

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 behavior¹. 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.

The decision to include the student in alternate assessments is not based solely on the following safeguards.



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.

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; or
 _____ 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.

Criteria #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 | 6. student’s disability according to Bulletin 1508 |
| 2. excessive or extended absences | 7. social, cultural, and/or economic differences |
| 3. disruptive behavior | 8. anticipated impact on school performance scores |
| 4. English language proficiency | 9. administrative decision |
| 5. student’s reading level | 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.

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

Eligibility Criteria	Eligibility Criteria Descriptors	Sources of Evidence (A minimum of one source must be used for each criterion.)
1. The student has completed the fifth grade. YES NO	Review of student records indicate the student is in the sixth grade or a higher grade to be eligible for Criterion 1.c.	<input type="checkbox"/> Grade listed on IEP <input type="checkbox"/> Grade listed on Report Card
2. The student has a disability that significantly impacts cognitive functioning and/or adaptive behavior. YES NO	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.* *Adaptive behavior is defined as behavior and skills essential for one to live independently and function safely in daily life.	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Results of individual and group administered achievement tests <input type="checkbox"/> Results of informal assessments <input type="checkbox"/> Results of individual reading assessments <input type="checkbox"/> Results of district-wide alternate assessments <input type="checkbox"/> Results of language assessments including English language learner (ELL) language assessments if applicable
3. Student instruction is aligned to the Louisiana Connectors. YES NO	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.	<input type="checkbox"/> Examples of curriculum, instructional objectives and materials including work samples <input type="checkbox"/> Present levels of academic and functional performance, goals and objectives from the IEP <input type="checkbox"/> Data from scientific research-based interventions <input type="checkbox"/> Progress monitoring data
4. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum. YES NO	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.	<input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction <input type="checkbox"/> Teacher collected data and checklists <input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students age 16 and older.

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