



Alternate Assessment Participation Criteria:

Criteria that the IEP team needs to consider when determining a student's participation in the alternate assessment:

- 1) The student has:
 - A most significant cognitive disability, and
 - Significant deficits in
 - communication/language, and
 - adaptive behavior (adaptive behavior is defined as essential for someone to live independently and to function safely in daily life).

AND

- 2) The student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains on the challenging Nebraska College and Career Academic Standards for the grade which they are enrolled.

AND

- 3) The student requires educational support systems, such as:
 - assistive technology,
 - personal care issues, and/or
 - health/medical services.

Issues that the IEP team should discuss:

- 1) The IEP team first considered the student's ability to access the NeSA, with or without accommodations.
- 2) The IEP team reviewed the student's instructional program to ensure that the student is receiving instruction linked to the general curriculum but which is aligned to the Extended Indicators.
- 3) The IEP team determined the student's cognitive functioning is significantly below age expectations and has an impact on his/her ability to function (independently) in multiple environments (school, home and community).
- 4) The IEP team determined that the student needs extensive instruction and/or supports to acquire, maintain and generalize academic and life skills in order to actively participate in school, work, home or community.
- 5) The IEP team documented in the IEP reasons why the NeSA would not be an appropriate measure of the student's academic progress. Describe how the student will be participating in statewide assessment.

Attached is a checklist to complete to help in determining if the student will need to have the Alternate Assessment administered to them.

Alternate Assessment Participation Criteria Checklist

The Participation Criteria Checklist must be a part of the decision making process. If any response to the criteria is “No” or “Disagree”, the student should participate in the general NeSA with or without accommodations.

Yes/ Agree	No/ Disagree	Alternate Assessment Participation Criteria Checklist —Include this checklist in the IEP—
		Is the student’s course of study aligned to the Extended Indicators of the Nebraska College and Career Ready Academic Standards?
		Does the student have a current IEP and does it document the need for an alternate assessment (i.e. Extended Indicators)?
		Is the student in grade 3 – 8 and 11?
		Does the student have a most significant cognitive disability?
		Is the student unable to master grade-level standards even after being provided the appropriate and allowable accommodations?
		Does the student have a disability that presents “ unique and significant ” challenges to participate productively in everyday life activities in school, home, community and work environments?
		Does the student demonstrate cognitive ability and adaptive skill levels that <u>prevent completion</u> of the general core curricula?
		When compared to other students with disabilities, does the student require frequent and extensive, repeated instruction presented in individualized incremental steps (that is not of a temporary nature) in order to apply and transfer skills across settings?
		Does the student require instruction focused on application of state standards through essential life skills?
		Does the student use substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings, including school, workplace, community and home?
		Is the student unable to participate in any other component of the statewide assessment system, even with test accommodations?
		Does the student require extensive modifications of the general curriculum (modified objectives, materials and/or activities)?
		The decision to participate in the Alternate Assessment is NOT based solely on excessive or extended absences.
		The decision to participate in the Alternate Assessment is NOT based solely on language, social, cultural, or economic differences.
		The decision to place the student on the Alternate Assessment is NOT being made for program administration reasons, such as the student is expected to perform poorly on the regular assessment; the student displays disruptive behaviors or experiences emotional duress during testing.

Additional Comments: