/testingdates.html> for exact dates. To ensure that a transfer student counts for the current district's participation rate, the current district must contact the previous district to determine if the AKAA was administered. If the test was not administered, the current district must administer the AKAA. The district in which a transfer student is enrolled on the first day of the SBA test window is ultimately responsible for making sure the student has been assessed.

2. Late Entry: These are students who enter the district from out-of-state, or from a private school, after the AKAA test window opens. In order to count for the district's participation rate, the district must administer a minimum of one assessment in reading, writing, or mathematics.

3. Dual Enrollment: A student may be dually enrolled in two (2) districts if the student is in a correspondence program. If a student with an Individualized Education Program (IEP) is dually enrolled in two districts, as a result of enrollment in a correspondence program, the district in which the student is enrolled for a greater percentage of Full Time Equivalent (FTE) is responsible and held accountable for the results through AYP. If both districts enroll the student .50, the district that enrolls the student for language arts is responsible and held accountable for the results through AYP. 4 AAC 09.040-Counting of correspondence students and part-time public school students

4. Long-Term Illness: Long-term illness is not considered an unexpected severe medical emergency. As explained in school law 4 AAC 09.040-Counting of correspondence students and part-time public school students, all students enrolled for a full academic year who are counted as more than 0.25 full-time equivalent (FTE) must be included in the state assessments and determination of adequate yearly progress. Unexpected severe medical conditions that prevent participation and first year (new to the country) immigrant students who are Limited English Proficient (LEP) students are the only exclusions. For medical emergencies, the district notifies the state, through the participation rate file, of those students who have an unexpected and severe medical emergency. Severe and unexpected medical emergencies must have medical documentation that is maintained in the student's permanent record. An example of a medical emergency is a car accident.

	<p>4. Other: Any other reason must be documented in a text box that will appear when the Other code is selected. This code should only be selected for the content areas in which the student is not assessed. Text is limited to 50 characters, including spaces.</p> <p>NOTE: Because the testing window is longer than in the past, “Long Term Absence” is no longer an approved reason for not testing a student in the Alaska Alternate Assessment. Reasons Not Tested</p> <p>If a student is eligible to be assessed with the Alaska Alternate Assessment, but meets one of the criteria for not being tested below, the Qualified Assessor must login to the online assessment system, enter the student’s demographic information into the online system and select a reason not tested.</p> <p>Following are the “reasons not tested” that a Qualified Assessor or district test coordinator would choose to alert DRA and EED about why they are not testing a student. This information is located in the Data Entry section of the online assessment system. Students may be eligible to participate in one or more Alaska Alternate Assessment content areas, and participate in the SBA for all other required assessments.</p> <ol style="list-style-type: none"> 1. IEP Change: This code is selected for students who have an IEP change indicating they are no longer eligible to take the Alaska Alternate Assessment in one or more content areas, and will be taking the Standards Based Assessment (SBA) instead. This code should only be selected for the content area(s) in which the student is not taking the Alaska Alternate Assessment. 2. Late Entry: This code is entered for students who enter the district from out-of-state or from a private school after the Alaska Alternate Assessment test window opens. In order to count for the district’s participation rate, the district must administer a minimum of one assessment in reading, writing, or mathematics. This code should only be selected for the content areas in which the student is not being assessed. 3. Suspension: The student is suspended or expelled for the entire test window. If this code is selected, it automatically applies to all content areas.
NCSC & PARCC	<p>Arizona</p> <p>Selective Participation: Not Allowed: Test administrators must present every test question and prompt to the student. Time stamps are provided for all sections of the assessment. These time stamps document when a student started and completed a section of the multiple choice portion of the test. Test administrators must read test questions (if student cannot read it independently), provide clarification, allow for wait time for student processing, and have students enter responses (for multiple choice section).</p> <p>Combined Participation: Not Allowed: 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 (Science is only for grades 4, 8, and 10).</p> <p>Other: Test administrators must have a username and password to enter eligible AIMS A students into the application. The window to enter AIMS A eligible students is January 5–31. Once this window has closed, students will not be able to be entered into the system until the testing window reopens on February 15. When entering a student into the online system, the test administrator should also verify that the student is input into the correct school site and that the correct grade level appears for each student. AND No students are exempt from participating in AIMS A.</p>
PARCC	<p>Arkansas</p> <p>Adjusted Participation for Testing Window: Allowed: Students who move into the state from outside of Arkansas who qualify for the Alternate Portfolio Assessment must be assessed unless the student enrolls after January 15, 2011.</p>
PARCC & SBAC	<p>Colorado</p> <p>Combined Participation: Allowed: Please note: eligibility must be determined individually for each content area being assessed [and implied in worksheet format, decisions by content area for CSAPA and regular assessment].</p>

PARCC & SBAC	<p>Delaware</p> <p>Combined Participation: Allowed: Combined participation: the purpose of the flowchart is to allow the team to make the decision about participation for either the general assessment or the alternate assessment for each content area separately. While it is rare, an example would be that a student could participate in the alternate assessment for Reading and in the general assessment for Mathematics.</p> <p>Adjusted Participation for Disability: Allowed: Adjust administration at item level: Do not administer the items that are marked access limited (blind, deaf, deaf/blind) if your student meets the criteria for these disabilities.</p>
NCSC & PARCC	<p>Georgia</p> <p>Other: Students enrolling in a Georgia school for the first time from another state after January 1, 2011, must have at least the first collection period completed. For such students, be sure to mark the “Not Complete” bubble on the Student Demographic Information Form for each content area submitted.</p> <p>A completed portfolio must be submitted for each Georgia student participating in the GAA regardless of when the IEP team determined the student’s participation in the assessment.</p>
	<p>Idaho</p>
	<p>Combined Participation: Allowed: The Individualized Education Program (IEP) team determines how the student participates in the Idaho state assessments by using the Alternate Assessment Eligibility/Participation Guidelines provided by the Idaho State Department of Education. The IEP team decides, for each content area, whether the student takes the ISAT without accommodations, the ISAT with accommodations or the ISAT-Alt. Students may take a combination of any or all of the three forms in these content areas. These guidelines are also used to establish eligibility for the Idaho Reading Indicator (IRI) Alt.</p> <p>AND</p> <p>The IEP team must determine which type of participation is appropriate. For example, based upon the degree to which a student is included in the general education curriculum, an IEP team may decide that it is appropriate for the student to participate in the ISAT for Mathematics and Science, but that it is more appropriate for the student to participate in the ISAT-Alt for Reading and Language Usage and the IRI-Alt.</p> <p>Other Information: Participation in the ISAT-Alt occurs at grades 3-10 for Reading, Language Usage, and Mathematics and at grades 5, 7, and 9 for Science. However, students who are eligible to participate in the ISAT-Alt may be in an ungraded program. To determine the grade level for testing of a student in an ungraded program, the following procedure should be used:</p> <p>Grade for testing equals the number of years the student has been in school after kindergarten (including the current year) adjusted by subtracting the number of times he/she was retained or adding the number of times he/she was accelerated:</p> <p>Grade for testing = Number of years in school (after K including current year) – years retained + years accelerated</p> <p>Nonpublic school students, including home school students with ungraded programs, must work with the local school district to determine the grade level for individual students.</p>

Participation of Students Who Transfer Enrollment

Participation of Students Who Transfer Within State:

Eligible students who enter or transfer into a school during the test window must participate in the ISAT-Alt, and portfolios must be submitted for the student. If a student transfers out of a school into another Idaho public or special placement school before the testing window ends, the sending special educator must transfer the physical student portfolio in its then-current state of completion to the receiving school within ten (10) school days of the withdrawal of the student from the school. The receiving school must collect and verify this authorization prior to initiating the transfer of records according to district policy. It is expected that the physical portfolio will contain artifacts of student learning that are appropriately labeled and any other pertinent test documents that provide evidence of instruction that has occurred up to that point in the year. The receiving school will then continue instruction and complete the assessment and portfolio development process and complete the submission into I-PASS as necessary. The failure to properly transfer student evidence that has been collected throughout the year may result in a student receiving an "emerging" or "partially proficient" score or a nonparticipation status for that student. This may adversely affect the AYP score for the individual school as well as the district. Sending schools that do not forward portfolio information to a receiving school on a timely basis will be flagged by the state for investigation of a testing irregularity.

If the Idaho sending teacher has already begun to or has completed the upload process into I-PASS the receiving school should notify the district testing coordinator and district information technology personnel. District level personnel should provide the updated information to the SDE IT department so they can electronically move the student portfolio to the receiving school and teacher's classroom view within I-PASS.

Occasionally, schools are unable to determine the specific school or school district to which the student is transferring, or the student may be relocating to another state. In those cases, maintain physical as well as the I-PASS versions of the portfolio until the end of the school year. If a record of the new school is subsequently obtained, send the portfolio at that time. If no record is available by the first day of the following school year, the portfolio will be disposed of.

Participation of Students Who Transfer In from Out of State:

Eligible students, who are new to Idaho and enroll **more than four (4) school weeks** prior to the ISAT-Alt submission deadline February 25, 2010, will participate in the ISAT-Alt. All IEP team members should make a concerted effort to find evidence that may already exist from the previous school. Because the ISAT-Alt is a portfolio assessment, at least four weeks is needed to provide the opportunity for transferring students to participate. These students will be counted in the participation rate for AYP, but inclusion in AYP proficiency calculations will be determined based upon the continuous enrollment rule.

DLM & SBAC	<p>Kansas</p> <p>Adjusted Participation for Testing Window: Allowed: Students entering a school after 12/31/11 need not be tested.</p> <p>Combined Participation: Allowed [Criteria related to specific subject test]</p> <p>If: a. 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,</p> <p>AND b. 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,</p> <p>AND c. presented with unique and significant challenges in demonstrating his or her knowledge and skills on the general assessment in the academic area under consideration.</p> <p>THEN</p> <p>The student should take the Kansas Alternate Assessment in this subject.</p>
PARCC & SBAC	<p>Kentucky</p> <p>Other: Eligibility is determined on an annual basis and must occur in order to determine future participation in Alternate Assessment. The student will be excluded from other state-required assessment components for the 2011-2012 school year.</p>
SBAC	<p>Maine</p> <p>Combined Participation: Allowed: Partial PAAPs: If the IEP team determines that the student's significant cognitive disability allows the student to participate in the standardized assessment with or without accommodations in one content area but requires that the student participate in a PAAP in another content area (a partial PAAP), the individual situation must be reviewed and approved by the MDOE. A Request for Partial PAAP along with the student's current IEP must be submitted to the Department prior to December 1st each year for approval for each student who has been identified to take a partial PAAP. For more information and required forms, please see the Operational Procedures for PAAP (http://www.maine.gov/education/lsalt/paap/materials/index.htm).</p>
NCSC & PARCC	<p>Massachusetts</p> <p>Combined Participation: Allowed: The student's IEP or 504 team must make a separate decision for each subject scheduled for testing. A student may take the standard test in one subject and the alternate assessment in another.</p>
NCSC & PARCC	<p>New York</p> <p>Combined Participation: Allowed: The process of determining eligibility begins with the Committee on Special Education (CSE). The CSE determines on an individual basis whether the student will participate in: ... A combination of the State's general assessment for some content areas and the State's alternate assessment for other content areas.</p>

NCSC & PARCC & SBAC	<p>North Dakota</p> <p>Combined Participation: Allowed: 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. AND Note: One participation option may be appropriate for assessing all content areas. However, as deemed appropriate by the student's IEP team, the student may be assessed using more than one participation option. That is, one of the above participation options may be appropriate for assessment of one content area, and a different participation option may be appropriate for the other content area(s). For example, the NDAA2 with accommodations may be appropriate for reading, the NDAA1 for math and science.</p>
PARCC & SBAC	<p>Ohio</p> <p>Selective Participation: Not Allowed up to end of testing window- AND If a new student arrives in my classroom in February, do I have to do an AASWD for him or her? Yes, if a student enrolls in a district at any time prior to the last day to collect evidence and submit it to the scoring vendor, and the student's IEP indicates that he or she is to be assessed using the AASWD, then the district MUST submit a collection of evidence binder for him or her. Depending on the exact timing of the transfer, the "sending" district may have begun to fill the binder. The receiving district should work with the sending district to determine whether some evidence has been collected and to obtain the student's binder so that the assessment can be completed and submitted.</p> <p>Combined Participation: Not Allowed: Can students participate in the general assessment in one content area (e.g., mathematics) and participate in the AASWD in another content area (e.g., reading)? No. If a student can participate in any part of the general assessment, then he or she should take the entire general assessment with accommodations as needed. As many students as possible should participate in the general assessment.</p>
SBAC	<p>Oregon</p> <p>Adjusted Participation for Disability: Allowed: The Scaffold Administration of the Extended Assessment is considered an equivalent participation option to the Standard Administration option. The Scaffold Administration allows students additional supports to access the content presented by the tasks. The decision to administer a Scaffold Administration of the assessment is made by the IEP team. Decision-Making Students (1) whose needs are significantly impacted by a disability; (2) do not read; (3) have academic, mobility, and receptive and expressive language difficulties that are generalized and significant; and (4) who rely on individual and significant supports to access reduced content materials should be considered for the additional supports offered by the Scaffold administration option of the alternate assessment. Consider Scaffolded Administration of Extended Assessment if:</p> <ul style="list-style-type: none"> • Student Performance is significantly impacted by the disability <p>Student:</p> <ul style="list-style-type: none"> • Does not read • Has academic, mobility, and receptive and expressive language difficulties that are generalized and significant • Relies on individual and significant supports to access reduced content materials <p>Instruction: Is from a specialized curriculum and has functional components or Includes academic goals that are significantly reduced in depth, breadth, and complexity from grade level content. Some Judgment variables: Is the student able to interact with instructional material in a way that provides meaningful feedback?</p>

NCSC & PARCC	<p>Tennessee</p> <p>Adjusted Participation for Testing Window: Allowed: 1) A portfolio-eligible student has just transferred into my classroom from OUT of state. What do I do? If the student enters your school after November 30, but before January 1, you must complete a portfolio for that student. However, the student's portfolio may be scored using the modified rubric. This means that only one Content Standard (i.e., one graph/evidence sheet pair) must be included per Content Area assessed. Be sure to fill out the rubric bubble that says "modified: student enrolled after November 30." If the student enters your school after January 1, contact your system portfolio coordinator, who will contact the Office of Assessment.</p>
None	<p>Texas</p> <p>Combined Participation: Not Allowed: The student will take STAAR Alternate for all required subjects or enrolled high school courses on the MHSP. AND Students being assessed with STAAR Alternate must take the alternate assessment for all grades and subjects tested by the general assessment.</p> <p>Adjusted Participation for Testing Window: Allowed:</p> <p>Question: What is a teacher's responsibility for assessing a student designated to take STAAR Alternate who enrolls late in the school year?</p> <p>Answer: If a student designated to take STAAR Alternate transfers in to a district from a private school or from out-of-state after the March 30, 2011 transfer date, the receiving district is not required to assess the student.</p> <p>Other: If the student is transferring from another Texas school district and the student's transferred data is incomplete, the receiving district does not need to complete or submit the assessment. The Assessment Management System will automatically finalize the assessment as is at the close of the assessment window. Students who are in one district for the October snap-shot date and in a different district at the close of the assessment window do not count for or against either district for AYP.</p>
DLM & SBAC	<p>Wisconsin</p> <p>Selective Participation: Not Allowed: student must attempt to take entire test http://www.dpi.state.wi.us/oeal/faq.html#admin</p> <p>Is it true that students may only take the WCE or the WAA-SwD and not parts of both beginning in 2008-09?</p> <p>A. Yes, students must take the complete WKCE or the complete WAA-SwD – not parts of both. The WKCE is for students whose instruction is based on the Wisconsin Model Academic Standards. The WAA-SwD is for students whose instruction is based on the Extended Grade Band Standards. [http://www.dpi.state.wi.us/oeal/faqwaa.html#partc]</p> <p>Combined Participation: Not Allowed: student must take test aligned with standards used for instruction http://www.dpi.state.wi.us/oeal/faqwaa.html#partc</p> <p>Why must students participate in either the WAA-SwD or the WKCE when participation in both tests was allowed in the past?</p> <p>The Extended Grade Band Standards provide a discrete "scope and sequence" of instruction for students with significant disabilities. Students taking the WAA-SwD will be instructed based on the Extended Grade Band Standards across all the tested content areas, thus students no longer will be tested in only one content area via the WAA-SwD.</p> <p>If they take the WAA-SwD, it will be for both Reading and Mathematics, and at the appropriate grades, in Science, Social Studies, and Language Arts/Writing.</p>

NCSC & SBAC	<p>Wyoming</p> <p>Adjusted Participation for Testing Window: Allowed: May Petition After Window in Certain Circumstances- Students moving between schools, either within a district or district-to-district, are not eligible for exemption from the PAWS–ALT. IEP teams are expected to work together to ensure that all testing materials, including the Student Demographic Data Page/SPE Score Sheet (SDDP/SPE), the PSW binder and evidence (anything collected up to the date of transfer), and the SPE test booklet and stimulus set, follow the student to his/her new placement. AND For students who move into the state after the beginning of the PAWS–ALT test window, extenuating circumstances may exist for which districts may petition the Wyoming Department of Education for exemption from assessment. Consideration of eligibility for assessment is not based on disability category, amount of time for which the student receives services, the location of the service, or the developmental level of the student.</p>				
NCSC	<p>PAC 6 Entities</p> <table border="1" data-bbox="544 128 709 1780"> <tr> <td data-bbox="544 1598 641 1780">Republic of Marshall Islands</td> <td data-bbox="544 128 641 1598">Combined Participation: Allowed: Is there a content area the student will not be able to participate in (e.g., reading)? Yes, Administer the AA-AAS for that content area.</td> </tr> <tr> <td data-bbox="641 1598 709 1780">Palau</td> <td data-bbox="641 128 709 1598">Combined Participation: Allowed: Is the child able to participate in any parts of the statewide assessment? Is there a content area the student will not be able to participate in (e.g., reading)? Yes, Administer the AA-AAS for that content area.</td> </tr> </table>	Republic of Marshall Islands	Combined Participation: Allowed: Is there a content area the student will not be able to participate in (e.g., reading)? Yes, Administer the AA-AAS for that content area.	Palau	Combined Participation: Allowed: Is the child able to participate in any parts of the statewide assessment? Is there a content area the student will not be able to participate in (e.g., reading)? Yes, Administer the AA-AAS for that content area.
Republic of Marshall Islands	Combined Participation: Allowed: Is there a content area the student will not be able to participate in (e.g., reading)? Yes, Administer the AA-AAS for that content area.				
Palau	Combined Participation: Allowed: Is the child able to participate in any parts of the statewide assessment? Is there a content area the student will not be able to participate in (e.g., reading)? Yes, Administer the AA-AAS for that content area.				

Table B3. Criteria that Can Be Used for Participation Decisions (notes in Table B5)

NCSC	Consortia Affiliation(s) ¹			State	Has sig- nificant disability	IEP team decision	Substantial adjustments to curriculum	Must consider eligibility criteria	Has current IEP	Significant supports needed to access curriculum
	DLM	PARCC	SBAC							
		X	X	Alabama		X	X			
X				Alaska	X	X	X	X	X	X
X		X		Arizona	X	X	X	X	X	X
		X		Arkansas	X	X	X		X	X
		X		California		X	X			
		X	X	Colorado	X	X		X	X	
X			X	Connecticut	X	X		X		X
		X	X	Delaware	X	X	X	X	X	X
X		X		District of Columbia	X		X		X	
X		X		Florida	X	X	X	X	X	X
X		X		Georgia	X	X	X	X	X	X
			X	Hawaii	X	X	X		X	
			X	Idaho	X	X	X	X	X	X
		X		Illinois	X	X	X	X	X	X
X		X		Indiana	X		X			
	X		X	Iowa		X	X		X	
	X		X	Kansas			X	X	X	X
		X	X	Kentucky	X	X		X	X	X
X		X		Louisiana	X	X	X	X	X	
			X	Maine	X	X	X	X		
		X		Maryland	X	X	X	X	X	X
X		X		Massachusetts	X	X	X		X	X
	X		X	Michigan	X	X	X			
None				Minnesota	X	X	X			

Consortia Affiliation(s) ¹				State	Has sig- nificant disability	IEP team decision	Substantial adjustments to curriculum	Must consider eligibility criteria	Has current IEP	Significant supports needed to access curriculum
NCSC	DLM	PARCC	SBAC							
	X	X		Mississippi	X		X			
	X		X	Missouri	X	X	X	X	X	X
			X	Montana	X	X	X		X	
None				Nebraska	X		X		X	X
X			X	Nevada		X			X	X
			X	New Hampshire	X	X	X	X	X	X
	X		X	New Jersey	X	X	X			
			X	New Mexico	X	X	X	X		
X				New York	X					X
	X		X	North Carolina	X	X	X	X	X	
X			X	North Dakota	X	X	X			
		X	X	Ohio	X	X	X			
		X		Oklahoma	X	X	X		X	X
			X	Oregon	X	X	X	X		X
X			X	Pennsylvania	X	X	X	X		X
X				Rhode Island	X	X	X	X		X
X			X	South Carolina	X	X	X	X		X
X			X	South Dakota	X	X	X		X	X
X				Tennessee	X	X	X	X		
None				Texas	X	X	X	X		X
	X		X	Utah	X	X	X		X	X
			X	Vermont		X	X	X		X
	X			Virginia	X	X	X	X	X	X
	X		X	Washington	X	X	X	X	X	X

Consortia Affiliation(s) ¹		State		Has sig- nificant disability	IEP team decision	Substantial adjustments to curriculum	Must consider eligibility criteria	Has current IEP	Significant supports needed to access curriculum
		NCSC	DLM						
	X		X	West Virginia	X	X	X	X	
	X		X	Wisconsin	X	X			X
X			X	Wyoming	X	X	X	X	
X				CNMI					X
X				American Samoa	X	X	X		
X				Federated States of Micronesia			X	X	
X				Guam	X	X	X	X	X
X				Republic of Mar- shall Islands		X		X	
X				Republic of Palau	X		X	X	
None				Virgin Islands	X		X	X	X
None				Puerto Rico					
24	13	24	30	Totals	49	44	36	35	33

Note: Criteria definitions are in the main body of the report.

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Idaho, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

Table B3, continued. Criteria that Can Be Used for Participation Decisions (notes in Table B5)

Consortia Affiliation(s) ¹		State	Modification on Regular Assessment Invalidates	Documented Reason Why Appropriate	Disability Category/ Characteristics	Requires Extensive Support in Daily Activities	Adaptive Behavior Deficit	Performance Measured Against AAS
		Alabama						
X		Alaska	X	X	X		X	
X		Arizona		X	X		X	X
		Arkansas			X	X	X	
		California	X					
		Colorado		X			X	X
X		Connecticut	X	X	X	X	X	
		Delaware		X		X	X	X
X		District of Columbia	X			X		
X		Florida		X		X	X	X
X		Georgia	X		X			
		Hawaii			X		X	
		Idaho		X	X	X	X	
		Illinois	X	X	X	X	X	
X		Indiana						
	X	Iowa	X				X	
	X	Kansas	X			X		
		Kentucky	X	X	X		X	

Consortia Affiliation(s) ¹		State	Modification on Regular Assessment Invalidates	Documented Reason Why Appropriate	Disability Category/ Characteristics	Requires Extensive Support in Daily Activities	Adaptive Behavior Deficit	Performance Measured Against AAS
X		Louisiana			X		X	
		Maine	X	X	X	X		X
		Maryland	X	X		X	X	X
X		Massachusetts	X		X			
	X	Michigan			X	X		X
None		Minnesota	X	X		X		
	X	Mississippi	X		X			
	X	Missouri	X	X	X		X	X
		Montana			X			
None		Nebraska			X	X		X
X		Nevada	X			X		
		New Hampshire	X	X	X	X	X	
	X	New Jersey	X		X			
		New Mexico				X		X
X		New York			X	X	X	
	X	North Carolina		X		X	X	X
X		North Dakota		X		X	X	X
		Ohio	X			X		
	X	Oklahoma					X	X
		Oregon			X			
X		Pennsylvania	X			X		
X		Rhode Island	X	X		X	X	X
X		South Carolina				X	X	
X		South Dakota		X		X		X

Consortia Affiliation(s) ¹		State		Modification on Regular Assessment Invalidates	Documented Reason Why Appropriate	Disability Category/ Characteristics	Requires Extensive Support in Daily Activities	Adaptive Behavior Deficit	Performance Measured Against AAS
		NCSC	DLM						
X			X	Tennessee					
None				Texas	X	X	X		X
	X		X	Utah	X			X	
			X	Vermont					
	X			Virginia	X				
	X		X	Washington	X	X	X	X	X
	X		X	West Virginia	X		X	X	
	X		X	Wisconsin	X				X
X			X	Wyoming	X				X
X				CNMI	X	X		X	X
X				American Samoa		X			X
X				Federated States of Micronesia		X			
X				Guam	X	X		X	X
X				Republic of Marshall Islands	X	X			
X				Republic of Palau	X	X			
None				Virgin Islands	X	X	X	X	X
None				Puerto Rico					
24	13	24	30	Totals	30	30	28	28	23

Note: Criteria definitions are in the main body of the report.

