

Alternate Assessment Participation Decision Flowchart

For students with a current IEP
and enrolled in grades 3-8 or 10

Consider These:

Results of Individual Cognitive Ability Test, Adaptive Behavior Skills Assessment, individual/group - administered achievement tests, and district-wide alternate assessments, and English language learner (ELL) language assessments, if applicable

Data from scientific research-based interventions, progress monitoring data, results of informal assessments, teacher collected data and checklists

Examples of curriculum, instructional objectives, and materials, work samples from school- or community-based instruction

Present levels of academic and functional performance, goals, and objectives, and post-school outcomes from the IEP and the Transition Plan, if applicable

1. Do the student's records indicate 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.

Yes ↓

2. Would the student be appropriately challenged by goals and instruction linked to the enrolled grade-level Indiana Content Connectors and address knowledge and skills that are appropriate and challenging?

Yes ↓

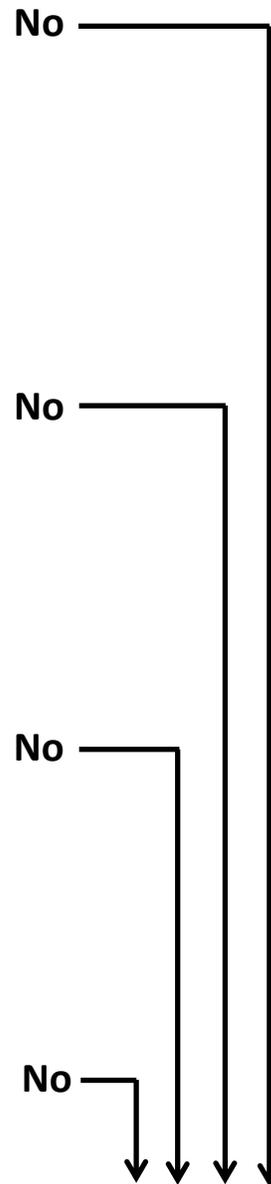
3a. Does the student require extensive, repeated, individualized instruction and support that is not of a temporary or transient nature?

Yes ↓

3b. Does the student use substantially adapted materials with individualized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content?

Yes ↓

Student may participate in the Indiana Alternate Assessment



Student must participate in the Indiana General State Assessment with or without accommodations.