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# NCEO Tool 11

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## Student Profiles for Alternate Assessment Decision Making

1% Toolkit

# Student Profiles for Alternate Assessment Decision Making

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## Acknowledgments

This resource was developed through a truly collaborative process with the 48 states participating in the 1% Cap Community of Practice (CoP) during its bi-weekly webinar calls in 2020. Although the CoP was formed at the request of states to provide them the opportunity for private state conversations, it was with mutual agreement among the CoP members that this report should be shared publicly on the NCEO website.

The states participating in the 1% Cap CoP are listed here. Many of the states had multiple representatives on the CoP webinar calls. This resource would not exist had it not been for their active participation and sharing during the CoP calls.

Alabama	Montana
Arizona	Nebraska
Arkansas	New Hampshire
California	New Jersey
Colorado	New Mexico
Connecticut	New York
Delaware	North Carolina
Florida	North Dakota
Georgia	Ohio
Hawaii	Oklahoma
Idaho	Oregon
Illinois	Pennsylvania
Indiana	Rhode Island
Iowa	South Carolina
Kansas	South Dakota
Kentucky	Tennessee
Louisiana	Texas
Maine	Utah
Maryland	Vermont
Massachusetts	Virginia
Michigan	Washington
Minnesota	West Virginia
Mississippi	Wisconsin
Missouri	Wyoming
Montana	

## Student Profiles for Alternate Assessment Decision Making

Most states and districts provide training that aims to help individualized education program (IEP) teams make appropriate decisions about student participation in the alternate assessment. IEP teams use the state's alternate assessment participation criteria and consider the unique characteristics of each student as they make these decisions. Some states use student profile examples in these trainings. Aspects of student profile examples are often highlighted to indicate whether students meet or do not meet the state's criteria. Trainees can learn to identify the pieces of a student's profile or IEP that help inform appropriate participation decisions. This resource was developed in response to the National Center on Educational Outcomes (NCEO) 1% Community of Practice's (CoP's) interest in having student profile examples they could use in their training materials.

CoP members nominated some of the student profiles in this tool; others were identified through searches of state websites. The profiles are organized by state, school level, and disability. The names of states' disability categories may vary. Some state profiles indicated that a student had a mild mental disability, moderate intellectual disability, functional mental disability, or cognitive impairment; in this resource these three groups are included in the "intellectual disability" category.

Table 1 provides a listing of student profiles from states, which are listed in alphabetical order. When using these profiles, states or districts may wish to customize the profile to align with their state disability categories. For each profile, the name of an assessment (alternate or general) is provided in bold in parentheses following the student's age, grade, and disability to indicate the assessment participation decision for the student. Many states did not indicate a decision about the assessment in which the student should most likely participate. For those student profiles, NCEO added the assessment information because NCEO believes it is helpful to indicate whether the information about the student seems to point to a decision for the student to participate in the alternate assessment or in the general assessment. States were given an opportunity to verify that NCEO had correctly categorized assessment participation decisions for their state. If a state indicated that NCEO had not appropriately categorized a student profile, the information in the table was changed. For training purposes, states or districts may want to foster discussion about the student rather than provide the suggested assessment participation decision provided in Table 1.

**Table 1. Student Profiles by State**

Note: If links do not open when they are clicked, try cutting and pasting them into a browser.