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Idaho, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

Table B3, continued. Criteria that Can Be Used for Participation Decisions (notes in Table B5)

Consortia Affiliation(s) ¹		State	Curriculum May Include Functional/Living Skills	Individual Student Needs	Decision Timing	Enrolled grade	Current and Historical Data Used	Evidence in IEP for Each Criteria Required	Ensure Instruction Linked to Standards
		Alabama							
X		Alaska				X			
X		Arizona		X	X	X	X	X	X
		Arkansas	X	X	X	X	X		
		California							
		Colorado		X			X	X	X
X		Connecticut	X	X		X		X	
		Delaware		X	X		X	X	X
X		District of Columbia	X					X	
X		Florida	X						
X		Georgia	X	X		X		X	X
		Hawaii			X				
		Idaho		X	X				
		Illinois		X					
X		Indiana	X		X			X	
	X	Iowa							
	X	Kansas		X					
		Kentucky		X	X	X	X	X	
X		Louisiana	X		X		X	X	X
		Maine		X	X		X		X
		Maryland	X	X		X	X	X	
X		Massachusetts							

Consortia Affiliation(s) ¹				State	Curriculum May Include Functional/Living Skills	Individual Student Needs	Decision Timing	Enrolled grade	Current and Historical Data Used	Evidence in IEP for Each Criteria Required	Ensure Instruction Linked to Standards
NCSC	DLM	PARCC	SBAC								
	X		X	Michigan							X
None				Minnesota	X						
	X	X		Mississippi	X						
	X		X	Missouri	X	X			X		
			X	Montana	X						
None				Nebraska							
X			X	Nevada	X						X
			X	New Hampshire	X		X		X		
	X		X	New Jersey							X
			X	New Mexico			X		X		
X				New York							
	X		X	North Carolina		X	X	X			
X		X	X	North Dakota		X	X	X			X
		X	X	Ohio	X		X	X			
	X			Oklahoma	X		X	X	X		
			X	Oregon	X				X		
X		X	X	Pennsylvania	X			X			
X				Rhode Island		X	X		X		X
X		X	X	South Carolina				X	X		
X			X	South Dakota							
X		X		Tennessee				X			

Consortia Affiliation(s) ¹		State		Curriculum May Include Functional/Living Skills	Individual Student Needs	Decision Timing	Enrolled grade	Current and Historical Data Used	Evidence in IEP for Each Criteria Required	Ensure Instruction Linked to Standards
		DLIM	PARCC							
NCSC	None		Texas		X		X	X	X	X
		X	Utah							
			Vermont							
		X	Virginia			X				
		X	Washington	X	X	X		X		
		X	West Virginia				X			
		X	Wisconsin							
X			Wyoming		X			X		
X			CNMI				X			
X			American Samoa							
X			Federated States of Micronesia	X			X			
X			Guam				X			
X			Republic of Marshall Islands	X	X					X
X			Republic of Palau	X						X
None			Virgin Islands		X		X			
None			Puerto Rico							
24	13	24	30	22	22	20	20	18	15	14

Note: Criteria definitions are in the main body of the report.

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM Had no changes in states. NCSC added Arkansas, California, Delaware, Idaho, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

Table B3, continued. Criteria that Can Be Used for Participation Decisions (notes in Table B5)

Consortia Affiliation(s) ¹		State	Informed Parents of Consequences	Communication Deficits	Very Low Achievement Compared to Same Age Peers	Not Expected to Reach Regular Diploma	Uses Devices/ Assistive Technology	Communication Mode
NCSC	DLM							
		Alabama						
X		Alaska	X			X		
X		Arizona	X	X	X			
		Arkansas						
		California						
		Colorado						
X		Connecticut						
		Delaware				X		
X		District of Columbia						
X		Florida						
X		Georgia						
		Hawaii					X	
		Idaho			X			
		Illinois						
X		Indiana				X		
	X	Iowa						
	X	Kansas						
		Kentucky		X			X	X
X		Louisiana	X			X		
		Maine	X	X			X	

Consortia Affiliation(s) ¹				State	Informed Parents of Consequences	Communication Deficits	Very Low Achievement Compared to Same Age Peers	Not Expected to Reach Regular Diploma	Uses Devices/ Assistive Technology	Communication Mode
NCSC	DLM	PARCC	SBAC							
		X		Maryland	X					
X		X		Massachusetts						
	X		X	Michigan	X				X	
None				Minnesota						
	X	X		Mississippi						X
	X		X	Missouri			X			X
			X	Montana						
None				Nebraska						
X			X	Nevada	X			X		
			X	New Hampshire			X			X
	X	X	X	New Jersey						
			X	New Mexico	X					
X		X		New York		X			X	
	X		X	North Carolina		X		X		
X		X	X	North Dakota	X					
		X	X	Ohio			X			
	X	X		Oklahoma						
			X	Oregon		X	X			
X		X	X	Pennsylvania						
X				Rhode Island	X			X		
X		X	X	South Carolina			X			
X			X	South Dakota						
X		X		Tennessee						

Consortia Affiliation(s) ¹		State		Informed Participants of Consequences	Communication Deficits	Very Low Achievement Compared to Same Age Peers	Not Expected to Reach Regular Diploma	Uses Devices/ Assistive Technology	Communication Mode
		DLM	PARCC						
NCSC	None		Texas	X	X				
	X		Utah						
		X	Vermont						
	X		Virginia	X			X		
	X		Washington		X	X			X
	X		West Virginia		X		X		
	X		Wisconsin						
X			Wyoming	X		X			
X			CNMI		X				
X			American Samoa						
X			Federated States of Micronesia						
X			Guam		X	X			
X			Republic of Marshall Islands						
X			Republic of Palau						
None			Virgin Islands		X				
None			Puerto Rico						
24	13	24	Totals	13	12	10	9	5	5

Note: Criteria definitions are in the main body of the report.

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Idaho, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

Table B4. Allowed Participation Criteria Mentioned by Fewer Than Five States Overall (notes in Table B5)

Criteria <5 States Overall	States That Mentioned	Consortium Affiliation(s)			
		NCSC	DLM	PARCC	SBAC
Meets FAPE	Wyoming	X			X
Psychologist does easy IEP/psychologist or principal signatures	Tennessee	X		X	
Accommodations to be used for daily learning strategies/or on assessment	New Hampshire				X
	Michigan		X		X
Access to general education curriculum	Washington		X		X
Post-secondary plans or job environments	Michigan		X		X
	North Carolina		X		X
Not symbolic language user	Kentucky			X	X
	Mississippi			X	X
Type of tasks (not paper and pencil) or assessments routinely used	Washington		X		X
	Texas	None			
Communicated with parents	Florida	X		X	
	Vermont				X
How student will function as adult (e.g., living environment)	Michigan		X		X
	Missouri		X		X
	Washington		X		X
AA-AAS does not under-challenge student	Maine				X
	Vermont				X
	Wyoming			X	X

Number of standard deviations below on NRT	Louisiana	X		X	
	South Dakota ¹	X			X
	Washington		X		X
IQ test scores	Alabama ¹			X	X
	Arizona	X		X	
	Connecticut ²	X			X
	Illinois ²			X	
	South Dakota ²	X			X

¹ State did not explicitly say all described criteria were required.

² Connecticut, Illinois and South Dakota, mentioned IQ scores but did not require them.

Criteria Definitions:

Meets FAPE: Meets requirements for Free Appropriate Public Education.

Psychologist does easy IEP/psychologist or principal signatures: A principal or counselor signature is required, or a school psychologist must complete an EASY IEP portfolio.

Accommodations to be used for daily living/or on assessment: The student requires accommodations to demonstrate proficiency (e.g., modeling and repeated demonstration, physical support, and specially designed prompting procedures).

Access to general education curriculum: Students must have or had access to general education curriculum.

Post-secondary plan or job environments:

Not symbolic language user:

Types of tasks (not paper and pencil) or assessments routinely used: Consider what tasks a student typically performs to demonstrate knowledge and skills such as paper and pencil, multiple choice, performance tasks, observation of student with manipulatives, etc.

Communicated with parents: Parents were informed or involved in decision (no mention of informing parents of consequences of decision).

How student will function as adult (e.g. living environment): Considers how a student will function as an adult (e.g., supported living) or in post-secondary college and career opportunities and environments.

AA-AAS does not under-challenge the student: The assessment should not under-challenge a student.

Number of standard deviations below NRT: Requires score showing a certain number of standard deviations below norm on a norm-referenced test or tests.

IQ test scores: Requires scores from an IQ test.

Table B5. Criteria Allowed for Participation Decision-Making

State	Participation Policy Criteria Allowed
Alabama	<p>IQ test: In Alabama, the definition of a student with significant cognitive disabilities is a student with an intelligent quotient (IQ) of three standard deviations below the mean, which is an IQ of 55 or below.</p> <p>IEP team decision: Students meeting this definition and receiving instruction on the Alabama Extended Standards (Extended Standards) are eligible for this assessment as determined by the student's IEP.</p> <p>Substantial adjustments to curriculum: Students meeting this definition and receiving instruction on the Alabama Extended Standards (Extended Standards) are eligible for this assessment as determined by the student's IEP.</p>
Alaska	<p>Enrolled grade: The Alaska Alternate Assessment assesses students with significant cognitive disabilities in grades 3 through 10 in the content areas of reading, writing, and mathematics. Students in grades 4, 8, and 10 will also take the science alternate assessment. After grade 10, students are not assessed on the Standards Based Assessment or the Alternate Assessment.</p> <p>Must consider eligibility criteria: If students meet the criteria in the following guidelines, they will take an alternate assessment.</p> <p>Adaptive behavior deficit: The student shows evidence of a significant cognitive disability and exhibits deficits in adaptive behavior/skills that adversely impact the student's educational performance and prevent completion of the standard academic curricula that leads to a diploma.</p> <p>Documented reason for why appropriate: A statement in the IEP by the team describing why testing on the Standards Based Assessment is not appropriate. The team must reference the student's Evaluation Summary and Eligibility Report (ESER), the Present Levels of Academic Achievement and Functional Performance (PLAAFP), or the Alternate Assessment Participation Criteria Checklist to support the decision.</p> <p>Disability category/characteristics: The student meets the eligibility for special education related to the areas of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities. However, the decision to participate in the Alternate Assessment is not based primarily on a specific eligibility determination such as the student's visual, auditory, physical, or emotional/behavioral disabilities.</p> <p>Not expected to reach regular diploma: The student shows evidence of a significant cognitive disability and exhibits deficits in adaptive behavior/skills that adversely impact the student's educational performance and prevent completion of the standard academic curricula that leads to a diploma.</p> <p>Informed parents about consequences: Parents/guardians must be informed that the Alternate Assessment does not lead to a diploma. The parent/guardian is not giving permission to take the Alternate Assessment as that is an IEP team decision. A signature section is included on the IEP to acknowledge that the parent/guardian has been notified the student is taking the Alternate Assessment for the current school year, which is a nondiploma track assessment. If a parent/guardian does not attend the IEP meeting, a letter of prior written notice must be sent informing the parent/guardian of the IEP team decision. If a parent/guardian withholds a signature, that does not override the decision of the IEP team regarding Alternate Assessment participation.</p> <p>Has current IEP: ALASKA ALTERNATE ASSESSMENT Non-Diploma Track Students 26 Criteria for IEP teams in determining student eligibility for Alternate Assessment Eligibility for the Alaska Alternate Assessment is a decision made by the Individualized Education Program (IEP) team members and reviewed on an annual basis.</p> <p>ALASKA ALTERNATE ASSESSMENT Non-Diploma Track Students 26 Criteria for IEP teams in determining student eligibility for Alternate Assessment Eligibility for the Alaska Alternate Assessment is a decision made by the Individualized Education Program (IEP) team members and reviewed on an annual basis.</p>

	<p>Has significant cognitive disability: The Alaska Alternate Assessment assesses students with significant cognitive disabilities in grades 3 through 10 in the content areas of reading, writing, and mathematics. Students in grades 4, 8, and 10 will also take the science alternate assessment. After grade 10, students are not assessed on the Standards Based Assessment or the Alternate Assessment. AND The student shows evidence of a significant cognitive disability and exhibits deficits in adaptive behavior/skills that adversely impact the student's educational performance and prevent completion of the standard academic curricula that leads to a diploma.</p> <p>Substantial adjustments to curriculum: The student shows evidence of a significant cognitive disability and exhibits deficits in adaptive behavior/skills that adversely impact the student's educational performance and prevent completion of the standard academic curricula that leads to a diploma.</p> <p>Significant supports needed to access curriculum: The student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize, and demonstrate performance of skills.</p> <p>Modifications needed in regular assessment would compromise validity: Objectives written for the student in the designated content area are less complex than the Alaska Grade Level Expectations, making the regular assessment, even with adaptations (accommodations/modifications), inappropriate for this student.</p>
Arizona	<p>Q results: Evidence of a Significant Cognitive Disability: Empirical evidence (formal testing results, multidisciplinary evaluation team results, etc.) of a significant cognitive disability that prevents the acquisition of the Arizona Academic Standards. The student must meet the definition of Significant Cognitive Disability (SCD). See information at http://www.azed.gov/special-education/aimsa/special-education-directors/. AND Students who do not have a significant cognitive disability – IQ's higher than 70.</p> <p>Individual student needs: Eligibility is determined based on the needs and abilities of each individual student.</p> <p>Enrolled grade: IEP teams must consider participation in general education assessments (AIMS 3-8 and HS).</p> <p>Must consider eligibility criteria: 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 (Science is only for grades 4, 8, and 10).</p> <p>Communication deficits: Speech only [powerpoint training, infers more than speech is affected in communication, because this does not make student eligible among criteria].</p> <p>Adaptive behavior deficit: adaptive behavior scores</p> <p>Evidence in IEP for each criterion: 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. [data referred to from and on the form]</p> <p>Documented reason for why appropriate: Date of Alternate Assessment eligibility determination: _____ IEP team members present at Alternate Assessment eligibility determination decision: [process on form]</p> <p>IDisability category/characteristics: 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 or adaptive behavior abilities within the average range are not students with <i>most significant cognitive disabilities</i>. The student functions <i>like</i> a student with MR across <i>all</i> areas: commensurate abilities in mathematics, reading, and writing, adaptive behavior scores, and measures of intellectual abilities.</p> <p>Check disability category.</p>

<p>o MIMR o MOMR o SMR</p> <p>o MD with MR component o MDSSI with MR component o TBI with MR component</p> <p>o Autism with MR component o Other</p> <p><i>Example 1:</i> 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.</p> <p><i>Example 2:</i> A tenth-grade student functioning at the second-grade level in mathematics, reading, and writing, does qualify under criteria 1.</p> <p>Informed parents of consequences: 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. AND 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?</p> <p>Has current IEP: Does the student have an IEP?</p> <p>IEP team decision: 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.</p> <p>Has significant cognitive disability: 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 or adaptive behavior abilities within the average range are not students with <i>most significant cognitive disabilities</i>. The student functions <i>like</i> a student with MR across <i>all</i> areas: commensurate abilities in mathematics, reading, <i>and</i> writing, adaptive behavior scores, and measures of intellectual abilities.</p> <p>Decision timing: Instruction must be adjusted to include grade-level academic content standards before the student may participate in AIMS testing with or without standard accommodations.</p> <p>Current and historical data used: Does the student meet all eligibility criteria for AIMS A? AND Does the student continuously EXCEED on AIMS A? [and data referred to on form: formal testing results, multidisciplinary evaluation team results, mathematics, reading, and writing, adaptive behavior scores, and measures of intellectual abilities]</p> <p>Performance measured against AAS: The student has access to high-quality instruction based on <i>Alternate</i> Academic Standards (in all content areas tested) and the student's IEP goals and objectives focus on enrolled grade-level <i>Alternate</i> Academic Standards.</p> <p>Ensure instruction is linked to standards: The student has access to high-quality instruction based on <i>Alternate</i> Academic Standards (in all content areas tested) and the student's IEP goals and objectives focus on enrolled grade-level <i>Alternate</i> Academic Standards.</p> <p>Very low achievement compared to same aged peers: <i>Example 1:</i> 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. <i>Example 2:</i> A tenth-grade student functioning at the second-grade level in mathematics, reading, and writing, does qualify under criteria 1.</p> <p>Substantial adjustments to curriculum: The student's IEP goals and objectives focus on enrolled grade-level <i>Alternate</i> Academic Standards.</p> <p>Significant supports needed to access curriculum: 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.</p> <p>Studying AAS in all subjects: 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 (Science is only for grades 4, 8, and 10).</p>
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Arkansas	<p>Individual student needs: The decision for a student's participation in the Alternate Portfolio Assessment is an IEP team decision based on the defined needs and associated academic/behavioral performance deficiencies of the student.</p> <p>Enrolled grade: All students with disabilities must participate, with or without accommodations, in the criterion-referenced tests (Augmented Benchmark for grades 3–8; End-of-Course Algebra I, Geometry, and Biology, if taking those courses; Grade 11 Literacy), or the Alternate Portfolio Assessment for those students determined to have a significant cognitive disability (grades 3–8, and 11 portfolio; grade 9 mathematics portfolio; grade 10 science portfolio).</p> <p>Adaptive behavior deficit: The student's demonstrated significant cognitive disability and adaptive behavior in the home, school, and community environments are significantly below age expectations even with program modifications and adaptations.</p> <p>Disability category/characteristics: Decisions regarding participation have been made/reviewed within the past year and were based on the student's curriculum, present level of educational performance, skill levels, and learning characteristics.</p> <p>Has current IEP: The student has a current IEP.</p> <p>IEP team decision: The decision concerning the student's participation in statewide and district-wide assessments was made by the student's IEP team and was not an administrative decision.</p> <p>Has significant cognitive disability: The student's demonstrated significant cognitive disability and adaptive behavior in the home, school, and community environments are significantly below age expectations even with program modifications and adaptations.</p> <p>Decision timing: Decisions regarding participation have been made/reviewed within the past year. AND Decisions were made at the IEP meeting preceding the next school year's administration of any statewide assessment. AND If a student is determined to need an alternate portfolio assessment, the determination as to whether the student will actually participate in such assessment is dependent upon when the decision is made. If the IEP is developed ON or BEFORE January 15 of that school year, there is sufficient time to administer the portfolio assessment. If the IEP is developed AFTER January 15, there will not be sufficient opportunity to conduct the portfolio assessment during the remainder of the school year.</p> <p>Current and historical data used: IEP team decisions concerning the student's participation in statewide or district-wide assessments were based on both current and historical data ... present level of educational performance, skill levels, and learning characteristics.</p> <p>Substantial adjustments to curriculum: The student's course of study is primarily functional and life-skills oriented. AND The student's demonstrated significant cognitive disability and adaptive behavior in the home, school, and community environments are significantly below age expectations even with program modifications and adaptations. AND The student requires extensive direct instruction or extensive supports in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments ... were based on the student's curriculum ... present level of educational performance, skill levels, and learning characteristics.</p> <p>Significant supports needed to access curriculum: The student's demonstrated significant cognitive disability and adaptive behavior in the home, school, and community environments are significantly below age expectations even with program modifications and adaptations.</p> <p>Curriculum may include functional and living skills: The student's course of study is primarily functional and life-skills oriented.</p> <p>Requires extensive support in daily activities: The student requires extensive direct instruction or extensive supports in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.</p>
California	<p>IEP team decision: The decision for alternate assessment is an IEP team decision, rather than an administrative decision.</p> <p>Substantial adjustments to curriculum: The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. AND The student may participate in many of the same activities as his or her nondisabled peers; however, his or her learning objectives and expected outcomes focus on the functional applications of the general curriculum.</p> <p>Modifications needed in regular assessment compromise validity: The student cannot address the performance level assessed in the statewide assessment, even with accommodations or modifications.</p>

Colorado	<p>Individual student needs: IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child's unique needs. IDEA requires the participation of students with disabilities in state and district-wide assessments.</p> <p>Must consider eligibility requirements: Alternate Assessment Eligibility Criteria Worksheet: In order to be eligible for an alternate assessment in Colorado (CSAPA, 11th Grade Alternate, district alternates, etc.), all of the following criteria must be met for each content area separately and on an annual basis.</p> <p>Adaptive behavior deficit: Note: Students, who have a significant cognitive impairment, will also have commensurate abilities in the content areas and adaptive behavior impairments.</p> <p>Evidence in IEP for each criterion: The student exhibits a significant cognitive disability as determined through empirical evidence (educational testing results, evaluation team results, etc.) and it is documented on the IEP.</p> <p>Documented reason for why it's appropriate: Sum of criteria on worksheet (for each content area).</p> <p>Has current IEP: Does the student have an Individualized Education Program (IEP)? AND Evidence of a Significant Cognitive Disability?</p> <p>IEP team decision: Did the IEP Team meet to review annual assessment data and determined the student's eligibility for each content area?</p> <p>Has significant cognitive disability: Does the student have an Individualized Education Program (IEP)? AND Evidence of a Significant Cognitive Disability?</p> <p>Current and historical data: The student exhibits a significant cognitive disability as determined through empirical evidence (educational testing results, evaluation team results, etc.) and it is documented on the IEP. AND Did the IEP Team meet to review annual assessment data and determined the student's eligibility for each content area?</p> <p>Performance measured against AAS: Is the student working on the Expanded Benchmarks (alternate standards)?</p> <p>Ensure instruction is linked to standards: Is the student working on the Expanded Benchmarks (alternate standards)?</p>
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Connecticut

IQ test results: While there are no specific IQ requirements for participation in the CMT/CAPT Skills Checklist, students who are assessed with the CMT/CAPT Skills Checklist typically score two or more standard deviations below the mean in terms of overall cognitive ability and have significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social and practical adaptive skills.

Individual student needs: The IEP team makes all decisions regarding the manner and level of testing of individual students. The basis for each such decision, including a justification for each exception to participation in the standard grade-level assessment, should be clearly documented on page 9 of the CSDE-mandated IEP form.

Enrolled grade: The Skills Checklist must be administered based on the student's assigned grade level.

Must consider eligibility criteria: In determining whether a special education student should be assessed with the CMT/CAPT Skills Checklist, the IEP team should consider the criteria outlined below. The student must meet all these criteria:...

Adaptive behavior deficit: Have significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social and practical adaptive skills.

Evidence in IEP for each criterion: The CMT/CAPT Skills Checklist may be recommended only when there is compelling evidence that the student has a significant cognitive disability and cannot meaningfully participate in the standard grade-level assessment or CMT/CAPT Modified Assessment System (MAS), even with accommodations.

Documented reason for why it is appropriate: All decisions regarding the manner and level of testing of individual students are made by the IEP team. The basis for each such decision, including a justification for each exception to participation in the standard grade-level assessment, should be clearly documented on page 9 of the CSDE-mandated IEP form.

Disability category/characteristics: Frequently these students have been identified as having an Intellectual Disability (ID); however, students with other types of disabilities (e.g., autism, multiple disabilities, traumatic brain injury, etc.) who have evidence in their files of a significant cognitive disability may also satisfy the criteria for participation in the CMT/CAPT Skills Checklist.

IEP team decision: The IEP team should consider the criteria outlined below. The student must meet all these criteria:

Has significant cognitive disability: The student has a significant cognitive impairment.

Significant supports needed to access curriculum: The student requires intensive individualized instruction to acquire, maintain or generalize skills AND the student requires direct instruction in multiple settings to successfully generalize skills to natural settings, including home, school and community.

Curriculum may include functional and living skills: The student's instructional program includes participation in the general education curriculum to the extent appropriate and may also include a functional and living skills component.

Requires extensive support in daily activities: The student requires direct instruction in multiple settings to successfully generalize skills to natural settings, including home, school and community.

Modifications needed in regular assessment compromise validity: The CMT/CAPT Skills Checklist may be recommended only when there is compelling evidence that the student has a significant cognitive disability and cannot meaningfully participate in the standard grade-level assessment or CMT/CAPT Modified Assessment System (MAS), even with accommodations.

Individual student needs: The IEP team, as a group of individuals with a clear understanding of a student's needs. **Must consider eligibility criteria:** To include a student in the DCAS-Alt1, the student's IEP team must ensure that the student meets all the criteria.

Adaptive behavior deficit: Criterion #1: Evidence of Significant Cognitive Disabilities: Student's levels of cognitive skills and adaptive behavior are such that extensive modifications are required in order to access the general curriculum.

Evidence in IEP for each criterion: The student's record must have sufficient data to support ALL of the following. . . .

Documented reason for why appropriate: If it is determined that there is sufficient information to support ALL of the criteria below, the IEP team should document this decision on the student's current IEP and sign the Participation Guidelines (see Appendix F).

Not expected to reach regular diploma: Criterion #3: Curricular Outcomes: The student requires extensively modified instruction focusing on a less complex application of skills in order to access the Delaware Content Standards. Due to this change in complexity, the student would not be able to complete all graduation requirements and will graduate with a Certificate of Completion.

