

MISSOURI DIVISION OF ELEMENTARY & SECONDARY EDUCATION WEBINAR  
ALTERNATE ASSESSMENTS

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Thursday, February 28, 2013

MS. THOMAS: TODAY'S WEBINAR WILL BE IN LISTEN ONLY MODE WITH TEXT CHAT. IF YOU HAVE NOT ALREADY DONE SO, PLEASE PRINT THE HANDOUTS AND HAVE AVAILABLE THROUGH THE WEBINAR AS WE WILL BE REFERRING TO THESE FREQUENTLY. WE WELCOME AND ENCOURAGE QUESTIONS RELATED TO TODAY'S TOPIC OF ALTERNATE ASSESSMENT, GUIDANCE FOR IEP TEAMS IN MISSOURI. YOU MAY ASK QUESTIONS BY TYPING IN THE CHAT WINDOW. WE WILL TRY TO ANSWER THE QUESTIONS AT THE END OF THE WEBINAR. QUESTIONS NOT SPECIFICALLY RELATED TO THE WEBINAR'S TOPIC WILL BE REFERRED TO THE SPECIAL EDUCATION SUPERVISORS FOR INDIVIDUAL RESPONSES. THE Q AND A WILL BE POSTED ALONG WITH THE SLIDES AND THE RECORDING ON THE DESE WEBINAR WEBSITE. THIS WEBINAR AND THE UPDATED RESOURCES WILL ALSO BE AVAILABLE ON THE OFFICE OF SPECIAL EDUCATION COMPLIANCE GENERAL GUIDANCE PAGE AS WELL. SO LET'S GET STARTED. WE'RE HOPEFUL THAT THE UPDATED CHECKLIST AND THE NEW RESOURCE DOCUMENTS ALONG WITH THE INFORMATION CONTAINED IN THIS WEBINAR WILL PROVIDE VALUABLE GUIDANCE FOR KEEP TEAMS AS THEY CONSIDER PARTICIPATION IN ALTERNATE ASSESSMENTS. WELCOME TO OUR WEBINAR ABOUT ALTERNATE ASSESSMENTS, GUIDANCE FOR IEP TEAMS. WE WILL BE FOCUSING ON PARTICIPATION OF STUDENTS WITH DISABILITIES IN BOTH STATE AND DISTRICT ALTERNATE ASSESSMENTS AS WELL AS DETAILING THE FACTORS THAT MUST BE CONSIDERED IN DETERMINING IF A STUDENT IS ELIGIBLE TO PARTICIPATE IN THE ALTERNATE ASSESSMENTS. WE WILL ALSO BE DESCRIBING HOW TO DOCUMENT THE DECISIONS ON THE IEP FOR COMPLIANCE WITH IDEA. AND IN ADDITION, NEW RESOURCES FOR PARENTS AND DISTRICTS WILL BE INTRODUCED INCLUDING A FLOWCHART, A CHECKLIST AND GUIDANCE DOCUMENTS. FINALLY WE WILL BE ANSWERING YOUR QUESTIONS. THE TEAM THAT RESEARCHED AND DEVELOPED THIS WEBINAR AND NEW RESOURCES CONSISTED OF FRONT ROW, NANCY THOMAS, ASSISTANT DIRECTOR, SPECIAL EDUCATION COMPLIANCE, MARY WOOD, ASSISTANT SUPERINTENDENT MISSOURI SCHOOLS FOR SEVERELY DISABLED, SUSAN BORGMEYER, COMPLIANCE CONSULTANT KANSAS CITY RPDC, DENIS MOORE, COMPLIANCE CONSULTANT SOUTHEAST RPDC AND BACK ROW, JULIE BOWER, SPECIAL EDUCATION COMPLIANCE SUPERVISOR, NANCY KEATING, ASSISTANT DIRECTOR ASSESSMENT, MEGAN FREEMAN, SPECIAL EDUCATION EFFECTIVE PRACTICES AND MICHAEL MINKS, COORDINATED ASSESSMENT. NOT PICTURED IS SAMANTHA BOUCHER, SUPERVISOR. AS A RESULT OF PARTICIPATING IN THIS WEBINAR, YOU SHOULD BE ABLE TO, ONE, UNDERSTAND HOW PARTICIPATION IN ALTERNATE ASSESSMENTS IMPACTS STATE AND DISTRICT DATA. TWO, UNDERSTAND THE 1% ONLY AFFECTS ACCOUNTABILITY, NOT ELIGIBILITY FOR PARTICIPATION. THREE, KNOW THE LEGAL FOUNDATION FOR THE ALTERNATE ASSESSMENT. FOUR, KNOW THE CRITERIA AND BE ABLE TO APPLY THE CRITERIA TO MAKE IEP TEAM DECISIONS REGARDING ELIGIBILITY FOR PARTICIPATION IN THE ALTERNATE ASSESSMENT. FIVE, BE ABLE TO DOCUMENT DECISIONS REGARDING ALTERNATE ASSESSMENTS ON THE IEP. SIX, KNOW HOW TO SELECT ALTERNATE ASSESSMENTS FOR DISTRICT-WIDE ASSESSMENTS. SEVEN, KNOW THE IMPLICATIONS FOR CHANGING THE ALTERNATE ASSESSMENT TO GENERAL EDUCATION ASSESSMENT. AND EIGHT, KNOW WHERE TO GET ADDITIONAL ASSISTANCE AND RESOURCES. LET'S START OUR DISCUSSION WITH A LITTLE BACKGROUND. FIRST, THE CRITERIA FOR PARTICIPATION IN THE MISSOURI ALTERNATE

ASSESSMENT IS NOT CHANGING. WHAT IS CHANGING IS THE LOOK OF THE MAP-A PARTICIPATION ELIGIBILITY CRITERIA CHECKLIST THAT'S BEEN AROUND SINCE IDEA REQUIRED STATES TO HAVE ALTERNATE ASSESSMENTS. THE OLD VERSION HAS BEEN REWORKED TO INCLUDE BOTH A CHECKLIST VERSION AND A FLOWCHART VERSION. IN ADDITION, THE CRITERIA HAS BEEN REWORDED AND REGROUPED TO MAKE IT EASIER FOR IEP TEAMS TO MAKE APPROPRIATE DECISIONS. THE DEPARTMENT HAS ALSO DEVELOPED A GUIDANCE DOCUMENT TO ACCOMPANY THE NEW FLOWCHART AND UPDATED CHECKLIST WHICH FURTHER EXPLAIN THE ELIGIBILITY CRITERIA. SECOND, THE PARTICIPATION ELIGIBILITY CRITERIA WILL NOT CHANGE WHEN MISSOURI MOVES FROM THE CURRENT PORTFOLIO-BASED ASSESSMENTS THROUGH THE MEASURED PROGRESS TO THE DYNAMIC LEARNING MAPS AS THE STATE'S ALTERNATE ASSESSMENT. PLEASE BE WATCHING FOR SELS MESSAGES REGARDING THE TIMELINE FOR THIS CHANGE. SO LET'S GET STARTED. AS REQUIRED BY THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT OR IDEA, THE STATE OF MISSOURI HAS DEVELOPED THE PART B STATE PERFORMANCE PLAN OR SPP. THE SPP IS A SIX-YEAR PLAN INCLUDING TARGETS FOR STUDENT PERFORMANCE INDICATORS AND IMPROVEMENT ACTIVITIES DESIGNED TO ENABLE DISTRICTS IN THE STATE TO MEET THESE TARGETS. THE SPP IS ESSENTIALLY THE IEP FOR THE STATE AND DISTRICTS IN MISSOURI FOR IMPLEMENTING IDEA. JUST AS PROGRESS TOWARD KEEP GOALS IS REPORTED, SO IS PROGRESS ON THE SPP TARGETS. THIS IS ACCOMPLISHED THROUGH THE ANNUAL PERFORMANCE REPORT OR APR IN EACH DISTRICT'S SPECIAL EDUCATION PROFILE. THE ANNUAL SPECIAL EDUCATION PROFILE IS BASED ON THE SPP AND COMPARES THE DISTRICT'S PERFORMANCE TO THE STATE TARGETS FOR TEN OF THE 20 INDICATORS. IT IS VERY IMPORTANT FOR DISTRICTS TO REVIEW AND ANALYZE THIS DATA FOR IMPROVING THE OUTCOMES FOR STUDENTS WITH DISABILITIES IN THE LOCAL DISTRICT. YOU CAN VIEW YOUR DISTRICT'S SPECIAL EDUCATION PROFILE ON THE MISSOURI COMPREHENSIVE DATA SYSTEM PORTAL, WHICH CAN BE EASILY ACCESSED FROM THE DEPARTMENT'S WEB PAGE. THE STATE PERFORMANCE PLAN INCLUDES 20 INDICATORS. INDICATOR 3 OF THE PLAN ADDRESSES THE PARTICIPATION AND THE PERFORMANCE OF STUDENTS WITH IEP'S ON STATEWIDE ASSESSMENTS. PARTICIPATION OF STUDENTS WITH DISABILITIES IN STATEWIDE AND DISTRICT-WIDE ASSESSMENTS IS REQUIRED BY A NUMBER OF STATE AND FEDERAL LAWS AND REGULATIONS. FOR THOSE STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES WHO ARE UNABLE TO PARTICIPATE IN STATEWIDE AND DISTRICT-WIDE ASSESSMENTS OF THE GENERAL EDUCATION CURRICULUM THE IDEA ALLOWS FOR THESE STUDENTS TO PARTICIPATE IN AN ALTERNATE ASSESSMENT. THIS REINFORCES THE IMPORTANCE THAT IDEA PLACES ON ACCOUNTABILITY FOR ALL STUDENTS WITH DISABILITIES AND THE EXPECTATION THAT STUDENTS WITH DISABILITIES CAN ACHIEVE HIGH STANDARDS. IT IS IMPORTANT FOR IEP TEAMS TO REALIZE THAT SCORES FOR ALL STUDENTS INCLUDING STUDENTS WHO QUALIFY FOR THE ALTERNATE ASSESSMENT ARE INCLUDED FOR ACCOUNTABILITY PURPOSES. THIS IS REFLECTED ON THE SPP IN EACH DISTRICT'S SPECIAL EDUCATION PROFILE. FOR DISTRICT AND STATE ACCOUNTABILITY PURPOSES SCORES FOR ALL STUDENTS, INCLUDING ALL STUDENTS WITH DISABILITIES, ARE INTEGRATED INTO DISTRICT SCORES. FEDERAL ACCOUNTABILITY RULES ALLOW FOR THE INCLUSION OF NO MORE THAN 1% OF ADVANCED OR PROFICIENT SCORES FOR THE TOTAL TESTED POPULATION IN A CONTENT AREA TO BE BASED ON THE ALTERNATE ASSESSMENT FOR FEDERAL SCHOOL DISTRICT ACCOUNTABILITY CALCULATIONS. THIS IS COMMONLY REFERRED TO AS THE 1% RULE. THE 1% RULE IS NOT A LIMITATION ON THE NUMBER OF A DISTRICT'S IEP STUDENT POPULATION WHO MAY BE ELIGIBLE TO PARTICIPATE IN ALTERNATE ASSESSMENT. INSTEAD, THE 1% RULE ONLY ADDRESSES THE INCLUSION OF PROFICIENT AND ADVANCED SCORES IN ACCOUNTABILITY CALCULATIONS. NOTE THE