State	Links and Details
Alabama	<p><a href="https://www.alsde.edu/sec/ses/Assessment/Power%20Point%20Presentation%20for%20Training.pptx">https://www.alsde.edu/sec/ses/Assessment/Power%20Point%20Presentation%20for%20Training.pptx</a></p> <ul style="list-style-type: none"> <li>• Open PowerPoint. See slides #15-#24.               <ul style="list-style-type: none"> <li>○ Monique, 13-year-old 7<sup>th</sup> grader with intellectual disability–middle school (<b>alternate</b>)                   <ul style="list-style-type: none"> <li>▪ Includes information about special education services received and placement</li> <li>▪ Includes information about communication, adaptive behavior, and intelligence</li> <li>▪ Includes information about parent input</li> <li>▪ Includes information about academic content</li> </ul> </li> <li>▪ <a href="https://www.alsde.edu/sec/ses/Pages/assessment-all.aspx?navtext=Assessment">https://www.alsde.edu/sec/ses/Pages/assessment-all.aspx?navtext=Assessment</a></li> <li>▪ Select “1%” Tab located at the top on the right.</li> <li>▪ Select Mateo case study example, the 7<sup>th</sup> item in left hand column                   <ul style="list-style-type: none"> <li>○ Mateo, 9-year-old 4<sup>th</sup> grader with autism spectrum disorder–elementary (<b>alternate</b>)                       <ul style="list-style-type: none"> <li>▪ Includes information about special education services received and placement</li> <li>▪ Includes information about communication, adaptive behavior, and intelligence</li> <li>▪ Includes information about parent input</li> <li>▪ Includes information about academic content</li> </ul> </li> </ul> </li> </ul> </li> </ul>
Arizona	<p><a href="https://cms.azed.gov/home/GetDocumentFile?id=5e138e2003e2b31afcf54b19">https://cms.azed.gov/home/GetDocumentFile?id=5e138e2003e2b31afcf54b19</a></p> <ul style="list-style-type: none"> <li>• Open PowerPoint (“Determining Eligibility for Alternate Assessment”). See slides #15-#19.               <ul style="list-style-type: none"> <li>○ 7<sup>th</sup> grader with autism spectrum disorder–middle school (slide #15) [<b>insufficient information</b> to make an assessment determination; could presume general]                   <ul style="list-style-type: none"> <li>▪ Includes information about cognitive and academic scores</li> <li>▪ Includes information about IEP goals</li> </ul> </li> <li>○ 2<sup>nd</sup> grader with developmental delay–elementary (slide #16) [<b>insufficient information</b> to make a determination, re-evaluate before grade 3]                   <ul style="list-style-type: none"> <li>▪ Includes information about behavior</li> </ul> </li> <li>○ 5<sup>th</sup> grader<sup>1</sup> with specific learning disability–elementary (slide #17) [<b>insufficient information</b> to make a determination, could presume general, specific learning disability is not a typical disability category for the alternate]                   <ul style="list-style-type: none"> <li>▪ Includes information about special education services received</li> <li>▪ Includes information about parent input</li> </ul> </li> <li>○ 10<sup>th</sup> grader with moderate intellectual disability and speech/language impairment (multiple disabilities)–high school (slide #18) [<b>alternate</b>]                   <ul style="list-style-type: none"> <li>▪ Includes information about cognitive, academic, and adaptive scores</li> <li>▪ Includes information about placement</li> <li>▪ Includes information about past history of assessments</li> </ul> </li> </ul> </li> </ul>

<sup>1</sup> 5<sup>th</sup> graders are considered elementary school level in this resource.

