

<District Name>
Alternate Assessment Participation Determination

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.

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 Program. 		
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 evidenced by standardized assessments. <p style="text-align: center;">OR</p> <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. <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 grade level from that of peers with disabilities. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> ● 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. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> ● The student requires information to be obtained primarily through methods other than reading due to limited reading ability. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> ● The student requires alternate methods to express or share oral or written ideas and information. 		
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. 		
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. 		