

Participation Guidance

**A Look at Student Criterion to Participate in
Alternate Assessments**

Maine Participation Guidance



Guidance for IEP Teams on Participation Decisions for the Maine's Alternate Assessments

Maine Department of Education

December 2018



Guidance

Guidance of IEP Teams on Participation Decisions on Alternate Assessments

Introduction

According to federal and state law, all students must be assessed in grades 3 – 8 and high school in mathematics and English language arts and in grades 5, 8 and high school for science. The following options exist for meeting this requirement.

Participation in the statewide assessment without accommodations.

Participation in the statewide assessment with accommodations.

Participation in the statewide alternate assessment.

This document is intended to outline steps to guide Individualized Education Program (IEP) teams to determine whether an alternate assessment is the most appropriate assessment for an individual student. These steps include: (a) reviewing student records and important information across multiple school years and settings (e.g., schools, home, community), and (b) determining whether the student fits all of the criteria for participating in alternate assessments, as outlined in this document. Students deemed eligible will participate in an alternate assessment in all content areas.

Maine's current Alternate Assessments include:

MEA Alternate Mathematics and English Language Arts/Literacy (MSAA)

MEA Alternate Science (PAAP)

MEA WIDA English Language Proficiency (Alternate ACCESS for ELLs)

Descriptors

Participation Descriptions

- 1. A student with a significant cognitive disability** is one who has documentation that indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as actions essential for an individual to live independently and to function safely in daily life. *Having a significant cognitive disability is not determined by an IQ test score, but rather a holistic understanding of a student.*
- 2. The student is learning content linked to (derived from) state standards.** The student's disability or multiple disabilities affect how the student learns curriculum linked to the standards. The student is learning content that is linked to (derived from) the standards that are appropriately broken into smaller steps. MSAA has derived these smaller steps from the standards to guide mathematics and English language arts instruction called Core Content Connectors (CCC). PAAP has derived these smaller steps from the science standards to guide instruction called the Alternate Grade Level Expectations (AGLEs).
- 3. The student's need for extensive direct individualized instruction is not temporary or transient.** His or her need for substantial supports to achieve gains in the grade- and age- appropriate curriculum requires substantially adapted materials and customized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Evidence to Examine

The IEP is to consider the following information to determine whether an alternate assessment is appropriate for an individual student:

- Description of the student's curriculum and instruction, including data on progress
- Classroom work samples and data
- Examples of performance on assessment tasks to compare with classroom work
- Results of district-wide alternate assessments
- Results of individualized reading assessments
- IEP information including:
 - Present levels of academic achievement and functional performance (PLAAFP), goals, and short-term objectives.
 - Considerations for students with individualized and substantial communication needs or modes (from multiple data sources)
 - Considerations for students who may be learning English as a second or other language (i.e., English language learners) that may interfere with an accurate assessment of his or her academic, social, or adaptive abilities.

Participation Tools

Participation Tools

There are several tools that may be helpful to IEP teams as they collect and organize evidence before making a decision about whether a student meets all of the criteria listed above. Participation forms and other tools designed to assist teams in collecting and reviewing evidence to determine whether it is appropriate for an individual student to participate in alternate assessments are provided in the appendices.

Appendix A. *Participation Guidelines.* This is a short form that IEP teams can use to make decisions when determining whether a student should participate in the alternate assessments.

Appendix B. *Participation Checklist.* This is a form that includes a way to indicate the evidence that was used in making decisions and the considerations that should not be the basis of making decisions.

Appendix C. *Decision Flowchart for Participation.* This shows the sequence of decisions made by IEP teams when determining whether a student should participate in alternate assessments.

Participation Guidelines- Appendix A



MAINE'S ALTERNATE ASSESSMENT PARTICIPATION GUIDELINES

All students in grades 3- 8 and 3rd year high school must participate in either a general or alternate mathematics and English Language Arts/Literacy assessment. Students in grades 5, 8, and third-year high school must also be assessed in a general or alternate science assessment. Students who participate in the Alternate ACCESS for ELLs grades K - 12 must meet the criteria outlined below.

These criteria indicate that a student's significant cognitive disability is pervasive across all content areas and that this student may participate in the alternate assessments.