Has current IEP: If it is determined that there is sufficient information to support ALL of the criteria below, the IEP team should document this decision on the student's current IEP and sign the Participation Guidelines (see Appendix F).

IEP team decision: If it is determined that there is sufficient information to support ALL of the criteria below, the IEP team should document this decision on the student's current IEP and sign the Participation Guidelines (see Appendix F).

Has significant cognitive disability: Criterion #1: Evidence of Significant Cognitive Disabilities: Student's levels of cognitive skills and adaptive behavior are such that extensive modifications are required in order to access the general curriculum.

Decision timing: The decision to change a student's participation from the DCAS to the DCAS-Alt1 must be made prior to the first day that the testing window opens. For example, if a student is moved from the DCAS to the DCAS-Alt1, the IEP must document that de-termination prior to the opening of the DCAS-Alt 1 fall window. If the student is moving from the DCAS-Alt1 to the DCAS, the IEP must document that determination prior to the opening of the DCAS fall window.

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

- Performance data across multiple settings in the areas of academics, communication, cognition, social competence, recreation or leisure, domestic community living, and vocational skills.
- Behavioral observations in multiple settings.
- Adaptive behavior.
- Continuous assessment of progress on IEP goals and objectives. Such documentation will verify that the student meets the criteria listed below.

Performance measured against AAS: The achievement of students in the DCAS-Alt1 is based on alternate achievement standards. Alternate achievement standards allow the use of a different scoring system. Students who participate in the DCAS-Alt1 are working on the same academic standards as their peers; however, they are working on these standards in less complex ways.

Ensure instruction is linked to standards: IEP teams should be knowledgeable about the Delaware Content Standards Grade Band Extensions, with which the assessment tasks in DCAS-Alt1 are aligned, in order to make appropriate decisions about whether a student should be assessed with the DCAS-Alt1.

District of Columbia	<p>Substantial adjustments to curriculum: The achievement of students in the DCAS-Alt1 is based on alternate achievement standards. Alternate achievement standards allow the use of a different scoring system. Students who participate in the DCAS-Alt1 are working on the same academic standards as their peers; however, they are working on these standards in less complex ways.</p> <p>Significant supports needed to access curriculum: Criterion #1: Evidence of Significant Cognitive Disabilities: Student's levels of cognitive skills and adaptive behavior are such that extensive modifications are required in order to access the general curriculum.</p> <p>Requires extensive support in daily activities: Criterion #2: Intensity of Instruction: Student requires extensive direct instruction or extensive supports to accomplish the application and transfer of skills to school, home, work, and community environments.</p> <p>Evidence in IEP for each criterion: For any question where "Yes" is selected, there must be specific evidence documented in the student IEP directly related to the question. Students who do not meet the criteria below or do not have the specific documentation required in the IEP will participate in the DC CAS with or without accommodations, as appropriate, based on his/her IEP.</p> <p>Has current IEP: Does the student have a current IEP?</p> <p>Has significant cognitive disability: The DC Comprehensive Assessment System-Alternate Assessment Portfolio (DC CAS-Alt) is for students with severe cognitive disabilities AND Does the student have a documented significant cognitive disability that specifies goals and objectives in the IEP?</p> <p>Substantial adjustments to curriculum: 3. Does the student's curriculum differ significantly from that of their nondisabled peers? AND 5. Does the student require extensive and substantial modifications (e.g., reduced complexity of objectives and learning materials) of general education curriculum? This means the student learns different objectives, may use different materials, and may participate in different learning activities.</p> <p>Curriculum may include functional and living skills: Does the student require explicit and ongoing instruction in functional skills? An evaluation of the instruction in functional skills requires a holistic view of the child including whether the child receives instruction in communication, self-care, home living, social and interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, and health and safety. The student's IEP and course of study must reflect such need and curriculum.</p> <p>Requires extensive support in daily activities: Does the student require extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments?</p> <p>Modifications needed in regular assessment compromise validity: [Student] who is unable to participate in the general assessment (DC CAS) even with accommodations or modifications? AND Is the student unable to participate in the DC CAS, either with or without accommodations?</p>
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Florida

Must consider eligibility criteria: If the IEP team determines that all five of the questions accurately characterize a student's current educational situation, then an alternate assessment should be used to provide a meaningful evaluation of the student's current academic achievement. If "yes" is not checked in all five areas, then the student should participate in FCAT with accommodations, as appropriate.

Adaptive behavior deficit: Does the student have deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal and social interactions) across a variety of settings?

Documented reason for why appropriate: If the decision of the IEP team is to assess the student through alternate assessment, the parents of the student must be informed that their child's achievement will be based on alternate achievement standards and this decision must be documented on the IEP.

Communicated with parents: The team must tell parents about the decision to instruct and assess based on AAS, but does not mention consequences.

Has current IEP: If the IEP team determines that **all five of the questions** accurately characterize a student's current educational situation...

IEP team decision: If the decision of the IEP team is to assess the student through the Florida Alternate Assessment, the parents of the student must be informed that their child's achievement will be measured based on alternate academic achievement standards and this decision must be documented on the IEP. The IEP must include a statement of why the alternate assessment is appropriate and why the student cannot participate in the general assessment.

Has significant cognitive disability: Does the student have a significant cognitive disability? AND Is the student's demonstrated cognitive ability the primary reason for the inability to master grade-level standards?

Performance measured against AAS: Is the student unable to master the grade-level Sunshine State Standards, even with appropriate and allowable course accommodations? AND Is the student participating in a modified or functional curriculum based on competencies in the Sunshine State Standards for Special Diploma for all academic areas?

Substantial adjustments to curriculum: Is the student unable to master the grade level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials? AND 4. Does the student require extensive direct instruction in academics based on Access Points in order to acquire, generalize, and transfer skills across settings?

Significant supports needed to access curriculum: Does the student require extensive direct instruction in functional academics and vocational competencies...

Curriculum may include functional and living skills: 3. Is the student participating in a modified or functional curriculum based on competencies in the Sunshine State Standards for Special Diploma for all academic areas?

Requires extensive support in daily activities: 4. Does the student require extensive direct instruction in...as well as domestic, community living and leisure activities?

Studying AAS in all subjects: Is the student participating in a curriculum based on Next Generation Sunshine State Standards Access Points for all academic areas?

Georgia

Individual student needs: Does the student have a disability that presents “unique and significant” challenges to participation in state-wide assessments regardless of available accommodations? AND For students with disabilities, each student’s Individualized Education Program (IEP) team determines how the student shall participate in Georgia’s student assessment program. If (and only if) a student’s IEP team determines that a student cannot meaningfully access the general statewide assessments, even with maximum appropriate accommodations, then the student may participate in the GAA.

Enrolled grade: Students eligible to participate in the GAA in kindergarten must be assessed in English/language arts and mathematics. Students eligible to participate in the GAA in grades 3–8 and high school must be assessed in English/language arts, mathematics, science, and social studies.

Must consider eligibility criteria: Implied directly in decision tree (all criteria need to be yes to participate).

Evidence in IEP for each criterion: The IEP must document the reasons and require participation in the GAA. AND There is documented evidence that the student has a significant cognitive disability, such as where a student scores three or more standard deviations below the mean.

Documented reason for why appropriate: They marked yes—implied in the IEP process but not actually stated in document for participation.

Disability category/characteristics: Does the student have significant intellectual disabilities or a combination of intellectual disabilities with motor, sensory, or emotional behavior disabilities?

Has current IEP: For students with disabilities, each student’s Individualized Education Program (IEP) team determines how the student shall participate in Georgia’s student assessment program.

IEP team decision: Each IEP team should consider multiple factors when determining that participation in the GAA is appropriate for a student with significant cognitive disabilities. The following factors should be used as guidance.

Has significant cognitive disability: Does the student have significant intellectual disabilities or a combination of intellectual disabilities with motor, sensory, or emotional behavior disabilities?

Ensure instruction is linked to standards: The Participation Guidelines that are included in this manual are used by the IEP team as they make their determination as to whether a student is eligible for assessment with the GAA. A completed portfolio must be submitted for each Georgia student participating in the GAA regardless of when the IEP team determined the student’s participation in the assessment (later info on portfolio and standards in document).

Substantial adjustments to curriculum: Does the student require substantial adaptations and support to access the general education curriculum? AND The student is unable to attain grade level achievement standards even with the very best instruction; the student participates in the curriculum working toward alternate achievement standards.

Significant supports needed to access curriculum: Does the student require substantial adaptations and support to access the general education curriculum?

Curriculum may include functional and living skills: Does the student require instruction focused on application of state standards through relevant life skills?

Modifications needed in regular assessment compromise validity: Does the student have a disability that presents “unique and significant” challenges to participation in statewide assessments regardless of available accommodations? AND The student is unable to participate in a standard assessment even with accommodations.

Adaptive behavior deficit: Combined with limited adaptive skills.

Uses devices/assistive technology: If the text is not only simplified and made accessible with technology or a human reader, but also supplemented with extensive picture or auditory cues.

Disability category/characteristics: The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical, or behavioral limitations. Students with significant cognitive disabilities may have inconsistent or rudimentary basic skills in reading and math. They may be gaining word or number awareness while using symbols to fill in reports and other student assignments, or they may be able to understand a concept in a content text if the text is not only simplified and made accessible with technology or a human reader, but also supplemented with extensive picture or auditory cues. Students with significant cognitive disabilities may also use minimal sight word vocabulary to glean meaning from phrases, headlines, and other signs. The critical issue here is the appropriate balance of skill and content knowledge. Interacting with text in reading and math requires learning appropriate symbol systems. In reading, alphabetic principles are used; in math, numeric and operational rules are used.

Has current IEP: Although IEP teams are not required to meet more than once every school year, the Department of Education strongly recommends that paragraph 22 (statewide assessment) of a student's IEP be reviewed and, if necessary updated no later than April 6, 2011 (one month prior to the close of the HSAA testing window).

IEP team decision: The Agreement to Amend Annual IEP Form must be signed by the parents in order to incorporate the amendments to the IEP. This procedure may NOT be used if the student's parents or other IEP team members do not agree to amend the IEP without having a meeting, or have concerns about what is being proposed.

Has significant cognitive disability: The student demonstrates significant cognitive disabilities.

Decision timing: Although IEP teams are not required to meet more than once every school year, the Department of Education strongly recommends that paragraph 22 (statewide assessment) of a student's IEP be reviewed and, if necessary updated no later than April 6, 2011 (one month prior to the close of the HSAA testing window).

Substantial adjustments to curriculum: Requires a highly specialized educational program with intensive modifications and accommodations for access to the general academic curriculum. The student's daily instruction on the chronologically age appropriate academic content standards and the grade level benchmarks is substantively different from that of peers without disabilities, as evidenced by the intensity of supports necessary to access the general curriculum, the content or complexity level of the expectations for performance, or the difficulty of the instructional tasks. AND The student requires intensive direct instruction in multiple contexts to accomplish the acquisition, application, and transfer of knowledge and skills. The student's difficulty with the general academic curriculum demands is due to his or her significant cognitive disabilities.

Idaho

Individual student needs: The IEP team must determine which type of participation is appropriate. For example, based upon the degree to which a student is included in the general education curriculum, an IEP team may decide that it is appropriate for the student to participate in the ISAT for Mathematics and Science, but that it is more appropriate for the student to participate in the ISAT-Alt for Reading and Language Usage and the IRI-Alt.

Must consider eligibility criteria: In order to establish eligibility for the ISAT-Alt, the IEP Team must respond by checking “AGREE” to ALL of the following criteria.

Adaptive behavior deficit: Student’s levels of cognitive skills and adaptive behavior are such that extensive modifications involving accessing the general education curriculum through the extended standards are required.

Documented reason for why appropriate: In order to establish eligibility for the ISAT-Alt, the IEP Team must respond by checking “AGREE” to ALL of the following criteria. The IEP Team documents this decision on the student’s current IEP. An IEP Team representative must sign this form verifying that the student qualifies for the ISAT-Alt in any or all designated content areas.

Disability category/characteristics: Student’s levels of cognitive skills...

Has current IEP: The IEP Team documents this decision on the student’s current IEP.

IEP team decision: The IEP team has agreed that this student will participate in the following alternate assessments. ISAT-Alt Versus ISAT.

Has significant cognitive disability: Criterion #1: Evidence of Significant Cognitive Disabilities.

Decision timing: If a decision is made after January 25, 2011, to change a student’s participation from the ISAT to ISAT-Alt, the student will not participate in the ISAT-Alt until the following school year.

Very low achievement compared to same aged peers: The student does not keep pace with peers, even with the majority of students in special education, with respect to the total number of skills acquired.

Substantial adjustments to curriculum: Student’s levels of cognitive skills and adaptive behavior are such that extensive modifications involving accessing the general education curriculum through the extended standards are required. AND The student does not keep pace with peers, even with the majority of students in special education, with respect to the total number of skills acquired. AND The student requires extensively modified instruction focusing on a less complex application of skills in order to access the Idaho Content Standards.

Significant support needed to access curriculum: Student requires extensive direct instruction or extensive supports to accomplish the application and transfer of skills to school

Requires extensive support in daily activities: Student requires extensive direct instruction or extensive supports to accomplish the application and transfer of skills to school, home, work, and community environments.

Adaptive behavior deficit: ...That exists concurrently with impairments or deficits in adaptive functioning (i.e., communications, self-care, home living, social/interpersonal skills, use of community resources, self-directions, functional academic skills, work leisure, health and safety).

IQ test results: The alternate assessment is intended for students with the most significant cognitive disabilities. These students have intellectual functioning well below average (typically associated with an IQ below 55) ...The reference to “typically associated with an IQ of below 55” is to help distinguish between students with cognitive disabilities and significant cognitive disabilities from students with the most significant cognitive disabilities. This means that many students with cognitive disabilities will not qualify for the IAA...The inclusion of the words “typically associated with” allows for some district/school flexibility. It is by no means an absolute requirement. [This was not counted as required criteria.]

Individual student needs: If the IEP team can answer yes and provide reasons for their responses for all criteria, the IAA is the most appropriate assessment for the student.

Must consider eligibility criteria: If the IEP team can answer yes and provide reasons for all criteria, the IAA is the most appropriate assessment for the student.

Documented reason for why appropriate: As determined by the IEP, students with the most significant cognitive disabilities may take the IAA if participation in the state’s regular assessments – the ISAT or the PSAT – is not appropriate, even with accommodations, and they meet all of the criteria below. [Formatting includes headers that require checking of criteria and a column to note reasons for the yes/no response as documentation of the criteria being appropriate.]

Disability category/characteristics: These students may be identified under a variety of educational categories, including cognitive disabilities (mental retardation), autism, multiple disabilities and traumatic brain injury.

Has current IEP: As determined by the IEP...

IEP team decision: The IEP team’s decision that a student will take the IAA cannot be based on the following factors...

Has significant cognitive disability: The IAA is intended for students with the most significant cognitive disabilities.

Substantial adjustments to curriculum: Due to the student’s significant cognitive disability, the student’s instruction is linked to grade level content, but is narrowed in scope and reduced in complexity. It is reflective of the critical functions found in the Alternate Assessment Framework.

Significant supports needed to access curriculum: When compared to other students with disabilities, the student requires more frequent and intensive instruction presented in incremental steps in order to apply and transfer skills across settings.

Requires extensive support in daily activities: Exists concurrently with impairments or deficits in adaptive functioning (i.e., communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health, and safety).

Modifications needed on regular assessment compromise validity: As determined by the IEP, students with the most significant cognitive disabilities may take the IAA if participation in the state’s regular assessments—the ISAT or the PSAT—is not appropriate, even with accommodations, and they meet all of the criteria below.

Indiana	<p>Evidence in IEP for criteria: The decision must be based on empirical evidence of a severe cognitive disability... Not expected to reach regular diploma: Students who participate in ISTAR in lieu of ISTEP+ are those who are not expected to receive an Indiana high school diploma. Has significant cognitive disability: The decision must be based on empirical evidence of a severe cognitive disability. Decision timing: Although meant to be a continuous process throughout the year, ISTAR assessment ratings must be updated and completed during the time frame of March 1 through April 30 of each testing year. Substantial adjustments to curriculum: The intensity of instruction that is required to accomplish the most basic functions, and the selection of curricular outcomes that are best measured with... and academic standards other than age-appropriate, grade-level academic standards.</p> <p>Curriculum may include functional and living skills: The intensity of instruction that is required to accomplish the most basic functions, and the selection of curricular outcomes that are best measured with functional achievement standards and... other than age-appropriate, grade-level academic standards.</p>
Iowa	<p>Adaptive behavior deficit: The student demonstrates cognitive ability and adaptive behavior that require substantial adjustments and modifications to the general curriculum. Has current IEP: The student has an Individualized Education Program (IEP). IEP team decision: 2. The decision for using the alternate assessment is an IEP team decision, and the decision is not being made for program administration reasons. Substantial adjustments to curriculum: 4. IEP goals are aligned to grade level expectations, but in reduced complexity. 5. The student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize and demonstrate performance of skills. 6. The student demonstrates cognitive ability and adaptive behavior that require substantial adjustments and modifications to the general curriculum. Modifications needed in regular assessment compromise validity: 3. The modifications needed by the student to participate in the regular assessment would compromise the validity of the test.</p>

Kansas	<p>Individual student needs: The student is presented with unique and significant challenges in demonstrating his or her knowledge and skills.</p> <p>Must consider eligibility criteria: Implied from flowchart—criteria have distinct “AND”s between them, implying all criteria need to be met.</p> <p>Has current IEP: The student has an active Individual Education Plan.</p> <p>Substantial adjustments to curriculum: 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. 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.</p> <p>Significant supports needed to access curriculum: 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.</p> <p>Requires extensive support in daily activities: The student primarily requires direct and extensive instruction... to acquire, maintain, generalize, and transfer the skills done in the naturally occurring settings of the student’s life (such as school, vocational/career, community, recreation/leisure, and home).</p> <p>Modifications needed on regular assessment compromise validity: 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.</p>
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Kentucky

Individual student needs: CAUTION Placement is solely an IEP team decision and should be guided by the individual needs of the student and the principles of the Least Restrictive Environment. The IEP team should consider the placement that best facilitates the student's access to the general curriculum.

Enrolled grade: A student should be assessed at the same grade at which he/she is listed on the attendance roster. Once a student has completed all assessment requirements through grade 12, he/she can be placed into Grade 14 on attendance rosters and focus on transition with no more accountability assessment administration required.

Must consider eligibility criteria: First, the IEP team must consider each of the items below and answer "YES" to ALL statements to determine if the student will participate in the Kentucky Alternate Assessments. Then, the IEP team must select Performance Dimension A or Performance Dimension B of the scoring rubric. A form that can be used to document the IEP team decision can be found on the Kentucky Alternate Assessment Program Web page. AND At this time the Admissions and Release Committee members agree that the student meets the participation guidelines for Kentucky's Alternate Assessment Program. All data sources referenced can be verified with supporting documentation.

Communication mode: OR « Student uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions. Performance Dimension B: Progress may be chosen if the student's communication is best described by the following indicators. While students who participate in Performance Dimension B may be able to score at the proficient level, distinguished scores are not available if this performance dimension is chosen.

Communication deficits: OR « Student uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions. Performance Dimension B: Progress may be chosen if the students communication is best described by the following indicators. While students who participate in Performance Dimension B may be able to score at the proficient level, distinguished scores are not available if this performance dimension is chosen.

Adaptive behavior deficit: Demonstrates cognitive ability and adaptive behavior which prevent completion of the Program of Studies without modifications that exceed the accommodations allowed in the general assessments as described in the Inclusions Document and set forth in 703 KAR 5:070.

Not symbolic language user: OR « Student uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions. Performance Dimension B: Progress may be chosen if the student's communication is best described by the following indicators. While students who participate in Performance Dimension B may be able to score at the proficient level, distinguished scores are not available if this performance dimension is chosen.

Uses devices/assistive technology: Current adaptive behavior requires extensive, individualized direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access the Program of Studies.

Evidence in IEP for each criterion: All data sources referenced can be verified with supporting documentation.

Documented reason for why appropriate: Current and longitudinal data across settings in all academic areas includes progress monitoring (IEP data and progress in general education curriculum) AND adaptive behavior(s) have been reviewed... AND At this time the Admissions and Release Committee members agree that the student meets the participation guidelines for Kentucky's Alternate Assessment Program. All data sources referenced can be verified with supporting documentation and documents the Admissions and Release Committee decision.

Disability category/characteristics: Demonstrates cognitive ability and adaptive behavior which prevent completion of the Program of Studies without modifications that exceed the accommodations allowed in the general assessments as described in the Inclusions Document and set forth in 703 KAR 5:070.

Has current IEP: Part 1: Student's IEP is current. Current and longitudinal data across settings in all academic areas includes progress monitoring (IEP data and progress in general education curriculum) AND adaptive behavior(s) have been reviewed and documents the Admissions and Release Committee decision.

IEP team decision: First, the IEP team must consider each of the items below and answer "YES" to ALL statements to determine if the student will participate in the Kentucky Alternate Assessments. Then, the IEP team must select Performance Dimension A or Performance Dimension B of the scoring rubric. A form that can be used to document the IEP team decision can be found on the Kentucky Alternate Assessment Program Web page.

Has significant cognitive disability: To accommodate learners with the most significant cognitive disabilities, two additional questions should be considered. These questions assist the IEP team in selecting the appropriate Performance Dimension.

Decision timing: Eligibility is determined on an annual basis and must occur in order to determine future participation in Alternate Assessment. The student will be excluded from other state-required assessment components for the 2011-2012 school year.

Current and historical data used: Part 1: Student's IEP is current. Current and longitudinal data across settings in all academic areas includes progress monitoring (IEP data and progress in general education curriculum) AND adaptive behavior(s) have been reviewed and documents the Admissions and Release Committee decision.

Significant supports needed to access curriculum: Current adaptive behavior requires extensive, individualized direct instruction across multiple settings, utilizing intensive accommodations, modifications, and assistive technology to access the Program of Studies.

Modifications needed on regular assessment compromise validity: Demonstrates cognitive ability and adaptive behavior which prevent completion of the Program of Studies without modifications that exceed the accommodations allowed in the general assessments as described in the Inclusions Document and set forth in 703 KAR 5:070.

Louisiana

Number of standard deviations below a norm: Level 1 (LAA 1) was developed for students for whom there is evidence that the student is functioning three (3) or more standard deviations below the mean in cognitive functioning or adaptive behavior.

Must consider eligibility criteria: To be eligible to participate in LAA 1, the response to each of the three statements above must have been "Agree."

Adaptive behavior deficit: Level 1 (LAA 1) was developed for students for whom there is evidence that the student is functioning three (3) or more standard deviations below the mean in cognitive functioning or adaptive behavior.

Evidence in IEP for each criterion: There must be documentation on the IEP that the student is functioning three or more standard deviations below the mean in cognitive functioning or adaptive behavior. AND Evidence supporting Criteria 1 and 2 must be dated and maintained in the student's IEP folder. Criterion #1—Evidence of a Significant Cognitive Disability (3 or more Standard Deviations below the mean) Agree/Disagree. The student has a disability that significantly impacts cognitive function or adaptive behavior. Criterion #2—Instructional Needs and Curricular Alignment.

Disability category/characteristics: There must be documentation on the IEP that the student is functioning three or more standard deviations below the mean in cognitive functioning or adaptive behavior. AND Evidence supporting Criteria 1 and 2 must be dated and maintained in the student's IEP folder. Criterion #1—Evidence of a Significant Cognitive Disability (3 or more Standard Deviations below the mean) Agree/Disagree. The student has a disability that significantly impacts cognitive function or adaptive behavior. Criterion #2—Instructional Needs and Curricular Alignment.

Not expected to reach regular diploma: Students who participate in LAA 1 are working toward a Certificate of Achievement and not the regular high school diploma. AND testing in LAA 1 means my child is progressing toward a Certificate of Achievement. If my child continues to participate in LAA 1, he or she will not be eligible for a standard high school diploma.

Informed parents about consequences: Parental Understanding: If my child is eligible for and participates in LEAP Alternate Assessment, Level 1, my initials indicate I understand the statements below.

Has current IEP: 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.

IEP team decision: 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.

Has significant cognitive disability: Descriptors for the Participation Requirements for LAA 1 LEAP Alternate Assessment... Only students with the most significant cognitive disabilities are eligible to participate in LAA 1.

Decision timing: The decision for a student to participate in LAA 1 must be made annually before LAA 1 assessment begins. AND 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.

Current and historical data used: Results from formal and informal assessments, which document academic achievement (e.g., curriculum-based assessments); and class performance records from at least the last two years.

Ensure instruction is linked to standards: The IEP must reflect goals and objectives aligned with the Louisiana Extended Standards developed for students participating in LAA 1.

Substantial adjustments to curriculum: The IEP team must review evidence that includes current IEP goals and objectives. AND The student requires extensive modified instruction aligned with the Louisiana Extended Standards to acquire, maintain, and generalize skills. The IEP must reflect goals and objectives aligned with the Louisiana Extended Standards developed for students participating in LAA 1.