State	Links and Details
	<ul style="list-style-type: none"> <li>○ 4<sup>th</sup> grade English learner with disabilities–elementary (slide #19) [<b>insufficient information</b> to make a determination, gather documentation that addresses eligibility criteria] <ul style="list-style-type: none"> <li>▪ Includes information about IEP goals</li> <li>▪ Includes information about past history of assessments</li> </ul> </li> </ul>
Georgia	<p data-bbox="363 331 1360 390"><a href="https://drive.google.com/drive/folders/1ifHUxV3cDV_i3ScaqutfpZGcdLKTpHzp?usp=sharing">https://drive.google.com/drive/folders/1ifHUxV3cDV_i3ScaqutfpZGcdLKTpHzp?usp=sharing</a></p> <ul style="list-style-type: none"> <li>• Profile developed by state and not available on public website</li> <li>• Open Google Drive folder with Martha Case study example (provided as a Google doc and as a PDF) <ul style="list-style-type: none"> <li>○ Martha, 12-year-old 6<sup>th</sup> grader with mild intellectual disability and speech/language impairment–middle school (<b>alternate</b>) <ul style="list-style-type: none"> <li>▪ Includes information about special education services received and placement</li> <li>▪ Includes information about communication</li> <li>▪ Includes information about psychological scores</li> <li>▪ Includes information about parent input</li> </ul> </li> </ul> </li> </ul>
Hawaii	<p data-bbox="363 703 1360 793"><a href="https://hsa-alt.alohahsap.org/core/fileparse.php/3344/urlt/HSA_Alt_Participation_Guidelines_Examples_2020-2021.pdf">https://hsa-alt.alohahsap.org/core/fileparse.php/3344/urlt/HSA_Alt_Participation_Guidelines_Examples_2020-2021.pdf</a></p> <ul style="list-style-type: none"> <li>• Handout (“HAS-Alt Participation Guidelines–Decision Making Questions and Case Study Examples”) with ten brief examples beginning on p. #2</li> <li>• Disabilities are not clearly identified for every case <ul style="list-style-type: none"> <li>○ Sandra, 13-year-old-middle school (p. #2) [<b>alternate</b>] <ul style="list-style-type: none"> <li>▪ Includes information about academics</li> </ul> </li> <li>○ Roger, 13-year-old-middle school (p. #2) [<b>general</b>] <ul style="list-style-type: none"> <li>▪ Includes information about communication</li> <li>▪ Includes information about academics</li> </ul> </li> <li>○ Raymond, 7<sup>th</sup> grader-middle school (p. #3) [<b>alternate</b>] <ul style="list-style-type: none"> <li>▪ Includes information about academics</li> <li>▪ Includes information about special education services required</li> </ul> </li> <li>○ Sylvia, undisclosed age (p. #3) [<b>general</b> with accommodations] <ul style="list-style-type: none"> <li>▪ Includes information about instructional supports required</li> </ul> </li> <li>○ Jackson, 9-year-old-elementary school (p.#3) [<b>general</b> with no accommodations] <ul style="list-style-type: none"> <li>▪ Includes information about academics</li> </ul> </li> <li>○ Caroline, 8<sup>th</sup> grader-middle school (p. #3) [<b>alternate</b>] <ul style="list-style-type: none"> <li>▪ Includes information about academics</li> <li>▪ Includes information about accommodations and modifications</li> </ul> </li> <li>○ Wilson, 8<sup>th</sup> grader-middle school (p. #3) [<b>general</b> with accommodations] <ul style="list-style-type: none"> <li>▪ Includes information about adaptations</li> </ul> </li> <li>○ Paul, 11<sup>th</sup> grader-high school (p. #4) [<b>on the cusp</b>, IEP team gathering additional information] <ul style="list-style-type: none"> <li>▪ Includes information about academics</li> <li>▪ Includes information about accommodations and supports</li> </ul> </li> <li>○ Rochelle, undisclosed age (p. #4) [<b>general</b>] <ul style="list-style-type: none"> <li>▪ Includes information about impairments</li> <li>▪ Includes information about learning characteristics</li> </ul> </li> <li>○ Josie, undisclosed age (p. #4) [<b>general</b>] <ul style="list-style-type: none"> <li>▪ Includes information about medical history</li> <li>▪ Includes information about past performance on assessments</li> </ul> </li> </ul> </li> </ul>
Kentucky	<p data-bbox="363 1864 688 1894"><a href="https://www.hdilearning.org">https://www.hdilearning.org</a></p> <ul style="list-style-type: none"> <li>• Training site</li> </ul>

State	Links and Details
	<p>To access the profiles go to this Google Drive link. (If the link does not work, cut and paste it into browser.)</p> <p><a href="https://drive.google.com/drive/folders/1U4H6cloAQHcm5T9cirdBlgEhkhYfUvOw?usp=sharing">https://drive.google.com/drive/folders/1U4H6cloAQHcm5T9cirdBlgEhkhYfUvOw?usp=sharing</a></p> <ul style="list-style-type: none"> <li>• Google Drive folder with 8 subfolders contains cases pulled from training. Each subfolder has 3 files: a narrative, data analysis, and participation guidelines. <ul style="list-style-type: none"> <li>○ Candace, 8-year-old 3<sup>rd</sup> grader with mild mental disability–elementary (<b>general</b> with accommodations) <ul style="list-style-type: none"> <li>▪ Includes information about special education services received and placement</li> <li>▪ Includes information about accommodations and supports</li> <li>▪ Includes adaptive and cognitive functioning scores</li> <li>▪ Includes information about parent input</li> </ul> </li> <li>○ Hunter, 16 year old 10<sup>th</sup> grader with multiple disabilities–high school (<b>alternate</b>) <ul style="list-style-type: none"> <li>▪ Includes information about special education services received and placement</li> <li>▪ Includes information about communication</li> <li>▪ Includes information about academics</li> </ul> </li> <li>○ Mateo, 9 year-old 4<sup>th</sup> grader with autism spectrum disorder–elementary (<b>alternate</b>) <ul style="list-style-type: none"> <li>▪ Includes information about special education services received and placement</li> <li>▪ Includes adaptive and cognitive functioning scores</li> <li>▪ Includes information about parent input</li> </ul> </li> <li>○ Monique, 13-year-old 7<sup>th</sup> grader with functional mental disabilities–middle school (<b>alternate</b>) <ul style="list-style-type: none"> <li>▪ Includes information about special education services received and placement</li> <li>▪ Includes adaptive and cognitive functioning scores</li> <li>▪ Includes information about parent input</li> </ul> </li> <li>○ Nathan, 8-year-old 3<sup>rd</sup> grader with mild mental disability–elementary (<b>alternate</b>) <ul style="list-style-type: none"> <li>▪ Includes information about special education services and placement</li> <li>▪ Includes adaptive and cognitive functioning scores</li> <li>▪ Includes information about parent input</li> </ul> </li> <li>○ Robert, 13-year-old 8<sup>th</sup> grader with mild mental disability–middle school (<b>general</b> with accommodations) <ul style="list-style-type: none"> <li>▪ Includes information about special education services received and placement</li> <li>▪ Includes information about accommodations and supports</li> <li>▪ Includes adaptive and cognitive functioning scores</li> <li>▪ Includes information about parent input</li> </ul> </li> <li>○ Sophia, 10-year-old 5<sup>th</sup> grader with mild mental disability–elementary (<b>general</b> with accommodations) <ul style="list-style-type: none"> <li>▪ Includes information about special education services and placement</li> <li>▪ Includes adaptive and cognitive functioning scores</li> <li>▪ Includes information about parent input</li> <li>▪ English learner</li> </ul> </li> <li>○ Steven, 12-year old 6<sup>th</sup> grader with autism spectrum disorder–middle school (<b>alternate</b>) <ul style="list-style-type: none"> <li>▪ Includes information about special education services received and placement</li> <li>▪ Includes adaptive and cognitive functioning scores</li> </ul> </li> </ul> </li> </ul>