Eligibility Criteria	Eligibility Criteria Descriptors	Does the student meet the criteria? For each "Yes" response, please provide documentation	
		<input type="checkbox"/> Yes	<input type="checkbox"/> No
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior*.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. The student is learning content standards linked to (derived from) the Updated Maine Learning Results	The student is learning content based on grade level alternate achievement standards that are linked to Maine's Learning Results.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate	The student: 1) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature. 2) uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.

The student is eligible to participate in Maine's Alternate Assessment if all responses above are marked Yes

In addition, evidence for the decision for participating in Maine's Alternate Assessment is Not Based on:

1. A disability category or label
 2. Poor attendance or extended absences
 3. Native language/social/cultural or economic difference
 4. Expected poor performance on the general education assessment
 5. Academic and other services student receives
 6. Educational environment or instructional setting
 7. Percent of time receiving special education
 8. English Language Learner (ELL) status
 9. Low reading level/achievement level
 10. Anticipated student's disruptive behavior
 11. Impact of student scores on accountability system
 12. Administrator decision
 13. Anticipated emotional duress
 14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process
- Students that do not meet the criteria above will be required to participate in the general MEA Mathematic and ELA/Literacy.]



Criteria



MAINE'S ALTERNATE ASSESSMENT PARTICIPATION GUIDELINES

All students in grades 3- 8 and 3rd year high school must participate in either a general or alternate mathematics and English Language Arts/Literacy assessment. Students in grades 5, 8, and third-year high school must also be assessed in a general or alternate science assessment. Students who participate in the Alternate ACCESS for ELLs grades K - 12 must meet the criteria outlined below.

These criteria indicate that a student's significant cognitive disability is pervasive across all content areas and that this student may participate in the alternate assessments.

1. Pervasive across all content areas
2. Grade level alternate standards
3. Requires extensive instruction to make measurable gains
4. Supported secondary outcomes will likely be needed

Eligibility Criteria	Eligibility Criteria Descriptors	Does the student meet the criteria? For each "Yes" response, please provide documentation	
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior*.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2. The student is learning content standards linked to (derived from) the Updated Maine Learning Results	The student is learning content based on grade level alternate achievement standards that are linked to Maine's Learning Results.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate	The student: 1) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature. 2) uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

Not Based On:

In addition, evidence for the decision for participating in Maine's Alternate Assessment is **Not Based** on:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

Check List - Appendix B

Maine Alternate Assessment Participation Decision Documentation

To meet the criteria for the Maine's Alternate Assessment, the student must meet all participation criteria descriptors.

Participation Criteria	Participation Criteria Descriptors	Sources of Evidence [check if used]
<p>1. The student has a significant cognitive disability</p> <p>YES <input type="radio"/> NO <input type="radio"/></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 cognitive ability test</p> <p><input type="checkbox"/> Results of adaptive behavior skills assessment</p> <p><input type="checkbox"/> Results of individual and group administered achievement tests</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 learner (ELL) language assessments if applicable</p>
<p>2. The student is learning content linked to (derived from) the Common Core State Standards (CCSS).</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS 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 and functional performance, goals and objectives from the IEP</p> <p><input type="checkbox"/> Data from scientific evidence-based interventions</p> <p><input type="checkbox"/> Progress monitoring data</p>
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.</p> <p>YES <input type="radio"/> NO <input type="radio"/></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 community based instruction</p> <p><input type="checkbox"/> Teacher collected data and checklists</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students age 16 and older unless State policy or the IEP team determines a younger age is appropriate</p>

The student may participate in the [NC SC Alternate Assessment] if all responses above are marked Yes.

The Student has a Significant Cognitive Disability

Participation Criteria

1. The student has a significant cognitive disability

YES NO

Participation Criteria Descriptors

Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.
**Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.*

Sources of Evidence [check if used]

- 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 English language learner (ELL) language assessments if applicable.

Examples:

formal and informal informative tests – achievement tests

psychological reports – WIAT - WISC

adaptive behavior assessments – Vineland Adaptive Behavior Scale

Learning is Linked to Rigorous Standards

2. The student is learning content linked to (derived from) the Common Core State Standards (CCSS).

YES NO

Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS and address knowledge and skills that are appropriate and challenging for this student.

- Examples of curriculum, instructional objectives and materials including work samples
 - Present levels of academic and functional performance, goals and objectives from the IEP
- Data from scientific evidence-based interventions
Progress monitoring data

Evidence here may include:

work samples

progress monitoring data

evidence-based interventions (RTI)

present levels of academic and functional performance – goals and objectives

Intensive Direct Individualized Instruction

3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.

