

## Alabama Alternate Assessment Program Participation Decision Documentation

**ALL** participation criteria **MUST** be answered in order for the IEP Team to determine that the general education standards and general education assessment are **not** appropriate, even with accommodations, for a student to attain grade level achievement. Using this participation criteria, the IEP Team will determine whether the student meets the criteria for participation in the Alabama Alternate Assessment Program.

Name of Student: \_\_\_\_\_ School Year: \_\_\_\_\_

In Alabama, the definition of a student with the most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean which is an IQ score of 55 or below that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a significant cognitive disability is not solely determined by an IQ test score, but rather by a holistic understanding of a student.

Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
<p>1. A student with the most significant cognitive disability according to AAC 290-4-2-.03.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<p><input type="checkbox"/> Results of individual intellectual evaluation or a measure of cognitive functioning</p> <p><input type="checkbox"/> Results of individual adaptive behavior evaluation</p> <p><input type="checkbox"/> Results of individual educational achievement evaluation</p> <p><input type="checkbox"/> Results of informal assessments</p> <p><input type="checkbox"/> Results of individual reading assessments</p> <p><input type="checkbox"/> Results of district-wide alternate assessments</p> <p><input type="checkbox"/> Results of language assessments including English language learners (ELL) language assessments, if applicable</p>
<p>2. The student participates in or may participate in content instruction on the alternate achievement standards that are aligned to the Alabama Courses of Study.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Goals and instruction listed in the IEP are linked to the enrolled grade-level Alternate Achievement Standards (AAS) and address knowledge and skills that are appropriate and challenging for this student.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives and materials, including work samples</p> <p><input type="checkbox"/> Present levels of academic achievement and functional performance, goals, and benchmarks from the IEP</p> <p><input type="checkbox"/> Data from scientific research-based interventions</p> <p><input type="checkbox"/> Progress monitoring data</p> <p><input type="checkbox"/> Other _____</p>

Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>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, demonstrate and transfer skills across academic content.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and/or community-based instruction</p> <p><input type="checkbox"/> Teacher collected data and checklist</p> <p><input type="checkbox"/> Present levels of academic achievement and functional performance, goals, and benchmarks, post-secondary goals and transition activities from the IEP</p> <p><input type="checkbox"/> Other _____</p>

It was also determined at this IEP Team meeting that the student’s inability to participate in the general education assessment, even with accommodations, is **primarily the result of a significant cognitive disability and NOT**

- a disability category or label
- poor attendance or extended absences
- native language/social/cultural or economic difference
- expected poor performance on the general education assessment
- academic and other services students receive
- educational environment or instructional setting
- percent of time receiving special education services
- English Learner (EL) status
- low reading level/achievement level
- anticipated disruptive behavior
- impact of test scores on accountability system
- an administrative decision
- anticipated emotional distress
- need for accommodations (e.g., assistive technology, communication device) to participate in assessment

The IEP Team has determined, based on a review of the student’s educational information, that the alternate assessment, based on the alternate achievement standards, will be used to provide an evaluation of the student’s current academic achievement.

**YES**            **NO**            (the student will participate in the general education assessment)

Information from the *Guidance for IEP Teams on Participation Decisions for the Alabama Alternate Assessment Program* guide was discussed at the IEP Team meeting. The decision-making information in the guide was followed to determine the student’s participation in the Alabama Alternate Assessment Program. The parent has been informed of the difference between assessments based on grade level standards and those based on alternate achievement standards and how participation in the alternate assessment may delay or otherwise affect the student’s completion of the requirements for a regular high school diploma\*. Additionally, the parent has been provided access to the guide and given an opportunity to ask questions.

\*A “regular high school diploma” means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E);

Date provided to the Parent: \_\_\_\_\_

This form must be signed by the parent(s) after the IEP Team has determined that the general education assessment, even with accommodations, would not be an accurate measurement of academic achievement, and therefore, the student will participate in the alternate assessment. This document will become part of the student's IEP and filed with the current IEP record.

I understand that my child's achievement will be measured by participation in the alternate assessment which is based on the alternate achievement standards. I understand that my child's participation in the alternate assessment may delay or otherwise affect my child's completion of the requirements for a regular high school diploma.

I understand that decisions regarding participation in statewide assessments must be discussed at the student's annual IEP Team meeting and documented in the IEP.

\_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date

<b>Documentation of the attempts to provide parent(s) access to the guidance and to obtain a signature.</b>		
<b>Date</b>	<b>Description of attempts</b>	<b>Results</b>