State	Links and Details
Louisiana	<ul style="list-style-type: none"> <li>▪ Includes information about parent input</li> </ul> <p><a href="https://louisianabelieves.com/docs/default-source/students-with-disabilities/2019-tl-alternate-assessment-comprehensive-handout.pdf?sfvrsn=ff4a9d1f_4">https://louisianabelieves.com/docs/default-source/students-with-disabilities/2019-tl-alternate-assessment-comprehensive-handout.pdf?sfvrsn=ff4a9d1f_4</a></p> <ul style="list-style-type: none"> <li>• See pages 3–5 of the PDF file <ul style="list-style-type: none"> <li>○ 9-year-old 3<sup>rd</sup> grade female receiving most services in a separate setting–elementary (p. #3) [<b>alternate</b>] <ul style="list-style-type: none"> <li>▪ Includes information on content and standards</li> <li>▪ Includes adaptive and cognitive functioning scores</li> <li>▪ Includes information on communication</li> </ul> </li> <li>○ 11-year-old 5<sup>th</sup> grade male with autism spectrum disorder–elementary (p. #4) [<b>general</b>] <ul style="list-style-type: none"> <li>▪ Includes information on content and standards</li> <li>▪ Includes adaptive and cognitive functioning scores</li> <li>▪ Includes information on special education services received</li> </ul> </li> <li>○ 16-year-old 10<sup>th</sup> grader (no name or gender) in a self-contained special education classroom for most classes–high school (p. #5) [<b>general</b>] <ul style="list-style-type: none"> <li>▪ Includes information on content and standards</li> <li>▪ Includes information on placement</li> <li>▪ Includes cognitive functioning score</li> <li>▪ Includes information on post-graduation goals</li> </ul> </li> </ul> </li> </ul>
Michigan	<p><a href="https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/page759.html">https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/page759.html</a></p> <ul style="list-style-type: none"> <li>• Training site with six online interactive student case studies</li> </ul> <p><a href="https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/Assessment%20Selection%20Guidance-Case%20Studies.pdf">https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/Assessment%20Selection%20Guidance-Case%20Studies.pdf</a></p> <ul style="list-style-type: none"> <li>▪ The same six student case studies in the training site provided as PDF files <ul style="list-style-type: none"> <li>○ 12-year-old 7<sup>th</sup> grade male with specific learning disability–middle school (p. #1) [<b>general</b>] <ul style="list-style-type: none"> <li>▪ Includes information about academics and standards</li> <li>▪ Includes information about post-graduation goals</li> <li>▪ Includes information about extracurriculars</li> </ul> </li> <li>○ 9-year-old 3<sup>rd</sup> grade female with cognitive impairment–elementary (p. #2) [<b>alternate</b>] <ul style="list-style-type: none"> <li>▪ Includes information about special education services received and placement</li> <li>▪ Includes information about academics and standards</li> <li>▪ Includes information about communication</li> </ul> </li> <li>○ 12-year-old 6<sup>th</sup> grade male with autism spectrum disorder–middle school (p. #3) [<b>alternate ELA, general mathematics</b>] <ul style="list-style-type: none"> <li>▪ Includes information about special education services received and placement</li> <li>▪ Includes information about academics and standards</li> </ul> </li> <li>○ 9-year-old 3<sup>rd</sup> grade male in a self-contained special education program located in a center-based program–elementary (p. #4) [<b>alternate</b>] <ul style="list-style-type: none"> <li>▪ Includes information about special education services received and placement</li> <li>▪ Includes information about communication</li> <li>▪ Includes information about academics and standards</li> </ul> </li> <li>○ 16-year-old 10<sup>th</sup> grade male in a self-contained special education classroom–high school (p. #5) [<b>alternate</b>] <ul style="list-style-type: none"> <li>▪ Includes information about special education services received and placement</li> </ul> </li> </ul> </li> </ul>