YES ❌ NO

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.

- ❌ Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction
- ❌ 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 age 16 and older unless State policy or the IEP team determines a younger age is appropriate

Evidence here may include:

work samples

data

checklists

present levels of academic and functional performance – goals - objectives

Participation Flowchart - Appendix C

Are you able to answer “Yes” to all questions?

Consider These:

Results of Individual cognitive ability test, adaptive behavior skills assessment, individual administered achievement tests, and district-wide alternate assessments, and English language learner (ELL) language assessments, if applicable

Data from scientific evidenced-based interventions, progress monitoring data, results of informal assessments, teacher collected data and checklists

Examples of curriculum, instructional objectives, and materials, work samples from school- or community-based instruction

Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan if applicable

1. Do the student records indicate a disability or multiple disabilities that most significantly impact intellectual functioning and adaptive behavior? *

*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.

Yes ↓

2. Would the student be appropriately challenged by goals and instruction linked to the enrolled grade-level state standards knowledge and skills?

Yes ↓

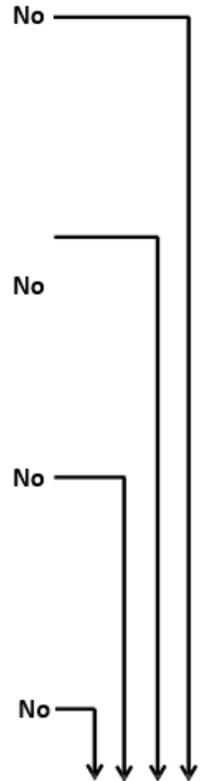
3a. Does the student require extensive, repeated, individualized instruction and support that are not of a temporary or transient nature?

Yes ↓

3b. Does the student use substantially adapted materials with individualized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content?

Yes ↓

Student may participate in alternate assessments.



Student must participate in the general assessment. Student may be eligible to use accommodations.

IDEA Identification

- All students must meet the first criterion
 - Student with significant cognitive disability, or multiple disabilities, that impacts their intellectual functioning and adaptive behavior

Disabilities – Two Years of Data

Section 2: DISABILITY

2. DISABILITY

- Autism
- Deaf-Blindness
- Deafness
- Developmental Delay (3-5)
- Developmental Delay (Kindergarten)
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Visual Impairment (including Blindness)
- Other Health Impairment
- Orthopedic Impairment
- Speech or Language Impairment
- Specific Learning Disability
- Traumatic Brain Injury
- Multiple Disability (list concomitant disabilities)

IDEA Disability	2018	2019
Autism	381	342
Intellectual Disability	283	267
Multiple Disabilities	264	203
Other Health Impaired	70	74
Specific Learning Disabilities	30	33
Speech/Language	16	14

Learning Characteristics Inventory (LCI)

Student Name: _____

Grade: _____ DOB: _____ SSID#: _____

1. Student's Primary IDEA Disability Category

- (A) Autism
- (B) Emotional Disturbance
- (C) Multiple Disabilities
- (D) Orthopedic Impairment
- (E) Speech or Language Impairment
- (F) Other Health Impairment (OHI) Deaf-
- (G) Blindness
- (H) Hearing Impairment (Deaf or Hard of Hearing)
- (I) Specific Learning Disabilities (SLD)
- (J) Traumatic Brain Injury
- (K) Other Health Impairment (OHI) – ADD/ADHD
- (L) Intellectual Disability
- (M) Specific Learning Disabilities (SLD)/Dyslexia
- (N) Visual Impairment

Classroom Setting

2. **Student's Primary Classroom Setting** (check the best description)
- (A) **Special school** (includes homebound students).
 - (B) **Regular school, self-contained, special-education classroom, some special inclusion:** students go to art, music, physical education, etc., but students return to their special-education class for most of school day.
 - (C) **Regular school, primarily self-contained special-education classroom, some academic inclusion:** students go to some general-education academic classes, such as reading, math, science, etc., in addition to special-education classes but are in general-education classes less than 40% of the school day.
 - (D) **Regular school, resource room/general-education class:** students receive resource-room services but are in general-education classes 40% or more of the school day.
 - (E) **Regular school, general-education class inclusive/collaborative:** students are based in general-education classes, and special-education services are primarily delivered in the general-education classes; at least 80% of the student's school day is spent in general-education classes.

