



OFFICE OF SPECIAL EDUCATION

ALTERNATE ASSESSMENTS: GUIDANCE FOR IEP TEAMS

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February 28, 2013

Missouri Department of Elementary
and Secondary Education

Participating in this Webinar

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ALTERNATE ASSESSMENTS: GUIDANCE FOR IEP TEAMS

February 28, 2013

Missouri Department
of Elementary and Secondary Education

Webinar Team



Learning Objectives

1. Understand how participation in alternate assessments impacts district and state monitoring data
2. Understand the 1% only affects accountability - NOT eligibility for participation
3. Know the legal foundation for the alternate assessment
4. Know the criteria and be able to apply the criteria to make IEP team decisions regarding eligibility for participation in the alternate assessment

Learning Objectives (continued)

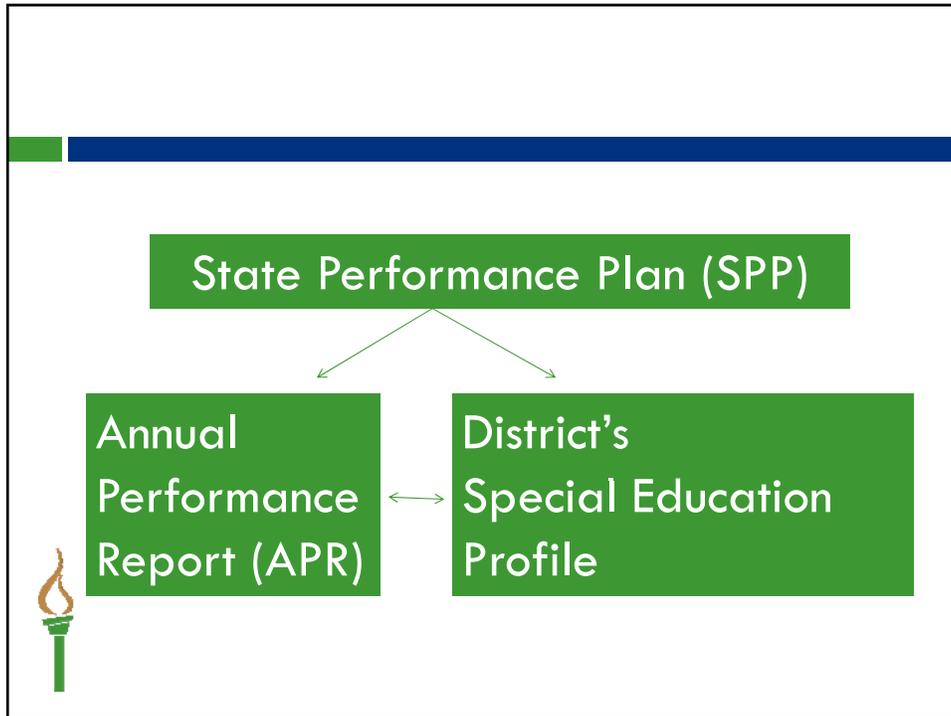
5. Be able to document decisions regarding alternate assessments on the IEP
6. Know how to select alternate assessments for district-wide assessments
7. Know the implications for changing from alternate assessment to general education assessment
8. Know where to get additional assistance and resources

A little background . . .



Learning objective #1

Understand how participation
in alternate assessments
impacts district and state
monitoring data



State Performance Plan (Part B)

Indicator 3 – Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup
- **B. Participation rate for children with IEPs**
- **C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.**

Learning objective #2

Understand the 1% only affects
accountability -
NOT eligibility for participation

The 1%: Fiction vs. Fact

FICTION

- Only 1% of students in the district or state can participate in the alternate assessment
- Individual student reports are changed based on the 1%

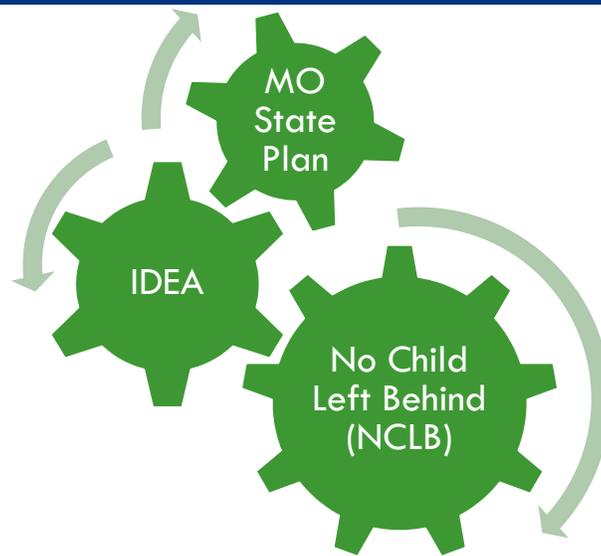
FACT

- ALL eligible students can participate in the alternate assessment
- The 1% rule applies ONLY for accountability purposes NOT participation

Learning objective #3

Know the legal foundation for
the alternate assessment

How the laws and regulations work together



Learning objective #4

Know the criteria and be able to apply the criteria to make IEP team decisions regarding eligibility for participation in the alternate assessment

Final 2/13/13

Missouri Alternate Assessment Decision Making Flow Chart

FLOW CHART

Missouri alternate assessment is determined by the student's IEP team, using the Department of Elementary and Secondary Education established criteria. The IEP team for a student with a disability **MUST answer "YES"** to all of the following eligibility criteria in order for the student to be eligible to participate in the Missouri alternate assessment. Please refer to the Missouri Alternate Assessment Decision Making Student Document for additional guidance in determining eligibility for the alternate assessment.

Missouri Alternate Assessment Decision Making Checklist		
ELIGIBILITY CRITERIA		
1. Student has been evaluated and found eligible under IDEA.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> • The student has an identified disability under IDEA. • The student has an Individualized Education Plan. 		
2. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> • The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as endorsed by standardized assessments OR • The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as endorsed by pervasive supports. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • The student demonstrates adaptive skills that are significantly limited compared to same age peers. 		
3. The most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> • The student requires a highly specialized educational program with intensive supports and modifications/accommodations for access to the general education curriculum. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • The student requires daily instruction for core academic standards and functional life skills on a substantially different paradigm from that of peers with disabilities. • The student requires intensive instructional strategies which may include, but are not limited to, repeated directions in multiple settings, skills taught in substantially smaller steps than peers with frequent prompts and guidance from adults. • The student requires information to be obtained primarily through methods other than reading due to limited reading ability. • The student requires alternate methods to express oral and/or written ideas and information. 		
4. The most significant cognitive disability impacts the student's personal outcome.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> • The student's personally selected outcome WILL require substantial extended time. 		
5. Additional factors considered for the student.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> • The student's difficulty with the general education curriculum is NOT primarily the result of cognitive, sensory, visual or auditory disabilities, or social, cultural, language or economic differences. 		

Final 2/13/13

CHECKLIST

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- IDEA requires assessments be valid and reliable but provides no guidance in determining most significant cognitive disabilities

Most Significant Cognitive Disability

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- Trained personnel should determine cognitive functioning level using professional resources

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- Cognitive Disability Ranges and Levels of Support:
 - IQ 50–55 to 70; children require mild support;
 - IQ 35–40 to 50–55; children require moderate supervision and assistance;
 - IQ 20–25 to 35–40; can be taught basic life skills and simple tasks with supervision;
 - IQ below 20–25; usually caused by a neurological condition; require constant care.
- The student may not be able to achieve a valid/reliable score on an IQ test.

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Most Significant Cognitive Disability

- Adaptive skills and behavior must be commensurate with cognitive ability and fall within the most significant categorization ranges.

2. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
<ul style="list-style-type: none">• The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by standardized assessments OR <ul style="list-style-type: none">• The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by pervasive supports. AND <ul style="list-style-type: none">• The student demonstrates adaptive skills that are significantly limited compared to same age peers.		

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3. The most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none"> • The student requires a highly specialized educational program with intensive supports and modifications/accommodations for access to the general education curriculum AND • The student requires daily instruction for core academic standards and functional life skills on a substantially different grade level from that of peers with disabilities AND • The student requires intensive instructional strategies which may include, but are not limited to, repeated drill/practice in multiple settings, skills taught in substantially smaller steps than peers with frequent prompts and guidance from adults AND • The student requires information to be obtained primarily through methods other than reading due to limited reading ability AND • The student requires alternate methods to express or share oral or written ideas and information. 		

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4. The most significant cognitive disability impacts the student's post-school outcomes.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none">• The student's post-secondary outcomes likely require supported or assisted living.		

4. The most significant cognitive disability impacts the student's post-school outcomes.	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
<ul style="list-style-type: none">The student's post-secondary outcomes likely require supported or assisted living.		

4. The most significant cognitive disability impacts the student's post-school outcomes.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none">The student's post-secondary outcomes likely require supported or assisted living.		

5. Additional factors considered for the student.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none">The student's inability to participate in the regular assessment is primarily the result of the most significant cognitive disability and NOT excessive absences; visual or auditory disabilities; or social, cultural, language or economic differences.		

5. Additional factors considered for the student.	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
<ul style="list-style-type: none">The student's inability to participate in the regular assessment is primarily the result of the most significant cognitive disability and NOT excessive absences; visual or auditory disabilities; or social, cultural, language or economic differences.		

5. Additional factors considered for the student.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
<ul style="list-style-type: none">The student's inability to participate in the regular assessment is primarily the result of the most significant cognitive disability and NOT excessive absences; visual or auditory disabilities; or social, cultural, language or economic differences.		

Determining Eligibility . . .

Any "NO" Criterion = NOT eligible to participate in the alternate assessment

All "YES" Criterion = ELIGIBLE to participate in the alternate assessment

Learning objective #5

Be able to document decisions
regarding alternate
assessments on the IEP

Present Level of Academic Performance

1. Present Level of Academic Achievement and Functional Performance

Present Level must include:

- How the child's disability affects his/her involvement and progress in the general education curriculum; or for preschool children, participation in age-appropriate activities. (For students with transition plans, consider how the child's disability will affect the child's ability to reach his/her post-secondary goals (what the child will do after high school).)



- Changes in current functioning of the child since the initial or prior IEP (For students with transition plans, consider how changes in the child's current functioning will impact the child's ability to reach his/her post-secondary goal.)

- A summary of the most recent evaluation/re-evaluation results

- A summary of the results of the child's performance on:
 - > Formal or informal age appropriate transition assessments:

- For students participating in alternative assessments, a description of benchmarks or short-term objectives

- N/A Objectives/benchmarks are on goal page(s)
- Objectives/benchmarks described below:

Special Considerations:

2. Special Considerations: Federal and State Requirements

Note: For the first six items below, if the IEP team determines that the child needs a particular device or service (including an intervention, accommodation, or other program modification) information documenting the team's decision regarding the device or service must be included in the appropriate section of the IEP. These must be considered annually.

Is the student blind or visually impaired?

No

State Assessments

IDEA requires students with disabilities to participate in the following state assessments.

- ACCESS for ELLs is the annual English Language Proficiency assessment for ELL students in grades K-12.
- Grade-Level Assessment is administered in grades 3-8.
- MAP-A is administered in grades 3-8 and 10-11. For eligibility criteria for MAP-A see: http://www.dese.mo.gov/divimprove/assess/MAP_A/eligibility_criteria_10_07.pdf
- End of Course Exams are administered to secondary students who have completed course level expectations or who are graduating or exiting secondary school due to age limits without completing course level expectations.

Does this student's grade placement or course of study during the time this IEP is in effect require consideration of participation in state assessments?

No

Yes. If yes, Complete Form D.

District-wide Assessments

Are there district-wide assessments administered for this student's age/grade level (refer to the District Assessment Plan)?

No

Yes. If yes, Complete Form E.

Annual Measurable Goals

3. IEP Goal

Annual Measurable Goals

Annual Goal #: _____

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support:

Post-secondary Education/Training Employment Independent Living

Progress toward the goal will be measured by: (check all that apply)

<input type="checkbox"/> Work samples	<input type="checkbox"/> Curriculum based tests	<input type="checkbox"/> Portfolios	<input type="checkbox"/> Checklists
<input type="checkbox"/> Scoring guides	<input type="checkbox"/> Observation chart	<input type="checkbox"/> Reading record	<input type="checkbox"/> Other:

Comments:

Form D- Part 1: State Assessment

Form D-Part 1: State Assessments	
<p>Grade-Level Assessment: Students in Grade 3-8</p> <p><input type="checkbox"/> The student will participate in the Grade-Level Assessment.</p> <p><input type="checkbox"/> Without accommodations</p> <p><input type="checkbox"/> With accommodations (complete Part 2)</p> <p><input type="checkbox"/> The student has been determined eligible for and will participate in the MAP-Alternate (MAP-A); therefore, is excluded from Grade-Level Assessment participation. (provide MAP-A information below)</p> <hr/> <p>National Assessment of Educational Progress (NAEP) Grades 4, 8, and 12 (*See Note 3 below)</p> <p><input type="checkbox"/> The student will participate in the NAEP (if selected).</p> <p><input type="checkbox"/> Without accommodations</p> <p><input type="checkbox"/> With accommodations (complete Part 2)</p> <p><input type="checkbox"/> The student has been determined eligible for and will participate in the MAP-Alternate (MAP-A); therefore, is excluded from NAEP participation.</p> <hr/> <p>ACCESS FOR ELLS: K-12 students that are identified for ELL services and enrolled in a Missouri public school or charter school (*See note 4 below)</p> <p><input type="checkbox"/> Student will participate in the ACCESS FOR ELLS.</p> <p><input type="checkbox"/> Without accommodations</p> <p><input type="checkbox"/> With accommodations (complete Part 3)</p>	<p>EOC: Students in Grades 9-12 or, if appropriate, Grade 8</p> <p><input type="checkbox"/> The student will participate in required End of Course (EOC) Assessments. (*See Note 1 below)</p> <p><input type="checkbox"/> Without accommodations</p> <p><input type="checkbox"/> With accommodations (complete Part 2)</p> <p><input type="checkbox"/> The IEP team has determined the student will participate in the following optional EOC Assessment(s): (*See Note 2 below)</p> <p><input type="checkbox"/> Without accommodations <input type="checkbox"/> Geometry <input type="checkbox"/> Algebra II</p> <p><input type="checkbox"/> With accommodations (complete Part 2) <input type="checkbox"/> Geometry <input type="checkbox"/> Algebra II</p> <p><input type="checkbox"/> The IEP team has determined the student is exempt from the following additional EOC Assessment(s): <input type="checkbox"/> Geometry <input type="checkbox"/> Algebra II</p> <p><input type="checkbox"/> The student has been determined eligible for and will participate in the MAP-Alternate for grades 10-11 (MAP-A); therefore is excluded from EOC participation. (provide MAP-A information below)</p>

Form D- Part 1: State Assessment

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2.) **Additional EOC Assessments:** Geometry and Algebra II are optional assessments beginning with the students graduating 2010. For students with disabilities who do not qualify for MAP-A, the IEP team will decide whether the students will participate in or will be considered exempt from the additional EOC Assessments.

3.) **NAEP (grades 4, 8, and 12)** is a national test administered to a statewide representative sample of students for national comparison. Thus, the NAEP sample includes students with disabilities and every effort must be made to ensure that selected students have an opportunity to participate in NAEP. The way in which students with disabilities are assessed on the NAEP should mirror as closely as possible the way they are tested on the state assessment: take NAEP 1) without accommodations; 2) with NAEP allowable accommodations; or 3) if assessed by the MAP-Alternate, may be excluded from taking NAEP. IEP teams are reminded that NAEP is not a high stakes test for students.

4.) **ACCESS FOR ELLS (Grades K-12)** Missouri uses ACCESS for English Language Learners (ELL) as its annual English Language Proficiency assessment. Students who are in monitored status for ELL do not take the assessment. More information is available at <http://dese.mo.gov/div/improve/assess/documents/asmt-wida-access-faq-2011.pdf>

**MAP-A:**

- Include a statement of why the child cannot participate in the regular assessment (Grade-Level or EOC).
- Explain why the alternate assessment (MAP-A) is appropriate.