Curriculum may include functional and living skills: The IEP may also contain IEP goals and objectives relating to other needs of the student which result from his or her disability, such as functional skills or social skills development.

Individual student needs: If there is a question about how a student should participate in the state assessments, a team of educators should be convened to review the student's current instructional program. How a student with disabilities will participate in state- and district-wide assessments is determined by each student's Individual Education Plan (IEP) team, at least annually.

Must consider eligibility criteria: The Flow Chart for Determining Appropriate Avenue of Assessment and Criteria to Determine Participation in PAAP were utilized by the IEP team in determining the appropriateness of having the student participate in the alternate assessment. [The chart has ANDs between criteria implying all need to be met to participate.]

Communication deficits: Students with severe disabilities may experience severe speech, language, or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities.

Uses devices/assistive technology: These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices.

Documented reason or why appropriate: The recommendation for a student to take an alternate assessment must be reflected in the student's IEP.

Disability category/characteristics: A significant cognitive disability is not a separate category but rather intended to include the small number of students who are (1) within one or more of the existing categories of disability under IDEA (e.g., intellectual disability, autism, multiple disabilities, traumatic brain injury, etc.) and (2) whose cognitive impairment prevents them from attaining grade-level achievement standards. Their disability typically results in limited cognitive abilities combined with behavioral or physical limitations. AND Students with severe disabilities may experience severe speech, language, or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. AND These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices.

Informed parents about consequences: There was communication to the student and his/her parent/guardian(s) of any state- or district-imposed consequences of a student's participation in PAAP.

IEP team decision: If the team is considering an alternate assessment, it must remember, only students with the most significant cognitive disabilities are eligible to be assessed with the alternate assessment.

Has significant cognitive disability: If the team is considering an alternate assessment, it must remember, only students with the most significant cognitive disabilities are eligible to be assessed with the alternate assessment.

Decision timing: If there is a question about how a student should participate in the state assessments, a team of educators should be convened to review the student's current instructional program. How a student with disabilities will participate in state- and district-wide assessments is determined by each student's Individual Education Plan (IEP) team, at least annually. AND All students being considered for alternate assessment should have their individual situations reviewed by an IEP team prior to December 1st, allowing sufficient time for appropriate administration of the alternate assessment, which is designed to be embedded in daily instruction throughout the year.

Current and historical data used: The student's IEP goals and objectives are based upon the Alternate Grade Level Expectations and define an appropriate level of challenge given the student's present levels of performance, historical data and rate of progress.

AAS does not under challenge student: Proficiency determined by Alternate Achievement Standards does not under challenge the student or limit the educational opportunity of the student.

Performance measured against AAS: Use of alternate achievement standards to measure student performance are documented.

Maine	<p>Ensure instruction is linked to standards: The request for alternate assessment for each student is consistent with academic instruction based on the AGLEs essential to the provision of a Free Appropriate Public Education (FAPE) as determined and documented by the IEP team.</p> <p>Substantial adjustments to curriculum: Criteria to Determine Participation in the PAAP: The student's access to the Maine Content and Performance Standards is provided by the grade-level linked, Alternate Grade Level Expectations for students with the most significant cognitive disabilities, which are reduced in depth and breadth at less complex intervals with extensively modified instruction.</p> <p>Requires extensive support in daily activities: The student requires highly specialized education or social, psychological, and medical services in order to maximize full potential for useful and meaningful participation in society and for self-fulfillment. AND These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices.</p> <p>Modifications needed in regular assessment compromise validity: The student cannot participate in any portion of the NECAP/MEA Science/MHSA with or without accommodations based on his or her IEP.</p>
Maryland	<p>Individual student needs: IEP teams should review all information available pertaining to the cognitive and adaptive skills of the student.</p> <p>Enrolled grade: Students participate in the Alt-MSA in grades 3 through 8, and grade 10.</p> <p>Must consider eligibility criteria: "...it has been determined that they meet specific eligibility criteria."</p> <p>Adaptive behavior deficit: IEP teams should review all information available pertaining to the cognitive and adaptive skills of the student.</p> <p>Evidence in IEP for each criterion: Implied by list of eligibility criteria descriptors in Tech Bulletin 17.</p> <p>Documented reason for why appropriate: Eligibility Tool Sheet and Tech Bulletin 1.</p> <p>Informed parents about consequences: Eligibility Tool Sheet has parent understanding section on form. "...I have been informed that if my child is determined eligible to participate in Alt-MSA through the IEP team decision-making process my child will be..."</p> <p>Has current IEP: "...multiple sources of information, such as the current IEP..."</p> <p>IEP team decision: The decision for which assessment is appropriate for an individual student is made by each student's IEP Team.</p> <p>Has significant cognitive disability: An assessment of this type is designed for students with the most significant cognitive disabilities who meet specific participation criteria.</p> <p>Current and historical data used: IEP teams should review all information available pertaining to the cognitive and adaptive skills of the student. [Mentions list of types of information collected for student.]</p> <p>Performance measured against AAS: The student is learning (at emerging, readiness, or functional literacy levels) extended Maryland reading and extended Maryland mathematics content standards objectives.</p> <p>Substantial adjustments to curriculum: The student requires extensive and substantial modification (e.g., reduced complexity of objectives and learning materials, and more time to learn) of general education curriculum. The curriculum differs significantly from that of their non-disabled peers. They learn different objectives, may use different materials, and may participate in different learning activities. AND The student requires intensive instruction and may require extensive supports, including physical prompts, to learn, apply, and transfer or generalize knowledge and skills to multiple settings.</p> <p>Significant supports needed to access curriculum: "...and may require extensive supports, including physical prompts, to learn, apply, and transfer or generalize knowledge and skills to multiple settings."</p> <p>Curriculum may include functional and living skills: The student requires explicit and ongoing instruction in functional skills.</p> <p>Requires extensive support in daily activities: The student requires extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments.</p> <p>Modifications needed on regular assessment compromised validity: The student cannot participate in the MSA even with accommodations.</p>

Massachusetts	<p>Disability category/characteristics: A student with a severe emotional, behavioral, or other disability is unable to maintain sufficient concentration to participate in standard testing, even with test accommodations OR a student with a severe health-related disability, neurological disorder, or other complex disability is unable to meet the demands of a prolonged test administration or a student with a significant motor, communication, or other disability requires more time than is reasonable or available for testing, even with the allowance of extended time (i.e., the student cannot complete one full test session in a school day). AND A student with a significant motor, communication, or other disability requires more time than is reasonable or available for testing, even with the allowance of extended time (i.e., the student cannot complete one full test session in a school day).</p> <p>Has current IEP: The student's IEP or 504 team must make a separate decision for each subject scheduled for testing.</p> <p>IEP team decision: The student's IEP or 504 team must make a separate decision for each subject scheduled for testing. AND These assessment decisions should be reviewed each time the team meets.</p> <p>Has significant cognitive disability:The majority of students who take alternate assessments have significant cognitive disabilities.</p> <p>Substantial adjustments to curriculum: If the student is (b) working on learning standards that have been substantially modified due to the nature and severity of his or her disability; and is (c) receiving intensive, individualized instruction in order to acquire, generalize, and demonstrate knowledge and skills; then the student should take the MCAS Alternate Assessment (MCAS-Alt) in this subject.</p> <p>Significant supports needed to access curriculum: Student is receiving intensive, individualized instruction in order to acquire, generalize, and demonstrate knowledge and skills.</p> <p>Modifications needed on regular assessment compromised validity: If the student is (a) generally unable to demonstrate knowledge and skills on a paper-and-pencil test, even with accommodations.</p>
Michigan	<p>How student will function as an adult/living environment: When making decisions about a student's cognitive functioning level and appropriate state assessment, it may help the IEP Team to think about how their student will function as an adult. For example, team members may want to consider:</p> <ul style="list-style-type: none"> • where the student will live and with what supports, • what daily activities the student will be involved in and with what supports, • what community experiences the student will be involved in and with what supports. <p>As adults will:</p> <ul style="list-style-type: none"> • live in a supervised supported environment; • participate in routine tasks, such as brushing teeth and sorting laundry, but only with extensive ongoing support; • participate in community activities, such as attending sporting events, going to the movies, and going out to eat, but only with extensive ongoing support. <p>Post-secondary plans or job environments: • What post-secondary educational opportunities the student will have and with what supports, and</p> <ul style="list-style-type: none"> • what environment the student will be employed in and with what supports? <p>AND Participate in post-secondary educational options for his or her own personal pleasure, but only with extensive ongoing support; and</p> <ul style="list-style-type: none"> • participate in some type of work activity, but only with extensive ongoing support (such as supported employment). <p>Students who meet this description will probably take the MI-Access Participation assessments.</p>

Michigan

Accommodations to be used for daily learning strategies/or on assessment: Includes use of assistive devices and accommodations. **Uses devices/assistive technology:** Includes use of assistive devices and accommodations.

Disability category/characteristics: In this capacity, the phrase “or functions as if” refers to students who adaptively function in ways that may differ from their special education eligibility category(ies) and, as a result, should be given the assessment that best suits their “adaptive functioning” level and yields the most instructionally relevant information.

Informed parents about consequences: If a student participates in MEAP-Access, it is assumed that he or she is receiving grade-level instruction based on Michigan’s GLCEs, but is not expected to progress in the general education curriculum to the same grade-level proficiency on the content expectations as his or her non-disabled peers in the time frame covered by the IEP. A divergent path at a young age may have consequences later and may prevent the student from progressing on Michigan’s GLCEs/HSCes/Benchmarks as needed to meet all of the requirements of the Michigan Merit Curriculum.

IEP team decision: It is up to the student’s IEP Team—not individual teachers, principals, or others—to determine which MI-Access assessment is most appropriate for the student.

Has significant cognitive disability: The Participation assessments are for students who have, or function as if they have, severe cognitive impairment.

Performance measured against AAS: The primary educational emphasis for these students is on the state’s content standards as measured by EGLCEs/EHSCes.

Substantial adjustments to curriculum: The primary educational emphasis for these students is on the state’s content standards as measured by EGLCEs/EHSCes.

Requires extensive support in daily activities: These students are expected to require extensive, ongoing support in adulthood. AND Participation students require extensive ongoing support because the severity of their cognitive and physical impairments causes them to be dependent on others for most, if not all, of their daily living needs.

Minnesota

Documented reason for why appropriate: The IEP team documented, in the IEP, reasons the MCA would not be an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

IEP team decision: The IEP team first considered the student's ability to access the Minnesota Comprehensive Assessment (MCA), with or without accommodations. For reading and mathematics, the IEP team also considered the student's eligibility for the MCA-Modified.

Has significant cognitive disability: The MTAS may be appropriate for a student with a significant cognitive disability if all of the following requirements have been met. AND The IEP team determined the student's cognitive functioning to be significantly below age expectations.

Ensure instruction is linked to standards: The IEP team reviewed the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, then the IEP team must review the student's goals and determine how access to the general curriculum will be provided.

Substantial adjustments to curriculum: The IEP team determined that the student needs explicit and intensive instruction or extensive supports in multiple settings to acquire, maintain and generalize academic and life skills in order to actively participate in school, work, home and community environments.

Curriculum may include functional and living skills: The IEP team determined that the student needs explicit and intensive instruction or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.

Requires extensive support in daily activities: The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community. AND The IEP team determined that the student needs explicit and intensive instruction or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.

Modifications needed on regular assessment compromise validity: The IEP team first considered the student's ability to access the Minnesota Comprehensive Assessment (MCA), with or without accommodations. For reading and mathematics, the IEP team also considered the student's eligibility for the MCA-Modified.

Mississippi

Communication mode: For either or both categories below, place a check in the appropriate box or boxes. 1. The student communicates primarily through cries, facial expressions, change in muscle tone but no clear use of objects/textures, regularized gestures, picture signs, etc. 2. The student alerts to sensory input from another person (auditory, visual, touch, movement, etc.) but requires actual physical assistance to follow simple directions; or the student's response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell) is unclear.

Not symbolic language user: Students who are "pre-symbolic" in their communication will be assessed using a rubric that focuses on their progress toward curricular goals rather than their achievement on an absolute standard. In order to be assessed on the Progress rubric, a student must meet at least one of the two criteria below... The student must meet the criteria [see column at left]... A student who can blink yes or no or who meaningfully communicates by using eye gaze is not a Progress student.

Disability category/characteristics: In general, eligible students are those who have a history of requiring extensive individualized instruction and have been classified as being severely to profoundly cognitively disabled or experience a pervasive developmental disability.

Has significant cognitive disability: Have been classified as being severely to profoundly cognitively disabled or experience a pervasive developmental disability...1. The student demonstrates significant cognitive deficits and...

Substantial adjustments to curriculum: The student demonstrates significant cognitive deficits and poor adaptive skill levels (as determined by that student's comprehensive assessment) that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications. AND The student requires extensive direct instruction in both academic and functional skills in multiple settings to accomplish the application and transfer of those skills.

Curriculum may include functional and living skills: The student requires extensive direct instruction in both academic and functional skills in multiple settings to accomplish the application and transfer of those skills.

Modifications needed in regular assessment compromise validity: The student demonstrates significant cognitive deficits and poor adaptive skill levels (as determined by that student's comprehensive assessment) that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications.

<p>Individual student needs: Changes in current functioning of the child since the initial or prior IEP (For students with transition plans, consider how changes in the child's current functioning will impact the child's ability to reach his/her post-secondary goal.)</p> <p>Must consider eligibility criteria: If the IEP team for a student with a disability answers "yes" to all five of the following eligibility questions, then that student is eligible for MAP-A participation.</p> <p>How student will function as adult/living environment: 6. The student's post-secondary outcomes will likely require supported or assisted living.</p> <p>Communication mode: 1. The student's reading ability is limited and, as such, the student acquires information primarily through other methods. 2. The student's ability to demonstrate knowledge by writing or speaking is limited; thus, the student must often use other methods to express ideas and share information.</p> <p>Adaptive behavior deficit: The student has a demonstrated significant cognitive disability and adaptive behavioral skills. Therefore, the student has difficulty acquiring new skills, and skills must be taught in very small steps.</p> <p>Documented reason why appropriate: Include a statement of why the child cannot participate in the regular assessment (Grade-Level or EOC). AND Explain why the alternate assessment (MAP-A) is appropriate.</p> <p>Disability category/characteristics: 1. The student's reading ability is limited and, as such, the student acquires information primarily through other methods. 2. The student's ability to demonstrate knowledge by writing or speaking is limited; thus, the student must often use other methods to express ideas and share information... 4. The student typically has difficulty solving novel problems or using newly acquired skills in differing situations. 7. The student requires instruction in small groups or on a one-to-one basis, with frequent prompts and guidance from adults.</p> <p>Has current IEP: Changes in current functioning of the child since the initial or prior IEP (For students with transition plans, consider how changes in the child's current functioning will impact the child's ability to reach his/her post-secondary goal).</p> <p>IEP team decision: 4. The IEP team, as documented in the IEP, does not recommend participation in the MAP subject area assessments or taking the MAP with accommodations.</p> <p>Has significant cognitive disability: 1. The student has a demonstrated significant cognitive disability and adaptive behavioral skills.</p> <p>Current and historical data used: Changes in current functioning of the child since the initial or prior IEP (For students with transition plans, consider how changes in the child's current functioning will impact the child's ability to reach his/her post-secondary goal.)</p> <p>Performance measured against AAS: 3. The student's educational program centers on the application of essential skills to the Missouri Show-Me Standards.</p> <p>Very low achievement level compared to same aged peers: The student does not keep pace with peers, even with the majority of students in special education, with respect to the total number of skills acquired.</p> <p>Substantial adjustments to curriculum: The student has difficulty acquiring new skills, and skills must be taught in very small steps. 2. The student does not keep pace with peers, even with the majority of students in special education, with respect to the total number of skills acquired. AND 3. The student's educational program centers on the application of essential skills to the Missouri Show-Me Standards.</p> <p>Significant supports needed to access curriculum: 3. The student requires significant supports to access the general education curriculum while demonstrating modest progress in that curriculum.</p> <p>Curriculum may include functional and living skills: 5. The student's educational priorities primarily address essential skills that will be used in adult daily living.</p> <p>Modifications needed on regular assessment compromise validity: 4. The IEP team, as documented in the IEP, does not recommend participation in the MAP subject area assessments or taking the MAP with accommodations.</p>

Montana	<p>Disability category/characteristics: Does the student require direct and extensive instruction to acquire, maintain, generalize, and transfer new skills?</p> <p>Has current IEP: Does the student have an active IEP and receive services under the Individuals with Disabilities Education Act (IDEA)?</p> <p>IEP team decision: The decision as to how a student with disabilities will participate in the state's accountability system is made by the student's Individualized Education Program (IEP) team.</p> <p>Has significant cognitive disability: If all answers are "YES," the student is eligible to take the alternate and is considered to have a significant cognitive disability.</p> <p>Substantial adjustments to curriculum: Do the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the general curriculum?</p> <p>Curriculum may include functional and living skills: Do the student's learning objectives and expected outcomes focus on functional application of skills, as illustrated in the student's IEP annual goals and short-term objectives?</p>
Nebraska	<p>Disability category/characteristics: Possesses significant limitations, both in intellectual functioning and adaptive behavior, expressed in conceptual, social, and practical adaptive skills. AND May have an accompanying communication, motor, sensory, or other disability.</p> <p>Has current IEP: The student possesses a current IEP.</p> <p>Has significant cognitive disability: Possesses significant limitations, both in intellectual functioning and adaptive behavior, expressed in conceptual, social, and practical adaptive skills.</p> <p>Performance measured against AAS: The student: Accesses curriculum and instruction closely aligned to Nebraska standards with extended indicators.</p> <p>Substantial adjustments to curriculum: The student: Accesses curriculum and instruction closely aligned to Nebraska standards with extended indicators... Demonstrates cognitive ability and adaptive behavior that prevents completion of general academic curriculum, even with extensive modifications and accommodations.</p> <p>Significant supports needed to access curriculum: Requires extensive, pervasive, and frequent supports in order to acquire, maintain, and demonstrate performance of knowledge and skills.</p> <p>Requires extensive support in daily activities: Possesses significant limitations, both in intellectual functioning and adaptive behavior, expressed in conceptual, social, and practical adaptive skills.</p>

Nevada	<p>Not expected to reach regular diploma: 2. Does the student demonstrate cognitive ability and adaptive behavior that limits full participation in the general education curriculum, Criterion Referenced Test, or High School Proficiency Examination, even with supplementary aids, accommodations, and modifications? 6. Has the IEP team informed the parent/guardian of the consequences of the student participating in the Nevada Alternate Assessment (e.g., modified diploma vs. standard diploma) and of being judged against alternate achievement standards?</p> <p>Informed parents about consequences: 6. Has the IEP team informed the parent/guardian of the consequences of the student participating in the Nevada Alternate Assessment (e.g., modified diploma vs. standard diploma) and of being judged against alternate achievement standards?</p> <p>Has current IEP: 1. Is the student receiving services under the Individuals with Disabilities Education Act (IDEA) through a current IEP?</p> <p>IEP team decision: Individual Educational Plan (IEP) teams are responsible for determining whether students with disabilities will participate in the alternate assessment or the general assessment.</p> <p>Ensure instruction is linked to standards: Should consider the student's present level of educational performance in reference to the Nevada Content Standards when determining how a student will participate in the Nevada Proficiency Examination Program (NPEP).</p> <p>Significant supports needed to access curriculum: 3. Does the student require substantial modifications, adaptations, or supports to meaningfully access the grade-level content?</p> <p>Curriculum may include functional and living skills: 4. Does the student require intensive instruction to acquire, maintain, and generalize skills necessary for application in school, home, work, and community settings?</p> <p>Requires extensive support in daily activities: 4. Does the student require intensive instruction to acquire, maintain, and generalize skills necessary for application in school, home, work, and community settings?</p> <p>Modifications needed on regular assessment compromise validity: 2. Does the student demonstrate cognitive ability and adaptive behavior that limits full participation in the general education curriculum, Criterion Referenced Test, or High School Proficiency Examination, even with supplementary aids, accommodations, and modifications?</p>
New Hampshire	<p>Must consider eligibility criteria: A student is eligible to participate in the New Hampshire Alternate Assessment if his or her IEP team determines that the student meets all of the following participation criteria.</p> <p>Communication mode: Communication: The student may have very limited vocabulary and language skills, or may be non-verbal. The student may use simple language structures to communicate and seldom acquires new communication skills through incidental learning. This does not include any student with "limited communication" who has no effective communication system in place or under active development.</p> <p>Adaptive behavior deficit: Evidence that the student's demonstrated cognitive disability and adaptive behavioral skills.</p> <p>Accommodations to be used for daily learning strategies/or on assessment: The student requires accommodations to demonstrate proficiency of even the modified performance expectation levels described above, such as modeling and repeated demonstration, physical support, specially designed prompting procedures, and alternate or augmented communication systems. This does not include any student who needs ample support but has no clear evidence of severe cognitive disability...</p> <p>Evidence in IEP for criteria: What historical data were used to support items #2, 3, and 4 above?</p> <p>Documented reason for why appropriate: Document in the IEP: Any decision related to a student's participation in the general statewide assessment, with or without accommodations, or in the New Hampshire Alternate Assessment, shall be explicitly identified in the student's IEP plan.</p> <p>Disability category/characteristics: This also does not include any student who has, as documented in IEP team meeting notes, had a cognitive disability "ruled out" in order to identify the students as a child having a specific learning disability and not mental retardation.</p>

New Hampshire

Has current IEP: 1. The student has an IEP.
IEP team decision: A student is eligible to participate in the New Hampshire Alternate Assessment if her or his IEP team determines that the student meets all of the following participation criteria.
Has significant cognitive disability: Alternate assessments are designed for those students with the most severe cognitive disabilities who are unable, even with the best instruction and with accommodations, to show proficiency on grade-level academic achievement standards. AND [from participation criteria:] Can the student participate in the general statewide assessment, with or without accommodations, or does such a cognitive disability exist that he or she cannot meet the general education standard of performance and needs to participate in the New Hampshire Alternate Learning Progressions Assessment that is based on curriculum entry points that are below grade level?
Decision timing: When to Decide: At an IEP team meeting (recommended no later than September 30th of each calendar year so that instruction can begin promptly)...
Current and historical data used: 3. There is historical data (current and longitudinal across multiple settings) that confirms the individual student criteria listed above.
Very low achievement compared to same aged peers: Very Low Levels of Academic Achievement: Performance in the subject matters of reading, writing, and mathematics is significantly below that of same-aged peers (e.g., performance level expectations must be modified to a reduced or simpler level of performance from the content standards set for general education or “typical” New Hampshire students). When typical general education peers are reading paragraphs and answering questions, the alternate assessment student might be matching objects, pictures, or symbols, and when typical peers are writing and solving equations, the alternate assessment student might be using objects, symbol systems, or pictures to show more basic connections...
Substantial adjustments to curriculum: 2. Evidence that the student’s demonstrated cognitive disability and adaptive behavioral skills prevent her or him from demonstrating achievement of the proficiency standards described in the New Hampshire Curriculum Frameworks, even with appropriate accommodations and high-quality instruction... AND 5. Highly Specialized Instruction: The student generally requires systematic instruction with tasks broken into small steps. AND When typical general education peers are reading paragraphs and answering questions, the alternate assessment student might be matching objects, pictures, or symbols. AND When typical peers are writing and solving equations, the alternate assessment student might be using objects, symbol systems, or pictures to show more basic connections. This does not include students working just 1 or 2 grade levels below grade-level, or any student who has not had full opportunity to benefit from empirically sound instructional intervention.
Significant supports needed to access curriculum: Ample Supports: The student requires individualized instructional, technological, or interpersonal supports to make progress in learning... The student requires accommodations to demonstrate proficiency of even the modified performance expectation levels described above, such as modeling and repeated demonstration, physical support, specially designed prompting procedures, and alternate or augmented communication systems This does not include any student who needs ample support but has no clear evidence of severe cognitive disability.
Curriculum may include functional and living skills: Even with appropriate accommodations and high-quality instruction, and require individualized instruction in multiple settings (school, work, home, and other environments) to acquire, generalize, and transfer skills necessary for functional application.
Requires extensive support in daily activities: Even with appropriate accommodations and high-quality instruction, and require individualized instruction in multiple settings (school, work, home, and other environments) to acquire, generalize, and transfer skills necessary for functional application... In addition, the student needs deliberate instruction to apply learned skills across multiple settings (e.g., school, home, work, and other settings).
Modifications needed in regular assessment compromise validity: 3. Is there evidence that the student’s demonstrated cognitive disability and adaptive behavioral skills prevent him or her from demonstrating achievement of the proficiency standards, as described in the New Hampshire Curriculum Frameworks, through participation in the general statewide assessment, even with appropriate accommodations? Yes.

New Jersey

Disability category/characteristics: Department intended the term “students with the most significant cognitive disabilities” to include that small number of students who are (1) within one or more of the existing categories of disability under the IDEA (e.g., autism, multiple disabilities, traumatic brain injury, etc.); and (2) whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction.