Student's Communication

3. **Student's Expressive Communication** (check the best description)
- (A) **Uses symbolic language to communicate:** student uses verbal or written words, signs, braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
 - (B) **Uses intentional communication, but not at a symbolic-language level:** student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
 - (C) **Communicates primarily through cries, facial expressions, change in muscle tone, etc.** but does not clearly use objects/textures, regularized gestures, pictures, signs, etc., to communicate.
4. **Does the student use an augmentative communication system in addition to or in place of oral speech?**
- (A) Yes
 - (B) No
5. **Student's Receptive Language** (check the best description)
- (A) Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
 - (B) Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions.
 - (C) Alerts to sensory input from another person (auditory, visual, touch, movement) **BUT** requires actual physical assistance to follow simple directions.
 - (D) Uncertain response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement, smell).

Vision, Hearing, and Motor Ability

6. Student's Vision (check the best description)

- (A) Vision within normal limits.
- (B) Corrected vision within normal limits.
- (C) Low vision; uses vision for some activities of daily living.
- (D) No functional use of vision for activities of daily living.
- (E) Unable to determine functional use of vision.

7. Student's Hearing (check the best description)

- (A) Hearing within normal limits.
- (B) Corrected hearing loss within normal limits.
- (C) Hearing loss aided, but still with a significant loss.
- (D) Profound loss, even with aids.
- (E) Unable to determine functional use of hearing.

8. Student's Motor Ability (check the best description)

- (A) Does not have significant motor dysfunction that requires adaptations.
- (B) Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
- (C) Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
- (D) Needs personal assistance for most/all motor activities.

Student Engagement, Health, Reading Skills

9. Student's Engagement (check the best description)

- (A) Initiates and sustains social interactions.
- (B) Responds with social interaction, but does not initiate or sustain social interactions.
- (C) Alerts to others.
- (D) Does not alert to others.

10. Student's Health Issues/Attendance (check the best description)

- (A) Attends at least 90% of school days.
- (B) Attends approximately 75% of school days; absences primarily due to health issues.
- (C) Attends approximately 50% or less of school days; absences primarily due to health issues.
- (D) Receives homebound instruction due to health issues.
- (E) Highly irregular attendance or homebound instruction due to issues *other* than health.

11. Student's Reading Skills (check the best description)

- (A) Reads fluently with critical understanding in print or braille (e.g., to differentiate fact/opinion, point of view, emotional response).
- (B) Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille.
- (C) Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille.
- (D) Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that are not linked to the text.
- (E) No observable awareness of print or braille.

Academic Skills and Accommodations

12. Student's Mathematics Skills (check the best description)

- (A) Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- (B) Performs computational procedures with or without a calculator.
- (C) Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- (D) Counts by rote to 5.
- (E) No observable awareness or use of numbers.

13. Student's Writing Skills (check the best description)

- (A) Writes, types, or uses voice recognition software independently.
- (B) Writes, types, or uses voice recognition software with support.
- (C) None of the above.

14. Accommodations Included in the Student's IEP and Used During Instruction (check the best description)

- (A) Scribe
- (B) Paper Test
- (C) Sign Language
- (D) None of the above

Accommodations are changes to the standard administration of an assessment that do not alter the construct being measured.

1 Question

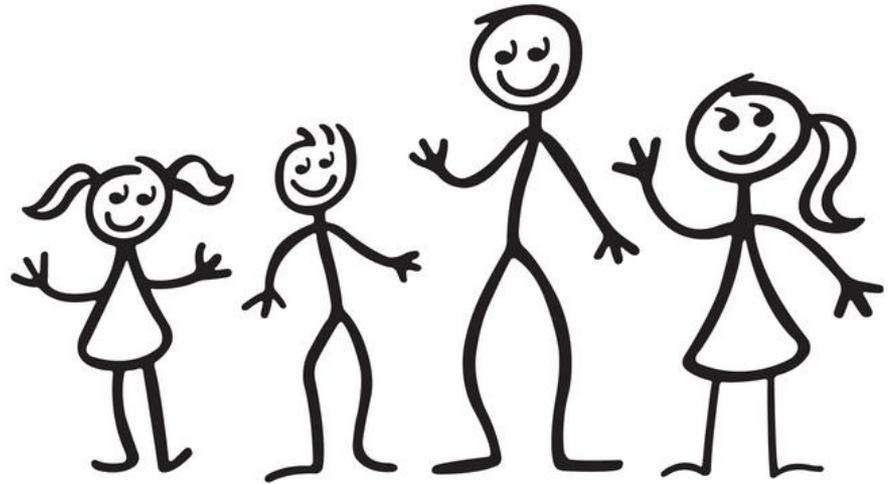
- The number one question you should always ask yourself is:
 - Can a student access the general assessment with the supports, features, and accommodations offered in the general assessment?