## Form E: District-Wide Assessments



The student **WILL NOT** participate in the District-Wide Assessment(s) of Student Achievement administered at their grade but they will participate in the following District-wide Alternate Assessments for this student's grade level: **NOTE: Alternate assessment must assess the same areas as the District-wide assessment.**

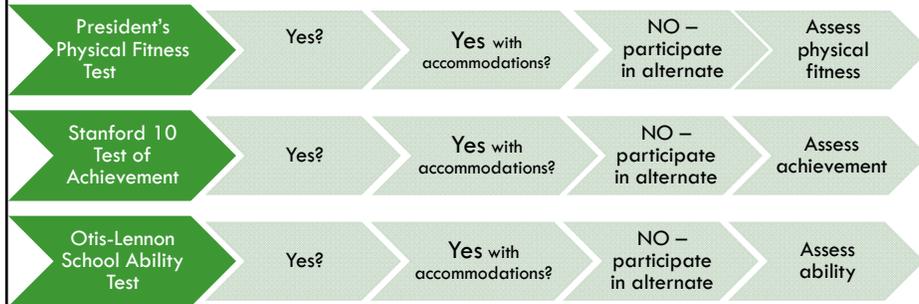
| Name of District-Wide Assessment:                                                                                                                                                                                | Name/Description of Alternate Assessment: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <ul style="list-style-type: none"><li>• Statement of why the child cannot participate in the regular assessment</li><li>• Statement of why the particular alternate assessment selected is appropriate</li></ul> |                                           |
| Name of District-Wide Assessment:                                                                                                                                                                                | Name/Description of Alternate Assessment: |
| <ul style="list-style-type: none"><li>• Statement of why the child cannot participate in the regular assessment</li><li>• Statement of why the particular alternate assessment selected is appropriate</li></ul> |                                           |



### Learning objective #6

Know how to select alternate assessments for district-wide assessments

## Consistent with the Purpose of Assessment



The Missouri Alternative Assessment is a state-wide assessment, and **CANNOT** be used as an alternative to a district-wide assessment of student achievement.

## Learning objective #7

Know the implications for  
changing from alternate  
assessment to general  
education assessment

## Considerations for the IEP Team . . .

- What accommodations will the student require to participate in the regular assessment to best demonstrate their skills and abilities?
- What accommodations/modifications will the student require in order to access the general education curriculum?
- What supplementary aids and services will the student require in order to access the general education curriculum?

## Remember:

Each LEA must ensure that. . .

- during every school year
- every student (with or without disabilities)
- is accountable for participating in the state assessment (either regular or the alternate)

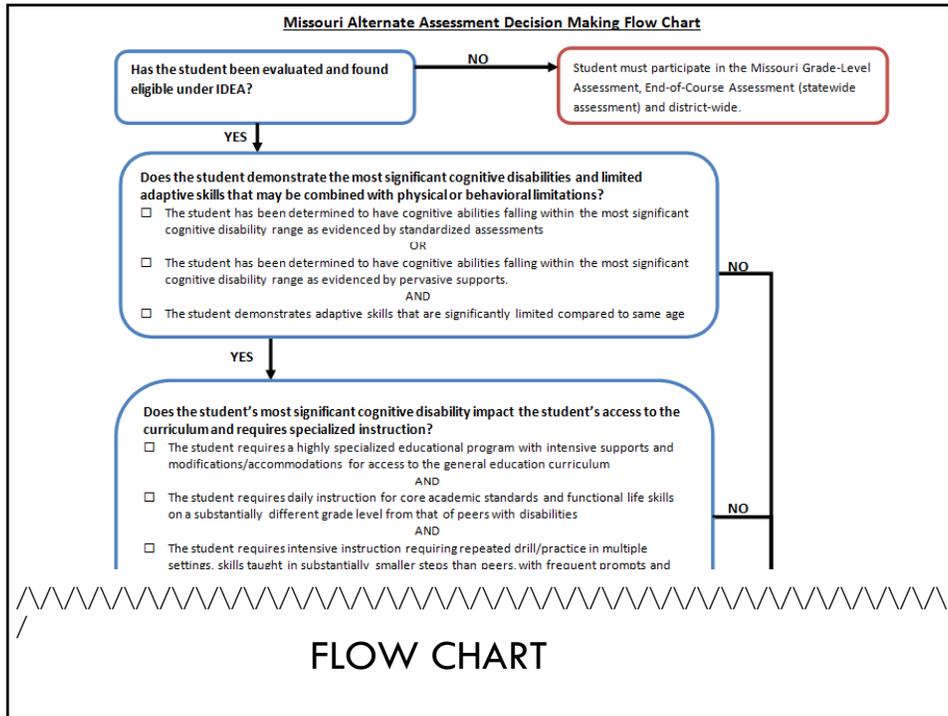
IEP Teams should carefully consider the timing of the review and revision of the IEP (either annual or amended) to ensure the student has access to the indicators assessed by state assessment he/she will be participating in during that school year