IEP team decision: The Individualized Education Program (IEP) team makes decisions about state assessment participation.

Has significant cognitive disability: The United States Department of Education (USDOE) non-regulatory guidance... The guidance states that: “only students with the most significant cognitive disabilities may be assessed based on alternate achievement standards... the Department intended the term “students with the most significant cognitive disabilities” to include that small number of students who are (1) within one or more of the existing categories of disability under the IDEA (e.g., autism, multiple disabilities, traumatic brain injury, etc.); and (2) whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction.” Is the nature of the student’s cognitive disability severe?

Ensure instruction is linked to standards: 4. Is the student’s Individualized Education Program (IEP) aligned to grade level New Jersey Core Curriculum Content Standards through modified expectations?

Substantial adjustments to curriculum: 2. Is the student’s cognitive disability so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment?

Modifications needed in regular assessment compromise validity: Students with disabilities shall participate in the Alternate Proficiency in each content area where the nature of the student’s disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment and the student cannot complete any of the types of questions on the assessment in the content area(s) even with accommodations and modifications (N.J.A.C. 6A:14-4.10(a)2) AND 3. Is the student’s cognitive disability so severe that the student cannot complete any of the types of questions on the assessment in the content area, even with accommodations and modifications?

New Mexico	<p>Must consider eligibility criteria: If the IEP team determines that the student meets all criteria, it is then the team's responsibility to document this finding within the IEP.</p> <p>Evidence in IEP for criteria: In addition, sufficient documentation (multiple records and multiple sources of information) must be provided to positively answer the following questions...</p> <p>Informed parents about consequences: Parents have been informed of the potential consequences of having their student assessed against alternate achievement standards (such as potential limitations to postsecondary opportunities).</p> <p>IEP team decision: The IEP team must agree that the student is eligible for the NMAPA according to the participation criteria below... The IEP team, as a group of individuals with a clear understanding of a student's needs, must determine whether that student is eligible to take the NMAPA on the basis of the criteria set by the New Mexico Administrative Code, IDEA, and NCLB. It is not an individual's unilateral decision, but one that comes after a careful review of the criteria above and existing documentation that supports the IEP team's decision.</p> <p>Has significant cognitive disability: Does the student's past and present performance in multiple settings (home, school, community) indicate that a significant cognitive disability is present?</p> <p>Decision timing: TAs must ensure, before administering the test, that the student's most recent IEP indicates that the participation criteria have been considered and that the student has met all criteria.</p> <p>Current and historical data used: Does the student's past and present performance in multiple settings (home, school, community) indicate that a significant cognitive disability is present?</p> <p>Performance measured against AAS: IEP teams should be knowledgeable about the EGBEs to make appropriate decisions about whether a student should be assessed with the NMAPA, which is aligned to the EGBEs.</p> <p>Substantial adjustments to curriculum: Do the student's current cognitive and adaptive skills and performance levels require direct instruction to accomplish the acquisition, maintenance, and generalization of skills in multiple settings (home, school, community)?</p> <p>Requires extensive support in daily activities: Does the student's past and present performance in multiple settings (home, school, community) indicate that a significant cognitive disability is present? AND Does the student need intensive, pervasive, or extensive levels of support in school, home, and community settings?</p>
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New York	<p>Communication deficits: The student has a severe cognitive disability and significant deficits in communication/language and significant deficits in adaptive behavior.</p> <p>Adaptive behavior deficit: The student has a severe cognitive disability and significant deficits in communication/language and significant deficits in adaptive behavior.</p> <p>Uses devices/assistive technology: The student requires educational support systems, such as assistive technology.</p> <p>Disability category/characteristics: The student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention. AND Students with severe disabilities may experience severe speech, language, or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices. AND The student requires educational support systems, such as assistive technology...</p> <p>Has significant cognitive disability: Only students with severe cognitive disabilities are eligible for NYSAA Definition given: "Students with severe disabilities" refers to students who have limited cognitive abilities combined with behavioral or physical limitations and who require highly specialized education or social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, or perceptual-cognitive impairments and challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports, and assistive technology devices.</p> <p>Significant supports needed to access curriculum: The student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, or workplace). AND The student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.</p> <p>Requires extensive support in daily activities: The student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, or workplace).</p>
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North Carolina

Individual student needs: Student-by-student: Individual needs of student. No blanket decisions.
Enrolled grade: The student is enrolled in grades 3–8 and 10 (according to the Student Information Management System, e.g., SIMS/NCWISE).

Must consider eligibility criteria: Eligibility criteria must be considered. Misplacement of students may negatively impact proficiency levels of the population for which the assessment was designed.

Post-secondary plans or job environments: Decisions in early grades—what it means for future.

Communication deficits: (i.e., exhibits 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). The vast majority of students with disabilities do not have a significant cognitive disability.

Adaptive behavior deficit: (i.e., exhibits 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). The vast majority of students with disabilities do not have a significant cognitive disability.

Documented reason for why appropriate: Must be documented.

Not expected to reach regular diploma: If in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of study).

Has current IEP: The student must have a current IEP.

IEP team decision: Eligibility determined by IEP teams (or LEP teams/committees).

Has significant cognitive disability: The student has a SIGNIFICANT COGNITIVE DISABILITY (i.e., exhibits 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). The vast majority of students with disabilities do not have a significant cognitive disability.

Decision timing: Must revisit decision annually – Not an automatic continuation of assessment.

Performance measured against AAS: The student is instructed in the North Carolina Standard Course of Study Extended Content Standards in ALL assessed content areas.

Substantial adjustments to curriculum: Cannot be receiving instruction in ANY or ALL of the general grade-level content standards of the North Carolina Standard Course of Study.

Requires extensive support in daily activities: The student has a SIGNIFICANT COGNITIVE DISABILITY (i.e., exhibits 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). The vast majority of students with disabilities do not have a significant cognitive disability.

North Dakota	<p>Individual student needs: The student's curriculum is so individualized that neither the NDSA nor the NDAA 2 will reflect what the student is being taught.</p> <p>Enrolled grade: Standards based IEP goals and objectives are required for students taking the NDAA1 in math, reading/language arts in all tested grades, and science (if grades 4, 8, or 11).</p> <p>Must consider eligibility criteria: Use the IEP Decision Making Flowchart to assist team in making a decision. Look at the NDAA1 and NDAA2 Side -by-Side Comparison document assessment option decisions. AND if it is not appropriate for the student to participate in the NDSA (with or without accommodations) or the NDAA2 and the student meets all three criteria listed below, the student will use the NDAA1, the State's assessment for students with significant cognitive disabilities. Only a small number of students will use the NDAA1.</p> <p>Adaptive behavior deficit: The student's cognitive ability and adaptive behavior prevent completion of part or all of the general curriculum, course of study, or content standards; AND 1. Does the student's cognitive ability and adaptive behavior prevent completion of all or part of the general education curriculum?</p> <p>Documented reason for why it is appropriate: Document team decisions in IEP. AND Documentation on why this assessment option was chosen and why the general state assessment was not chosen. AND Specific documentation of which assessments are selected for what subjects (*if applicable).</p> <p>Informed parents about consequences: Review the Parent Brochure with parents and educators at the student's IEP.</p> <p>IEP team decision: All decisions regarding which assessment option a student with disabilities participates in are the responsibility of each individual student's IEP team.</p> <p>Has significant cognitive disabilities: Appropriate population: Students with severe cognitive disabilities (served under IDEA) and assessed against alternate achievement standards. AND 1. Does the student's cognitive ability and adaptive behavior prevent completion of all or part of the general education curriculum?</p> <p>Decision timing: The decision must be made annually and documented appropriately in the student's IEP.</p> <p>Performance measured against AAS: View the Standards Based IEPs Power Point. Write goals and objectives, at the grade level the student is enrolled, based on state content standards for each subject covered in the NDAA1. AND Appropriate population: Students with severe cognitive disabilities (served under IDEA) and assessed against alternate achievement standards.</p> <p>Ensure instruction is linked to standards: Standards based IEP: It is required that all students who 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.</p> <p>Substantial adjustments to curriculum: The student's curriculum is so individualized that neither the NDSA nor the NDAA2 will reflect what the student is being taught. Note: One participation option may be appropriate for assessing all content areas. However, as deemed appropriate by the student's IEP team, the student may be assessed using more than one participation option. That is, one of the above participation options may be appropriate for assessment of one content area, and a different participation option may be appropriate for the other content area(s).</p> <p>Requires extensive supports in daily activities: The student requires extensive, frequent, and individualized instruction in multiple settings in order to maintain or generalize skills necessary to function at home, in the community, and during recreation/leisure and vocational activities.</p> <p>Has an IEP: The decision must be made annually and documented appropriately in the student's IEP.</p>
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Ohio

Enrolled grade: If a student who takes the AASWD is retained a grade but was proficient on...

IEP team decision: Decisions concerning a student's participation in statewide and district wide assessments are made at least annually by each student's IEP team. AND The IEP team should document test-taking status in the appropriate sections of the student's IEP.

Has significant cognitive disability: Ohio's AASWD was developed for students with the most significant cognitive disabilities...they have a significant cognitive disability documented in their evaluation team report.

Decision timing: Decisions concerning a student's participation in statewide and district wide assessments are made at least annually by each student's IEP team.

Very low achievement compared to same aged peers: Require instruction at multiple levels below age or grade-level.

Substantial adjustments to curriculum: AASWD is appropriate only for students with the most significant cognitive disabilities who are either completing a curriculum that is modified substantially (in form or substance) by the IEP from the general education curriculum. AND Can students participate in the general assessment in one content area (e.g., mathematics) and participate in the AASWD in another content area (e.g., reading)? No. If a student can participate in any part of the general assessment, then he or she should take the entire general assessment with accommodations as needed. AND Generally, participation in the AASWD is not appropriate for students who are engaged in and making progress in the general curriculum. Although these students require individualized instruction, they have developed the skills that enable meaningful participation in statewide assessments.

Curriculum may include functional and living skills: Require instruction focused on the application of state standards through essential life skills.

Requires extensive support in daily activities: Require instruction focused on the application of state standards through essential life skills.

Modifications on regular assessment compromise validity: Completing the general education curriculum but have a disability that presents unique and significant challenges such that the IEP provides for accommodations that exceed the allowable criteria for statewide assessment accommodations. AND Are unlikely to provide valid and reliable measures of proficiency in content areas in a standardized assessment even with allowable accommodations. AND Are unlikely to provide valid and reliable measures of proficiency in content areas in a standardized assessment even with allowable accommodations.

Studying AAS in all subjects: If the IEP team determines that AASWD is appropriate for a student, that student will participate in AASWD "across the board" (i.e., in all subject areas).

Oklahoma	<p>Enrolled grade: If the student took the AASWD the previous year, do they have to take the AASWD again for the same grade level? Yes, all students must take the assessment for the grade they are enrolled, even if they took the same assessment the prior year and were proficient.</p> <p>Adaptive behavior deficit: Box B: Does the student's demonstrated cognitive ability and adaptive behavior require substantial adjustments (CARG-A) to the general education curriculum?</p> <p>Evidence in IEP for criteria: Using multiple measures as objective evidence including...</p> <p>Has current IEP: For documenting decisions made regarding appropriate assessment selections, this document may be attached to the student's current IEP and should be completed annually. AND The assessment decision must be documented on the student's IEP.</p> <p>IEP team decision: The decision to administer an alternate assessment (OMAAP or OAAP Portfolio) must be an IEP team decision.</p> <p>Has significant cognitive disability: Does the student have a significant cognitive disability?</p> <p>Decision timing: For documenting decisions made regarding appropriate assessment selections, this document may be attached to the student's current IEP and should be completed annually.</p> <p>Current and historical data used: Previous performance on state assessments. AND Other assessments that document academic achievement. AND The student's progress, to date, in response to appropriate instruction.</p> <p>Performance measured against AAS: Does the student's IEP reflect curriculum and daily instruction that focus on modified achievement of the standards or alternate achievement of the standards?</p> <p>Substantial adjustments to curriculum: Does the student's IEP reflect curriculum and daily instruction that focus on modified achievement of the standards or alternate achievement of the standards? AND Box B: Does the student's demonstrated cognitive ability and adaptive behavior require substantial adjustments (CARG-A) to the general education curriculum?</p> <p>Significant supports needed to access curriculum: Does the student require direct and extensive instruction to acquire, maintain, generalize, and transfer new knowledge and skills?</p> <p>Curriculum may include functional and living skills: Do the student's learning objectives and expected outcomes focus on functional application of skills as illustrated in the student's IEP goals and short-term objectives or benchmarks?</p>
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Oregon

Individual student needs: Students; (4) Who benefit from specialized individual supports OR and (4) who rely on individual and significant supports to access reduced content materials should be considered for the additional supports offered by the Scaffold administration option of the alternate assessment.

Must consider eligibility criteria: Decisions regarding participation in an alternate assessment are based on state-defined guidelines for the parameters of a significant cognitive disability.

Communication deficits: (2) Do not read; (3) have academic, mobility, and receptive and expressive language difficulties that are generalized and significant.

Disability category/characteristics: How is his attention? What types of behaviors should be considered? Students: (4) Who benefit from specialized individual supports OR (3) have academic, mobility, and receptive and expressive language difficulties that are generalized and significant. AND Consider General Assessment with or without accommodations if: Student: Performs at or around grade level. AND Has academic difficulties in areas other than reading that are "mild to moderate" and can typically be addressed by using simplified language. Instruction: Is primarily general curriculum instruction (but may also use a specialized curriculum in some areas).

IEP team decision: The decision to administer a Scaffold administration of the assessment is made by the IEP team.

Has significant cognitive disability: Decisions regarding participation in an alternate assessment are based on state-defined guidelines for the parameters of a significant cognitive disability. OR The decision to administer a Scaffold administration of the assessment is made by the IEP team. Students (1) whose needs are significantly impacted by a disability;

Current and historical data used: What assessment did he take last year? Previous relevant experiences...

Very low achievement level compared to same aged peers: Decision-Making: In general, students who (1) perform well below grade level; and (2) are significantly below grade level in reading.

Substantial adjustments to curriculum: Is primarily from a specialized curriculum or From general curriculum must be significantly reduced in breadth, depth, and complexity. OR Is from a specialized curriculum and has functional components or includes academic goals that are significantly reduced in depth, breadth, and complexity from grade level content. Some Judgment Variables: Is the student able to interact with instructional material in a way that provides meaningful feedback?

Significant supports needed to access curriculum: Students who rely on individual and significant supports to access reduced content materials should be considered for the additional supports offered by the Scaffold administration option of the alternate assessment. **Curriculum may include functional and living skills:** Is from a specialized curriculum and has functional components or includes academic goals that are significantly reduced in depth, breadth, and complexity from grade level content. Some Judgment Variables: Is the student able to interact with instructional material in a way that provides meaningful feedback?

Studying AAS in all subjects areas: Students have academic difficulties that are generalized (to all subject areas) and are significant.

Pennsylvania	<p>Enrolled grade: The student is in grade 3, 4, 5, 6, 7, 8, or 11.</p> <p>Must consider eligibility criteria: If all of the above criteria are met, it would be appropriate for the IEP team to decide that the student should take the PASA.</p> <p>IEP team decision: For some students with the most significant cognitive disabilities, the student's IEP team may determine that the regular statewide assessment, the Pennsylvania System of School Assessment (PSSA), is not appropriate even with accommodations; the IEP team may recommend that the student take the PASA instead.</p> <p>Has significant cognitive disability: For some students with the most significant cognitive disabilities, the student's IEP team may determine that the regular statewide assessment, the Pennsylvania System of School Assessment (PSSA), is not appropriate even with accommodations; the IEP team may recommend that the student take the PASA instead. AND The student has a very severe cognitive disability</p> <p>Substantial adjustments to curriculum: The student requires very extensive adaptations and supports in order to perform or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments. AND The student requires very substantial modification of the general education curriculum. AND The student's participation in the general education curriculum differs very substantially in form or substance from that of most other students (i.e., requires modified objectives, materials, or activities).</p> <p>Significant supports needed to access curriculum: The student requires very intensive instruction to learn. AND The student requires very extensive adaptations and supports in order to perform or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments.</p> <p>Curriculum may include functional and living skills: The student requires very extensive adaptations and supports in order to perform or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments.</p> <p>Requires extensive support in daily activities: The student requires very extensive adaptations and supports in order to perform or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments.</p> <p>Modifications needed in regular assessment compromised validity: For some students with the most significant cognitive disabilities, the student's IEP team may determine that the regular statewide assessment, the Pennsylvania System of School Assessment (PSSA), is not appropriate even with accommodations; the IEP team may recommend that the student take the PASA instead.</p>
Rhode Island	<p>Individual student needs: A student's Individualized Education Program (IEP) team, which includes the parent/guardian, determines on an individual basis how a child with an IEP participates in state assessment.</p> <p>Must consider eligibility criteria: If the IEP team determines that Rhode Island's general assessment, the New England Common Assessment Program (NECAP), even if provided accommodations, may not be the most appropriate means of assessment for a particular child, the IEP team must discuss the participation criteria, listed below, for the Rhode Island Alternate Assessment (RIAA).</p>

Adaptive behavior deficit: Student has a disability that significantly impacts cognitive function and adaptive behavior.

Evidence in IEP for criteria: DOCUMENTATION (must be provided for each criterion).

Documented reason for why appropriate: IEP teams must document assessment decisions annually on the IEP form and attach this participation criteria form to the student's IEP.

Not expected to reach regular diploma: In accordance with Title I regulations, the IEP team must inform the parents of students who participate in the RIAA that their child's achievement will be measured based on alternate academic achievement standards and also, of any other state or local policies that may have implications for the student's education that result from taking such an assessment. A notable implication for students participating in the RIAA is that they will not achieve the required expectations for a diploma upon graduation.

Inform parents about consequences: Local Education Agencies (LEAs) must inform all parents about the district's diploma requirements including students and parents participating in the RIAA. The Board of Regents established minimum requirements for receiving a diploma to begin with the graduating class of 2014. These requirements include an academic achievement measure from the state assessments that are based on grade level expectations. Parents must know that the RIAA does not meet this requirement because it is based on alternate academic achievement standards. While their child will not receive a diploma, the student is eligible for participation in graduation ceremonies just as any other student.

IEP team decision: A student's Individualized Education Program (IEP) team, which includes the parent/guardian, determines on an individual basis how a child with an IEP participates in state assessment. IEP teams must document assessment decisions annually on the IEP form and attach this participation criteria form to the student's IEP.

Has significant cognitive disability: The RIAA is the assessment for students with a significant intellectual disability and measures student achievement based on alternate academic achievement standards. Students eligible for special education services under any of the thirteen disabilities categories identified by IDEA may participate in the RIAA if they have a significant intellectual disability and meet all participation criteria.

Decision timing: Student participation decisions must be made by September 15th of each school year to ensure that the student participates in the state assessment system in the most meaningful and appropriate manner. AND This determination must be made at every annual IEP review.

Current and historical data used: To determine that a student should participate in the RIAA, the IEP team must review all important information about the child over the years and in a variety of settings (i.e., home, school, community), and determine and document that the child meets the following criteria and team decision making factors.

Performance measured against AAS: The student's instruction is aligned to the RI Alternate Assessment Grade Span Expectations, includes academic skills and short-term objectives/benchmarks.

Ensure instruction is linked to standards: The student's instruction is aligned to the RI Alternate Assessment Grade Span Expectations, and includes academic skills and short-term objectives/benchmarks.

Substantial adjustments to curriculum: The student's instruction is aligned to the RI Alternate Assessment Grade Span Expectations, includes academic skills and short-term objectives/benchmarks.

Significant supports needed to access curriculum: The student is unable to apply academic skills in home, school, and community without intensive, frequent, and individualized instruction in multiple settings.

Requires extensive support in daily activities: The student is unable to apply academic skills in home, school, and community without intensive, frequent, and individualized instruction in multiple settings.

Modifications needed in regular assessment compromise validity: If the IEP team determines that Rhode Island's general assessment, the New England Common Assessment Program (NECAP,) even if provided accommodations, may not be the most appropriate means of assessment for a particular child, the IEP team must discuss the participation criteria, listed below, for the Rhode Island Alternate Assessment (RIAA).

South Carolina

Enrolled grade: ...For alternate assessment and who are between the ages of 8 and 13 or are age 15 on September 1, 2010. See the Age and Birth Date Reference Sheet in appendix B.

Must consider eligibility criteria: The SC-Alt should be administered to students who have been determined by the IEP team to meet all of the participation criteria.

Adaptive behavior deficit: The student demonstrates a significant cognitive disability and adaptive skills that result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications. AND The student has current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments.

IEP team decision: Student Participation: The decision about a student's participation in required statewide assessments is made by the student's IEP team and documented in the IEP.

Has significant cognitive disability: The student demonstrates a significant cognitive disability and adaptive skills that result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications.

Current and historical data used: To document that the alternate assessment is appropriate for an individual student, the IEP team should review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and determine that the student meets all of the following criteria.

Very low achievement compared to same aged peers: The student demonstrates a significant cognitive disability and adaptive skills that result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications.

Substantial adjustments to curriculum: The student accesses the state-approved curriculum standards at less complex levels and with extensively modified instruction.

Significant supports needed to access curriculum: The student is unable to apply or use academic skills across natural settings when instructed solely or primarily through classroom instruction.

Requires extensive support in daily activities: The student has current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments. AND The student is unable to apply or use academic skills across natural settings when instructed solely or primarily through classroom instruction.

South Dakota

IQ tests: Mentions, but is explicit that it is not a criterion.
Number of standard deviations below a norm: The student's cognitive abilities are 2.0 standard deviations or more below the mean (inclusive of the standard error of measurement).
Documented reason or why appropriate: Documentation of meeting the above three criteria used to determine eligibility for significant cognitive disability must be maintained in the student's file.
Has current IEP: The student has an active IEP with annual goals and short term objectives/benchmarks which focus on South Dakota Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities.
IEP team decision: The student has an active IEP with annual goals and short term objectives/benchmarks which focus on South Dakota Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities. AND The use of alternate assessment of the alternate academic achievement standards must be written into the IEP after such determination by the IEP team.
Has significant cognitive disability: In order to determine if an alternate assessment must be given, a student must be identified as meeting the criteria for having a significant cognitive disability. [Part of criteria: The student's cognitive abilities are 2.0 standard deviations or more below the mean (inclusive of the standard error of measurement).
Performance measured against AAS: The student has an active IEP with annual goals and short term objectives/benchmarks which focus on South Dakota Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities.
Significant supports needed to access curriculum: The student primarily requires direct and extensive instruction to acquire, maintain, generalize and transfer skills done in naturally occurring settings of the student's life (e.g. school, community, home, vocational/career, and recreation and leisure).
Requires extensive support in daily activities: The student primarily requires direct and extensive instruction to acquire, maintain, generalize and transfer skills done in naturally occurring settings of the student's life (e.g. school, community, home, vocational/career, and recreation and leisure).

<p>Psychologist does easy IEP/psychologist or principal signature: (1) The school psychologist must complete information in Easy IEP. If your system does not use Easy IEP, your system portfolio coordinator should contact the State Portfolio Coordinator. (2) The school psychologist must review all evaluation and assessment information in the student's file that is relevant to Section I of the Participation Guidelines form. (3) The school psychologist must complete the first cell of Section I of the Participation Guidelines. Highest and lowest component scores must be included if available. If this information is not available, a note must be added explaining why the information is unavailable (e.g., student was not testable, but Vineland was attempted twice and Woodcock-Johnson once). AND The Participation Guidelines form must be signed by both the principal and the school psychologist. An electronic signature is acceptable for the psychologist's signature. However, the principal MUST provide a handwritten signature.</p> <p>Enrolled grade: Students being assessed with the TCAP-Alt PA in grades 3–8 must be assessed in all four Content Areas each year. High school students must be assessed in reading/language arts, math, and science at some point in their high school career. High school students should be assessed in math at grade 9, science at grade 10, and reading/language arts at grade 11. High school students are never assessed in social studies. AND (2) I have K–2 students. What do I do? TCAP-Alt PA is not required for kindergarten, first, or second grade if the school district does not provide district-wide assessments at the K–2 grade levels. If the school system does provide district-wide assessments for grades K–2, portfolio entries for the TCAP-Alt PA must correspond to the areas tested by the school system.</p> <p>Must consider eligibility criteria: (4) The IEP team must complete the remainder of Section I. If all of the answers to Section I are "yes," the student meets the requirements to be considered as a TCAP-Alt PA participant.</p> <p>IEP team decision: (4) The IEP team must complete the remainder of Section I. If all of the answers to Section I are "yes," the student meets the requirements to be considered as a TCAP-Alt PA participant. (5) The IEP team must determine whether the TCAP-Alt PA is the most appropriate assessment method for that student. After this decision has been made, Section II must be completed.</p> <p>Has significant cognitive disability: Who can participate in the TCAP-Alt PA? Only those students with the most significant cognitive disabilities may participate in portfolio assessment.</p> <p>Modifications needed in regular assessment compromise validity: These are students for whom participation in the regular grade-level assessment is inappropriate, even with the use of extensive modifications.</p>	<p>Tennessee</p>
<p>Individual student needs: The decision to administer an alternate assessment (STAAR Modified or STAAR Alternate) is based on the student's educational need and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.</p> <p>Enrolled grade: The ARD committee should indicate the subject(s) or course(s) in which the student is enrolled and for which STAAR Alternate assessments will be given.</p> <p>Must consider eligibility criteria: If STAAR Alternate is being considered, the ARD committee must review the five criteria below and circle Yes or No if applicable to the student. To be eligible to participate in STAAR Alternate, the answer to all five of the questions below must be Yes.</p> <p>Communication deficits: The student is typically evaluated by methods other than paper and pencil, such as observation of student performance while the student manipulates items, verbalizes responses, eye gazes, or activates an augmentative communication device.</p> <p>Evidence in IEP for criteria: Each Yes answer requires a justification that contains evidence that the student meets the criterion.</p> <p>Documented reason for why appropriate: Each Yes answer requires a justification that contains evidence that the student meets the criterion. AND If the ARD committee determines that the student will take an alternate assessment (STAAR Modified or STAAR Alternate), the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why an alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.</p>	<p>Texas</p>

Disability category/characteristics: 3. Does the student require intensive, individualized instruction in a variety of instructional settings? Yes or No. The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings. Justification: ...