State	Links and Details
	<ul style="list-style-type: none"> <li>▪ Includes information about academics and standards</li> <li>▪ Includes information about post-graduation goals</li> <li>○ 8-year-old 2<sup>nd</sup> grade female with specific learning disability–elementary (p. #6) [<b>general</b>] <ul style="list-style-type: none"> <li>▪ Includes information about past assessment scores</li> <li>▪ Includes information about special education services received and placement</li> <li>▪ Includes information about communication</li> </ul> </li> </ul>
Rhode Island	<p data-bbox="367 422 1333 510"><a href="https://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Assessment/Eligibility_Presentation_Pawtucket_2018-19_3.14.2019.pptx?ver=2019-12-20-094138-917">https://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Assessment/Eligibility_Presentation_Pawtucket_2018-19_3.14.2019.pptx?ver=2019-12-20-094138-917</a></p> <ul style="list-style-type: none"> <li>• Download and open PowerPoint Presentation (“Eligibility Presentation Pawtucket 2018-19”). See Slide #27 for one student case study example. <ul style="list-style-type: none"> <li>○ Zack, 4<sup>th</sup> grader with autism spectrum disorder–elementary (<b>insufficient information</b> to make a determination) <ul style="list-style-type: none"> <li>▪ Includes information on special education services received</li> <li>▪ Includes information on placement</li> <li>▪ Includes information on communication</li> </ul> </li> </ul> </li> </ul>
South Dakota	<p data-bbox="367 728 1118 758"><a href="https://doe.sd.gov/assessment/documents/Alt-Guidelines-20.pdf">https://doe.sd.gov/assessment/documents/Alt-Guidelines-20.pdf</a></p> <ul style="list-style-type: none"> <li>• Guidance document with three examples (pages 13-19) <ul style="list-style-type: none"> <li>○ Student Example A (p. #13): 13-year-old male with autism spectrum disorder–middle school (<b>general</b>) <ul style="list-style-type: none"> <li>▪ Includes information about academics and standards</li> <li>▪ Includes information about communication</li> </ul> </li> <li>○ Student Example B (p. #15): 9-year-old female with autism spectrum disorder–elementary (<b>alternate</b>) <ul style="list-style-type: none"> <li>▪ Includes information about academics and standards</li> <li>▪ Includes information about communication</li> <li>▪ Includes intelligence score</li> </ul> </li> <li>○ Example C (p. #17): 17-year-old male with autism spectrum disorder–high school (<b>alternate</b>) <ul style="list-style-type: none"> <li>▪ Includes information about academics and standards</li> <li>▪ Includes information about communication</li> <li>▪ Includes information about placement</li> </ul> </li> </ul> </li> </ul>
Washington	<p data-bbox="367 1218 1349 1276"><a href="https://drive.google.com/drive/folders/1Us45b_0Xf59DmK7iYRtS0iJiZiSvgrjT?usp=sharing">https://drive.google.com/drive/folders/1Us45b_0Xf59DmK7iYRtS0iJiZiSvgrjT?usp=sharing</a></p> <ul style="list-style-type: none"> <li>• Profile developed by state and not available on public website</li> <li>• Google Drive folder with a “David’s Story_WA” document and a “David’s Score Profiles_WA” document. First read David’s story; then, examine David’s score profiles. <ul style="list-style-type: none"> <li>○ David, 5<sup>th</sup> grader with autism spectrum disorder–elementary (<b>insufficient information</b> to make a determination, use for discussion in training) <ul style="list-style-type: none"> <li>▪ Includes information on special education services received and placement</li> <li>▪ Includes information on IEP goals</li> <li>▪ Includes information on history of past assessments</li> </ul> </li> </ul> </li> </ul>

