

Participation Guidelines for Alternate Assessment

The decision about a student's participation in assessment is made by the student's IEP team and documented in the IEP. To document that alternate assessment is appropriate for an individual student, the IEP team should review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and determine that the student meets **all** of the following criteria:

- The student demonstrates a significant cognitive disability and adaptive skills, which result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications;
- The student accesses the state approved curriculum standards at less complex levels and with extensively modified instruction;
- The student has current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments;
- The student is unable to apply or use academic skills across natural settings when instructed solely or primarily through classroom instruction; and
- The student's inability to achieve the state grade level achievement expectations is not the result of excessive or extended absences or social, cultural, or economic differences.

Note: Students who demonstrate a significant cognitive disability and meet the participation guidelines for alternate assessment may be from any of the disability categories listed in the Individuals with Disabilities Education Act (IDEA).

Applicable Ages for Alternate Assessment

The Alternate Assessment should be administered to students who have been determined by the IEP team to meet all of the participation criteria for alternate assessment and who were age 8-13 or 16 on September 1 of the assessment year.