

Appendix B


*Review of Eligibility
for Alternate Assessment on Alternate
Academic Achievement Standards
(AA-AAAS) Participation Checklist*



Review of Eligibility for Alternate Assessment Participation Checklist

Name of Student:	
IEP Category of Disability:	
Enrolled Grade:	Date of Review:


The student must meet all Eligibility Criteria Descriptors in order to meet the criteria for alternate assessment.

<i>Eligibility Criteria</i>	YES (Agree)	NO (Disagree)
The student demonstrates a significant cognitive disability and adaptive skills that result in performance that is substantially below grade- level achievement expectations even with the use of accommodations.		
<i>Eligibility Criteria Descriptors</i>		
The student has significant limitations in intellectual functioning as evidenced by cognitive ability test scores on both verbal and non-verbal scales that are at least 2 ½ – 3 standard deviations below the mean. <div style="text-align: center;">AND</div>		
The student has significant deficits in adaptive behavior as evidenced by adaptive behavior scale scores that are at least 2 ½ – 3 standard deviations below the mean in at least two adaptive skill domains. <div style="text-align: center;">AND</div>		
The student has academic skills on the emerging, readiness (prerequisite), foundational level and/or functional (real life) application of the general curriculum. <div style="text-align: center;">AND</div>		
Note: If the response is NO to any of these statements, the IEP team should not complete this form and instead determine how the student will participate in the general assessment with accommodations, if necessary.		Stop Here 
If the response is YES to <u>ALL</u> of these statements, select sources of evidence used by the IEP Team below and then continue to the next section.	Continue to Next Section	

<i>Sources of Evidence</i>	YES	NO
Results of Individual Cognitive Ability Test		
Results of Adaptive Behavior Skills Assessment		
Results of individual and group administered achievement tests		
Results of informal assessments		
Results of individual reading assessments		
Results of district-wide alternate assessments		
Results of language assessments including Multilingual Learner (ML) language assessments, if applicable		

The student must meet all Eligibility Criteria Descriptors in order to meet the criteria for alternate assessment.

<i>Eligibility Criteria</i>	YES (Agree)	NO (Disagree)
The student accesses the state approved academic standards at less complex levels and with extensively modified instruction.		
<i>Eligibility Criteria Descriptors</i>		
The student's curriculum is based on extended academic standards in ELA, mathematics, science, and social studies. AND		
The student's IEP has short-term objectives that focus on the extended content standards and/or pre-requisite skills. <i>Short term objectives are required for IEPs of students who participate in the SC-Alt.</i> AND		
Curriculum activities differ significantly from those of students who participate in the general education curriculum with accommodations. (e.g., different objectives, materials, and learning activities). AND		
The content, learning objectives, and expected outcomes for the student are extended to focus on the emerging, readiness (prerequisite), foundational and/or functional (real life) application of the general curriculum.		
<i>Eligibility Criteria</i>	YES	NO
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.		

<i>Eligibility Criteria Descriptors</i>	YES	NO
The student requires explicit and ongoing instruction in functional and daily living skills. AND		
The student has substantial deficits in adaptive behavior, such that the student has difficulty demonstrating independence in everyday living skills, including interpersonal and social interactions across multiple settings. AND		
Note: If the response is NO to any of these statements, the IEP team should not complete this form and instead determine how the student will participate in the general assessment with accommodations, if necessary.		Stop Here 
If the response is YES to <u>ALL</u> of these statements, select sources of evidence used by the IEP Team below	Select Sources of Evidence	

<i>Sources of Evidence</i>	YES	NO
Results of Individual Cognitive Ability Test Examples of curriculum, instructional objectives and materials including work samples.		
Present levels of academic and functional performance, goals, and objectives from the IEP.		
Progress data from scientific research-based interventions		
Results of Adaptive Behavior Skills Assessment Teacher collected data and checklists		
Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students ages 12 and older.		
Examples of curriculum, instructional objectives, and materials including work samples from both school and community-based instruction.		
Progress monitoring data		

Additional Considerations	Check each statement if agree
The decision for this student to participate in the alternate assessment is NOT based on a specific categorical label or educational placement.	
The student's inability to achieve state grade-level achievement expectations is NOT the result of excessive or extended absences or social, cultural, or economic differences.	
The decision for this student to participate in the alternate assessment is NOT due to the fact that the student has English as a second language.	
The decision for this student to participate in the alternate assessment is an IEP team decision and is NOT being made for administrative purposes and/or in anticipation of impact on school or district accountability results.	
The decision for this student to participate in the alternate assessment is NOT based solely on the fact that the student's instructional reading level is below the grade level of the general assessment.	
The decision for this student to participate in the alternate assessment is NOT based on the fact that the student is expected to perform poorly on the general assessment.	

If the response is **NO** for any of the eligibility criteria or considerations, the IEP team should consider the student for participation in the general state assessment with appropriate accommodations, if necessary.

If the response is **YES** to all criteria and considerations, the IEP team should consider the student for participation in the alternate assessment.

Review Committee

Name:	Position:	Date:
Name:	Position:	Date:
Name:	Position:	Date:
Name:	Position:	Date:
Name:	Position:	Date:

I understand that participation in alternate assessment means that my child is participating in a curriculum that will **NOT** lead to a high school diploma.

Parent(s)/Guardian:	Date:
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