General Accommodations

- Available accommodations include:
 - paper administration
 - text to speech
 - read aloud for math/ directions only for ELA
 - scribe
 - alternative/assistive aides and devices
 - individual or small group settings
 - multiple/frequent breaks
 - extended time (same day only)

Case Studies

- Student 1 - Marcus
- Student 2 - John
- Student 3 - Sheila
- Student 4 - Michael



Student Information

- student history
- medical background
- IEP – identification – educational setting
 - communication
 - reading
 - math
 - writing
 - adaptive behavior
 - general intelligence
 - other considerations
- parents input

Data Analysis & Reflection Worksheet



Data Analysis & Reflection Worksheet

Groups will be given a case study and a blank Participation Guidelines to complete. Once the group completes the Participation Guidelines complete the questions below.

Step 1 – Review Case Study

Disability: Mild Mental Disability (MMD)

Case Study:

Current IEP: yes No

Step 2: Data Analysis

Data Source	Data – Current	Data – <u>Longitudinal</u>	Supports AA: Yes or No
IQ Score: Significant delays?	<ul style="list-style-type: none"> KABC-II (October 20XX) yielded a Non-verbal score of 60; Below Average range. WNV (October 201XX) – <u>Full</u> Scale Score of 64; Below Average range. 	<ul style="list-style-type: none"> Current scores consistent from November 20XX (first grade) 	
Adaptive Behavior: Significant delays?	<ul style="list-style-type: none"> Current AB score - 75 (home) and 70 (school); Low Average functioning range. 	<ul style="list-style-type: none"> Current adaptive scores are consistent with previous 	
Communication: Significant delays?	<ul style="list-style-type: none"> Spanish is the primary language spoken at home. Receives specially designed instruction in EL Communicate with combination of simple English and gestures and some Spanish 		
Academic Needs: Significant delays?	<p>Reading</p> <ul style="list-style-type: none"> When materials presented by a reader (live or electronic) in Spanish – comprehension increase to 65-75% accuracy Use of explicit instruction in reading fluency and reading comprehension. <p>Math</p> <ul style="list-style-type: none"> Scores in the below average range Can solve single-digit addition and subtraction problems, multi-digit addition and subtraction when regrouping is not necessary. <p>Written Language</p> <ul style="list-style-type: none"> Benefits from the use of a keyboard. Uses word prediction software that translate Spanish to English and utilizes it with prompts Requires explicit instruction in sentence writing and guided practice through repetition. 		
IEP Monitoring Data: Progress?	<ul style="list-style-type: none"> Current and previous IEP data indicate steady progress is being made in the areas of EL skills, academic skills and organizational skills <p>Reading</p> <ul style="list-style-type: none"> Reading at a DRA level B (beginning of <u>1st grade</u> level in the English language). Fluency rate increases from 50% to 80%. Assessments for comprehension increase to an accuracy rate of 65%-75% consistent with Spanish materials Comprehend with English material in the 50% range on assessments without support. <p>Math</p> <ul style="list-style-type: none"> Review of progress monitoring data indicate Sophia is 	<p>Previous IEP data indicate steady progress is being made in the areas of EL skills, academic skills and organizational skills; although, Sophia needs continued assistance with these areas across home, school and community settings.</p>	

Data Analysis cont.

Step 3: Complete the AA Participation Guidelines Form (see case study folder)

Step 4: Self-reflection

- 1) Did your group determine that your student qualified for Alternate Assessment using the Participation Guidelines? Why or Why Not?
- 2) Did your group have difficulty coming to consensus on any particular Criterion? Why or Why Not?
- 3) After having time to work with the Participation Guidelines, how comfortable/confident are your group members in using the Guidelines in an IEP meeting? What questions/concerns about the Guidelines does your group still have?