FIRST BULLETS FOR FICTION AND FACT. THE 1% RULE DOES NOT ALTER THE RESPONSIBILITY FOR THE IEP TEAM TO MAKE INDIVIDUAL DETERMINATIONS ABOUT HOW A CHILD IS ASSESSED. ANY STUDENT WHO MEETS ALL FIVE ELIGIBILITY CRITERIA IS ELIGIBLE TO TAKE THE ALTERNATE ASSESSMENT. THE 1% RULE IN NO WAY LIMITS THE NUMBER OF STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES WHO MAY TAKE AN ALTERNATE ASSESSMENT WHEN THE IEP TEAM DETERMINES IT IS APPROPRIATE. REMEMBER THAT THE 1% RULE ADDRESSES ONLY THE INCLUSION OF PROFICIENT AND ADVANCED SCORES FROM THE STATEWIDE ALTERNATE ASSESSMENT FOR ACCOUNTABILITY CALCULATIONS. THE SECOND FICTION AND FACT BULLETS RELATE TO WHAT HAPPENS WHEN A DISTRICT EXCEEDS THE 1% RULE. INDIVIDUAL STUDENT REPORTS ARE NEVER CHANGED AND ALL STUDENTS WHO SCORE PROFICIENT OR ADVANCED ON THE ALTERNATE ASSESSMENT WILL RECEIVE STUDENT REPORTS THAT REFLECT THE SCORE ACHIEVED. THE 1% RULE ONLY APPLIES TO THE REPORTING OF STUDENT SCORES FALLING IN THE PROFICIENT ADVANCED RANGES ON THE ALTERNATE ASSESSMENT FOR ACCOUNTABILITY PURPOSES. FOR QUESTIONS RELATED TO THE 1% RULE ON ACCOUNTABILITY, PLEASE CONTACT THE OFFICE OF DATA SYSTEM MANAGEMENT IN THE ACCOUNTABILITY DATA SECTION. NO SINGLE LAW GOVERNS ALTERNATE ASSESSMENTS. INSTEAD, AN INTERCONNECTED NETWORK OF STATE AND FEDERAL LAWS REGULATE ELIGIBILITY, CONTENT AND ACCOUNTABILITY OF ALTERNATE ASSESSMENTS. THE NO CHILD LEFT BEHIND PACT OR NCLB STIPULATES THAT STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES MUST PARTICIPATE IN ASSESSMENTS OF STATEWIDE STUDENT ACHIEVEMENT. NCLB ALLOWS STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES WITH AN ALTERNATE ASSESSMENT WITH THOSE STUDENTS SCORES BEING INCLUDED FOR STATE AND DISTRICT ACCOUNTABILITY PURPOSES. SECTIONS 300.320 (A) (2) AND 300.320 (A) (6) FOR THE FEDERAL REGULATIONS OF IMPLEMENTING IDEA AND REGULATION 4 OF THE MISSOURI STATE PLAN FOR SPECIAL EDUCATION ADDRESS ALTERNATE ASSESSMENTS FOR STUDENTS WITH DISABILITIES AS WELL. THESE REGULATIONS REQUIRE THAT THE IEP INCLUDES A STATEMENT OF ANY INDIVIDUAL APPROPRIATE ACCOMMODATIONS THAT ARE NECESSARY TO MEASURE THE ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE OF THE CHILD ON STATE AND DISTRICT-WIDE ASSESSMENTS. IN ADDITION, IF THE IEP TEAM DETERMINES THE CHILD SHOULD TAKE AN ALTERNATE ASSESSMENT ON A PARTICULAR STATE OR DISTRICT WIDE ASSESSMENT OF STUDENT ACHIEVEMENT, THE IEP MUST INCLUDE A STATEMENT OF WHY THE CHILD CANNOT PARTICIPATE IN THE REGULAR ASSESSMENT AND WHY THE PARTICULAR ALTERNATE ASSESSMENT CHOSEN IS APPROPRIATE FOR THE CHILD. WE'RE NOW GOING TO BEGIN LOOKING AT THE CRITERIA THAT IEP TEAMS MUST CONSIDER WHEN MAKING DECISIONS ABOUT PARTICIPATION IN THE ALTERNATE ASSESSMENT. THE DEPARTMENT HAS DEVELOPED THREE NEW RESOURCES TO ASSIST IEP TEAMS IN THIS PROCESS. IT WILL BE BENEFICIAL TO HAVE COPIES OF THE NEW FLOWCHART, CHECKLIST AND THE GUIDANCE DOCUMENT AVAILABLE AS WE PROCEED. AS AN OVERVIEW, THE FLOWCHART AND THE CHECKLIST INCLUDE THE EXACT SAME INFORMATION. IEP TEAMS CAN CHOOSE EITHER RESOURCE TO CONSIDER THE PROCESS OF EACH OF THE FIVE CRITERIA THAT MUST BE MET IN THE ALTERNATE ASSESSMENT. THESE TWO RESOURCES ARE DESIGNED TO BE USED IN CONJUNCTION WITH THE GUIDANCE DOCUMENT WHICH PROVIDES MORE DETAILED INFORMATION TO ASSIST IEP TEAMS AS THEY CAREFULLY CONSIDER EACH OF THE CRITERIA. IT PROVIDES ADDITIONAL GUIDANCE AND

CLARIFICATION. FOR TODAY'S WEBINAR WE'RE GOING TO BE USING THE CHECKLIST TO ILLUSTRATE THE PROCESS. THE FIRST CRITERION THAT MUST BE CONSIDERED INVOLVES ELIGIBILITY FOR IDEA. ONLY STUDENTS WHO HAVE BEEN IDENTIFIED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT ARE ELIGIBLE TO PARTICIPATE IN THE ALTERNATE ASSESSMENT. IF THE STUDENT HAS NOT BEEN EVALUATED OR WAS EVALUATED AND IS NOT ELIGIBLE UNDER IDEA, THEN THE STUDENT MUST PARTICIPATE IN STATE AND DISTRICT-WIDE ASSESSMENTS. FOR EXAMPLE, A STUDENT HAS A MEDICAL DIAGNOSIS OF ATTENTION DEFICIT HYPERACTIVITY DISORDER AND WAS EVALUATED FOR SPECIAL EDUCATION BUT IS NOT ELIGIBLE UNDER IDEA. THEREFORE, THE STUDENT WOULD NOT MEET THIS ELIGIBILITY CRITERION AND IS NOT ELIGIBLE TO PARTICIPATE IN THE ALTERNATE ASSESSMENT. THE STUDENT MUST PARTICIPATE IN STATE AND DISTRICT-WIDE ASSESSMENTS. ANOTHER EXAMPLE WOULD BE A STUDENT WHO WAS EVALUATED AND IDENTIFIED AS HAVING A DISABILITY UNDER SECTION 504. THE STUDENT CURRENTLY HAS A 504 PLAN. THIS STUDENT WOULD NOT MEET THIS ELIGIBILITY CRITERION AND IS NOT ELIGIBLE TO PARTICIPATE IN THE ALTERNATE ASSESSMENT. THIS STUDENT MUST ALSO PARTICIPATE IN STATE AND DISTRICT-WIDE ASSESSMENTS. IF THE STUDENT HAS BEEN EVALUATED AND FOUND ELIGIBLE UNDER IDEA, THEN THE IEP TEAM WOULD PROCEED TO THE NEXT CRITERION ON THE CHECKLIST IN ORDER TO DETERMINE IF THE STUDENT IS ELIGIBLE TO PARTICIPATE IN THE ALTERNATE ASSESSMENT. IT IS IMPORTANT TO REMEMBER THAT ONLY STUDENTS WHO ARE IDEA ELIGIBLE CAN BE CONSIDERED FOR PARTICIPATION IN THE ALTERNATE ASSESSMENT. THE SECOND CRITERION REQUIRES THE IEP TEAM TO DETERMINE IF THE STUDENT DEMONSTRATES THE MOST SIGNIFICANT COGNITIVE DISABILITIES AND LIMITED ADAPTIVE SKILLS. THESE MAY BE COMBINED WITH PHYSICAL OR BEHAVIORAL LIMITATIONS. WHILE THERE IS NO METHOD OF DETERMINING IF A STUDENT DEMONSTRATES THE MOST SIGNIFICANT COGNITIVE DISABILITY, IT IS CLEAR THAT THIS DECISION MUST BE MADE BY COMPARING THE STUDENT TO THE ENTIRE POPULATION OF OTHER STUDENTS OF THE SAME AGE, NOT JUST OTHER STUDENTS WITHIN THE DISTRICT OR SCHOOL BUILDING. THE MOST VALID AND RELIABLE WAYS TO DETERMINE THE MOST SIGNIFICANT COGNITIVE DISABILITIES IS THROUGH THE USE OF STANDARDIZED ASSESSMENTS OR AN ANALYSIS OF PERVASIVE SUPPORTS. IN ADDITION TO DEMONSTRATING THE MOST SIGNIFICANT COGNITIVE DISABILITIES, THE STUDENT MUST ALSO DEMONSTRATE ADAPTIVE SKILLS THAT ARE SIGNIFICANTLY LIMITED AS COMPARED TO SAME-AGED PEERS. LET'S TAKE SOME TIME TO DISCUSS WHAT'S MOST SIGNIFICANT COGNITIVE DISABILITY REALLY MEANS. IN LOOKING AT THE IDEA, WE FIND IT DOES NOT PROVIDE ANY GUIDANCE ON DETERMINING THE MOST SIGNIFICANT COGNITIVE DISABILITIES. HOWEVER, IT DOES PROVIDE SPECIFIC GUIDANCE THAT ALL ASSESSMENTS AND TESTING MATERIALS BE VALID AND RELIABLE AS WELL AS ADMINISTERED BY TRAINED PERSONNEL ACCORDING TO THE INSTRUCTIONS OF THE TEST PRODUCER. NCLB ALSO REFERS TO THE MOST SIGNIFICANTLY COGNITIVELY DISABLED, BUT PROVIDES NO DEFINITION OF THIS TERM. SO WE MUST TURN TO OTHER FIELDS THAT HAVE DEFINED THE TERM. IN ANALYSIS IT IS FOUND THAT ONLY TRAINED PERSONNEL DETERMINE THE COGNITIVE FUNCTIONING LEVEL OF A CHILD NOT ONLY THROUGH VALID AND RELIABLE MEASURES OF ABILITY BUT ALSO REFERRING TO PROFESSIONAL RESOURCES TO GUIDANCE P INTELLIGENCE TESTS INCLUDING BUT NOT LIMITED TO, THE WECHSLER SCALES, LIEDER AND STANFORD-BINET ALL FIELD STANDARD SCORES TO ASSIST TRAINED PERSONNEL IN DETERMINING A LEVEL OF COGNITIVE FUNCTIONING. IN INTERPRETING THESE SCORES, PROFESSIONALS MOST OFTEN REFER TO THE MOST CURRENT VERSIONS OF RESOURCES SUCH AS THE AMERICAN ASSOCIATION ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES, THE DIAGNOSTIC AND STATISTICAL MANUAL OF

MENTAL DISORDERS AND THE INTERNATIONAL CLASSIFICATION, ALL OF WHICH PROVIDE DESCRIPTIONS OF COGNITIVE DISABILITY RANGES. LET'S TAKE A FEW MINUTES TO DISCUSS THE FOUR COGNITIVE DISABILITY RANGES AND THE DESCRIPTION OF THE LEVEL OF SUPPORT FOR EACH ONE OF THE FIRST COGNITIVE RANGE INCLUDES IQ SCORES RANGING FROM 50 TO 70. STUDENTS WITH A COGNITIVE SCORE IN THIS RANGE WOULD REQUIRE ONLY MILD SUPPORT. THE SECOND COGNITIVE RANGE INCLUDES IQ SCORES RANGING FROM 35 TO 55. THESE STUDENTS WOULD REQUIRE MODERATE SUPERVISION AND ASSISTANCE. THE THIRD COGNITIVE RANGE INCLUDES IQ SCORES RANGING FROM 20 TO 40. FOR THESE STUDENTS THEY CAN BE TAUGHT BASIC LIFE SKILLS AND SIMPLE TASKS WITH SUPERVISION. AND FINALLY, THE LAST COGNITIVE RANGE INCLUDES IQ SCORES BELOW 20. THOSE STUDENTS' COGNITIVE DISABILITIES ARE USUALLY CAUSED BY A NEUROLOGICAL CONDITION AND WOULD REQUIRE CONSTANT CARE. NOW, WHILE AN IQ SCORE IS NOT THE SOLE CRITERION TO DETERMINE IF A STUDENT SHOULD PARTICIPATE IN THE MISSOURI ALTERNATE ASSESSMENT, IT WOULD BE EXPECTED THAT STUDENTS TAKING THE ALTERNATE ASSESSMENT WOULD SCORE SIGNIFICANTLY LOWER THAN THEIR PEERS WITH OR WITHOUT DISABILITIES ON STANDARDIZED TESTS OF COGNITIVE ABILITY OR THAT THESE STUDENTS MAY NOT BE ABLE TO ACHIEVE A VALID SCORE ON SUCH A STANDARDIZED TEST. IF A STANDARDIZED COGNITIVE INSTRUMENT CANNOT BE UTILIZED WITH A STUDENT, INFORMATION MUST BE PROVIDED TO SHOW THE PERVASIVE LEVEL OF SUPPORT REQUIRED BY THE STUDENT. THIS INFORMATION MUST COME FROM MULTIPLE SOURCES OF INFORMATION, NOT JUST AN ADAPTIVE BEHAVIOR ASSESSMENT AND INCLUDES SKILLS THE STUDENT IS CAPABLE OF PERFORMING AS WELL AS THOSE AREAS IN WHICH HE OR SHE HAS DIFFICULTY. A COMPREHENSIVE REVIEW WOULD BE EXPECTED TO INCLUDE EACH OF THE FOLLOWING AREAS. COMMUNICATION. SELF-CARE, DAILY LIVING, SOCIAL SKILLS, ACCESS TO COMMUNITY, SELF-DIRECTION, HEALTH AND SAFETY, FUNCTIONAL ACADEMICS, LEISURE AND WORK. AND FINALLY, THE MOST SIGNIFICANT COGNITIVE DISABILITIES WILL BE FOUND IN CONJUNCTION WITH THE MOST SIGNIFICANT DEFICITS IN ADAPTIVE FUNCTIONING. THIS MEANS THAT THE STUDENT'S ADAPTIVE SKILLS AND BEHAVIOR AS MEASURED BY TESTS OF ADAPTIVE FUNCTIONING MUST BE COMMENSURATE WITH THE SCORES AND SEE THAT THE STUDENT FUNCTIONS IN THE MOST SIGNIFICANT CATEGORIZATION RANGES. BASED ON ALL OF THAT INFORMATION, IF THE STUDENT DOES NOT DEMONSTRATE THE MOST SIGNIFICANT COGNITIVE DISABILITY AND LIMITED ADAPTIVE SKILLS, THEY MAY BE COMBINED WITH PHYSICAL OR BEHAVIORAL LIMITATIONS THEN THE STUDENT MUST PARTICIPATE IN STATE AND DISTRICT-WIDE ASSESSMENTS. IF THE STUDENT DOES DEMONSTRATE THE MOST SIGNIFICANT COGNITIVE DISABILITY AND LIMITED ADAPTIVE SKILLS, THEY MAY BE COMBINED WITH PHYSICAL OR BEHAVIORAL LIMITATIONS, THEN THE IEP TEAM WILL PROCEED TO THE NEXT STEP. THE THIRD CRITERION REQUIRES IEP TEAMS TO DETERMINE IF THE STUDENT'S MOST SIGNIFICANT COGNITIVE DISABILITY IMPACTS THE STUDENT'S ACCESS TO THE CURRICULUM AND REQUIRES SPECIALIZED INSTRUCTION. IN DETERMINING ELIGIBILITY FOR THIS CRITERION, THE IEP TEAM WILL HAVE TO EXAMINE IF THE STUDENT'S DAILY INSTRUCTION ON THE CHRONOLOGICALLY-AGE, APPROPRIATE ACADEMIC CONTENT STANDARDS AND THE GRADE LEVEL BENCHMARKS IS SUBSTANTIALLY DIFFERENT FROM THAT OF PEERS WITH OR WITHOUT DISABILITIES. IN ADDITION, THE TEAM WILL HAVE TO ASCERTAIN IF THE STUDENT REQUIRES INTENSIVE INSTRUCTIONAL STRATEGIES, WHICH MAY INCLUDE, BUT ARE NOT LIMITED TO, REPEATED DRILL AND PRACTICE IN MULTIPLE SETTINGS AND SKILLS TAUGHT IN SUBSTANTIALLY SMALLER STEPS THAN PEERS WITH FREQUENT PROMPTS AND GUIDANCE FROM ADULTS. THE STUDENT WILL ALSO REQUIRE INTENSIVE SUPPORTS IN THE SCHOOL SETTING AS EVIDENCED BY INDIVIDUALIZED INSTRUCTION

AS WELL AS ADULT SUPERVISION AND ASSISTANCE THROUGHOUT THE SCHOOL DAY. THE STUDENT'S MODIFIED CURRICULUM MAY CONSIST OF FUNCTIONAL LIFE SKILLS SUCH AS PREACADEMICS, COMMUNICATION, SELF-CARE, DAILY LIVING AND SOCIAL SKILLS. FINALLY, THE STUDENT WOULD REQUIRE INFORMATION TO BE OBTAINED PRIMARILY THROUGH METHODS OTHER THAN READING DUE TO LIMITED READING ABILITY AND ALSO WOULD USE ALTERNATIVE METHODS TO EXPRESS OR SHARE ORAL OR WRITTEN IDEAS AND INFORMATION WITH OTHERS. BASED ON ALL OF THAT INFORMATION, IF THE STUDENT DOES NOT MEET THIS CRITERION, THE STUDENT MUST PARTICIPATE IN STATEWIDE AND DISTRICT-WIDE ASSESSMENTS. THE STUDENT MAY BE ELIGIBLE TO USE ACCOMMODATIONS ON THESE ASSESSMENTS BASED ON KEEP TEAM DECISION. HOWEVER, IF BASED ON ALL OF THAT INFORMATION, THE STUDENT DOES MEET THIS CRITERION, THE STUDENT MAY BE ELIGIBLE FOR THE ALTERNATE ASSESSMENT AND THE IEP TEAM WOULD PROPOSE TO THE NEXT CRITERION. THE FOURTH CRITERION REQUIRES THE IEP TEAM TO DETERMINE IF THE STUDENT'S MOST SIGNIFICANT COGNITIVE DISABILITY IMPACTS THE STUDENT'S POST-SCHOOL OUTCOMES. IN ORDER TO MEET THIS CRITERION, THE STUDENT'S POSTSECONDARY OUTCOMES FOR INDEPENDENT LIVING WILL LIKELY REQUIRE SUPPORTED OR ASSISTED LIVING. THE STUDENT MAY HAVE A GUARDIAN WHEN HE OR SHE TURNS 18. THE STUDENT WOULD LIKELY REQUIRE MODERATE OR SIGNIFICANT SUPERVISION IN ORDER TO ACCESS THE COMMUNITY FOR RECREATION, EMPLOYMENT, TRAINING AND DAILY LIVING. IN ADDITION, THE STUDENT'S POSTSECONDARY OUTCOMES FOR EDUCATION AND TRAINING WILL INCLUDE ON-THE-JOB TRAINING FOR WORK AS WELL AS SOCIAL, COMMUNICATION OR BEHAVIOR. SECONDARY OUTCOMES TO IMPLEMENT THE LIKELY RESULT IN SHELTERED OR SUPPORTED EMPLOYMENT, PART-TIME EMPLOYMENT, PARTICIPATION IN DAY ACTIVITY CENTERS OR THE HOME. NOW, BASED UPON THE REQUIREMENTS FOR THIS CRITERION, IF THE STUDENT DOES NOT REQUIRE SUPPORTED OR ASSISTED LIVING, DOES NOT REQUIRE MODERATE TO SIGNIFICANT SUPERVISION IN ORDER TO ACCESS THE COMMUNITY TO RECREATION, EMPLOYMENT, TRAINING OR DAILY LIVING AND WILL LIKELY BE COMPETITIVELY EMPLOYED AT A JOB SITE OTHER THAN SHELTERED WORKSHOPS OR THROUGH SUPPORTED EMPLOYMENT, THEN THE STUDENT WOULD MOST LIKELY NOT BE ELIGIBLE TO PARTICIPATE IN THE ALTERNATE ASSESSMENT AND MUST PARTICIPATE IN STATEWIDE ASSESSMENT AND DISTRICT-WIDE ASSESSMENTS. THE IEP TEAM WOULD NEED TO CONSIDER WHETHER THE STUDENT WOULD REQUIRE ACCOMMODATIONS TO PARTICIPATE IN THESE REGULAR ASSESSMENTS. BASED UPON THE REQUIREMENTS FOR THIS CRITERION, IF THE STUDENT DOES REQUIRE SUPPORTED OR ASSISTED LIVING, DOES REQUIRE MODERATE TO SIGNIFICANT SUPERVISION IN ORDER TO ACCESS THE COMMUNITY FOR RECREATION, EMPLOYMENT, TRAINING AND DAILY LIVING, WE WILL LIKELY OBTAIN ON-THE-JOB TRAINING FOR SHELTERED OR SUPPORTED EMPLOYMENT AS WELL AS REQUIRED TRAINING ON SKILL ACQUISITION FOR SOCIAL, COMMUNICATION AND/OR BEHAVIOR, THEN THE STUDENT WOULD BE ELIGIBLE TO PARTICIPATE IN THE ALTERNATE ASSESSMENT. THIS DECISION IS SUPPORTED BY THE STUDENT'S POSTSECONDARY OUTCOMES FOR EMPLOYMENT, WHICH WILL LIKELY RESULT IN SHELTERED OR SUPPORTED EMPLOYMENT, PART-TIME EMPLOYMENT, PARTICIPATION IN DAY ACTIVITY CENTERS OR THE HOME. THE LAST CRITERION REQUIRES IEP TEAMS TO DETERMINE IF THE STUDENT'S DIFFICULTY IN THE GENERAL EDUCATION CURRICULUM IS PRIMARILY CAUSED BY EXCESSIVE ABSENCES, VISUAL OR AUDITORY DISABILITIES OR SOCIAL, CULTURAL, LANGUAGE OR ECONOMIC DIFFERENCES. IN ORDER FOR A STUDENT TO PARTICIPATE IN THE ALTERNATE ASSESSMENT, THE DIFFICULTY IN THE GENERAL EDUCATION CURRICULUM MUST BE PRIMARILY THE RESULT OF THE MOST SIGNIFICANT COGNITIVE DISABILITY. IF ANY OF THESE OTHER FACTORS IS DETERMINED TO BE THE PRIMARY CAUSE OF THE STUDENT'S DIFFICULTY IN THE GENERAL EDUCATION CURRICULUM, THEN THE STUDENT CANNOT

TAKE THE ALTERNATE ASSESSMENT. THESE EXCLUSIONARY FACTORS MUST BE RULED OUT IN ORDER TO MEET THIS CRITERION. NOW THROUGH THE REVIEW PROCESS, IF IEP TEAMS DETERMINE THAT THE STUDENT'S DIFFICULTY IS CAUSED BY EXCESSIVE ABSENCES, VISUAL OR AUDITORY DISABILITIES OR SOCIAL, CULTURAL, LANGUAGE OR ECONOMIC DIFFERENCES, THEN THE STUDENT WOULD NOT BE ELIGIBLE FOR THE ALTERNATE ASSESSMENT AND WOULD PARTICIPATE IN STATE AND DISTRICT-WIDE ASSESSMENTS WITH ACCOMMODATIONS IF THE IEP TEAM DETERMINES IT IS APPROPRIATE. THE IEP TEAM WOULD BE WISE TO NOTE THE WORD PRIMARILY IN THIS CRITERION. IN SOME SITUATIONS A STUDENT MAY BE MEDICALLY FRAGILE AS WELL AS HAVING THE MOST SIGNIFICANT COGNITIVE DISABILITIES. THE TEAM WOULD NEED TO ANALYZE THE ABSENCES TO ASCERTAIN WHICH FACTOR IS PRIMARILY RESPONSIBLE FOR THE STUDENT'S INABILITY TO PARTICIPATE IN THE REGULAR ASSESSMENT. THE SAME HOLDS TRUE FOR THE OTHER FACTORS AS WELL. IN OTHER WORDS, A SIGNIFICANT COGNITIVE DISABILITY CAN CO-EXIST WITH EXCESSIVE ABSENCES, VISUAL OR AUDITORY DISABILITIES OR SOCIAL, CULTURAL, LANGUAGE OR ECONOMIC DIFFERENCES. HOWEVER, IN ORDER FOR THE STUDENT TO BE ELIGIBLE TO PARTICIPATE IN THE ALTERNATE ASSESSMENT, THE PRIMARY FACTOR MUST ALWAYS BE THE SIGNIFICANT COGNITIVE DISABILITY. TO SUMMARIZE. USING THE MISSOURI ALTERNATE ASSESSMENT CRITERIA, IEP TEAMS WILL BE ABLE TO CLEARLY ASCERTAIN IF A STUDENT IS ELIGIBLE TO PARTICIPATE IN THE MISSOURI ALTERNATE ASSESSMENT. PLEASE REMEMBER, FOR A STUDENT WITH A DISABILITY TO BE ELIGIBLE TO PARTICIPATE IN THE ALTERNATE ASSESSMENT, EACH CRITERION MUST BE YES. IF ONE OF THE CRITERION IS NO, THEN THE STUDENT IS NOT ELIGIBLE TO PARTICIPATE IN THE MISSOURI ALTERNATE ASSESSMENT AND MUST PARTICIPATE IN THE STATEWIDE AND DISTRICT-WIDE ASSESSMENTS, BUT WITH ACCOMMODATIONS IF THE IEP TEAM DETERMINES THAT IS APPROPRIATE. IEP TEAMS ARE ENCOURAGED TO USE THE NEW FLOWCHART, CHECKLIST AND RESOURCE GUIDE TO ASSIST IN MAKING DECISIONS REGARDING ELIGIBILITY FOR PARTICIPATION IN ALTERNATE ASSESSMENTS. ONCE THE IEP TEAM HAS ANALYZED THE CRITERIA AND MADE AN ELIGIBILITY DETERMINATION FOR PARTICIPATION IN THE ALTERNATE ASSESSMENT, ALL DECISIONS REGARDING PARTICIPATION IN ALTERNATE ASSESSMENTS MUST BE DOCUMENTED IN THE STUDENT'S IEP. THIS IS TO ENSURE TO PARENTS OR GUARDIANS AND EDUCATORS KNOW THE TEAM'S DECISION REGARDING ASSESSMENT. CHOSEN FOR THE STUDENT. THERE ARE FIVE DIFFERENT PAGES ON THE DEPARTMENT'S MODEL IEP FORM FOR DOCUMENTATION RELATED TO DECISIONS ABOUT ALTERNATE ASSESSMENT. IF YOUR DISTRICT DOES NOT USE THE MODEL IEP FORM, BE SURE THAT THE IEP PROGRAM OR FORM YOUR DISTRICT IS USING ADDRESSES ALL OF THE COMPLIANCE REQUIREMENTS. THE SUBSEQUENT SLIDES WILL GUIDE IEP TEAMS IN CLEARLY DOCUMENTING THE DECISIONS REGARDING ALTERNATE ASSESSMENTS IN A MANNER THAT MEETS COMPLIANCE STANDARDS. THE FIRST PAGE OF THE IEP THAT ALTERNATE ASSESSMENTS DECISIONS WOULD BE DOCUMENTED IS ON THE PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE PAGE. THE GREEN ARROWS INDICATE WHERE INFORMATION ABOUT THE STUDENT THAT SUPPORTS THE ELIGIBILITY DECISION REGARDING PARTICIPATION IN THE ALTERNATE ASSESSMENTS WOULD BE FOUND. THE DESCRIPTION OF HOW THE STUDENT'S DISABILITY IMPACTS PARTICIPATION IN THE GENERAL EDUCATION CURRICULUM WOULD BE EXPECTED TO INCLUDE DESCRIPTIONS SUPPORTING WHY THE STUDENT WOULD BE ELIGIBLE FOR PARTICIPATION IN ALTERNATE ASSESSMENTS. THIS INFORMATION SHOULD THEN BE SUPPORTED BY CHANGES IN CURRENT FUNCTIONING AS WELL AS EVIDENCED BY DESCRIPTIONS OF THE MOST RECENT EVALUATION RESULTS. FOR STUDENTS PARTICIPATING IN ALTERNATE ASSESSMENTS, THE BLUE ARROW INDICATES WHERE TEAMS IDENTIFY IF BENCHMARKS OR SHORT-TERM OBJECTIVES WILL BE WRITTEN ON GOAL PAGES OR IN THIS SECTION OF THE IEP.

