

MAP-A Participation Eligibility Criteria

Map-A eligibility is determined by the students IEP team, using DESE established criteria. If the IEP team for a student with a disability answers “yes” to **all five** of the following eligibility questions, then he or she is eligible for MAP-A participation.

MAP-A Participation Eligibility Criteria	
Yes	No
	1. The student has a demonstrated significant <u>cognitive</u> disability and adaptive behavioral skills. Therefore, the student has difficulty acquiring new skills, and skills must be taught in very small steps.
	2. The student does not keep pace with peers, even with the majority of students in special education, with respect to the total number of skills acquired.
	3. The student’s educational program centers on the application of <u>essential</u> skills to the Missouri Show-Me Standards.

MAP-A Participation Eligibility Criteria Supplement

The statements below provide additional information for criterion number three: “The student’s educational program centers on the **application of essential skills** to the Missouri Show-Me Standards.” These statements may assist IEP teams in identifying students whose instructional focus is on the **application of essential skills** to the Missouri Show-Me Standards.

1. The student’s reading ability is limited and, as such, the student acquires information primarily through other methods.
2. The student’s ability to demonstrate knowledge by writing or speaking is limited; thus, the student must often use other methods to express ideas and share information.
3. The student requires significant supports to access the general education curriculum while demonstrating modest progress in that curriculum.
4. The student typically has difficulty solving novel problems or using newly acquired skills in differing situations.
5. The student’s educational priorities primarily address essential skills that will be used in adult daily living.
6. The student’s post-secondary outcomes will likely require supported or assisted living.
7. The student requires instruction in small groups or on a one-to-one basis, with frequent prompts and guidance from adults.

	4. The IEP team, as documented in the IEP, does not recommend participation in the MAP subject area assessments or taking the MAP with accommodations.
	5. The student’s inability to participate in the MAP subject-area assessments is not primarily the result of excessive absences; visual or auditory disabilities; or social, cultural, language, or economic differences.