## Learning objective #8

Know where to get additional  
assistance and resources

## Department Resources

- Compliance 573-751-0699
- Effective Practices 573-751-0187
- Assessment 573-751-3545
- Accountability 573-526-4886



Alternate assessment participation is determined by the student's IEP team, using the criteria established by the Department of Elementary and Secondary Education. **The IEP team for a student with a disability MUST answer "YES" to ALL of the following eligibility criteria in order for the student to be eligible to participate in the Missouri Alternate Assessment.** Please refer to the Missouri Alternate Assessment Decision Making Guidance Document for additional guidance in determining eligibility for the alternate assessment.

| <b>Missouri Alternate Assessment Decision Making Checklist</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------|
| <b>ELIGIBILITY CRITERIA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                              |                             |
| <b>1. Student has been evaluated and found eligible under IDEA.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <ul style="list-style-type: none"> <li>• The student has an identified disability under IDEA.</li> <li>• The student has an Individualized Education Plan.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                             |                              |                             |
| <b>2. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.</b>                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <ul style="list-style-type: none"> <li>• The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by standardized assessments</li> <li style="text-align: center;">OR</li> <li>• The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by pervasive supports.</li> <li style="text-align: center;">AND</li> <li>• The student demonstrates adaptive skills that are significantly limited compared to same age peers.</li> </ul> |                              |                             |
| <b>3. The most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <ul style="list-style-type: none"> <li>• The student requires a highly specialized educational program with intensive supports and modifications/accommodations for access to the general education curriculum</li> <li style="text-align: center;">AND</li> <li>• The student requires daily instruction for core academic standards and functional life skills on a substantially different grade level from that of peers with disabilities</li> </ul>                                                                                                                                         |                              |                             |

**CHECKLIST**

### Missouri Alternate Assessment Decision Making Guidance Document

An IEP team may use the following guidance for each participation criterion to assist in the decision making process for determining eligibility for participation in alternate assessments. It is important to remember appropriate decisions should not be based upon one isolated factor, but based upon a more longitudinal and overall analysis of the student's educational performance as compared to each of the participation criterion.

#### 1. The student has been evaluated and found eligible under IDEA.

Only students who have been identified under the Individuals with Disabilities Education Act (IDEA) are eligible to participate in the alternate assessment. Students who only have a medical diagnosis or a 504 plan are NOT eligible to participate in the alternate assessment.

The IEP team for eligible students must make an individualized decision regarding the student's participation in either the regular assessment or alternate assessment using the Missouri Alternate Assessment Decision Making Checklist or Flowchart. This decision must be documented in the IEP.

#### 2. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.

While there is no one method of determining if a student demonstrates the most significant

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GUIDANCE DOCUMENT

State & District-wide Assessments of School Achievement

PURPOSE OF THIS BULLETIN

This Technical Assistance Bulletin will provide IEP team members with the information they need to make decisions about each child's participation in these assessments.

What IEP Teams Need to Know...

Passage of the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA) of 2004 has resulted in a greater focus on the accountability of educational services for students with disabilities. The Missouri School Improvement Program (MSIP) uses the performance of all students on the Missouri Assessment Program (MAP) Grade-Level Assessments, End-of-Course (EOC) Assessments, and the MAP-Alternate (MAP-A) in determining a district's performance level for district accreditation. The NCLB Act requires states to annually report on the performance of students with disabilities as measured by the Grade-Level, the MAP-A, and EOC Assessments as well as other sub-groups of students. The Office of Special Education has identified the improved performance of students with disabilities on the Grade-Level and EOC Assessments as one of its Performance Goals as required by IDEA. This focus on educational achievement and outcomes for students with disabilities is intended to direct attention to the



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## TECHNICAL ASSISTANCE BULLETIN

QUESTIONS?

Alternate Assessments: Guidance for IEP Teams