REMEMBER, THAT THE IDEA REQUIRES THAT BENCHMARKS OR SHORT-TERM OBJECTIVES BE WRITTEN FOR STUDENTS PARTICIPATING IN THE ALTERNATE ASSESSMENT. THESE ARE NECESSARY FOR EVERY GOAL ON THE STUDENT'S IEP BECAUSE STUDENTS WHO TAKE ALTERNATE ASSESSMENTS BY DEFINITION HAVE DIFFICULT ACQUIRING NEW SKILLS AND THOSE SKILLS MUST BE TAUGHT IN VERY SMALL STEPS. THESE SMALL STEPS ARE DOCUMENTED IN THE IEP THROUGH BENCHMARKS AND/OR OBJECTIVES FOR EACH OF THE STUDENT'S IEP GOALS. THE SECOND PAGE OF THE STATE MODEL IEP FORM WOULD BE THE SPECIAL CONSIDERATIONS PAGE UNDER SECTIONS OF STATE ASSESSMENTS AND DISTRICT ASSESSMENTS. THIS IS WHERE THE IEP TEAM WILL DOCUMENT THE DECISION ABOUT PARTICIPATION IN STATE AND DISTRICT ASSESSMENTS. THE GREEN ARROW HIGHLIGHTS WHERE THE MODEL FORM INCLUDES INFORMATION ABOUT THE REQUIRED STATEWIDE ASSESSMENTS FOR ALL STUDENTS. PARTICIPATION IN THESE ASSESSMENTS MUST BE CONSIDERED FOR EVERY STUDENT WITH A DISABILITY. IF THE TEAM DETERMINES THAT THE STUDENT WILL PARTICIPATE IN THE STATEWIDE ASSESSMENTS, THEN THE CORRESPONDING FORM D WOULD BE COMPLETED. AS YOU CAN SEE BY THE BLUE ARROW, THE MODEL FORM ALSO DOCUMENTS DECISIONS ABOUT PARTICIPATION IN DISTRICT-WIDE ASSESSMENT. IEP TEAMS WILL NEED TO REFER TO THE DISTRICT ASSESSMENT PLAN TO DETERMINE IF DISTRICT-WIDE ASSESSMENTS ARE BEING ADMINISTERED FOR THE STUDENT'S GRADE LEVEL. IF THE TEAM DETERMINES THAT THE STUDENT WILL PARTICIPATE IN THE DISTRICT-WIDE ASSESSMENTS, THEN THE CORRESPONDING FORM E WOULD BE COMPLETED. THE THIRD PAGE OF THE MODEL IEP FORM FOR DOCUMENTING DECISIONS RELATED TO ALTERNATE ASSESSMENTS WOULD BE THE ANNUAL MEASURABLE GOALS PAGE. THE STUDENT'S ANNUAL GOALS WOULD BE EXPECTED TO REFLECT THE ALTERNATE ASSESSMENT STANDARDS AND CONNECT TO THE INDIVIDUAL STUDENT'S PRESENT LEVEL OF PERFORMANCE. IF BENCHMARKS AND SHORT-TERM OBJECTIVES WERE NOT ADDRESSED IN THE PRESENT LEVEL OF PERFORMANCE, THE GREEN ARROW SHOWS WHERE THESE MUST BE DOCUMENTED ON THE ANNUAL MEASURABLE GOALS PAGES. KEEP IN MIND THAT BENCHMARKS AND SHORT-TERM OBJECTIVES, JUST LIKE IEP GOALS, MUST BE WRITTEN SMART, SPECIFIC, MEASURABLE, ATTAINABLE, RESULTS ORIENTED AND TIME BOUND. AGAIN, IT IS ALSO IMPORTANT TO REMEMBER THAT BENCHMARKS AND OBJECTIVES ARE REQUIRED FOR ALL GOALS IN THE STUDENT'S IEP. THE FOURTH PAGE OF THE MODEL IEP FORM FOR DOCUMENTING DECISIONS RELATING TO ALTERNATE ASSESSMENTS WOULD BE FORM D, STATE ASSESSMENT. THIS PAGE WILL GUIDE THE IEP TEAM THROUGH THE REQUIRED STATEWIDE ASSESSMENTS BASED ON THE STUDENT'S GRADE LEVEL. THE GRADE LEVEL ASSESSMENT OR THE END-OF-COURSE EXAM AS WELL AS THE NAEP MUST BE CONSIDERED FOR EVERY STUDENT IN THE REQUIRED GRADE LEVELS, EVEN THOSE STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES. THE TOP SECTION OF FORM D IS WHERE THE DECISIONS ABOUT PARTICIPATION IN THE STATEWIDE ASSESSMENTS WILL BE DOCUMENTED. THE GREEN ARROWS HIGHLIGHT THE STATEMENT THAT WOULD BE CHECKED FOR STUDENTS FOUND ELIGIBLE FOR PARTICIPATION IN THE ALTERNATE ASSESSMENT. AT THE BOTTOM OF FORM D IS WHERE THE IEP TEAM MUST PROVIDE JUSTIFICATION OF WHY THE STUDENT CANNOT PARTICIPATE IN THE REGULAR ASSESSMENT AS WELL AS EXPLAIN WHY THE ALTERNATE ASSESSMENT IS APPROPRIATE FOR THE STUDENT. TEAMS ARE ENCOURAGED TO REFER TO THE CRITERION FOR DETERMINING ELIGIBILITY FOR PARTICIPATION IN THE ALTERNATE ASSESSMENT AS A GUIDE FOR HOW TO PROVIDE THESE JUSTIFICATIONS. THE FIFTH PAGE OF THE MODEL IEP FORM FOR DOCUMENTING DECISIONS RELATED TO ALTERNATE ASSESSMENTS WOULD BE FORM E, DISTRICT-WIDE ASSESSMENT. THE GREEN ARROW INDICATES WHERE THE IEP TEAM WILL DOCUMENT THE DECISION THAT A STUDENT WILL NOT PARTICIPATE IN THE REGULAR ASSESSMENT AND THAT AN ALTERNATIVE ASSESSMENT HAD BEEN

