

Criteria for Determining Participation in the Alternate Assessment in Lieu of the General Education Assessment (Participation Guidelines)

The SEA must establish and ensure implementation of clear and appropriate guidelines for Case Conference Committees to apply in determining when a child's significant cognitive disability justifies assessment based on alternate achievement standards 34 CFR 200.6 (a)(2)(iii)(A)(1)

The Case Conference Committee (CCC) determines, based on the criteria provided and the student's individual and unique needs, whether a student with disabilities will participate in general education assessments with or without testing accommodations, or in the alternate assessment with or without accommodations. The alternate assessment is based on alternate achievement standards/content connectors. The CCC must be informed that the decision to participate in an alternate assessment means the student will have limited or modified exposure to the grade level standards that may have a significant impact on the student's academic outcomes and post-secondary opportunities.

When the CCC concurs that all three of the criteria below accurately characterize a student's current educational situation, an alternate assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

Participation Criterion	Participation Criterion Descriptors
1. The student has a significant cognitive disability.	Review of student record indicates a disability that significantly impacts intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
2. The student is primarily being instructed using the Indiana Content Connectors.	Goals listed in the Individual Education Plan (IEP) for this student are linked to the enrolled grade level Indiana Content Connectors and address knowledge and skills that are appropriate and challenging for this student.
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade- and age-appropriate curriculum.	The student <ol style="list-style-type: none"> a. requires extensive, repeated, individualized instruction and support that is not of a temporary 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 multiple settings.

Decisions for determining participation in the alternate assessment **must not** be based solely on any of the following:

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| <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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 distress 14. Need for accommodations (e.g., assistive technology/Augmentative and Alternative Communication) to participate in assessment process |
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In a given year, a student must participate in either all general education assessments or all alternate assessments, not parts of both.