

ALTERNATE ASSESSMENT ELIGIBILITY ADDITIONAL DOCUMENTATION CRITERION 1.C.

Student DOB State I.D. # Grade Enrolled School LEA Date

Criterion 1.C. requires teams to provide additional documentation that an alternate assessment identification is appropriate for the student. This guidance document serves as additional documentation to accompany criterion 1.C of the state’s eligibility criteria. Ratings in the majority of the following domains would likely, but not always, fall in the lower half of the scale for students determined to have a significant cognitive disability. However, some descriptors may be more reflective of the team’s service model. Ratings are used for documentation and data collection.

Domains		Domains	
Reading	Descriptor	Mathematics	Descriptors
<input type="checkbox"/> 5	Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).	<input type="checkbox"/> 5	Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
<input type="checkbox"/> 4	Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.	<input type="checkbox"/> 4	Does computational procedures with or without a calculator.
<input type="checkbox"/> 3	Reads basic sight words, simple sentences, directions, bullet, and/or lists in print or Braille.	<input type="checkbox"/> 3	Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
<input type="checkbox"/> 2	Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.	<input type="checkbox"/> 2	Counts by rote to 5.
<input type="checkbox"/> 1	No observable awareness of print or Braille.	<input type="checkbox"/> 1	No observable awareness or use of numbers.
Motor	Descriptors	Receptive Language	Descriptors
<input type="checkbox"/> 4	No significant motor dysfunction that requires adaptations.	<input type="checkbox"/> 4	Independently follows 1-2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
<input type="checkbox"/> 3	Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).	<input type="checkbox"/> 3	Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.
<input type="checkbox"/> 2	Uses wheelchair, positioning equipment, and/or assistive devices for most activities.	<input type="checkbox"/> 2	Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
<input type="checkbox"/> 1	Needs personal assistance for most/all motor activities.	<input type="checkbox"/> 1	Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

Health Issues/ Attendance	Descriptors Note: Ratings focus discussion on health issues related to attendance.	Classroom Setting	Descriptors Note: Ratings may be more reflective of the team's service delivery model.
<input type="checkbox"/> 5	Attends at least 90% of school days.	<input type="checkbox"/> 5	Primarily inclusive/collaborative - students based in general education classes, special education services delivered in the general education classes (at least 80% of the school day in general education classes)
<input type="checkbox"/> 4	Attends approximately 75% of school days; absences primarily due to health issues.	<input type="checkbox"/> 4	Primarily resource room (e.g., children come for services and then go back to their general education classroom [at least 50% of the school day in general education classes])
<input type="checkbox"/> 3	Attends approximately 50% or less of school days; absences primarily due to health issues.	<input type="checkbox"/> 3	Primarily self-contained some academic inclusive (children go to some general education academic classes (reading, math, science) but return to special education [80% or more of the school day in special education classes])
<input type="checkbox"/> 2	Receives Homebound Instruction due to health issues.	<input type="checkbox"/> 2	Primarily self-contained, some special inclusive classes (children go to specials art, music, pe but return to their special education class 90% of school day in special education classes)
<input type="checkbox"/> 1	Highly irregular attendance or homebound instruction due to issues other than health.	<input type="checkbox"/> 1	Special school
Engagement	Descriptors	Expressive Language	Descriptors
<input type="checkbox"/> 4	Initiates and sustains social interactions.	<input type="checkbox"/> 3	Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
<input type="checkbox"/> 3	Responds with social interaction, but does not initiate or sustain social interactions.	<input type="checkbox"/> 2	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.
<input type="checkbox"/> 2	Alerts to others.	<input type="checkbox"/> 1	Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc. to communicate.
<input type="checkbox"/> 1	Does not alert to others.		