

### **Purpose of this form:**

This form is to help document the Individualized Education Program (IEP) Team's decision in determining whether the alternate assessment, based on the alternate achievement standards, is the most appropriate assessment for an individual student. An IEP Team's decision in determining that the general education assessment, even with accommodations, is not an appropriate measurement of achievement for a student with a significant cognitive disability, will justify the student's participation in the alternate assessment.

This form outlines criteria that an IEP Team must answer in determining that a student will not participate in the general education assessment, even with accommodations; therefore, the student will participate in the alternate assessment. To document that the alternate assessment is an appropriate assessment for a student with the most significant cognitive disability, the IEP Team must review the student's eligibility records and current academic achievement level. Documentation may include results from evaluations, progress monitoring data, IEP information, work samples, etc.

### **When to use this form:**

- Use this form at an initial IEP Team meeting for a student the IEP Team is considering may meet the criteria to participate in the alternate assessment.
- Use this form for a student who has an IEP and currently participates in the general education assessment and the IEP Team is considering may meet the criteria to participate in the alternate assessment.
- Once the IEP Team has determined a student meets the criteria to participate in the alternate assessment, use this form at each annual review to determine whether the student continues to meet the participation criteria for the alternate assessment.
- Use this form to document that a student's learning content will be based on the alternate achievement standards.
- Use this form to document that the parent(s) was clearly informed about the difference between grade level course of study content standards and the alternate achievement standards, as well as the assessment aligned to each.
- Use this form to document that the parent(s) was clearly informed that learning content from the alternate achievement standards may delay or otherwise affect their child's completion of the requirements for a regular high school diploma.

### **Things to remember:**

- If an IQ score is not required for a student's eligibility for special education services or an IQ score is not obtainable due to the level of functioning of a student, the IEP Team must use professional judgement when reviewing the student's results of evaluations to determine the student's disability significantly impacts his or her intellectual functioning.
- This documentation must be completed annually at the IEP Team meeting. If the student will be assessed using an alternate assessment, the parent(s) must have access to a copy of the guidance.
- Based on the ESSA requirement, this form will be signed indicating the parent is clearly informed of the difference between grade level standards and those based on alternate achievement standards and how participation in the alternate assessment may delay or otherwise affect their child in completing the requirements of a regular high school diploma. This signed form becomes part of the student's IEP and filed with the current IEP record.
- If the parent is not in attendance at the IEP Team meeting, this form must be completed and sent home with a copy of the IEP and guidance.
- The determination of the IEP Team that the student will be assessed by participating in the alternate assessment must be documented on the *Notice of Proposal or Refusal to Take Action* form indicating that the general education assessment was considered and why it was rejected for the student.
- All students who are participating in the alternate assessment must have a signed copy of this form as part of the current IEP record. If the parent(s) does not attend the IEP Team meeting, it is very important

to document your attempts to provide the parent with this information and to obtain a signature.

- If it is not a testing year for a student with the most significant cognitive disability, this form must be completed at an IEP Team meeting to determine that the student is a student with the most significant cognitive disability and the student will be receiving instruction from the alternate achievement standards.
- If your LEA is monitored regarding the percentage of students participating in the alternate assessment, this form and the supporting documentation used to determine a student's participation in the alternate assessment will be reviewed.

### **What happens next?**

- Upon determining that a student is a student with the most significant cognitive disability and will participate in the alternate assessment, complete the *Individual Accessibility/Accommodation Supports Checklist* and justify why the student will not be participating in the general education assessment.
- If a student has been instructed on the alternate achievement standards, and it has been determined that the student will now participate in the general education assessment, please ensure that the student has a successful transition to a new course of study.
- If an IEP Team has determined that a student will not participate in the alternate assessment, the *Individual Accessibility/Accommodation Supports Checklist* must be completed for the general education assessment.