



IEP Team Decision Making Flow Chart Nebraska Statewide Alternate Assessment For Students with the Most Significant Cognitive Disabilities

The student is eligible to participate in the Alternate Assessment for Students with the most significant cognitive disabilities if all responses are YES.

Does the student have an identified disability?

If no, then student must participate in the Nebraska general assessment

If yes, does the student have a significant cognitive disability?

A review of the student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.

If no, Student must participate in the Nebraska general assessment. Student may be eligible to use accommodations.

If yes, is the student curriculum and instruction aligned to the Nebraska College and Career Ready Extended Indicators?

Goals and instruction documented for this student are aligned to the enrolled grade level Extended Indicators and address knowledge skills that are appropriate and challenging for this student.

If no, student must participate in the Nebraska general assessment. Student may be eligible to use accommodations.

If yes, does the student require extensive, direct individualized instruction and substantial supports to achieve measurable gains on the Nebraska College and Career Academic Standards for the grade they are enrolled?

The student:

- (a) requires 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 **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, including school, workplace, community and home.

If no, Student must participate in the Nebraska general assessment. Student may be eligible to use accommodations.

If yes, the student is eligible to participate in the Nebraska Alternate Assessment.

In addition, evidence for the decision for participation in the alternate assessment is NOT BASED on:

1. A disability or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic differences
4. Expected poor performance on the general education assessment
5. Educational environment or instructional setting
6. Percent of time receiving special education
7. English Learner status
8. Low reading level/achievement level
9. Anticipated disruptive behavior
10. Anticipated emotional duress during testing
11. Administrator decision
12. Impact of student scores for accountability system
13. Need for accommodations (e.g. assistive technology) to be able to participate in assessment process