ADMINISTERED. THE BLUE ARROW HIGHLIGHTS THE SECTION THAT MUST BE COMPLETED TO LIST THE NAME AND DESCRIPTION OF THE ALTERNATE ASSESSMENT REPLACING THE DISTRICT-WIDE ASSESSMENT. JUST AS FOR STATEWIDE ASSESSMENTS ON FORM D A JUSTIFICATION FOR WHY THE STUDENT CANNOT PARTICIPATE IN THE REGULAR ASSESSMENT AND WHY THE ALTERNATE ASSESSMENT IS APPROPRIATE FOR THE STUDENT IS REQUIRED FOR DISTRICT-WIDE ASSESSMENTS OF FORM E. TEAMS ARE ENCOURAGED TO REFER TO THE CRITERION FOR DETERMINING ELIGIBILITY FOR PARTICIPATION IN THE ALTERNATE ASSESSMENT AS A GUIDE FOR HOW TO DOCUMENT THESE JUSTIFICATIONS. REMEMBER, THAT THE ALTERNATE ASSESSMENT MUST MEASURE THE SAME CONTENT AREA TO THE DISTRICT-WIDE ASSESSMENT MEASURES FOR SAME GRADE PEOPLE. NOW LET'S MOVE ON TO LEARNING OBJECTIVE SIX. THE ALTERNATE ASSESSMENT PROVIDES A MECHANISM FOR STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES TO BE INCLUDED IN THE DISTRICT'S ACCOUNTABILITY SYSTEM. THIS INCLUDES PARTICIPATION IN DISTRICT-WIDE ASSESSMENTS. WHEN DETERMINING AN ALTERNATE ASSESSMENT FOR A DISTRICT-WIDE ASSESSMENT, THE IEP TEAM MUST ENSURE TO THE ALTERNATE ASSESSMENT IS CONSISTENT WITH THE PURPOSE OF THE DISTRICT-WIDE ASSESSMENT. IN OTHER WORDS, IF THE PURPOSE OF THE DISTRICT-WIDE ASSESSMENT IS TO ASSESS READING ABILITY, THE ALTERNATIVE METHOD MUST ALSO RESULT IN AN ASSESSMENT OF THE STUDENT'S READING ABILITY. THE SAME WITH OTHER POSSIBLE AREAS ASSESSED THROUGH DISTRICT-WIDE ASSESSMENTS. FOR EXAMPLE, IF THE DISTRICT'S ASSESSMENT PLAN INDICATES THAT ALL STUDENTS IN THE FOURTH GRADE WILL TAKE THE PRESIDENT'S PHYSICAL FITNESS TEST, THE STANFORD TEST OF ACHIEVEMENT AND THE OTIS-LENNON SCHOOLABILITY TEST, THEN ALL IEP TEAMS AT FOURTH GRADE STUDENTS MUST CONSIDER WHETHER THAT STUDENT CAN PARTICIPATE IN EACH OF THESE DISTRICT-WIDE ASSESSMENTS. IF THE STUDENT CANNOT PARTICIPATE IN THE REGULAR ASSESSMENT WITH OR WITHOUT ACCOMMODATIONS, THEN AN ALTERNATE ASSESSMENT THAT SERVES THE SAME PURPOSE MUST BE CHOSEN AND DOCUMENTED ON THE IEP. REFER TO THE DISTRICT ASSESSMENT PLAN TO DETERMINE IF THE DISTRICT-WIDE ASSESSMENTS ARE BEING ADMINISTERED. BEST PRACTICE WOULD BE FOR DISTRICTS TO PROVIDE IEP TEAMS WITH A LIST OF THE DISTRICT-WIDE ASSESSMENTS ADMINISTERED IN THEIR DISTRICT AND THE GRADES AT WHICH THEY ARE ADMINISTERED SO THE IEP TEAM CAN MAKE PARTICIPATION DECISIONS. IF THE IEP TEAM DETERMINES THAT A PARTICULAR DISTRICT-WIDE ASSESSMENT OR A PART OF THE ASSESSMENT IS NOT APPROPRIATE FOR AN INDIVIDUAL STUDENT, THE IEP TEAM MUST DOCUMENT IN THE IEP WHY THE DISTRICT-WIDE ASSESSMENT IS NOT APPROPRIATE AND HOW THE STUDENT WILL BE ASSESSED USING AN ALTERNATIVE ASSESSMENT. PLEASE REMEMBER, BECAUSE THE MISSOURI ALTERNATE ASSESSMENT IS A STATEWIDE ASSESSMENT, IT CANNOT BE USED AS AN ALTERNATE ASSESSMENT TO A DISTRICT-WIDE ASSESSMENT OF STUDENT ACHIEVEMENT. THE GOAL OF PROVIDING UPDATED GUIDANCE AND CLARIFICATION IS TO ASSIST IEP TEAMS IN MAKING APPROPRIATE DECISIONS REGARDING STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES PARTICIPATING IN ALTERNATE ASSESSMENTS. THE DEPARTMENT IS NOT RECOMMENDING NOR REQUIRING IEP TEAMS TO IMMEDIATELY RECONVENE TO DISCUSS ELIGIBILITY FOR PARTICIPATION IN THE ALTERNATE ASSESSMENT AS A RESULT OF THESE UPDATED GUIDANCE AND CLARIFICATION. IN FACT, THE DEPARTMENT EXPECTS THIS ADDITIONAL GUIDANCE AND CLARIFICATION TO BE USED BY IEP TEAMS AT ANNUAL IEP REVIEWS TO ASSIST THEM IN MAKING APPROPRIATE DECISIONS. HOWEVER, THE DEPARTMENT IS ALSO AWARE THAT WITH THIS ADDITIONAL GUIDANCE AND CLARIFICATION, IEP TEAMS WILL BE REEXAMINING STUDENT ELIGIBILITY FOR PARTICIPATION IN ALTERNATE ASSESSMENTS. SOME STUDENTS WILL CONTINUE TO BE FOUND ELIGIBLE TO PARTICIPATE IN THE

ALTERNATIVE ASSESSMENTS. OTHER IEP TEAMS MAY FIND THE STUDENT DOES NOT MEET THE CRITERIA FOR PARTICIPATING IN THE ALTERNATE ASSESSMENT. IN THESE CASES THE STUDENT WILL NOW BE REQUIRED TO TAKE THE REGULAR ASSESSMENTS. FOR THOSE STUDENTS WHO ARE NO LONGER ELIGIBLE TO PARTICIPATE IN THE ALTERNATE ASSESSMENTS, THE IEP TEAMS WILL NEED TO FOCUS ON ACCESS TO THE GENERAL EDUCATION CURRICULUM BECAUSE THIS CURRICULUM INCLUDES THE PERFORMANCE INDICATORS WHICH ARE ASSESSED THROUGH THE REGULAR ASSESSMENTS. CAREFUL CONSIDERATION SHOULD BE GIVEN TO ACCOMMODATIONS AND MODIFICATIONS AS WELL AS SUMMARY AIDS AND SERVICES FOR THESE STUDENTS DURING THE DEVELOPMENT OF THEIR IEP. THE THREE QUESTIONS ON THIS SLIDE WILL GUIDE AND ASSIST IEP TEAMS TO MAKE APPROPRIATE DECISIONS FOR THESE STUDENTS. IT IS IMPORTANT TO REMEMBER THAT SCHOOL DISTRICTS MUST ENSURE THAT ALL STUDENTS WITH DISABILITIES ARE ACCOUNTABLE FOR PARTICIPATION IN EITHER THE REGULAR ASSESSMENT OR THE ALTERNATE ASSESSMENT WITHIN A GIVEN SCHOOL YEAR. IEP TEAMS SHOULD CAREFULLY CONSIDER THE TIMING OF THE REVIEW AND REVISION OF THE IEP, EITHER ANNUAL OR AMENDED, TO ENSURE THE STUDENT HAS ACCESS TO THE INDICATORS ASSESSED BY THE STATE ASSESSMENT THE STUDENT WILL BE PARTICIPATING IN DURING THAT SCHOOL YEAR. IT IS IMPORTANT TO NOTE THAT ONCE THE DECISION IS MADE BY THE IEP TEAM THAT THE STUDENT IS NO LONGER ELIGIBLE TO PARTICIPATE IN THE ALTERNATE ASSESSMENT, THE STUDENT MUST IMMEDIATELY PARTICIPATE IN THE REGULAR ASSESSMENT FOR THAT SCHOOL YEAR. IF THIS DECISION IS MADE WHILE THE STUDENT IS ACTIVELY PARTICIPATING IN THE ALTERNATE ASSESSMENT, THE STUDENT MUST BE EXITED FROM THE ALTERNATE ASSESSMENT AND TAKE THE REGULAR ASSESSMENT IN THE NEXT TESTING WINDOW. OR THE DISTRICT COULD DECIDE NOT TO TEST THE STUDENT AND TAKE A LEVEL NOT DETERMINED FOR THAT STUDENT. PLEASE CONTACT THE ASSESSMENT SECTION FOR ANY QUESTIONS OR TO DISCUSS INDIVIDUAL SITUATIONS. DISTRICTS SHOULD CONTACT THE DEPARTMENT'S ACCOUNTABILITY SECTION FOR ANY QUESTIONS RELATED TO IMPLICATIONS FOR MOVING A STUDENT FROM PARTICIPATING IN THE ALTERNATE ASSESSMENT TO PARTICIPATING IN THE REGULAR ASSESSMENT FOR AYP PURPOSES. OUR FINAL LEARNING OBJECTIVE IS FOR PARTICIPANTS TO KNOW WHERE TO GET ADDITIONAL ASSISTANCE AND RESOURCES REGARDING QUESTIONS RELATED TO ALTERNATE ASSESSMENTS. THIS SLIDE SHOWS THE MAIN CONTACT PHONE NUMBERS FOR FOUR SECTIONS WITHIN THE DEPARTMENT THAT ARE ASSOCIATED WITH THE ALTERNATE ASSESSMENT, COMPLIANCE, EFFECTIVE PRACTICES, ASSESSMENT AND ACCOUNTABILITY. THIS SCREEN SHOWS THE TOP OF THE NEW MISSOURI ALTERNATE ASSESSMENT DECISION MAKING FLOWCHART. THIS DOCUMENT IS A GRAPHIC REPRESENTATION OF THE ALTERNATE ASSESSMENT CRITERIA AND THE RESULTING CHOICES TO ASSIST IEP TEAMS THAT MAKE DECISIONS REGARDING A STUDENT'S ELIGIBILITY TO PARTICIPATE IN THE ALTERNATE ASSESSMENT. THIS SCREEN SHOWS THE TOP OF THE NEW MISSOURI ALTERNATE ASSESSMENT DECISION MAKING CHECKLIST. THIS DOCUMENT CONTAINS THE SAME INFORMATION AS THE FLOWCHART, BUT PRESENTS IT IN A CHECKLIST FORMAT TO ASSIST IEP TEAMS IN MAKING DECISIONS REGARDING A STUDENT'S ELIGIBILITY TO PARTICIPATE IN ALTERNATE ASSESSMENTS. THIS SCREEN SHOWS THE TOP OF THE NEW MISSOURI ALTERNATE ASSESSMENT DECISION MAKING GUIDANCE DOCUMENT. THIS DOCUMENT IS DESIGNED TO PROVIDE MORE DETAILED INFORMATION TO ASSIST IEP TEAMS AS THEY CAREFULLY CONSIDER EACH OF THE CRITERIA. THIS DOCUMENT LISTS EACH OF THE CRITERION AND PROVIDES ADDITIONAL GUIDANCE AND CLARIFICATION. PLEASE NOTE THAT ALL OF THESE RESOURCES ARE AVAILABLE ON THE DEPARTMENT'S WEBSITE THROUGH THE OFFICE OF SPECIAL EDUCATION. THIS SCREEN SHOWS THE TOP OF THE FIRST PAGE OF THE FOCUS OF SPECIAL EDUCATION TECHNICAL ASSISTANCE BULLETIN FOR STATE AND DISTRICT-

