Alternate Assessment Participation Criteria Descriptors for the Participation Requirements for Alternate Assessments

Alternate assessments were developed for students for whom there is evidence of a disability or multiple disabilities that significantly impact cognitive functioning and/or adaptive behavior. A student with particular exceptionalities (Mental Disability – Moderate, Mental Disability – Severe, and Multiple Disabilities) may be considered to have a significant cognitive disability and to have deficits in adaptive behavior. Students with other disabilities such as Autism, Traumatic Brain Injury, Mental Disabilities – Mild, or Orthopedic Impairment may function like a student who has a significant cognitive disability and/or has deficits in adaptive behavior and may meet the alternate assessment participation criteria.

Individual Education Plan (IEP) team members must use multiple sources of information to guide decision-making for statewide assessment selection purposes. The IEP team must review evidence that includes current IEP goals and objectives; 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. The decision for a student to participate in alternate assessments must be made annually before the alternate assessment begins.

The student has a disability or multiple disabilities that significantly impact cognitive functioning and/or adaptive behavior.

There must be documentation on the IEP that the student is functioning within the standard deviation requirement for the cognitive disability and/or adaptive behavior as described in Criterion 1 on the Alternate Assessment Participation form.

The student requires extensive modified instruction aligned with the Louisiana Connectors and uses substantially modified materials to access information to acquire, maintain, generalize, and demonstrate and transfer skills across academic content.

The IEP must reflect current goals and objectives aligned with the Louisiana Connectors developed for students participating in alternate assessment. 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.

This is a list of student safeguards that should prevent the student from being assessed on alternate assessments for reasons other than what the participation criteria has been established. The student has a disability or multiple disabilities that significantly impact cognitive functioning and/or adaptive behavior. The participation of a student in the alternate assessment shall not be an administrative decision to bypass state testing policy.

Revised 10/2017

1 Adaptive behavior is defined as behavior and the skills essential for one to live independently and to function safely in daily life.
Alternate Assessment Participation Criteria
Grades 3–11

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

Check one
☐ Mental Disability – Mild ☐ Mental Disability – Moderate ☐ Mental Disability – Severe ☐ Multiple Disabilities
☐ Other ______________________ (specify exceptionality)

Alternate assessments were developed for students for whom there is evidence of a disability or multiple disabilities that significantly impact cognitive functioning and/or adaptive behavior. To be eligible to participate in alternate assessments, the response to each of the four criteria below must be “Agree.”

SELECT “AGREE” OR “DISAGREE” FOR EACH STATEMENT. 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 or Multiple Disabilities (select a, b, or c)
The student’s cognitive and/or adaptive behavior has been assessed and the student is functioning:

☐ a.) 3 or more standard deviations below the mean;
☐ b.) between 2.3 and 2.9 standard deviations below the mean and has completed fifth grade;
☐ c.) between 2.0 and 2.29 standard deviations below the mean and has completed fifth grade—additional documentation required.

Agree Disagree The student has a disability that significantly impacts cognitive functioning and/or adaptive behavior.

Criterion #2 – Evidence of Curricular Alignment
Agree Disagree The IEP reflects current goals and objectives aligned with the Louisiana Connectors.

Criterion #3- Evidence of Instructional Needs
Agree Disagree The student requires extensive modified instruction to acquire, maintain, generalize, demonstrate and transfer skills across academic areas. 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

Criterion #4 – Student Safeguards
Agree Disagree The decision to include the student in alternate assessments is not solely based on the following:
1. the student’s placement
2. excessive or extended absences
3. disruptive behavior
4. English language proficiency
5. student’s reading level
6. student’s disability according to Bulletin 1508
7. social, cultural, and/or economic differences
8. anticipated impact on school performance scores
9. administrative decision
10. the expectation that the student will not perform well on other statewide assessments.

Parental Understanding: If my child is eligible for and participates in the alternate assessment, my initials indicate I understand the statements below:

☐ Testing in alternate assessments means my child has an instructional program aligned with the Louisiana Connectors Standards.
☐ My child may be taught functional skills as needed, but these skills are not assessed on alternate assessments.
☐ The decision for my child to participate in alternate assessments must be made annually.

IEP Team Decision: This form will be considered a page of the student’s current IEP. This form must be completed annually. The assessment decision must be documented on the student’s IEP. If 1.c. is selected on Criterion #1 above, the “Additional Documentation for using Criterion 1c.” form and the required supporting documentation must be attached to or included in the IEP. This form will also be considered a page of the student’s IEP.

____________________ (student’s name) is eligible for participation in the alternate assessment and will participate in the alternate assessment.

____________________ (student’s name) is eligible for participation in the alternate assessment but will not participate in the alternate assessment.

____________________ (student’s name) is not eligible for participation in the alternate assessment.

*Parent Signature ______________________ *Officially Designated Representative of LEA Signature ______________________
*Special Education Teacher ______________________ *Regular Education Teacher, if participating in Regular Education ______________________
Other IEP Participants (optional)
Title/Signature ______________________ ______________________
Title/Signature ______________________ ______________________
Title/Signature ______________________ ______________________
*Required Signatures
### Alternate Assessment Participation Criteria

**Grades 6–11**

**Additional Documentation for using Criterion 1.c.**

<table>
<thead>
<tr>
<th>Eligibility Criteria</th>
<th>Eligibility Criteria Descriptors</th>
<th>Sources of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student has completed the fifth grade.</td>
<td>Review of student records indicate the student is in the sixth grade or a higher grade to be eligible for Criterion 1.c.</td>
<td>Grade listed on IEP</td>
</tr>
<tr>
<td>YES NO</td>
<td></td>
<td>Grade listed on Report Card</td>
</tr>
<tr>
<td>2. The student has a disability that significantly impacts cognitive functioning and/or adaptive behavior.</td>
<td>Review of student records indicate the student is functioning between 2.0 and 2.29 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior.*</td>
<td>Results of Individual Cognitive Ability Test</td>
</tr>
<tr>
<td>YES NO</td>
<td>*Adaptive behavior is defined as behavior and skills essential for one to live independently and function safely in daily life.</td>
<td>Results of Adaptive Behavior Skills Assessment</td>
</tr>
<tr>
<td>3. Student instruction is aligned to the Louisiana Connectors.</td>
<td>Goals and objectives for this student's current IEP are linked to the enrolled grade-level of the LC and instruction addresses knowledge and skills that are appropriate and challenging for this student.</td>
<td>Examples of curriculum, instructional objectives and materials including work samples</td>
</tr>
<tr>
<td>YES NO</td>
<td></td>
<td>Present levels of academic and functional performance, goals and objectives from the IEP</td>
</tr>
<tr>
<td>4. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.</td>
<td>The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature; and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, and demonstrate and transfer skills across academic content.</td>
<td>Examples of curriculum, instructional objectives, and materials, and additional materials from both school and community based instruction</td>
</tr>
<tr>
<td>YES NO</td>
<td></td>
<td>Teacher collected data and checklists</td>
</tr>
</tbody>
</table>

The student is eligible to participate in the alternate assessment if all responses above are marked YES.