Step 5: Report out Decision and why

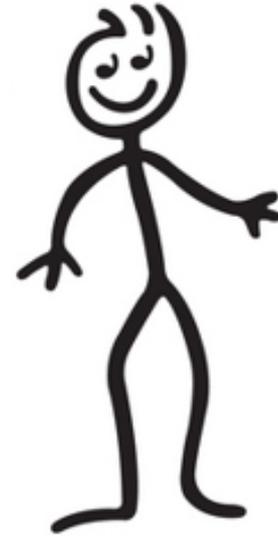
Marcus

Student Information

Guidelines

Data Analysis

Learning Characteristics Inventory

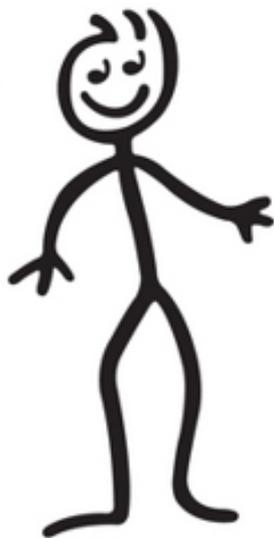


Student Information

Marcus is an eight-year-old male in third grade. Marcus is currently served as a student under the category of Intellectual Disability (ID). Marcus was initially evaluated through the local school district in kindergarten grade (dated August 4, 20XX) and began receiving services as a student with DD on August 31, 20XX. His most recent re-evaluation was reviewed at his most current IEP meeting in the third grade.

Data Analysis

Marcus



Step 1 – Review Case Study

Disability: Intellectually Disability

Case Study: Marcus

Current IEP: **Yes** No

Step 2: Data Analysis

Data Source	Data – Current	Data – Longitudinal	Supports AA: Yes or No
IQ Score: Significant delays?	Nonverbal scale – SS=62	Full scale – SS=61	No
Adaptive Behavior: Significant delays?	<ul style="list-style-type: none"> SS – 42 across home/school Does not navigate school independently Glasses-frequently breaks/loses 	SS similar to current	Yes
Communication: Significant delays?	<ul style="list-style-type: none"> Talks with single words/phrases Strength- understanding basic concept vocabulary and appropriate conversation skills Needs -articulation skills fall in the moderately impaired range Need - exhibits poor oral motor planning awareness 	None	Yes
Academic Needs: Significant delays?	<ul style="list-style-type: none"> Reading - Extremely Low Range; DRA level of A and he struggles with recognizing letter sounds; recognize and read 14 out of 20 FRY words (average range -40 and 500 FRY words) Writing - Cannot write; Extremely Low Range 	None	Yes
	and subtraction problems with a calculator; solve multi-digit addition and subtraction without regrouping		
IEP Monitoring Data: Progress?	<ul style="list-style-type: none"> Reading - ND Math - solve simple addition and subtraction problems independently with 90% accuracy when using manipulatives and/or a number line; inconsistent in solving problems with visually represent simple multiplication at a range of 0%-50% accuracy; Solve word problems 0% to 10% accuracy. Writing - copy words and/or sentences and is only able to do so at a 30% accuracy rate; The scribe has Marcus repeat the writing stem aloud followed by “now finish the sentence”. Progress monitoring shows scores between 0%-25% accuracy. 	None	Yes
Classroom Observation:	<ul style="list-style-type: none"> Marcus utilizes a scribe but is unable to provide the scribe with sentences independently. If the scribe gives Marcus a writing stem, Marcus can complete the stem with multiple prompts If the scribe gives Marcus a writing stem, Marcus can complete the stem with multiple prompts Responds well to color coding, visual strategies and manipulatives 	None	No
Other Data:	<ul style="list-style-type: none"> Poor motor skills Enlarged heart and kidney dysfunction Hypertension & Asthma Speech/language therapy services and Occupational 	Same	No

Guidelines – Criterion 1

Kentucky Alternate Assessment Participation Guidelines

*** For further clarification of terms used in this worksheet, please refer to the Participation Guidance*

***All answers to Participation Criterion **must** be answered Yes in order to be eligible to participate in the Maine Alternate Assessment.*