WIDE ASSESSMENTS OF SCHOOL ACHIEVEMENT. THIS NINE-PAGE DOCUMENT IS DESIGNED TO PROVIDE IEP TEAM MEMBERS WITH THE INFORMATION THEY NEED TO MAKE DECISIONS ABOUT EACH CHILD'S PARTICIPATION IN EITHER THE REGULAR OR ALTERNATE ASSESSMENTS. THE SPEAKER: NOW IT IS TIME FOR QUESTIONS. REMEMBER THAT ANY QUESTION RELATED TO ALTERNATE ASSESSMENTS WILL BE ANSWERED EITHER DURING THE WEBINAR OR IN THE QUESTION AND ANSWER DOCUMENT THAT WILL BE POSTED ON THE WEBSITE FOLLOWING OUR WEBINAR TODAY. ALL OTHER QUESTIONS AS WELL AS QUESTIONS REGARDING SPECIFIC STUDENTS SHOULD BE DIRECTED TO THE SPECIAL EDUCATION COMPLIANCE SUPERVISORS AT 573-751-0699. THE FIRST QUESTION WE HAVE IS WHAT IS THE CORRECT PROCESS TO GO THROUGH IF YOUR DISTRICT IS ABOVE 1% IN STUDENTS WHO QUALIFY FOR MAP-A? NOW, REMEMBER, THE 1% ONLY APPLIES FOR ACCOUNTABILITY PURPOSES, NOT PARTICIPATION. IF YOU HAVE QUESTIONS REGARDING THE IMPACT OF EXCEEDING THE 1% RULE FOR ACCOUNTABILITY PURPOSES, PLEASE CONTACT THE ACCOUNTABILITY AND DAT SECTION AT 573-526-4886. I KNOW THAT IT IS AN IEP TEAM DECISION TO CONSIDER MAP-A FOR A STUDENT, BUT WHAT IF WE HAD A STUDENT ON MAP-A LAST YEAR BUT BASED ON WHAT YOU MENTIONED TODAY THIS STUDENT DOES NOT NEED MAP-A, WHAT CAN WE DO NOW? THE IEP TEAM CAN CHANGE THE ELIGIBILITY DETERMINATION IF THEY BELIEVE THAT THE STUDENT AVAILABLE FOR THE MAP-A BASED ON AN ANALYSIS OF THE CRITERIA. THE IEP TEAM WILL NEED TO FOCUS ON HOW THE STUDENT WILL ACCESS THE GENERAL EDUCATION CURRICULUM IN ORDER TO BE ABLE TO PARTICIPATE IN THE REGULAR ASSESSMENT OF THAT CURRICULUM. THE IEP TEAM WILL NEED TO CAREFULLY CONSIDER ACCOMMODATIONS AND MODIFICATIONS AS WELL AS SUMMARY AIDS AND SERVICES TO ALLOW ACCESS TO THE GENERAL EDUCATION CURRICULUM. IN ADDITION, THE IEP TEAM WILL NEED TO CONSIDER WHAT ACCOMMODATIONS THE STUDENT WILL REQUIRE WHEN TAKING THE REGULAR ASSESSMENT. NOW, IF A CHILD IS SO PROFOUNDLY DISABLED COGNITIVELY AND PHYSICALLY THAT THEY WOULD NOT BE ABLE TO COMPLETE EVEN THE LOWEST API'S FOR THE MAP-A, COULD THEY BE EXEMPT FROM THE MAP-A AND USE AN ALTERNATE TYPE OF EVALUATION? THERE IS NO ALTERNATE TO THE ALTERNATE ASSESSMENT. THE STUDENT EITHER TAKES THE REGULAR ASSESSMENT OF THE GENERAL ED CURRICULUM OR THE ALTERNATE ASSESSMENT OF THE ALTERNATE ACHIEVEMENT STUDENTS AS REQUIRED BY A NUMBER OF STATE AND FEDERAL LAWS. IN MISSOURI THE REGULAR ASSESSMENT IS THE MAP WHICH CONSISTS OF BOTH THE GRADE LEVEL AND END-OF-COURSE ASSESSMENTS AND THE ALTERNATE ASSESSMENT IS THE MAP-A, WHICH IS CURRENTLY THE MEASURED PROGRESS PROFILE. IN THE FUTURE THE MAP-A WILL BE THE DYNAMIC LEARNING MAPS. THERE IS NO EXCEPTION DUE TO PROFOUND INTELLECTUAL DISABILITIES. KEEP IN MIND, NOT ALL STUDENTS WHO MAKE MAP-A WILL BE PROFICIENT OR ADVANCED. WE HAVE A STUDENT IN OUR DISTRICT WHO IS MEDICALLY PRACTICE JILL AND HAS BEEN EXEMPT IN THE PAST FROM THE MAP-A. IS THIS STILL AN OPTION? IF SO, WHAT IS THE PROCESS? THE DISTRICT SHOULD CONTACT THE DEPARTMENT'S ACCOUNTABILITY AND DAT OFFICE AT 573-526-4886 TO REPORT THE PROBLEM AND TO DETERMINE THE NEXT STEPS. AT THE END OF THIS SECOND COLLECTION WINDOW THE DISTRICT MUST RETURN THE STUDENT SUSPECTS PORTFOLIO TO THE ASSESSMENT RESOURCE CENTER ALONG WITH ANY OTHER MAP-A PORTFOLIOS. WE HAVE STUDENTS THAT HAVE ONLY TAKEN THE MAP-A AND HAVE NEVER TAKEN THE REGULAR MAP. NOW, ACCORDING TO THE CRITERIA FOR THIS WEBINAR, THEY SHOULD NEVER HAVE BEEN FOUND ELIGIBLE FOR THE MAP-A. CAN THOSE STUDENTS TAKE THE MAP-A, BE GRANDFATHERED IN OR WILL WE HAVE TO REVIEW THEIR ELIGIBILITY USING CRITERIA FROM THIS WEBINAR AND ITS ACCOMPANYING HANDOUTS? NOW, AT EACH ANNUAL IEP MEETING, A DECISION MUST BE MADE REGARDING PARTICIPATION IN EITHER THE REGULAR ASSESSMENT OF THE GENERAL

ED CURRICULUM OR THE ALTERNATE ASSESSMENT OF THE ALTERNATE ACHIEVEMENT STANDARDS. IF THE STUDENT IS NO LONGER ELIGIBLE TO PARTICIPATE IN THE ALTERNATE ASSESSMENT THEY ARE REQUIRED TO PARTICIPATE IN THE REGULAR ASSESSMENT. IF A STUDENT CANNOT BE GRANDFATHERED -- KEEP IN MIND A STUDENT CANNOT BE GRANDFATHERED IN TO THE ALTERNATE ASSESSMENT. IEP TEAMS ARE ENCOURAGED TO USE THE UPDATED CHECKLIST AND THE OTHER NEW RESOURCES TO GUIDE THE DECISION FOR DETERMINING ELIGIBLE FOR PARTICIPATION IN THE ALTERNATE ASSESSMENT. PLEASE NOTE TO THIS IS IN THE NEW GUIDANCE. COMPLIANCE WITH IDEA HAS ALWAYS REQUIRED IEP TEAMS TO ANNUALLY DETERMINE WHICH TYPE OF ASSESSMENT THE STUDENT WILL PARTICIPATE IN FOR THAT IEP CYCLE. DOES THE 1% CAP APPLY ONLY TO SCHOOL DISTRICTS IN WHICH THE STUDENTS WITH DISABILITIES SUBGROUP EXCEEDS MISSOURI'S MINIMUM SUBGROUP SEL SIZE? IT APPLIES ONLY TO ACCOUNTABILITY, NOT PARTICIPATION. DISTRICTS WILL NEED TO DISCUSS INDIVIDUAL SITUATIONS WITH STAFF IN THE ACCOUNTABILITY SECTION. NOW MAY A STUDENT TAKE THE MAP-A BASED ON ALTERNATE ACHIEVEMENT STUDENTS IN ONE AREA BUT TAKE THE REGULAR GENERAL EDUCATION CURRICULUM IN ANOTHER CONTENT AREA? THE ANSWER IS NO. I NOTICE THAT THE OLD VERSION OF THE MAP-A ELIGIBILITY CHECKLIST REFERS TO SIGNIFICANT COGNITIVE DISABILITIES AND THE NEW RESOURCES TALKS ABOUT THE MOST SIGNIFICANT COGNITIVE DISABILITIES. WHY HAS THIS CHANGED? THIS IS THE FIRST TIME SINCE THE ORIGINAL GUIDANCE WAS DEVELOPED THAT THE MAP-A GUIDANCE HAS BEEN REVIEWED AND UPDATED. THIS REVIEW AND UPDATE WAS PROMPTED BY THE STATE REACHING THE 1% THRESHOLD FOR ACCOUNTABILITY PURPOSES. WE DO HAVE A LITTLE HISTORY ABOUT THE ALTERNATE ASSESSMENT. IN 1997 IDEA FIRST INTRODUCED THE REQUIREMENT THAT ALL STUDENTS WOULD BE ACCOUNTABLE IN STATE AND DISTRICT-WIDE ASSESSMENTS BEGINNING IN THE YEAR 2000. NOW MISSOURI, LIKE OTHER STATES, DEVELOPED AN ALTERNATE ASSESSMENT BASED ON ALLER NATIONAL ACHIEVEMENT STANDARDS AS WELL AS GUIDANCE FOR PARTICIPATION IN THE NEW ALTERNATE ASSESSMENT. BEGINNING IN 2003 FEDERAL REGULATIONS RELATED TO IDEA AND ESEA BEGAN USING THE TERM THE MOST SIGNIFICANT COGNITIVE DISABILITIES. IN AUGUST 2005 NCLB GUIDANCE WAS PUBLISHED ENTITLED ALTERNATE ACHIEVEMENT STANDARDS FOR STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES. THE UPDATED CHECKLIST, NEW FLOWCHART AND NEW GUIDANCE DOCUMENT PROVIDED WITH THIS WEBINAR ARE CONSISTENT WITH THE MOST CURRENT FEDERAL GUIDANCE FOR IDEA, ESEA AND NCLB. THE TERMS ALTERNATE ASSESSMENT AND ALTERNATIVE ASSESSMENT WERE USED DURING THE WEBINAR, ARE THESE THE SAME THING? HOW DOES MAP-A FIT INTO THE NEW GUIDANCE? REMEMBER THAT THE UPDATED CHECKLIST, NEW FLOWCHART AND NEW GUIDANCE DOCUMENT ARE NOT INTRODUCING NEW GUIDANCE. INSTEAD, THESE DOCUMENTS, ALONG WITH THE WEBINAR WERE CREATED TO CLEAR UP COMMON QUESTIONS AND PROVIDE ADDITIONAL CLARIFICATION ON THE ELIGIBILITY CRITERIA. THESE DOCUMENTS AND THE GUIDANCE ARE CONSISTENT WITH PREVIOUS INFORMATION PROVIDED BY THE DEPARTMENT IN REGARDS TO MAP-A. THE DEPARTMENT'S ALTERNATE ASSESSMENT IS USED IN THE IDEA, ESEA AND NCLB. HOWEVER, IN COMMON PRACTICE THE TERMS ALTERNATE ASSESSMENT AND ALTERNATIVE ASSESSMENT ARE USED INTERCHANGEABLY. MAP-A IS THE ACRONYM FOR MISSOURI ASSESSMENT PROGRAM ALTERNATE. IT IS MISSOURI'S STATEWIDE ASSESSMENT OF ALTERNATE ACHIEVEMENT STANDARDS AND MEETS THE FEDERAL REQUIREMENTS OF IDEA, ESEA AND NCLB. WHAT HAPPENS IF SCHOOL STAFF ARE INSTRUCTED BY THE SUPERINTENDENT OR PRINCIPAL THAT A STUDENT WILL MAKE THE MAP-A AND TO MAKE SURE THAT THE IEP REFLECTS THIS DECISION? WELL, THIS WOULD BE A VERY DIFFICULT SITUATION FOR A SPECIAL EDUCATION STAFF TO HANDLE IF THE STUDENT DOES NOT MEET THE CRITERIA TO BE ELIGIBLE TO TAKE