Informed parents about consequences: For a student in elementary or middle school, the ARD committee understands that instructional and assessment decisions made now may impact a student's graduation options when he or she is in high school.

IEP team decision: If STAAR Alternate is being considered, the ARD committee must review the five criteria below and circle Yes or No if applicable to the student. To be eligible to participate in STAAR Alternate, the answer to all five of the questions below must be Yes.

Has significant cognitive disability: Does the student have a significant cognitive disability? Yes or No. A significant cognitive disability is determined by the ARD committee and must be based on evaluation information performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual potential and be documented as such in the student's Individualized Education Program (IEP). A student with a significant cognitive disability has limited potential to reach grade-level expectations; whereas, a student with a learning disability has the potential to reach grade-level expectations, but has difficulty doing so due to his or her disability. Justification: ...

Current and historical data: The decision to administer an alternate assessment (STAAR Modified or STAAR Alternate) is based on multiple sources of measurable, objective evidence, including (but not limited to) current IEP PLAAFP statements, goals or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluation (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on a statewide assessment.

Performance measured against AAS: Does the student access and participate in the grade-level TEKS through prerequisite skills? Yes or No. Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum. Justification:....

Ensure instruction is linked to standards: Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the TEKS through prerequisite skills that are linked to the grade-level curriculum. Justification: ...

Type of tasks (e.g., not paper and pencil): Does the student primarily demonstrate knowledge and skills through performance tasks? Yes or No. The student may be able to perform some literacy skills (e.g., tracing words, copying spelling words, completing simple worksheets, writing simple phrases or sentences). However, the student is typically evaluated by methods other than paper and pencil, such as observation of student performance while the student manipulates items, verbalizes responses, eye gazes, or activates an augmentative communication device. A one-day, multiple-choice test would not be an appropriate assessment format to effectively show what the student has learned. Justification: ...

Significant supports needed to access curriculum: Does the student require specialized supports to access the grade-level curriculum and environment? Yes or No. Federal regulations mandate that all students have access to and be assessed on grade-level curriculum. To access the state-mandated grade-level or course curriculum, the Texas Essential Knowledge and Skills or TEKS, a student with a significant cognitive disability needs specialized academic instruction as well as support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, or taking care of personal needs . Justification: ... AND Does the student require intensive, individualized instruction in a variety of instructional settings? Yes or No. The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings. Justification: ...

Texas	<p>Requires extensive support in daily activities: A student with a significant cognitive disability needs specialized academic instruction as well as support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, or taking care of personal needs. Justification: ...</p> <p>Modifications needed in regular assessment compromise validity: If the ARD committee determines that the student will take an alternate assessment (STAAR Modified or STAAR Alternate), the IEP must provide a statement of why the student cannot participate in the general assessment (STAAR) with or without allowable accommodations, and why an alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.</p>
Utah	<p>Must consider eligibility criteria: The IEP team may decide that participation in the alternate assessment component of U-PASS is the most appropriate option for the student based upon the student's curriculum and eligibility criteria, stated below. AND To be eligible for participation in Utah's Alternate Assessment, the student must meet all of the following criteria: ...</p> <p>Adaptive behavior deficit: Demonstrate cognitive ability and adaptive skill levels that prevent completion of the general academic core curricula, even with instructional accommodations.</p> <p>Documented reason for why appropriate: The IEP for the student must include a statement of (1) why the student was not able to participate in the statewide and district-wide assessments and (2) how the student will be assessed. AND Have a current IEP that documents the need for an alternate assessment.</p> <p>Has current IEP: Have a current IEP that documents the need for an alternate assessment.</p> <p>IEP team decision: The IEP team may decide that participation in the alternate assessment component of U-PASS is the most appropriate option for the student based upon the student's curriculum and eligibility criteria, stated below.</p> <p>Has significant cognitive disability: The UAA is only for students with significant cognitive disabilities.</p> <p>Substantial adjustments to curriculum: Demonstrate cognitive ability and adaptive skill levels that prevent completion of the general academic core curricula, even with instructional accommodations.</p> <p>Significant supports needed to access curriculum: Require extensive individualized instruction in multiple settings to transfer and generalize skills.</p> <p>Modifications needed in regular assessment compromise validity: For students with significant cognitive disabilities who are not able to participate in other statewide assessments, even with test accommodations. AND Be unable to participate in any other component of the statewide assessment system, even with test accommodations. AND Be unable to participate in any other component of the statewide assessment system, even with test accommodations.</p>

Vermont

Must consider eligibility criteria: Students must meet all of the criteria for the VTAAP (indicated below and on the supporting documents) to be eligible to participate in this assessment format.

Communicated with parents: The student's parents/guardians were given an opportunity to provide input towards the assessment selection process. The student's parents/guardians were actively involved in the assessment selection process. The student's parents/guardians were informed that their child is required to participate in the statewide assessment system. The student evaluation team chose the alternate assessment option to replace the NECAP. The parents/guardians also understand that their child's achievement will be based on alternate academic achievement standards. They were given a completed copy of VTAAP Form 1.

IEP team decision: The SET determined that the grade expectation (GE) entry points represent appropriately challenging targets for the student.

AAS does not challenge the student: The SET determined that the grade expectation (GE) entry points represent appropriately challenging targets for the student.

Significant supports needed to access curriculum: The student requires substantial modifications, adaptations, or supports to meaningfully access and participate in the grade-level general education curriculum. The student requires intensive individualized instruction in order to acquire and generalize knowledge and skills.

Modifications needed on regular assessment compromise validity: The student evaluation team (SET) determined that the student is not able to participate meaningfully in the NECAP, even with accommodations [Each Reading, Math, and Science content had headings on form].

Virginia	<p>Must consider eligibility criteria: Instead of the SOL test, a statement that addresses the following must be included in the IEP.</p> <ul style="list-style-type: none"> • Why the student cannot participate in the regular assessment; • Why the particular assessment selected is appropriate for the student, including that the child meets the criteria for the alternate assessment; and • How the child's participation in VGLA, VSEP, or VAAP will impact the child's promotion, graduation with a modified standard, standard, or advanced studies diploma; or other matters. <p>Documented reason for why appropriate: If the IEP Team determines that the student must participate in the VGLA, VSEP or VAAP instead of the SOL test a statement that addresses the following must be included in the IEP.</p> <ul style="list-style-type: none"> • Why the student cannot participate in the regular assessment; • Why the particular assessment selected is appropriate for the student, including that the child meets the criteria for the alternate assessment; and • How the child's participation in VGLA, VSEP, or VAAP will impact the child's promotion, graduation with a modified standard, standard, or advanced studies diploma; or other matters. <p>Not expected to reach regular diploma: AND (d) is working toward educational goals other than those prescribed for a Modified Standard, Standard, or Advanced Studies Diploma.</p> <p>Informed parents about consequences: The ramifications of these decisions made by the IEP Team must be clearly explained to and understood by the student's parent(s) and the student, if appropriate. Additionally, the parent(s) and student should be provided with an explanation of their procedural safeguards and due process rights.</p> <p>Has current IEP: These decisions should be made during the IEP Team meeting that precedes the assessment administration. If the decisions about participation in Virginia's accountability system are not reflected on the current IEP, an IEP meeting must be held to address and document these issues on the IEP prior to the test administration. AND If the student (a) has an IEP (or one is being developed).</p> <p>IEP team decision: For all students with disabilities identified under IDEA 2004, the IEP Team determines how the student will participate in the accountability system.</p> <p>Has significant cognitive disability: AND (b) demonstrates significant cognitive disabilities, and ...</p> <p>Decision timing: These decisions should be made during the IEP Team meeting that precedes the assessment administration. If the decisions about participation in Virginia's accountability system are not reflected on the current IEP, an IEP meeting must be held to address and document these issues on the IEP prior to the test administration.</p> <p>Signification supports needed to access curriculum: AND (c) requires intensive, frequent, and individualized instruction in a variety of settings to show interaction and achievement, and...</p>
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Washington

Individual student needs: Participates in a course of study that is primarily functional and life skills oriented. The student demonstrates performance objectives that may include real life applications of the grade-level Learning Standards as appropriate to the student's abilities and needs. AND The student strives to achieve the most basic self-help and communication skills and is seeking opportunities throughout the day to accomplish very individual goals.

Number of standard deviations below a norm: In addition, these students score at least two (2) standard deviations below the mean on standardized, norm-referenced assessments for adaptive behavior and intellectual functioning.

Must consider eligibility criteria: The IEP team should use the following criteria for determining the extent to which a student can participate in the general assessment, with or without accommodations, or if the student should participate in the alternate assessment system (WAC 392-172A-03090 through 03110). AND The IEP committee may decide that a student's knowledge and skills can best be assessed with WAAS Portfolio if the student meets all of the following participation criteria.

How student will function as an adult/in living environments: The student is expected to require extensive on-going support in adulthood.

Communication mode: The student requires access to the general education curriculum through goals and objectives in the IEP that focus on prerequisite skills that are functionally linked to the grade-level curriculum and requires supports to access the general curriculum that may include assistance involving communication, response style, physical access, or daily living skills. AND The student demonstrates knowledge and skills routinely in class by methods other than paper and pencil tasks ...the student is typically evaluated by methods other than paper and pencil such as by observing student performance while the student manipulates items, verbalizes responses, eye gazes or activates an augmentative communication device.

Communication deficits: The student requires access to the general education curriculum through goals and objectives in the IEP that focus on prerequisite skills that are functionally linked to the grade-level curriculum and requires supports to access the general curriculum that may include assistance involving communication, response style, physical access, or daily living skills.

Adaptive behavior deficit: In addition, these students score at least two (2) standard deviations below the mean on standardized, norm-referenced assessments for adaptive behavior and intellectual functioning. AND The student's demonstrated cognitive functioning and adaptive behavior in school, work, home and community environments are significantly below chronological age expectations, even with program modifications, adaptations and accommodations.

Documented reason for why appropriate: When an IEP team determines that the student should take an alternate assessment, the team must document why the student cannot participate in the regular assessment, and why the alternate assessment is appropriate for the student. Please note that an IEP team could document and justify that the alternate assessment could be an appropriate statewide assessment for an individual not necessarily meeting all of parameters of the state definition of significantly cognitively challenged on a case by case basis. The IEP committee may decide that a student's knowledge and skills can best be assessed with WAAS Portfolio if the student meets all of the following participation criteria.

Disability category/characteristics: IEP team decisions should be based on the student's present levels of educational performance, need for specially designed instruction, annual goals, learner characteristics and access to the general education curriculum. AND In addition, these students score at least two (2) standard deviations below the mean on standardized, norm-referenced assessments for adaptive behavior and intellectual functioning. AND The student requires access to the general education curriculum through goals and objectives in the IEP that focus on prerequisite skills that are functionally linked to the grade-level curriculum and requires supports to access the general curriculum that may include assistance involving communication, response style, physical access, or daily living skills.

Washington	<p>Has current IEP: The student must be eligible for special education and must have an individualized education program (IEP) in effect at the time of the decision.</p> <p>IEP team decision: The decision about how an eligible student participates in the statewide assessment is an IEP team decision, and not an administrative decision.</p> <p>Has significant cognitive disability: It is an option only for students with significant cognitive challenges.</p> <p>Decision timing: IEP Team decisions regarding a student's participation in statewide assessments must be made at a scheduled IEP team meeting that precedes administration of the statewide assessment.</p> <p>Current and historical data used: IEP team decisions regarding a student's participation in the statewide assessment must be based on both current and historical evaluation and instructional data relevant to the student.</p> <p>Performance measured against AAS: The goals and objectives listed in the student's IEP focus on progress within functional achievement indicators and extensions to the Washington Learning Standards.</p> <p>Very low achievement compared to same aged peers: IEP team decisions should be based on the student's present levels of educational performance, need for specially designed instruction, annual goals, learner characteristics and access to the general education curriculum.</p> <p>Type of tasks (e.g., paper and pencil tasks): The way a student is routinely assessed (multiple choice or performance-based) should be considered when the IEP Committee is determining a student's WAAS eligibility. AND The student demonstrates knowledge and skills routinely in class by methods other than paper and pencil tasks. The student may be able to perform some paper-and-pencil tasks (tracing words, copying spelling words, completing simple worksheets, even writing simple phrases or sentences). However, the student is typically evaluated by methods other than paper and pencil such as by observing student performance while the student manipulates items, verbalizes responses, eye gazes or activates an augmentative communication device.</p> <p>Substantial adjustments to curriculum: IEP team decisions should be based on the student's present levels of educational performance, need for specially designed instruction, annual goals, learner characteristics and access to the general education curriculum. AND The student demonstrates complex cognitive disabilities and poor adaptive skill levels determined to be significantly (at least two standard deviations) below chronological age expectations ...which prevents the student from meaningful participation in the standard academic core curriculum or achievement of the appropriate grade level expectations. AND Even when provided access to a differentiated general education curriculum, the student is unable to derive reasonable educational benefit without significant individualized modifications to content and performance expectations.</p> <p>Access to general education curriculum: IEP team decisions should be based on the student's present levels of educational performance, need for specially designed instruction, annual goals, learner characteristics and access to the general education curriculum.</p> <p>Significant supports needed to access curriculum: Even when provided access to a differentiated general education curriculum, the student is unable to derive reasonable educational benefit without significant individualized modifications to content and performance expectations.</p> <p>Curriculum may include functional and living skills: The student's course of study is primarily functional and life skills oriented. AND The student requires access to the general education curriculum through goals and objectives in the IEP that focus on prerequisite skills that are functionally linked to the grade-level curriculum and requires supports to access the general curriculum that may include assistance involving communication, response style, physical access, or daily living skills. AND The student may demonstrate academic skills by applying them in environments where the needed skill may naturally occur such as the use of reading, math, and science skills during a cooking activity in a kitchen.</p>
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Washington	<p>Requires extensive support in daily activities: For purposes of the Washington Alternate Assessment System (WAAS), students who are significantly cognitively challenged means those students who require intensive or extensive levels of direct support that is not of a temporary or transient nature. Students with significant cognitive challenges also require specially designed instruction to acquire, maintain or generalize skills in multiple settings in order to successfully transfer skills to natural settings including the home, school, workplace, and community. AND The student's demonstrated cognitive functioning and adaptive behavior in school, work, home, and community environments are significantly below chronological age expectations, even with program modifications, adaptations and accommodations. AND The student's disability causes dependence upon others for many, if not all, daily living needs. AND The student strives to achieve the most basic self-help and communication skills and is seeking opportunities throughout the day to accomplish very individual goals. AND The student may need specialized academic help as well as help throughout the day in areas such as expressing his/her needs, getting from place to place, eating lunch, negotiating social situations or taking care of personal needs.</p>
West Virginia	<p>Enrolled grade: Students with disabilities, who have IEP's in grades three through eight and eleven with significant cognitive disabilities whose performance cannot be adequately assessed through WESTEST 2 even with accommodations may be considered for APTA.</p> <p>Must consider eligibility criteria: If the student meets the following requirements: APTA Eligibility Criteria.</p> <p>Communication deficits: That he/she requires instruction in the West Virginia Alternate Achievement Standards linked to the WV 21st Century Content Standards and Objectives (CSO's) and access skills (social, motor and communication) not directly addressed in the CSOs, but embedded in instructional standards-based activities.</p> <p>Adaptive behavior deficit: Multidisciplinary evaluation and educational performance data support the following: The student exhibits significant impairment of cognitive abilities and adaptive skills to the extent that he/she requires instruction in the West Virginia Alternate Academic Achievement Standards.</p> <p>Documented reason for why appropriate: Please note, the reasons why the student cannot participate must be clearly stated on the IEP. AND If the student meets all of the criteria, the IEP document must include a justification statement for the APTA.</p> <p>Not expected to reach regular diploma: In addition, if the student is fourteen years of age or older, and has been determined by the IEP Team that the student is unable to complete the state and county standard graduation requirements necessary to earn a standard diploma, even with extended learning opportunities and significant instructional modifications, the student will work toward a modified diploma. Please note, not all students earning a modified diploma must take the APTA; however, students working toward a standard diploma do not meet criteria for the APTA.</p> <p>Has current IEP: The student has a current IEP.</p> <p>IEP team decision: Individualized Education Program (IEP) team members must actively engage in a planning process that addresses: (1) assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments, and (2) use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.</p> <p>Has significant cognitive disability: Multidisciplinary evaluation and educational performance data support the following: The student exhibits significant impairment of cognitive abilities and adaptive skills to the extent that he/she requires instruction in the West Virginia Alternate Academic Achievement Standards.</p> <p>Substantial adjustments to curriculum: Multidisciplinary evaluation and educational performance data support the following: The student exhibits significant impairment of cognitive abilities and adaptive skills to the extent that he/she requires instruction in the West Virginia Alternate Academic Achievement Standards.</p> <p>Requires extensive support in daily activities: That he/she requires instruction in the West Virginia Alternate Academic Achievement Standards linked to the WV 21st Century Content Standards and Objectives (CSO's) and access skills (social, motor, and communication) not directly addressed in the CSOs, but embedded in instructional standards-based activities.</p> <p>Modifications needed on regular assessment compromise validity: The student cannot participate in the WESTEST 2 and other components of the WV-MAP, even with accommodations.</p>

Wisconsin	<p>Documented reason why appropriate: When the IEP team concurs that all four criteria accurately characterize a student's current educational situation, then the WAA-SwD should be administered in order to provide a meaningful evaluation of the student's current academic achievement. IEP Teams utilize the Wisconsin Alternate Assessment for Students with Disabilities Participation Checklist (Form I-7-A) and the Individualized Education Program: Participation in Statewide Assessments Form (Form I-7) to document their decisions. AND [assumed that] The IEP team has knowledge of the student's present level of academic achievement and functional performance in referenced to the Extended Grade Band Standards.</p> <p>IEP team decision: The student's IEP team must determine whether the student meets the following criteria. AND When the IEP team concurs that all four criteria accurately characterize a student's current educational situation, then the WAA-SwD should be administered in order to provide a meaningful evaluation of the student's current academic achievement. IEP Teams utilize the Wisconsin Alternate Assessment for Students with Disabilities Participation Checklist (Form I-7-A) and the Individualized Education Program: Participation in Statewide Assessments Form (Form I-7) to document their decisions.</p> <p>Has significant cognitive disability: The WAA-SwD is designed for students with significant cognitive disabilities who cannot participate in the WKCE, even with accommodations.</p> <p>Performance measured against AAS: Participation Criteria: The student's curriculum and daily instruction focuses on knowledge and skills specified in the Extended Grade Band Standards.</p> <p>Substantial adjustments needed to access curriculum: The student's present level of academic and functional performance significantly impedes participation and completion of the general education curriculum even with significant program modifications.</p> <p>Significant supports needed to access curriculum: The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.</p> <p>Modifications needed on regular assessment compromise validity: The student's present level of academic and functional performance significantly impedes participation and completion of the general education curriculum even with significant program modifications. AND The IEP team has working knowledge of the test format and what skills and knowledge are being measured by the statewide assessments. The IEP team is knowledgeable of state testing guidelines and the use of appropriate testing accommodations.</p>
Wyoming	<p>Individual student needs: IEP Team decisions should always be on a case-by-case basis and support access to the most challenging curriculum possible for the individual student. AND Decisions are made by each student's IEP team by persons who are most familiar with the student's individual needs, not an administrative decision.</p> <p>Must consider eligibility criteria: A student with a significant cognitive disability will participate in PAWS-ALT if he or she meets each and all of the criteria described below.</p> <p>Meets FAPE: The request for alternate assessment for each student is consistent with academic instruction based on the extended Wyoming Academic Content Standards and assessment based on Alternate Academic Achievement Standards essential to the provision of a Free Appropriate Public Education (FAPE) as determined and documented by the IEP team. AND The request for alternate assessment for each student is to ensure the provision of a Free Appropriate Public Education (FAPE) as determined and documented by the IEP team.</p>

Wyoming

Documented reason for why appropriate: Reasons for and consequences of participation in the PAWS-ALT must be discussed and documented on the student's IEP. To this end, the submission of the WDE-667 PAWS-ALT Requests, which is the form completed in the fall of each year by each school and accredited institution, provides the following assurances to the Wyoming Department of Education that: (1) The information contained within the Requirements for Participation in Wyoming's Alternate Assessment: PAWS-ALT were utilized by the IEP team to determine each student's participation in alternate assessment; and (3) The request for alternate assessment for each student is consistent with academic instruction based on the extended Wyoming Academic Content Standards and assessment based on Alternate Academic Achievement Standards.

Informed parents of consequences: Reasons for and consequences of participation in the PAWS-ALT must be discussed and documented on the student's IEP. AND (2) Communication to parents/guardians of any state or district imposed consequences of a student's participation in PAWS-ALT and use of alternate achievement standards to measure student performance are documented;

Has current IEP: For the purposes of the PAWS-ALT, a student with a disability has an Individualized Education Program (IEP) provided under the Individuals with Disabilities Education Improvement Act of 2004 and...

IEP team decision: Students who participate in the PAWS-ALT are those whose IEP teams have determined that their achievement levels (proficiencies) will be measured against Alternate Academic Achievement Standards. AND Decisions are made by each student's IEP team by persons who are most familiar with the student's individual needs, not an administrative decision.

Has significant cognitive disability: A student with a significant cognitive disability will participate in PAWS-ALT if he or she meets each and all of the criteria described below.

Current and historical data used: The student's IEP goals and objectives are based upon the grade-level linked, extended Academic Content Standards and define appropriate level of challenge given the student's present levels of performance, historical data, and rate of progress.

AAS does not under challenge student: IEP Team decisions should always be on a case-by-case basis and support access to the most challenging curriculum possible for the individual student. AND Proficiency determined by Alternate Achievement Standards does not under challenge the student or limit the educational opportunity of the student.

Performance measured against AAS: The request for alternate assessment for each student is consistent with academic instruction based on the extended Wyoming Academic Content Standards and assessment based on Alternate Academic Achievement Standards. AND The student's proficiency levels are appropriately measured against Alternate Academic Achievement Standards.

Very low achievement compared to same aged peers: The student demonstrates a significant cognitive disability which results in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications.

Substantial adjustments to curriculum: The student's access to the Wyoming Content and Performance Standards is provided by the grade-level linked, extended Academic Content Standards for students with the most significant cognitive disabilities and standards which are reduced in breadth and depth at less complex levels with extensively modified instruction. AND The student's IEP goals and objectives are based upon the grade-level linked, extended Academic Content Standards, which are reduced in breadth, depth, and complexity as compared to the Wyoming Content and Performance Standards.

Modifications needed on regular assessment compromise validity: The student cannot participate in the PAWS with or without accommodations, as appropriate, based on his or her IEP.