Table 2 provides an easy way to access student profiles by school level for states and districts providing professional development to educators working within one school level. Each link in this table is to the state with a student profile at that level. These links go to state entries in Table 1 where the specific student profile can be identified and accessed. States may have student profiles at more than one level, so the reader should use grade information to determine the school level.

**Table 2. Student Profiles by School Level**

Elementary School	Middle School	High School
<a href="#">Alabama (1 example)</a>	<a href="#">Alabama (1 example)</a>	<a href="#">Arizona (1 example)</a>
<a href="#">Arizona (3 examples)</a>	<a href="#">Arizona (1 examples)</a>	<a href="#">Hawaii (1 example)</a>
<a href="#">Hawaii (1 example)</a>	<a href="#">Georgia (1 example)</a>	<a href="#">Kentucky (1 example)</a>
<a href="#">Kentucky (4 examples)</a>	<a href="#">Hawaii (5 examples)</a>	<a href="#">Louisiana (1 example)</a>
<a href="#">Louisiana (2 examples)</a>	<a href="#">Kentucky (3 examples)</a>	<a href="#">Michigan (1 example)</a>
<a href="#">Michigan (3 examples)</a>	<a href="#">Michigan (2 examples)</a>	<a href="#">South Dakota (1 example)</a>
<a href="#">Rhode Island (1 example)</a>	<a href="#">South Dakota (1 example)</a>	
<a href="#">South Dakota (1 example)</a>		
<a href="#">Washington (1 example)</a>		

Table 3 provides an easy way to access student profiles by category of disability (as well as grade level within each category). States and districts emphasizing decisions for students in a particular category can use the links in this table to find the student profiles in each category. Each link in this table is to the state with a student profile for a student with that categorical label. States may have student profiles for students in more than one category, so the reader should use the category label to determine which profiles to use.

**Table 3. Student Profiles by Disability**

*Note: Some students' disability types were not identified by the state.*

Intellectual Disability	Autism Spectrum Disorder	Developmental Delay	Specific Learning Disability	Multiple Disabilities
<a href="#">Alabama (7<sup>th</sup> grade)</a>	<a href="#">Alabama (4<sup>th</sup> grade)</a>	<a href="#">Arizona (2<sup>nd</sup> grade)</a>	<a href="#">Arizona (5<sup>th</sup> grade)</a>	<a href="#">Arizona (10<sup>th</sup> grade)</a>
<a href="#">Kentucky (3<sup>rd</sup>, 5<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade)</a>	<a href="#">Arizona (7<sup>th</sup> grade)</a>		<a href="#">Michigan (2<sup>nd</sup> and 7<sup>th</sup> grade)</a>	<a href="#">Georgia (6<sup>th</sup> grade)</a>
<a href="#">Michigan (3<sup>rd</sup> grade)</a>	<a href="#">Kentucky (4<sup>th</sup> and 6<sup>th</sup> grade)</a>			<a href="#">Kentucky (10<sup>th</sup> grade)</a>
	<a href="#">Louisiana (5<sup>th</sup> grade)</a>			
	<a href="#">Michigan (6<sup>th</sup> grade)</a>			
	<a href="#">Rhode Island (4<sup>th</sup> grade)</a>			
	<a href="#">South Dakota (ages 9, 13, and 17)</a>			

Intellectual Disability	Autism Spectrum Disorder	Developmental Delay	Specific Learning Disability	Multiple Disabilities
	<a href="#">Washington (5<sup>th</sup> grade)</a>			

Table 4 identifies the available student profiles for students with disabilities who are also English learners. States and districts emphasizing decisions for English learners with disabilities can use the links in this table to find the student profiles for these students. Each link in this table is to the state with a student profile for an English learner. States may have student profiles for several students, so the reader should use the grade level in Table 4 to determine which profile to use.

**Table 4. Student Profiles of English Learners with Disabilities**

<a href="#">Arizona (4<sup>th</sup> grade)</a>
<a href="#">Kentucky (5<sup>th</sup> grade, mild mental disability)</a>

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