THE ALTERNATE ASSESSMENT. IT WOULD BE IMPORTANT TO IDENTIFY THE REASON FOR THIS DIRECTIVE IN ORDER TO BEST RESPOND. IF THE DIRECTIVE WAS MADE BECAUSE OF A LACK OF INFORMATION, SUCH AS NOT BEING AWARE OF THE ELIGIBILITY CRITERIA, IT WOULD BE APPROPRIATE TO SHARE THIS WEBINAR AND RESOURCES TO INFORM THE SUPERINTENDENT OR PRINCIPAL OF THE COMPLIANCE REQUIREMENTS. SINCE THIS SITUATION WOULD QUALIFY AS ATTESTING CONCERN, IT COULD BE REPORTED TO THE DEPARTMENT. THE DEPARTMENT, IN TURN, WOULD THEN FOLLOW-UP WITH THE DISTRICT AND DETERMINE WHY THE DIRECTIVE WAS ISSUED. DEPARTMENT STAFF WOULD THEN PROVIDE APPROPRIATE INFORMATION TO ALL CONCERNED PERSONNEL. THE DISTRICT IS ULTIMATELY RESPONSIBLE FOR DEVELOPING AN IEP THAT WILL PROVIDE THE STUDENT WITH A FREE, APPROPRIATE PUBLIC EDUCATION OR FAPE. IF THE PARENT DOES NOT AGREE WITH THE IEP TEAM DECISION, THEY HAVE THE OPTION OF FOLLOWING THE COMPLAINT SYSTEM, INCLUDING MEDIATION, FILING A CHILD COMPLAINT OR FILING FOR DUE PROCESS. WILL THESE SAME CRITERIA BE USED WHEN MISSOURI SWITCHES ITS STATEWIDE ALTERNATE ASSESSMENT FROM THE CURRENT MEASURED PROGRESS PROFILE TO THE NEW DYNAMIC LEARNING MAPS? YES. THE CRITERIA FOR ELIGIBILITY TO PARTICIPATE IN THE ALTERNATE ASSESSMENT WILL REMAIN THE SAME. HOW WILL THE DEPARTMENT MONITOR FOR COMPLIANCE FOR THE ALTERNATE ASSESSMENT? COMPLIANCE MONITORING WILL BE ACCOMPLISHED IN THE SAME WAY AS CURRENTLY CONDUCTED. FOR THE OFFICE OF SPECIAL EDUCATION THE FILE REVIEW AND SELF-ASSESSMENT ARE PART OF THE CYCLICAL TIERED MONITORING PROCESS AND WILL CONTINUE TO VERIFY THE FOLLOWING INDICATORS. 200.810 F, 200.910 C, 200.910 D, 200.920 C AND 200.920 D. NOW, IN ADDITION, THE OFFICE OF SPECIAL EDUCATION WILL CONTINUE TO MONITOR COMPLIANCE THROUGH CHILD COMPLAINT INVESTIGATIONS. THE MISSOURI ASSESSMENT PROGRAM THROUGH THE OFFICE OF COLLEGE AND CAREER READINESS WILL CONTINUE TO MONITOR THE ADMINISTRATION OF THE ALTERNATE ASSESSMENT THROUGH ONSITE VISITS AS WELL AS SELF-MONITOR BY LEA STAFF. WE'VE HAD SEVERAL MORE QUESTIONS COME IN. IF THE IEP TEAM MAKES THE DETERMINATION THAT THE STUDENT NO LONGER QUALIFIES FOR MAP-A, WILL A NOTICE OF ACTION NEED TO BE PROVIDED TO THE PARENT? THE ANSWER IS YES. ARE THERE SUGGESTED ALTERNATIVE ACHIEVEMENT STANDARDS IF THEY GIVE TERRANOVA TO THE STUDENTS? THIS MAY BE OBTAINED BY CONTACTING 573-751-3545. SO WHAT IS THE STANDARD SCORE THAT IS CONSIDERED SIGNIFICANTLY BELOW NON-DISABLED PEERS? REMEMBER THE ALTERNATE ASSESSMENT WAS DEVELOPED FOR STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES. THIS DECISION IS DETERMINED INDIVIDUALLY FOR EACH STUDENT BASED ON THE CAREFUL ANALYSIS OF A VARIETY OF FACTORS. IQ SCORE IS ONLY ONE FACTOR THAT MUST BE CONSIDERED. PLEASE REFER TO THE GUIDANCE DOCUMENT THAT WAS DEVELOPED FOR FURTHER CLARIFICATION. WHERE DO WE FIND THE TECHNICAL ASSISTANCE BULLETIN THAT WAS REFERENCED ON THE LAST SLIDE OF THIS WEBINAR? THIS DOCUMENT CAN BE FOUND ON THE OFFICE OF SPECIAL EDUCATION COMPLIANCE PAGE UNDER HOW DO I FIND ON THE RIGHT SIDE OF THE SCREEN BY CLICKING ON THE TECHNICAL ASSISTANCE BULLETINS. YOU CAN ALSO CALL US AT 573-751-0699 TO OBTAIN ASSISTANCE. IF THE DISTRICT GIVES A GROUP COGNITIVE ASSESSMENT TO KINDERGARTEN AND SECOND GRADE STUDENTS, ARE THERE RECOMMENDATIONS FOR AN ALTERNATE DISTRICT ASSESSMENT? WE ALREADY HAVE A COGNITIVE SCORE ON THE STUDENT THROUGH THE EVALUATION PROCESS. THIS WOULD BE A CIRCUMSTANCE THAT THE IEP TEAM MIGHT DETERMINE THAT THE STUDENT WOULD NOT PARTICIPATE IN AN ALTERNATE ASSESSMENT FOR THE GROUP IQ TEST. THIS WOULD BE EXPLAINED ON FORM E OF THE IEP. YOU MENTIONED THE END OF THE COLLECTION PERIOD. WILL THERE BE AN EXTENSION THIS YEAR DUE TO SNOW DAYS? ANY DECISIONS REGARDING EXTENSIONS WILL BE

PROVIDED BY THE ASSESSMENT SECTION. THEIR NUMBER IS 573-751-3545. WOULD THERE EVER BE A TIME A STUDENT IS NOT ELIGIBLE FOR MAP-A OR ELIGIBLE FOR AN ALTERNATE DISTRICT ASSESSMENT? I'M SORRY. I NEED TO REREAD THE QUESTION. WOULD THERE EVER BE A TIME A STUDENT IS NOT ELIGIBLE FOR MAP-A OR ELIGIBLE FOR AN ALTERNATE DISTRICT ASSESSMENT? THE ANSWER IS NO. WE'RE LOOKING TO SEE IF THERE'S ANY MORE QUESTIONS COMING IN. SO I'M GOING TO GO AHEAD AND MUTE FOR THE NEXT FEW MOMENTS SO WE CAN COMPILE THAT INFORMATION. PLEASE STAND BY. GIVEN TIME CONSTRAINTS, THE REMAINING QUESTIONS THAT HAVE NOT BEEN ANSWERED WILL BE POSTED ON THE QUESTION AND ANSWER PAGE. SO I WOULD LIKE TO THANK YOU FOR PARTICIPATING IN OUR WEBINAR TODAY. WE HOPE THAT YOU HAVE LEARNED ABOUT THE DECISION-MAKING PROCESS FOR ALTERNATE ASSESSMENTS FOR STUDENTS WITH THE MOST SIGNIFICANT COGNITIVE DISABILITIES AS WELL AS HOW TO ACCESSORY SOURCES AND WERE TO OBTAIN ADDITIONAL INFORMATION IF YOU STILL HAVE QUESTIONS. PLEASE BE SURE TO COMPLETE THE SHORT SURVEY LOCATED AT THE LINK AT THE BOTTOM OF THE SCREEN TO HELP US IN DEVELOPING FUTURE WEBINARS. AGAIN, THANK YOU AND BEST WISHES AS WE ALL WORK TOGETHER TO HELP MISSOURI BE TOP 10 BY 20.