<p>CNMI</p>	<p>Enrolled grade: Should a student repeat a grade, which would be considered retention, the student is expected to repeat that specific grade level assessment(s) ...Once a student has completed all assessment requirements through grade 12, the student will remain in Grade 12 on attendance rosters and focus on transition. A student will continue to take the Alternate Assessment during their extra 12th grade year if he/she has not completed the required end of course assessments.</p> <p>Communication deficits: The student demonstrates significant cognitive disabilities that may be combined with limited adaptive, language, and communication skills.</p> <p>Adaptive behavior deficit: The student demonstrates significant cognitive disabilities that may be combined with limited adaptive, language, and communication skills.</p> <p>Documented reason for why appropriate: IEP teams must document why the student will be participating in an alternate assessment.</p> <p>Disability category/characteristics: The student may have physical or behavioral limitations and requires a highly specialized educational program with intensive accommodations for access to the general academic curriculum. AND The student requires intensive instruction in multiple settings to accomplish the acquisition, application, and transfer of knowledge and skills.</p> <p>Has significant cognitive disability: The student demonstrates significant cognitive disabilities that may be combined with limited adaptive, language, and communication skills.</p> <p>Performance measured by AAS: The student's daily instruction is focused on the academic content standards through performance indicators that are at a lower level of complexity and are designed to serve as access or entry points to the grade-level expectations.</p> <p>Significant supports needed to access curriculum: The student may have physical or behavioral limitations and requires a highly specialized educational program with intensive accommodations for access to the general academic curriculum. AND The student requires intensive instruction in multiple settings to accomplish the acquisition, application, and transfer of knowledge and skills.</p>
<p>FSM DRAFT</p>	<p>Enrolled grade: Placement is determined at least annually and is based on the student's IEP. A child with a disability is not removed from age-appropriate (that is, peers no more than two years younger than the student) regular classrooms solely because of needed modifications in the general education curriculum. (For example, typical peers in the third grade might be 8 years old; however, due to birthdates, late initial enrollment, etc. some students may be as old as 10 by the time they leave third grade.) Using the Placement Determination Form, the IEP team discusses the continuum of placement in the order given on the form. If the child is placed in a more restrictive placement on the continuum, the team must justify the reason for such placement. (See the FSM Special Education Procedural Manual, 2006 for more details.)</p> <p>Must consider eligibility criteria: If the IEP committee responds "YES" to each of the questions above, then an alternate assessment is appropriate for the student.</p> <p>Disability category/characteristics: Is there evidence that the student's cognitive disability and behavioral skills require individualized instruction in multiple settings (school, home, work, and community environments) to acquire, maintain or generalize skills necessary to demonstrate performance of those skills?</p> <p>Has current IEP: Does the child have an Individualized Educational Program?</p> <p>Curriculum may include functional and living skills: Do the goals and objectives listed in this student's IEP focus on progress within functional achievement indicators, and the student's present level of educational performance significantly impedes participation and completion of the general education curriculum even with significant program modifications?</p>

Guam

Enrolled grade: Students should move from one grade level to the next each year along with same age peers. A student may repeat a grade which would be considered a retention requiring the student to repeat that specific grade level assessment(s). If a student moves into a district and has previously not been placed into a grade then he/she should be placed into a grade with students of the same age. The student should be no more than two years older than peers in the same grade. A student should be assessed at the same grade level content in which he/she is listed on the attendance roster. Once a student has completed all assessment requirements through grade 12, he/she can focus on transition.

Must consider eligibility criteria: CRITERIA FOR PARTICIPATION As required by IDEA §300.160, the team members of a child's Individualized Education Program (IEP),...

Communication deficits: Does the child have characteristics of a severe disability that includes: Significant deficits in language and communication? YES/NO.

Adaptive behavior deficits: Significant deficits in adaptive behavior? YES/NO.

Documented reason or why appropriate: CRITERIA FOR PARTICIPATION As required by IDEA §300.160, the team members of a child's Individualized Education Program (IEP), are required to determine how the child participates in all general State and District-wide Assessment (DWA), with appropriate accommodations and alternate assessments. This determination must be done on an annual basis and can change. If the IEP team determines that a child will participate in the district-wide assessment through an alternate assessment, the decision must be documented on the child's IEP, to include a statement of why the child cannot participate in the district-wide assessment, with or without accommodations, and a statement of why the alternate assessment is appropriate for the child.

Disability category/characteristics: Significant deficits in generalization or demonstration of skills across environment? YES/NO.

Has current IEP: CRITERIA FOR PARTICIPATION As required by IDEA §300.160, the team members of a child's Individualized Education Program (IEP), are required to determine how the child participates in all general State and District-wide Assessment (DWA), with appropriate accommodations and alternate assessments. This determination must be done on an annual basis and can change.

IEP team decision: CRITERIA FOR PARTICIPATION As required by IDEA §300.160, the team members of a child's Individualized Education Program (IEP), are required to determine how the child participates in all general State and District-wide Assessment (DWA), with appropriate accommodations and alternate assessments.

Has significant cognitive disability: Does the child have characteristics of a severe disability that includes...

Decision timing: This determination must be done on an annual basis and can change.

Performance measured against AAS: Does the child's instructional program reflect progress in the general curriculum by: Allowing for modified alternate achievement levels through the use of reduced complexity or alternate achievement standards? YES/NO. Has the grade-level content been significantly changed in terms of expectations for the student's performance? YES/NO.

Very low achievement compared to same aged peers: Does the child's performance with the general curriculum look significantly different from the performance levels of typical peers? YES/NO.

Substantial adjustments to curriculum: Has the grade-level content been significantly changed in terms of expectations for the student's performance? YES/NO.

Significant supports needed to access curriculum: The need for very intensive, highly specialized instruction? YES/NO.

Modifications needed on regular assessment compromise validity: CRITERIA FOR PARTICIPATION As required by IDEA §300.160, the team members of a child's Individualized Education Program (IEP), are required to determine how the child participates in all general State and District-wide Assessment (DWA), with appropriate accommodations and alternate assessments. This determination must be done on an annual basis and can change. If the IEP team determines that a child will participate in the district-wide assessment through an alternate assessment, the decision must be documented on the child's IEP, to include a statement of why the child cannot participate in the district-wide assessment, with or without accommodations, and a statement of why the alternate assessment is appropriate for the child.

RMI	<p>Individual student needs: The need for an alternate assessment should be based on the individual needs of the child and not the category of the child's disability.</p> <p>Documented reason for why appropriate: The IEP must determine if the child is unable to participate in the Marshall Islands Standards Assessment Test (MISAT) or part of the MISAT and it must state why the MISAT or any parts of the MISAT is not appropriate for the child.</p> <p>Disability category/characteristics: Is there evidence that the student's cognitive disability and behavioral skills prevent him/her from demonstrating achievement of the proficiency standards through participation in the MISAT even with accommodations?</p> <p>Has current IEP: The child has an Individualized Educational Program (IEP).</p> <p>Ensure instruction is linked to standards: ...All students are learning the same grade-level content standards.</p> <p>Substantial adjustments to curriculum: Do the goals and objectives listed in this student's IEP focus on progress within functional and academic achievement indicators, and the student's present level of educational performance significantly impedes participation and completion of the general education curriculum even with significant program modifications?</p> <p>Curriculum may include functional and living skills: Do the goals and objectives listed in this student's IEP focus on progress within functional and academic achievement indicators, and the student's present level of educational performance significantly impedes participation and completion of the general education curriculum even with significant program modifications?</p> <p>Modifications needed on regular assessment compromise validity: Is there evidence that the student's cognitive disability and behavioral skills prevents him/her from demonstrating achievement of the proficiency standards through participation in the MISAT even with accommodations?</p>
Palau	<p>Documented reason for why appropriate: If the IEP committee responds "YES" to each of the questions above, then an Alternate Assessment is appropriate for the student. The student should participate in the alternate assessment. Describe why the Statewide assessment is not appropriate for the student and how the student will be assessed. Document IEP decisions on the IEP and attach this form to the IEP. (pg.39 AND) If the IEP team determines that the child must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why (1) The child cannot participate in the regular assessment; and (2) The particular alternate assessment selected is appropriate for the child.</p> <p>Disability category/characteristics: Is there evidence that the student's cognitive disability and behavioral skills require individualized instruction in multiple settings (school, home, work, and community environments) to acquire, maintain or generalize skills necessary to demonstrate performance of those skills? (YES).</p> <p>Has current IEP: The child has an Individualized Educational Program (IEP).</p> <p>IEP team decision: In order to determine "how" the child will participate in the Statewide Assessments, the IEP team must address each question below. 1. Does the child have an Individualized Educational Program? AND If the IEP team determines that the child must take an alternate assessment instead of a particular regular State or district wide assessment of student achievement, a statement of why (1) The child cannot participate in the regular assessment; and (2) The particular alternate assessment selected is appropriate for the child.</p> <p>Ensure instruction is linked to standards: All students are learning the same grade-level content standards.</p> <p>Curriculum may include functional and living skills: Do the goals and objectives listed in this student's IEP focus on progress within functional achievement indicators, and the student's present level of educational performance significantly impedes participation and completion of the general education curriculum even with significant program modifications?</p> <p>Modifications needed in regular assessment compromise validity: The State has developed guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments with accommodations as indicated in their respective individualized education programs (IEPs).</p>

American Samoa	<p>Must consider eligibility criteria: The IEP team must use the participation criteria to determine eligibility for AA-AAS. Participation Criteria: (All Must Apply).</p> <p>Disability category/characteristics: The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills. The student may have physical or behavioral limitations and requires a highly specialized educational program with intensive modifications and accommodations for access to the general academic curriculum. AND The student requires intensive instruction in multiple settings to accomplish the acquisition, application, and transfer of knowledge and skills.</p> <p>IEP team decision: Eligibility is based on a student's Individualized Education Program (IEP) that reflects a highly specialized educational program to facilitate the acquisition, and transfer of skills. IEP team members are responsible for determining how students with disabilities participate in the statewide assessment:</p> <p>Has significant cognitive disability: Significant Cognitive Disabled Student: An individual who displays significantly limited cognitive abilities that may or may not be combined with physical or behavioral limitations. AND The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills. The student may have physical or behavioral limitations and requires a highly specialized educational program with intensive modifications and accommodations for access to the general academic curriculum.</p> <p>Performance measured against AAS: The student's daily instruction is focused on the academic content standards through performance indicators that are at a lower level of complexity and are designed to serve as access or entry points to the grade-level expectations.</p> <p>Substantial adjustments to curriculum: The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills. The student may have physical or behavioral limitations and requires a highly specialized educational program with intensive modifications and accommodations for access to the general academic curriculum.</p>
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Virgin Islands	<p>Individual student needs: The IEP Team or Section 504 Committee must discuss the individual testing needs of each student who receives special education services annually.</p> <p>Enrolled grade: Providing information to all teachers, IEP Teams, and Section 504 Committees, including parent(s), guardian(s), and surrogate parent(s), about the VITAL participation requirements at each grade level.</p> <p>Must consider eligibility criteria: Only those students with severe cognitive disabilities who meet the criteria listed below will take the Vital-A Alternate Assessment. Participation Criteria for the VITAL-A Alternate Assessment: A student who meets all of the following eligibility criteria may take the VITAL-A if his or her IEP Team determines that this would best allow the student to demonstrate what he or she knows and can do in relation to the territorial standards...</p> <p>Communication deficits: The student exhibits severe and pervasive delays in multiple areas of development and in adaptive behavior (e.g., mobility, communication, daily living skills, and self-care).</p> <p>Adaptive behavior deficits: The student exhibits severe and pervasive delays in multiple areas of development and in adaptive behavior (e.g., mobility, communication, daily living skills, and self-care).</p> <p>Documented reason for why appropriate: Monitoring practice to ensure that only eligible students with disabilities and Section 504 plans with the appropriate documentation on the current IEP or Section 504 Plan.</p> <p>Disability category/characteristics: The student exhibits severe and pervasive delays in multiple areas of development and in adaptive behavior (e.g., mobility, communication, daily living skills, and self-care).</p> <p>Has current IEP: The student is IDEA eligible and receiving services under an IEP that focuses on the application of the essences of academic skills in reading, mathematics, and science.</p> <p>IEP team decision: ...A student who meets all of the following eligibility criteria may take the VITAL-A if his or her IEP Team determines that this would best allow the student to demonstrate what he or she knows and can do in relation to the territorial standards.</p> <p>Has significant cognitive disability: Only those students with severe cognitive disabilities who meet the criteria listed below will take the Vital-A Alternate Assessment.</p> <p>Decision timing: However, IEP teams must be aware that students with disabilities who are on-track to receive a high school diploma (see Board of Education requirements for high school graduation) should not take the VITAL-A every year. These students should participate in the VITAL-S at some point in time. For this reason, test participation decisions must be considered annually.</p> <p>Performance measured against AAS: The student is IDEA eligible and receiving services under an IEP that focuses on the application of the essences of academic skills in reading, mathematics, and science. AND The student's performance is evaluated against alternate academic achievement standards.</p> <p>Significant supports needed to access curriculum: The student requires extensive and explicit instruction to acquire, maintain, and generalize new reading, mathematics and science skills for independent living.</p> <p>Requires extensive support in daily activities: The student requires extensive and explicit instruction to acquire, maintain, and generalize new reading, mathematics and science skills for independent living. AND The student exhibits severe and pervasive delays in multiple areas of development and in adaptive behavior (e.g., mobility, communication, daily living skills, and self-care).</p> <p>No information.</p>
PR	

Table B6. Criteria that Cannot be Used for Participation Decisions (Notes in Table B8)

Consortia Affiliation(s) ¹		State	Disability Label/ Characteristics	Language/ Social/ Cultural/Econ. Difference	Extended Absences	Low Reading Level, Achieve- ment Level	Expect Poor Performance on Regular Assessment	Time in Services
NCSC	DLM							
X		Alabama						
		Alaska	X	X			X	
X		Arizona						
		Arkansas	X	X	X		X	X
		California	X	X				X
		Colorado						
X		Connecticut	X				X	X
		Delaware	X		X		X	
X		District of Colum- bia						
X		Florida						
X		Georgia						
		Hawaii		X	X		X	
		Idaho	X	X	X		X	
		Illinois	X	X	X		X	
X		Indiana	X	X	X		X	X
	X	Iowa	X	X	X		X	
	X	Kansas	X	X	X			X
		Kentucky	X	X	X			
X		Louisiana	X	X	X		X	
		Maine	X	X	X			X

Consortia Affiliation(s) ¹				State	Disability Label/ Characteristics	Language/ Social/ Cultural/Econ. Difference	Extended Absences	Low Reading Level, Achieve- ment Level	Expect Poor Performance on Regular Assessment	Time in Services
NCSC	DLM	PARCC	SBAC							
		X		Maryland	X	X		X	X	
X		X		Massachusetts	X					
	X		X	Michigan	X					
None				Minnesota	X	X		X	X	
	X	X		Mississippi	X	X	X	X		
	X		X	Missouri	X	X	X			
			X	Montana	X	X	X	X		X
None				Nebraska						
X			X	Nevada	X	X	X			
			X	New Hampshire	X					
	X	X	X	New Jersey						
			X	New Mexico						
X		X		New York	X	X	X			
	X		X	North Carolina	X			X		
X		X	X	North Dakota						
		X	X	Ohio	X	X	X	X	X	
	X	X		Oklahoma	X	X	X	X		X
			X	Oregon	X			X		
X		X	X	Pennsylvania						
X				Rhode Island	X	X	X	X	X	
X		X	X	South Carolina	X	X	X			
X			X	South Dakota						

Consortia Affiliation(s) ¹				State	Disability Label/ Characteristics	Language/ Social/ Cultural/Econ. Difference	Extended Absences	Low Reading Level, Achieve- ment Level	Expect Poor Performance on Regular Assessment	Time in Services
NCSC	DLM	PARCC	SBAC							
X		X		Tennessee	X				X	
None				Texas	X	X	X			X
	X		X	Utah						
			X	Vermont	X		X		X	X
	X			Virginia						
	X		X	Washington	X	X	X	X	X	X
	X		X	West Virginia						
	X		X	Wisconsin		X	X			
X			X	Wyoming	X					X
X				CNMI	X	X	X	X	X	X
X				American Samoa	X	X	X			
X				Federated States of Micronesia						
X				Guam	X	X	X	X	X	X
X				Republic of Mar- shall Islands	X					
X				Republic of Palau	X					
None				Virgin Islands	X	X	X	X		X
None				Puerto Rico						
24	13	24	30	Totals	40	31	30	20	19	15

Note: Criteria definitions are in the main body of the report.

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Idaho, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

Table B6, continued. Criteria that *Cannot* be Used for Participation Decisions (Notes in Table B8)

Consortia Affiliation(s) ¹		State	Admini- stration Decision	Impact of Student Scores on School/ District	Anticipate Disruptive Behavior	Where In- struction/ Services are Received	Instruction Level of Placement	ELL Status	Has an IEP	Expected Emotional Distress
		Alabama								
X		Alaska	X		X					X
X		Arizona								
		Arkansas	X	X	X		X	X		
		California								
		Colorado								
X		Connecticut		X		X				
		Delaware		X	X		X	X		
X		District of Colum- bia								
X		Florida								
X		Georgia								
		Hawaii								
		Idaho			X		X	X		
		Illinois		X				X		
X		Indiana		X			X	X		
	X	Iowa			X					X
	X	Kansas								
		Kentucky					X	X		
X		Louisiana	X	X	X		X	X		
		Maine	X			X				
		Maryland	X	X	X					X

Consortia Affiliation(s) ¹		DLIM	PARCC	SBAC	State	Admini- stration Decision	Impact of Student Scores on School/ District	Anticipate Disruptive Behavior	Where In- struction/ Services are Received	Instruction Level of Placement	ELL Status	Has an IEP	Expected Emotional Distress
X		X			Massachusetts								
	X		X		Michigan	X							
None					Minnesota		X		X				
	X	X			Mississippi								
	X		X		Missouri								
			X		Montana								
None					Nebraska								
X			X		Nevada								
			X		New Hampshire								
	X	X	X		New Jersey								
			X		New Mexico	X	X						
X		X			New York								
	X		X		North Carolina				X				
X		X	X		North Dakota						X		
		X	X		Ohio								
	X	X			Oklahoma			X					
			X		Oregon								
X		X	X		Pennsylvania								
X					Rhode Island							X	X
X		X	X		South Carolina			X			X		
X			X		South Dakota								
X		X			Tennessee			X					
None					Texas	X	X	X					

Consortia Affiliation(s) ¹				State	Admini- stration Decision	Impact of Student Scores on School/ District	Anticipate Disruptive Behavior	Where In- struction/ Services are Received	Instruction Level of Placement	ELL Status	Has an IEP	Expected Emotional Distress
NCSC	DLM	PARCC	SBAC									
	X		X	Utah								
			X	Vermont			X					X
	X			Virginia								
	X		X	Washington	X	X			X			
	X		X	West Virginia								
	X		X	Wisconsin								
X			X	Wyoming	X		X					
X				CNMI			X			X		
X				American Samoa								
X				Federated States of Micronesia								
X				Guam			X			X		
X				Republic of Mar- shall Islands								
X				Republic of Palau								
None				Virgin Islands	X							
None				Puerto Rico								
24	13	24	30	Totals	11	11	10	10	9	8	6	5

Note: Criteria definitions are in the main body of the report.

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Idaho, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

Table B7. Participation Criteria Not Allowed for Fewer Than Five States Overall (Notes in Table B8)

Criteria <5 States Overall	States	Consortium Affiliation(s) ¹			
		NCSC	DLM	PARCC	SBAC
IQ test scores	Arkansas			X	
Lack of access to quality instruction	Washington		X		X
Academic delays in select areas only	North Carolina		X		X
Instructional level below that of assessment	Iowa		X		X
	Kentucky			X	X
	Vermont				X
Developmental level or mental age of student	Maine				X
Participation in past assessments	Maine				X
Proficiency on assessment in previous year	Guam	X			
Assessments may not dictate classroom placement	Ohio			X	X
	Texas	None			
	Guam	X			
Low expectations of students	North Carolina		X		X
	Guam	X			
	North Carolina		X		X
	Washington		X		X

¹States identified with each consortium were accurate as of January 2012 when accommodation policies were gathered. Several changes have occurred since that time. PARCC added Colorado, Kentucky, New Mexico, Ohio, and Rhode Island (California, South Carolina, and DC are no longer in PARCC). SBAC added California (Colorado, Kentucky, New Jersey, New Mexico, Ohio, and Utah are no longer in SBAC). DLM had no changes in states. NCSC added Arkansas, California, Delaware, Maryland, New Mexico, Oregon, and Virgin Islands as Tier II states (Massachusetts is no longer in NCSC).

Criteria Definitions:

IQ test scores: Requires scores from an IQ test.

Lack of access to quality instruction: Student lacks access to quality instruction.

Academic delays in select areas only: Student has academic delays in select content areas only.

Instructional level below that of assessment: Student's instructional level is below that of the assessment

Previously enrolled in AA-AAS: Student was previously enrolled in the AA-AAS.

Developmental level or mental age of student: Student's developmental level or mental age.

Participation in past assessments: How student a student participated in past assessments.

Proficiency on assessment in previous year: Student's proficiency, or performance, on a state assessment the previous year.

Assessments may not dictate classroom placement: Previous assessments may not dictate classroom placement.

Low expectations of students: Low expectations of students.

Table B8. Criteria Not Allowed in Participation Decision-Making

State	Participation Policy Criteria Allowed
Alabama	None listed.
Alaska	<p>Extended absences: The decision to participate in the Alternate Assessment is not based solely on excessive or extended absences.</p> <p>Language/social/cultural or economic difference: The decision to participate in the Alternate Assessment is not based solely on language, social, cultural, or economic differences.</p> <p>Disability label or characteristics: The student meets the eligibility for special education related to the areas of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities. However, the decision to participate in the Alternate Assessment is not based primarily on a specific eligibility determination such as the student's visual, auditory, physical, or emotional/behavioral disabilities.</p> <p>No specific eligibility determination: However, the decision to participate in the Alternate Assessment is not based primarily on a specific eligibility determination.</p> <p>Expect poor performance on regular assessment: The decision to place the student on the Alternate Assessment is not being made for program administration reasons, such as the student is expected to perform poorly on the regular assessment.</p> <p>Expect emotional duress: The decision to place the student on the Alternate Assessment is not... the student displays disruptive behaviors or experiences emotional distress during testing.</p> <p>Anticipate disruptive behavior: The decision to place the student on the Alternate Assessment is not... the student displays disruptive behaviors or experiences emotional distress during testing.</p> <p>Administration decision: The decision to place the student on the Alternate Assessment is not being made for program administration reasons.</p>
Arizona	None listed.

Arkansas	<p>Extended absences: Excessive or extended absences, poor attendance.</p> <p>ELL status: Students with Disabilities AND with Limited English Proficiency Students with disabilities who are also Limited English Proficient and meet the guidelines for participation must participate in the Arkansas Alternate Portfolio Assessment.</p> <p>Language/social/cultural or economic difference: Social, cultural, linguistic, or economic differences; ...</p> <p>Disability label or characteristics: Sensory (visual or auditory) or physical disabilities, emotional-behavioral disabilities, or a specific learning disability, AND the student's disability category.</p> <p>IQ scores: The student's IQ.</p> <p>Expect poor performance on regular assessment: Expectations of poor performance; ...</p> <p>Anticipate disruptive behavior: Disruptive behavior; ...</p> <p>Low reading level, achievement level: Below average reading level; low achievement in general; ...</p> <p>Instruction level of educational placement: Lack of instruction; AND educational placement, type of instruction, or amount of time receiving special services.</p> <p>Impact of student scores: The anticipated impact of the student's performance on the school/district performance scores.</p> <p>Administration decision: Was made by the student's IEP team and was not an administrative decision.</p> <p>Time in services: Amount of time receiving special services.</p>
California	<p>Extended absences: The decision to participate in the alternate assessment is not based on excessive or extended absences.</p> <p>Language/social/cultural or economic difference: The decision to participate in the alternate assessment is not based on language, cultural, or economic differences.</p> <p>Disability label or characteristics: The decision to participate in the alternate assessment is not based on deafness/blindness, visual, auditory, or motor disabilities. The decision to participate in the alternate assessment is not primarily based on a specific categorical label.</p> <p>Time in services: The decision to participate in the alternate assessment is not based on the amount of time the student is receiving special education services.</p>
Colorado	<p>None listed.</p>

Connecticut	<p>Disability label or characteristics: The following factors may not serve as the sole basis for the determination to include a student in the CMT/CAPT Skills Checklist: the student's disability category (e.g., intellectual disability, autism, etc.).</p> <p>Expect poor performance on regular assessment: An expectation that, even with accommodations, the student will not score well on the standard version of the CMT or CAPT.</p> <p>Instruction level of educational placement: The student's placement (e.g., self-contained classroom, regional program, etc.).</p> <p>Impact of student scores: Although there is no limit to the number of students who may be assessed with the Skills Checklist, there is a 1 percent cap on the number of students who may be counted as proficient on the Checklist when calculating AYP. This cap has no effect on individual students whose Individual Student Report reflects the actual score the student receives. Districts that exceed the 1 percent cap are given an opportunity to petition the Connecticut State Department of Education for a waiver so that, in unique circumstances, proficient scores in excess of the permitted 1 percent may be counted for AYP purposes. AND How many other students in the district are eligible? Districts with small numbers of students may find the percentage of special education students scoring as proficient on the CMT/CAPT Skills Checklist exceeds 1 percent simply because the district's total number of students is small. However, the district's primary concern in this instance must always be to identify the appropriate level of test participation for individual students rather than meeting a particular goal for the district's overall participation rate or for AYP.</p> <p>Time in services: The amount of time spent with nondisabled peers (e.g., 20 percent of the time, 10 percent of the time, etc.).</p>
Delaware	<p>Extended absences: Criterion #4: Exclusions: The decision to include the student in the DCAS-Alt1 is NOT based on the following: ...6. Excessive or extended absences.</p> <p>Has an IEP: Criterion #4: Exclusions: The decision to include the student in the DCAS-Alt1 is NOT based on the following: 1. Existence of an IEP.</p> <p>ELL status: Criterion #4: Exclusions: The decision to include the student in the DCAS-Alt1 is NOT based on the following: ...4. English language learner status.</p> <p>Language/social/cultural or economic difference: Criterion #4: Exclusions: The decision to include the student in the DCAS-Alt1 is NOT based on the following: ...5. Socioeconomic or cultural differences.</p> <p>Disability label or characteristics: Criterion #4: Exclusions: The decision to include the student in the DCAS-Alt1 is NOT based on the following: ...2. Specific categorical label.</p> <p>Expect poor performance on regular assessment: Criterion #4: Exclusions: The decision to include the student in the DCAS-Alt1 is NOT based on the following: ...9. The expectation that the student will not perform well on the DCAS.</p> <p>Anticipate disruptive behavior: Criterion #4: Exclusions: The decision to include the student in the DCAS-Alt1 is NOT based on the following: ...7. Disruptive behavior.</p> <p>Low reading level, achievement level: Criterion #4: Exclusions: The decision to include the student in the DCAS-Alt1 is NOT based on the following: ...8. Student's reading level.</p> <p>Instructional level of educational placement: Criterion #4: Exclusions: The decision to include the student in the DCAS-Alt1 is NOT based on the following: ...3. Educational placement.</p> <p>Impact of student scores: Eligibility decisions should be made on an individualized basis according to the eligibility criteria and should not be based on statistics related to the tested population of the school or district.</p>
District of Columbia	None listed.
Florida	None listed.
Georgia	None listed.

