

Alternate Academic Achievement Standards and Alternate Assessment Participation Guidelines Worksheet

* For further clarification of terms used in this worksheet, please refer to the companion document
Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment

| | |
|---|--|
| <p style="text-align: center;">Criterion #1: The student has been evaluated and determined to be eligible to receive special education services and has an IEP.</p> | <p>Response:</p> |
| <p><input type="checkbox"/> Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)?</p> <p><input type="checkbox"/> Is a current Individualized Education Program (IEP) in place or being developed for the student?</p> | <p><input type="checkbox"/> No. Stop here. The student must meet Special Education <i>Determination of Eligibility</i> criteria in one or more disability categories defined in ECEA Rules http://www.cde.state.co.us/cdesped/IEP_Forms.asp</p> <p><input type="checkbox"/> Yes. If both elements can be affirmed, continue to Criterion #2.</p> |
| <p style="text-align: center;">Criterion #2: The student has documented evidence of a cognitive disability.</p> | <p>Response:</p> |
| <p><input type="checkbox"/> During the process of determining eligibility for a student to receive special education services, did the IEP Team review a body of evidence that supports the existence of a cognitive disability?</p> | <p><input type="checkbox"/> No. Stop here. The student must have documented evidence of the existence of a cognitive disability, regardless of the special education disability category.</p> <p><input type="checkbox"/> Yes. Empirical evidence of a cognitive disability is documented in the IEP. Continue to Criterion #3.</p> |
| <p style="text-align: center;">Criterion #3: The student has a <u>significant</u> cognitive disability.</p> | <p>Response Options:</p> |
| <p><input type="checkbox"/> The student's demonstrated cognitive functioning and adaptive behavior in the home, school, and community environments are significantly below age expectations, even with program modifications, adaptations and accommodations and</p> <p><input type="checkbox"/> the School Psychologist (or other personnel trained in administering psychometric evaluation) presents evidence that the student's cognitive and adaptive functioning is consistent with that of a student with a significant cognitive disability*.</p> | <p><input type="checkbox"/> Yes. Both elements affirm that the student's evaluated performance falls within range of the most significant cognitive disability. The student (a) requires extensive, repeated individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer academic and functional skills necessary for application in school, work, home and community environments. Daily modified instruction is linked to the enrolled grade level Colorado Academic Standards Extended Evidence Outcomes (EEOs). For students receiving instruction on alternate standards and taking alternate assessment, the IEP must contain measurable annual goals and objectives for content areas.</p> <p style="text-align: center;">Continue to 4B to select <u>alternate</u> standards-based instruction and appropriate alternate assessment.</p> <hr/> <p><input type="checkbox"/> The documented evidence supports the existence of a significant cognitive disability. However the IEP Team determines that with appropriate adaptations (supports and accommodations), the student will receive daily instruction based on the Colorado Academic Standards enrolled grade-level expectations. (The student then does not qualify for instruction on alternate academic achievement standards or to take alternate assessment based on alternate academic achievement standards.)</p> <p style="text-align: center;">Continue to 4A to select <u>Grade-level</u> standards-based instruction and appropriate grade-level assessment.</p> <hr/> <p><input type="checkbox"/> Yes. Although the documented evidence supporting the existence of a significant cognitive disability does not fall into the lower ranges, the IEP Team has considered the impact and severity of the disability along with other related factors in order to determine that the student qualifies to receive modified daily instruction based on the Colorado Academic Standards Extended Evidence Outcomes (alternate academic achievement standards) and participate in alternate assessment based on alternate academic achievement standards.</p> <p style="text-align: center;">Continue to 4B to select <u>Alternate</u> standards-based instruction and appropriate alternate assessment.</p> |
| <p style="text-align: center;"><i>Empirical evidence includes, but is not limited to, formal testing results, multi-disciplinary team evaluations, and other evaluative data.</i></p> | |

For questions related to this optional worksheet and companion guidance, please contact:

Linda Lamirande Lamirande_L@cde.state.co.us

Exceptional Student Services Unit

Colorado Dept. of Education

Rev. 9/15

Alternate Academic Achievement Standards and Alternate Assessment Participation Guidelines Worksheet

| | 4A Instruction and Assessment based on Grade-Level Academic Achievement Standards (Grade-level Expectations / Evidence Outcomes) | 4B Instruction based on Extended Evidence Outcomes (EEOs) and *Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAS) |
|---|--|--|
| Tested Content Areas | | |
| CMAS: Reading/ Writing (ELA) Math Social Studies Science | <input type="checkbox"/> Grade-level classroom/ district assessments <input type="checkbox"/> with accommodation <input type="checkbox"/> without accommodation <input type="checkbox"/> State Summative Assessment <input type="checkbox"/> with accommodations allowed for use on state assessment <input type="checkbox"/> without accommodation <input type="checkbox"/> Unique Request- pending approval by CDE Assessment Unit | <input type="checkbox"/> Alternate classroom/ district assessments based on alternate standards <input type="checkbox"/> Alternate State Summative Assessments (Gr. 3-9 and 11) Note: With the passage of IDEA in 1997 and its reauthorization in 2004, it is required that both state and districts provide an alternate assessment for students who cannot participate in general state and district assessments. |
| Other | <input type="checkbox"/> ACCESS for ELLs (K-12) <input type="checkbox"/> with allowable accommodations <input type="checkbox"/> Grade 10 Preparatory Exam <input type="checkbox"/> Grade 11 College Entrance Exam | <input type="checkbox"/> Alternate ACCESS for ELLs (Gr. 1-12) <input type="checkbox"/> 10 th Grade DLM Alternate Assessment <input type="checkbox"/> 11 th Grade DLM Alternate Assessment |
| Dual Assessment | *Dual assessment is NOT an option beginning with the 2014-15 school year. If a student meets the guidelines to receive instruction on alternate standards and take alternate assessment based upon those alternate standards, then ALL tested content areas or other state-mandated assessments required for the student's enrolled grade level, will be ALTERNATE assessments. | |
| Exclusionary Factors: The IEP Team affirms <ul style="list-style-type: none"> <input type="checkbox"/> that annual assessment data was reviewed for each content area and <input type="checkbox"/> the decision for participation in the Alternate Assessment is NOT based on: <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 grade-level assessment 5. Services student receives 6. Educational environment or instructional setting 7. Percent of time receiving special education 8. English Language Learner (ELL) status 9. Low reading level/academic level 10. Anticipated student's disruptive behavior 11. Impact of student scores on accountability system 12. Administrator decision 13. Anticipated student's emotional duress | | |
| IEP Team Consensus: (Record decision on IEP Form) <input type="checkbox"/> Student meets participation guidelines as a student with a significant cognitive disability and will receive instruction based upon alternate academic achievement standards and participate in alternate assessment as indicated above. | | |
| * For further clarification of terms used in this worksheet, please refer to the companion document <i>Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment</i> | | |

For questions related to this optional worksheet and companion guidance, please contact:

Linda Lamirande Lamirande_L@cde.state.co.us

Exceptional Student Services Unit

Colorado Dept. of Education

Rev. 9/15