Participation Criterion #1 (questions to determine eligibility):	Response (Answer to Criterion):	Sources of Evidence and Justification (Check and complete after sources have been reviewed and documented in the conference summary)
<p>1. Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2. Is a current Individual Education Program (IEP) in place or being developed for the student? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> If NO to either question. Stop here. The student must meet Special Education Determination for Eligibility criteria in one or more IDEA disability categories.</p> <p><input checked="" type="checkbox"/> If YES to both. If the student meets the Special Education Determination for Eligibility criteria in one or more disability categories, continue to Criterion #2.</p>	<p><input checked="" type="checkbox"/> Evaluation Data Date: 8/20XX</p> <p><input checked="" type="checkbox"/> Disability Eligibility Determination Form (required) Date: 8/20XX</p> <p><input checked="" type="checkbox"/> Individual Education Program (required) Date: 8/15/20XX</p> <p><input type="checkbox"/> Other:</p>

Guidelines – Criterion 2

Participation Criterion #2:	Response (Answer to Criterion):	Sources of Evidence and Justification
<p>1. The student’s demonstrated cognitive functioning and adaptive behavior in the home, school and community environments are significantly below age expectations, <i>even with</i> program modifications and accommodations.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The IEP team reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) in all academic areas AND adaptive behavior(s), to inform the IEP decision.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> If NO to either question. Stop Here. The student does not have a significant cognitive disability. The student is not eligible to participate in alternate assessments. The district must determine state approved in the general assessment, if any. Refer to the accommodations section of the IEP.</p> <p><input checked="" type="checkbox"/> If YES to both. Continue to Criterion #3.</p>	<p><input checked="" type="checkbox"/> Evaluation Data (required) Date:8/20XX</p> <p><input checked="" type="checkbox"/> Individual Education Program (required) Date: 8/15/20XX</p> <p><input checked="" type="checkbox"/> Previous IEP if available (required) Date: 8/20/20XX</p> <p><input checked="" type="checkbox"/> Progress Monitoring Data (required): 8/20XX</p> <p><input checked="" type="checkbox"/> Teacher Observations (optional): 8/20XX</p> <p><input checked="" type="checkbox"/> Other: Parent Input (see conference summary)</p> <p><input type="checkbox"/> Supporting Comments (optional):</p>

Guidelines – Criterion 3

Participation Criterion #3:	Response (Answer to Criterion):	Sources of Evidence and Justification
<p>1. Does the student require extensive individual direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Maine Learning Results to maintain and generalize learning</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2. IEP team reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) to inform the decision.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>NO to either question. Stop Here. The IEP team determines that the student does not require direct instruction across multiple settings and/or accommodations, modifications, and supports that exceed what is allowed on the general assessments for students.</p> <p><input checked="" type="checkbox"/> YES to both. The student requires extensive direct individual instruction in multiple settings and substantial supports to achieve measurable gains in the grade and age appropriate curriculum that do exceed what is allowed on the general assessments.</p>	<p><input checked="" type="checkbox"/> Evaluation Data Date: 8/20XX</p> <p><input checked="" type="checkbox"/> Disability Eligibility Determination Form Date: 8/20XX</p> <p><input checked="" type="checkbox"/> Individual Education Program (required) Date: 8/15/20XX</p> <p><input checked="" type="checkbox"/> Progress Monitoring (required):8/10/20XX</p> <p><input type="checkbox"/> Assistive Technology Consideration Guide (optional) Date:</p> <p><input checked="" type="checkbox"/> Accommodations Determination Form (required) Date: 8/15/20XX</p> <p><input checked="" type="checkbox"/> Parent Input (required): 8/15/20XX (conference summary)</p>

Last Check

The student's participation should not be a result of:

- **A disability category or label**
- **Poor attendance or extended absences**
- **Native language, social, cultural, and economic differences,**
- **Expected poor performance on the general education assessment**
- **pre-determined poor performance on the grade-level assessment**
- **Academic and other services student receives**
- **Educational environment or instructional setting**
- **Percent of time receiving special education**
- **English Language Learner (ELL) status**
- **Low reading level/achievement level**
- **Anticipated student's disruptive behavior**
- **Impact of student scores on accountability system**
- **Administrator decision**
- **Anticipated emotional duress**
- **Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process**

Determination



Step 4: Self-reflection

- 1) Did your group determine that your student qualified for Alternate Assessment using the Participation Guidance? Why or why not?
- 2) Did your group have difficulty coming to consensus on any particular criterion? Why or why not?
- 3) After having time to work with the Participation Guidelines, how comfortable/confident are your group members in using the Guidance in an IEP meeting? What questions/concerns about the guidelines does your group still have?

Step 5: Report out Decision and why