

Chapter 5. Participation in Statewide Assessments

§503. Types of Alternate Assessments

A. LEAP Alternate Assessment (alternate assessment) was developed for students with disabilities who are served under IDEA for whom there is evidence that the student has a **significant cognitive disability**. The alternate assessment is a performance-based assessment designed for students **whose instructional program is aligned with the Louisiana Connectors standards**.

§505. Alternate Assessment Participation Criteria

A. LEAP Alternate Assessment (alternate assessment). To be eligible to participate in the LEAP Alternate Assessment (alternate assessment), the IEP team must verify the student (in grades 3-11) meets the criteria listed in this Subsection.

Criterion 1 – Applies to current grades 8 – high school

1. For students **entering a high school cohort on or before the 2019-2020 school year**, the student has a disability that significantly **impacts cognitive function and/or adaptive behavior**. This may be demonstrated in the following ways.

a. For students who **have not completed the fifth grade**, an eligible student is functioning **three or more standard deviations below the mean in cognitive functioning and/or adaptive behavior**.

b. For students **who have completed fifth grade**, an eligible student is functioning **2.3 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior**.

c. Students **who have completed the fifth grade** functioning **between 2.0 and 2.29** or more standard deviations **below the mean in cognitive functioning and/or adaptive behavior** may be eligible for alternate assessment participation if the **IEP team provides additional empirical evidence** an alternate assessment identification is appropriate for the student.

Criterion 1 – Applies to current grades PreK - 7

2. For students **entering a high school cohort during the 2020 – 2021 school year and beyond**, the student has a disability that **significantly impacts cognitive function**. This may be demonstrated in the following ways.

a. For students who **have not completed the fifth grade**, an eligible student is functioning **three or more standard deviations below the mean in cognitive functioning**.

b. For students who **have completed fifth grade**, an eligible student is **functioning 2.3 or more standard deviations below the mean in cognitive functioning**.

c. Students who **have completed the fifth grade** functioning **between 2.0 and 2.29** or more standard deviations **below the mean in cognitive functioning and with deficits in adaptive behavior** may be eligible for alternate assessment participation if the IEP team provides **additional empirical evidence** an alternate assessment identification is appropriate for the student.

Criterion 2 – Applies to **all students** and all grade levels

3. The student requires **direct individualized instruction and substantial supports** to achieve measurable gains on the challenging state academic content standards **for the grade in which the student is enrolled**.

Criterion 3 – Applies to **all students** and all grade levels

4. The decision to include the student in an alternate assessment is **not solely based on** the following:
- a. student's educational placement;
 - b. excessive or extended absences;
 - c. disruptive behavior;
 - d. English language proficiency;
 - e. student's reading or academic level;
 - f. student's disability according to Bulletin 1508;
 - g. social, cultural, and/or economic differences;
 - h. anticipated impact on school performance scores;
 - i. administrative decision;
 - j. expectation that the student will not perform well on the LEAP 2025 or other statewide assessments; or
 - k. **the student's previous need for accommodation(s) to participate in general state or district-wide assessments.**