Hawaii	<p>Extended absences: Or excessive absences. Language/social/cultural or economic difference: And not to social, cultural, or environmental factors. Expect poor performance on regular assessment: Expectation of poor performance.</p>
Idaho	<p>Extended absences: 6. Excessive or extended absences; ... Has an IEP: 1. Existence of an IEP; ... ELL status: 4. English language learner status; ... Language/social/cultural or economic difference: 5. Socio-economic or cultural differences. Disability label or characteristics: 2. Specific categorical label; OR 10. Sensory impairment alone (hearing or vision). Expect poor performance on regular assessment: 9. The expectation that the student will not, or has not performed well on the ISAT. Anticipate disruptive behavior: 7. Disruptive behavior; ... Low reading level, achievement level: 8. Student's reading level. Instruction level of educational placement: 3. Educational placement; ...</p>
Illinois	<p>Extended absences: The student has excessive or extensive absences. Language/social/cultural or economic difference: The student has social, cultural, or economic differences. Check if included. Disability label or characteristics: The student has a certain special education eligibility label or receives certain services. Has an IEP: The student has an IEP. Low reading level, achievement level: The student's achievement is significantly below that of same-age peers, even when compared to other students with disabilities. Expect poor performance on regular assessment: The student may not perform well on the regular assessment, which may affect the Adequate Yearly Progress (AYP) status of the student's home school or district. Impact of student scores: The student may not perform well on the regular assessment, which may affect the Adequate Yearly Progress (AYP) status of the student's home school or district.</p>
Indiana	<p>Extended absences: The decision to exclude the student from ISTEP+ should not be based on excessive or extensive absences. Has an IEP: The mere existence of an IEP. Language/social/cultural or economic difference: Social, cultural, or economic differences. Disability label or characteristics: Emotional, behavioral, or physical challenges. Expect poor performance on regular assessment: Anticipated scores on ISTEP+. Instructional level of educational placement: Special education placement or services. Impact of student scores: Or concern for local AYP calculations. Time in services: Special education placement or services.</p>

Iowa	<p>Extended absences: The decision to participate in the alternate assessment is not based solely on excessive or extended absences.</p> <p>Language/social/cultural or economic difference: 8. The decision to participate in the alternate assessment is not based solely on language, social, cultural, or economic differences.</p> <p>Disability label or characteristics: 9. The decision to participate in the alternate assessment is not based solely on deaf/blindness, visual, auditory, or motor disabilities.</p> <p>Instructional level below that of assessment: 10. The decision to participate in the alternate assessment is not based on the fact that the student's instructional reading level is below the grade level of the regular assessment to be administered.</p> <p>Expect poor performance on regular assessment: 11. The decision to administer the alternate assessment is not based solely on the fact that the student is expected to perform poorly on the regular assessment.</p> <p>Expected emotional duress: 12. The decision to administer the alternate is not based on the fact that the student is expected to experience duress under testing conditions.</p> <p>Anticipate disruptive behavior: 13. The decision to administer the alternate assessment is not based on the fact that there is a high probability that the student will demonstrate disruptive behaviors during the regular [test]</p> <p>Low reading level, achievement level: The decision to participate in the alternate assessment is not based on the fact that the student's instructional reading level is below the grade level of the regular assessment to be administered.</p> <p>Extended absences: The decision to determine a student's eligibility to participate in the alternate assessment may NOT RESULT PRIMARILY from: Excessive or extended absence,...</p> <p>Language/social/cultural or economic difference: Social, cultural, or economic difference.</p> <p>Disability label or characteristics: Any specific categorical label.</p> <p>Time in services: Amount of time he/she receives special education services.</p>
Kansas	
Kentucky	<p>Extended absences: The student's inability to complete the Program of Studies is not the result of excessive or extended absences.</p> <p>ELL status: The student's inability to complete the Program of Studies is not the result of ...those identified as English Learners (EL); ...</p> <p>Language/social/cultural or economic difference: The student's inability to complete the Program of Studies is not the result of excessive or ...or social, cultural, and economic differences...</p> <p>Disability label or characteristics: The student's inability to complete the Program of Studies is not the result of..., or primarily the result of visual or auditory disabilities, emotional, behavioral disabilities, specific learning disabilities, communication disorder ...</p> <p>Instruction level of educational placement: It is important to note that placement should not determine participation in the alternate assessment, nor should participation in the alternate assessment determine placement.</p> <p>Previous enrollment in past assessment: It is important to note that placement should not determine participation in the alternate assessment, nor should participation in the alternate assessment determine placement.</p>

Louisiana	<p>Extended absences: 2. Excessive or extended absences. ELL status: 4. English language proficiency Language/social/cultural or economic difference: 7. Social, cultural, or economic differences. Disability label or characteristics: Student's disability according to Bulletin 1508. Expect poor performance on regular assessment: 10. The expectation that the student will not perform well on the LEAP, iLEAP, GEE, or LAA 2. Anticipate disruptive behavior: 3. Disruptive behavior. Low reading level, achievement level: 5. Student's reading level. Instruction level of Educational Placement: The decision to include the student in LAA 1 is not solely based on the following: 1. The student's placement. Impact of student scores: Anticipated impact on school performance scores. Administration decision: The placement of a student in LAA 1 shall not be an administrative decision to bypass the high stakes testing policy. AND 9. Administrative decision.</p>
Maine	<p>Extended absences: Participation in the PAAP was not based solely on the student's category of disability, language differences, achievement level, school attendance... Language/social/cultural or econ difference: Participation in the PAAP was not based solely on the student's category of disability, ... or cultural or environmental factors... Disability label or characteristics: Participation in the PAAP was not based solely on the student's category of disability ... Low reading level, achievement level: Participation in the PAAP was not based solely on the student's category of disability, language differences, achievement level... Where instruction/services are received: Program setting. Administration decision: Decisions are made by each student's IEP team, not an administrative decision. Time in services: Percentage of time in the general education and special education settings. Developmental age of student: Category of disability, percentage of time in the general education and special education settings, and developmental level or mental age of the student.</p>
Maryland	<p>Language/social/cultural or economic difference: Is NOT based on language, social, cultural, or economic differences. Disability label or characteristics: The decision for participating in the Alt-MSA is not based on a specific categorical label or educational placement ...is NOT based on deafness/blindness, visual, auditory, physical or emotional behavioral disabilities. Expect poor performance on regular assessment: Is NOT based on the fact that the student is expected to perform poorly on the regular MSA/HAS or Modified MSA/HAS. Expected emotional duress: Is NOT based on the fact that the student is expected to experience significant test anxiety under regular testing conditions, even with the provision of accommodations... Anticipate disruptive behavior: ...Or based on the probability that the student will demonstrate disruptive behaviors during the regular MSA/HAS or Modified MSA/HAS as a result of this significant test anxiety. Low reading level, achievement level: Is NOT based solely on the fact that the student's instructional reading level is below the grade level of the regular MSA/HAS or Modified MA/HAS to be administered. Impact of student scores: ...or anticipated impact on local school system or school performance scores. Administration decision: The decision for participating in the Alt-MSA is an IEP team decision, and the decision is NOT being made for administrative purposes or anticipated impact on local school system or school performance scores.</p>

Massachusetts	<p>Disability label or characteristics: While the majority of students who take alternate assessments have significant cognitive disabilities, participation in the MCAS-Alt is not limited to these students. When the nature and complexity of a student's disability present significant barriers or challenges to standardized testing, even with the use of accommodations, and even when the student may be working at or near grade-level expectations, the student's IEP or 504 team may determine the student should take the MCAS-Alt in that subject.</p>
Michigan	<p>Disability label or characteristics: In this capacity, the phrase "or functions as if" refers to students who adaptively function in ways that may differ from their special education eligibility category(ies) and, as a result, should be given the assessment that best suits their "adaptive functioning" level and yields the most instructionally relevant information.</p> <p>Administration decision: It is up to the student's IEP Team—not individual teachers, principals, or others—to determine which MI-Access assessment is most appropriate for the student.</p>
Minnesota	<p>Language/social/cultural or economic difference: Language, social, cultural, or economic differences.</p> <p>Disability label or characteristics: The careful use of this document will help IEP teams ensure that participation decisions are NOT made based on the following factors: The student's disability category...</p> <p>Expect poor performance on regular assessment: The expectation that the student will receive a low score on the MCA or MCA-Modified.</p> <p>Low reading level, achievement level: Participation in a separate, specialized curriculum...</p> <p>Instruction level of Educational Placement: ...Placement.</p> <p>Impact of Student Scores: Concern for Adequate Yearly Progress (AYP) calculations.</p>
Mississippi	<p>Extended absences: The student's inability to complete the standard academic curriculum is neither the result of excessive or extended absences.</p> <p>Language/social/cultural or economic difference: ...Or social, cultural, or economic differences.</p> <p>Disability label or characteristics: ...Nor is primarily the result of visual, auditory, or physical disabilities, emotional/behavioral disabilities, specific learning disabilities.</p> <p>Low reading level, achievement level: ...Nor is primarily the result of visual, auditory, or physical disabilities, emotional/behavioral disabilities, specific learning disabilities.</p>
Missouri	<p>Extended absences: 5. The student's inability to participate in the MAP subject-area assessments is not primarily the result of excessive absences; ...</p> <p>Language/social/cultural or economic difference: ...Or social, cultural, language, or economic differences.</p> <p>Disability label or characteristics: Visual or auditory disabilities.</p>
Montana	<p>Extended absences: The decision to have a student participate in the CRT-Alternate may not be based on: excessive or extended absence.</p> <p>Language/social/cultural or economic difference: Social, cultural, or economic factors; ...</p> <p>Disability label or characteristics: Disability category; ...</p> <p>Low reading level, achievement level: Academic achievement significantly lower than his or her same age peers.</p> <p>Time in Services: The amount of time receiving special education services; ...</p>

Nebraska	None listed.
Nevada	<p>Extended absences: ...Or excessive or extended absences unrelated to the student's disabilities? Language/social/cultural or economic difference: Social, cultural, economic, or language differences; ... Disability label or characteristics: Is the student's level of educational performance not primarily the result of specific learning disabilities; ...visual or auditory impairments; emotional-behavioral disabilities; ...</p>
New Hampshire	<p>Disability label or characteristics: This also does not include any student who has, as documented in IEP team meeting notes, had a cognitive disability "ruled out" in order to identify the students as a child having a specific learning disability and not mental retardation.</p>
New Jersey	None listed.
New Mexico	<p>Impact of student scores: Eligibility decisions should be made on an individualized basis according to the eligibility criteria and should not be based on statistics related to the tested population of the school or district. Keep in mind that the 1.0 Percent Rule is a district- and state-level reporting rule and should not be applied in other contexts. For instance, the administration in a school that has a population of 200 students in the grades tested cannot advise its teachers or IEP teams that they can determine that only two students school-wide are eligible to participate in the alternate assessment. Administration decision: Eligibility decisions should be made on an individualized basis according to the eligibility criteria and should not be based on statistics related to the tested population of the school or district. Keep in mind that the 1.0 Percent Rule is a district- and state-level reporting rule and should not be applied in other contexts. For instance, the administration in a school that has a population of 200 students in the grades tested cannot advise its teachers or IEP teams that they can determine that only two students school-wide are eligible to participate in the alternate assessment.</p>
New York	<p>Extended absences: • excessive or extended absences ... Language/social/cultural or economic difference: Language differences, cultural, or environmental factors. Disability label or characteristics: The CSE ensures that decisions regarding participation in the State testing program are not based on: category of disability ...</p>
North Carolina	<p>Disability label or characteristics: The NCEXTEND1 is designed for students who have a severe intellectual disability; it is NOT designed for students who have a specific learning disability. AND Demonstrate delays due primarily to behavioral issues; ... Low expectations of students: Decisions may be due to low expectations for some students. Low reading level, achievement level: Demonstrate delays only in academic achievement; ... Instruction level of Educational Placement: Classroom placement does not dictate assessment. Academic delays in select areas: NCEXTEND1 is NOT appropriate for students who: (cont'd.) Demonstrate delays only in selected areas of academic achievement; Assessments may not dictate classroom placement: Assessment does not dictate classroom placement.</p>
North Dakota	<p>Has an IEP: The decision must be made annually and documented appropriately in the student's IEP.</p>

Ohio	<p>Extended absences: School attendance.</p> <p>Language/social/cultural or economic difference: ...Or social/cultural factors.</p> <p>Disability label or characteristics: Participation in the AASWD is not based solely on disability condition.</p> <p>Expect poor performance on regular assessment: The decision about a student's participation in the AASWD must not be made on the basis of the student's "perceived probability" of poor achievement on the general assessment.</p> <p>Low reading level, achievement level: Achievement level.</p> <p>Proficiency on assessment previous year: If a student who takes the AASWD is retained a grade but was proficient on the AASWD the previous year, do they have to take the AASWD again for the same grade level? Yes, all students must take the assessment for the grade they are enrolled, even if they took the same assessment the prior year and were proficient.</p> <p>Extended absences: 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.</p> <p>Language/social/cultural or economic difference: ...Or social, cultural, environmental, or economic factors?</p> <p>Disability label or characteristics: It shall not be based on a particular disability category.</p> <p>Low reading level, achievement level: ...Or the fact that the academic achievement of the student is significantly below his/her same age peers.</p> <p>Time in services: The amount of time the student receives services in special education.</p>
Oklahoma	<p>Disability label or characteristics: 1.2 Participation in the Standard Administration of the Extended Assessment: Students taking the Extended Assessment are not required to belong to any specific disability category to be considered eligible for the assessment.</p> <p>Low reading level, achievement level: Has academic difficulties that primarily surround reading but may be average or close to average in other subject areas. Is reading within two to three grades of his or her enrolled level.</p> <p>None listed.</p>
Oregon	<p>Extended absences: The decision to administer the RIAA is not based solely on the fact that the student has excessive or extended absences.</p> <p>Has an IEP: The decision to administer the RIAA is not based solely on the fact that the student has an IEP.</p> <p>Language/social/cultural or economic difference: ... Or social, cultural, economic, or language differences.</p> <p>Disability label or characteristics: Students eligible for special education services under any of the thirteen disabilities categories identified by IDEA may participate in the RIAA if they have a significant intellectual disability and meet all participation criteria. AND The decision to administer the RIAA is not based solely on the fact that the student has a visual or auditory disability, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, economic or language differences.</p> <p>Expect poor performance on regular assessment: The decision to administer the RIAA is not based solely on the fact that the student is not expected to perform well on state assessment.</p> <p>Expected emotional duress: The decision to administer the RIAA is not based solely on the fact that the student is expected to experience distress under testing conditions.</p> <p>Low reading level, achievement level: The decision to administer the RIAA is not based solely on the fact that the student's instructional reading level is below grade level expectations.</p>
Pennsylvania	
Rhode Island	

South Carolina	<p>Extended absences: The student's inability to achieve the state grade-level achievement expectations is not the result of excessive or extended absences or social, cultural, or economic differences.</p> <p>ELL status: ESOL/LEP students who meet the criteria for alternate assessment on alternate achievement standards must take the SC-Alt.</p> <p>Language/social/cultural or economic difference: The student's inability to achieve the state grade-level achievement expectations is not the result of excessive or extended absences or social, cultural, or economic differences.</p> <p>Disability label or characteristics: Students who demonstrate a significant cognitive disability and meet the participation guidelines for alternate assessment on alternate achievement standards may be from any of the disability categories listed in the Individuals with Disabilities Education Act (IDEA).</p> <p>Where instruction/services are received: Students who have been identified as requiring alternate assessment who are receiving instruction outside of the school setting must also be assessed with the SC-Alt. These situations would include students who have been placed in medical homebound or home-based instruction. The district must administer the assessment to a student who is sick and homebound if the student is physically or mentally able to take the test.</p>
South Dakota	<p>None listed.</p>
Tennessee	<p>Disability label or characteristics: (6) I have a Functionally Delayed student. Can that student be assessed with TCAP-Alt PA? If I do choose to assess that student with TCAP-Alt PA, how does that affect AYP? Functionally Delayed is not an IDEA-recognized disability. If a Functionally Delayed student is assessed with an alternate assessment, scores will be reported as non-proficient and as a non-participant for AYP purposes.</p> <p>Expect poor performance on regular assessment: The decision about a student's participation in the TCAP-Alt PA should not be made on the basis of the student's possible poor performance on the general assessment.</p> <p>Where instruction/services are received: (2) Does a homebound student automatically qualify for a medical exemption? No. Homebound students are not automatically qualified for medical exemptions. The portfolio of a student who has been homebound for the entire school year may be scored using the homebound rubric, if the proper steps are taken.</p>

Texas	<p>Extended absences: This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.</p> <p>Language/social/cultural or economic difference: This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.</p> <p>Disability label or characteristics: This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.</p> <p>Where instruction/services are received: This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.</p> <p>Administration decision: The decision to administer an alternate assessment (STAAR Modified or STAAR Alternate) is made by the ARD committee, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in Adequate Yearly Progress (AYP) performance calculations. Although alternate assessments are intended for a small number of students, the proficiency caps do not limit the number of students receiving special education services who may take an alternate assessment.</p> <p>Time in Services: The decision to administer an alternate assessment (STAAR Modified or STAAR Alternate) is based on the student's educational need and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.</p> <p>Proficiency on assessment in previous year: This decision is not based solely on the student's previous performance on a statewide assessment.</p> <p>None listed.</p>
Utah	<p>Extended absences: Student's excessive or extended absences...</p> <p>Disability label or characteristics: The following were not used as the primary basis for participation in the Alternate Assessment: student's disability category/label or chronic medical issues.</p> <p>Expect poor performance on regular assessment: The expectation that the student achieve higher scores on the alternate assessment, or otherwise perform poorly when taking the regular assessment or that the format will be easier.</p> <p>Expected emotional duress: The expectation that the student will be anxious...</p> <p>Anticipate disruptive behavior: ...Have behavior issues....</p> <p>Where instruction/services are received: Student's placement, such as the general education classroom or a separate special education classroom.</p> <p>Time in services: Amount of time the student spends receiving special education...</p> <p>Previously enrolled in alternate assessment: The student's previous enrollment in the Alternate Assessment.</p> <p>None listed.</p>
Virginia	<p>None listed.</p>

Washington	<p>Extended absences: The student's inability to complete the standard academic curriculum at grade level is not primarily the result of: (a) poor attendance, excessive or extended absences...</p> <p>Language/social/cultural or economic difference: (c) Social, cultural, linguistic, or economic differences...</p> <p>Disability label or characteristics: (g) The student's disability category, educational placement, type of instruction, or amount of time receiving special education services.</p> <p>Low expectations of students: (e) Expectations of poor performance...</p> <p>Expect poor performance on regular assessment: (e) Expectations of poor performance...</p> <p>Lack of access to quality instruction: (b) Lack of access to quality instruction...</p> <p>Low reading level, achievement level: (d) Below average reading or achievement levels...</p> <p>Instruction level of educational placement: (g) The student's disability category, educational placement, type of instruction, or amount of time receiving special education services.</p> <p>Administration decision: The decision about how an eligible student participates in the statewide assessment is an IEP team decision, and not an administrative decision.</p> <p>Time in services: (g) the student's disability category, educational placement, type of instruction, or amount of time receiving special education services.</p> <p>None listed.</p>
West Virginia	
Wisconsin	<p>Extended absences: The student's difficulty with the regular curriculum demands is primarily due to the disability, and is not due to excessive absences unrelated to the disability, or to social, cultural, or environmental factors.</p> <p>Language/social/cultural or economic difference: The student's difficulty with the regular curriculum demands is primarily due to the disability, and is not due to excessive absences unrelated to the disability, or to social, cultural, or environmental factors.</p>
Wyoming	<p>Disability label or characteristics: Category of disability, developmental level, or mental age of the student.</p> <p>Where instruction/services are received: Criteria That Do NOT Determine Participation in the PAWS-ALT, Program setting.</p> <p>Administration decision: Decisions are made by each student's IEP team by persons who are most familiar with the student's individual needs, not an administrative decision.</p> <p>Time in services: Percentage of time in the general education setting. Percentage of time in the special education setting.</p>
Common-wealth of Northern Marianna Islands (CNMI)	<p>Extended absences: The student's inability to meet the performance demands of the general academic curriculum is due to his or her significant cognitive disabilities, and not to social, cultural, or environmental factors, or to excessive absences unrelated to the disability.</p> <p>ELL status: The participation decision should not be based primarily on: Poor attendance, English language learner status, ...</p> <p>Language/social/cultural or economic difference: The student's inability to meet the performance demands of the general academic curriculum is due to his or her significant cognitive disabilities, and not to social, cultural, or environmental factors...</p> <p>Disability label or characteristics: The participation decision should not be based primarily on: Poor attendance, English language learner status, Disruptive behavior, Reading level, Expectation of poor performance, Low achievement, Categorical disability level...</p> <p>Expect poor performance on the regular assessment: The participation decision should not be based primarily on: Poor attendance, English language learner status, Disruptive behavior, Reading level, Expectation of poor performance...</p> <p>Anticipate disruptive behavior: The participation decision should not be based primarily on: Poor attendance, English language learner status, Disruptive behavior...</p> <p>Low reading level, achievement level: The participation decision should not be based primarily on: Poor attendance, English language learner status, Disruptive behavior, Reading level, Expectation of poor performance, Low achievement...</p> <p>Where instruction/services are received: ...Location of service delivery...</p> <p>Time in services: ... Time receiving special education services...</p>

Federated States of Micronesia (FSM)	None listed.
Guam	<p>Extended absences: Participation decisions should NOT be based on the child's: Poor attendance...</p> <p>ELL status: Participation decisions should NOT be based on the child's: Poor attendance, English language learner status...</p> <p>Language/social/cultural or economic difference: Participation decisions should NOT be based on the child's: Poor attendance, English language learner status, Social, cultural, or economic differences,</p> <p>Disability label or characteristics: Categorical disability level.</p> <p>Low expectations of students: Is the decision about assessment participation based upon past behavior and academic performances or expectations?</p> <p>Expect poor performance on regular assessment: Expectations of poor performance...</p> <p>Anticipate disruptive behavior: Disruptive behavior...</p> <p>Low reading level, achievement level: Child's reading level... Low achievement in general education.</p> <p>Where instruction/services are received: Location of where child receives service.</p> <p>Time in Services: Amount of time receiving special education or related services</p> <p>Assessments may not dictate classroom placement: Performance tied solely to level, label, or cut score.</p> <p>Proficiency on assessment in previous year: Is the decision about assessment participation based upon past behavior and academic performances or expectations?</p>
Republic of Marshall Islands	Disability label or characteristics: The need for an alternate assessment should be based on the individual needs of the child and not the category of the child's disability.
Palau	Disability label or characteristics: The need for an alternate assessment should be based on the individual needs of the child and not the category of the child's disability.
American Samoa	<p>Extended absences: b. Excessive absences unrelated to the disability.</p> <p>Language/social/cultural or economic difference: ...And not to social, cultural, or environmental factors.</p> <p>Disability label or characteristics: a. Significant cognitive disabilities.</p>
Virgin Islands	<p>Extended absences: Excessive or extended absences...</p> <p>Language/social/cultural or economic difference: Social, cultural, or economic differences...</p> <p>Disability label or characteristics: Deaf/blindness, visual, auditory, or motor disabilities; achievement that is significantly lower than his or her same age peers; or a specific categorical label...</p> <p>Low reading level, achievement level: Achievement that is significantly lower than his or her same age peers...</p> <p>Administration decision: An administrative (as opposed to an IEP team) decision.</p> <p>Time in services: The amount of time the student receives special education services.</p>
Puerto Rico	No information.

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