

# NSCAS Alternate Assessment Participation Worksheet

Purpose is to guide and support individualized education plan (IEP) teams in determining whether a student is most appropriately assessed with an alternate assessment.

|                 |               |              |
|-----------------|---------------|--------------|
| <b>Student:</b> | <b>Grade:</b> | <b>Date:</b> |
|-----------------|---------------|--------------|

## Part 1: Determining Eligibility

Directions: Complete the first two questions to determine if the student may be eligible for participation in the alternate assessment.

|   |  |   |
|---|--|---|
| 1. Does the student have a current individualized education program (IEP)?  |  |   |
| <input type="radio"/> No, the student does not have an IEP.<br><br><p style="text-align: center;"><b>Stop here. The student is not eligible for alternate assessment.</b></p>   | <input type="radio"/> Yes, the student has an IEP.<br><br><p style="text-align: center;"><b>Proceed to question 2.</b></p>   |   |
| 2. Review the student's Individuals with Disabilities Education Act (IDEA) category.  |  |   |
| <p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Specific Learning Disability</li> <li><input type="checkbox"/> Speech-Language Impairment (only)</li> </ul> <p style="text-align: center;"><b>Stop here. The student is not eligible for participation in the alternate assessment.</b></p> | <p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Deafness/Hard of Hearing</li> <li><input type="checkbox"/> Emotional Disturbance</li> <li><input type="checkbox"/> Orthopedic Impairment</li> <li><input type="checkbox"/> Other Health Impairment</li> <li><input type="checkbox"/> Visual Impairment</li> </ul> <p>A student identified with these disability categories <b>very rarely</b> will be a student with a most significant cognitive disability and therefore rarely, if ever, qualify for the alternate assessment.</p> <p style="text-align: center;"><b>Proceed to Part 2.</b></p> | <p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Autism</li> <li><input type="checkbox"/> Deaf-Blindness</li> <li><input type="checkbox"/> Intellectual Disability</li> <li><input type="checkbox"/> Multiple Disabilities</li> <li><input type="checkbox"/> Traumatic Brain Injury</li> </ul> <p>A student with any of these disabilities may have a cognitive disability. However, fewer than half the students in these categories may have a <b>most significant cognitive disability</b> that would qualify them for the alternate assessment.</p> <p style="text-align: center;"><b>Proceed to Part 2.</b></p> |

**Part 2: Determine if the student has a Most Significant Cognitive Disability (review adaptive skills information)**

Directions: Review the adaptive skills descriptors to determine if the student meets these and has a **deficit in all of the areas. (Decisions must be data based to support your answers.)**

**Adaptive skills** are essential to living independently and functioning safely in daily life. The student's data documents a **significant deficit across all domains** of adaptive skills. The student requires systemic and direct instruction of adaptive skills.

**Conceptual Domain:**  
The Conceptual Domain covers skills that are needed to communicate, apply academic skills, and manage and accomplish tasks

| Yes | No | Descriptors  |
|-----|----|--|
|     |    | has significant difficulty with learning academic content,   |
|     |    | requires significantly modified curriculum and instruction and likely is unable to apply or generalize skills outside the classroom setting, |
|     |    | may be unable to clearly express wants and needs and may not seem to understand the messages,  |
|     |    | likely requires maximum adult assistance to communicate,   |
|     |    | requires layers of supports (accommodations, scaffolding and assistive technologies) to follow directions and daily routine activities,      |
|     |    | most likely was identified with developmental delays as an infant or toddler.  |

**Social Domain:**  
The Social Domain covers behaviors needed to engage in interpersonal interactions, act with social responsibility and use leisure time. This includes social competence, self-esteem, gullibility, naïveté (wariness), social problem-solving, following rules/obeying laws and avoiding being victimized.

| Yes | No | Descriptors  |
|-----|----|--|
|     |    | often uses behaviors to communicate,   |
|     |    | communication skills are very limited in terms of vocabulary and grammar,        |
|     |    | may be in the process of developing a mode of communication,                     |
|     |    | may be described as nonverbal or uses very limited nonsymbolic communication,    |
|     |    | requires significant adult assistance to communicate with peers or adults,       |
|     |    | may not yet show understanding of symbolic communication with speech or gesture. |

|   |    |  |
|---|----|--|
| <b>Practical Domain:</b><br>The Practical Domain covers behaviors needed to address personal and health needs; take care of home, classroom, or work settings; and function in a school or community setting. |    |  |
| Yes   | No | <b>Descriptors</b>   |
|   |    | significant support and direct instruction across all activities of daily living (meals, dressing, bathing, toileting needs) or may be dependent on others for all aspects of physical care, health, and safety, |
|   |    | intensive teaching and ongoing support for recreational and navigation skills, not because of physical ability but because of significant cognitive needs,   |
|   |    | requires supervision at all times.   |

**Does the student meet these descriptors in all areas of the adaptive skills domains? Yes/No**  
**If yes, proceed to part 3.**  
**If no, student does not meet the criteria for the alternate assessment.**

**Part 3: Determine if the student’s course of study is aligned to the Extended Indicators of the Nebraska College and Career Academic Standards, requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.**

Directions: Review and select all statements that best describes the student’s curriculum, supports needed, accommodations, modifications, and assistive technology needs. **(Decisions must be data based to support your answers.)**

**Curriculum, Instruction and Assessment:**  
Describe the student’s daily learning needs as outlined in the IEP.

|     |    |  |
|-----|----|--|
| Yes | No | <b>Daily Learning Needs</b>  |
|     |    | IEP documents the course of study is aligned to the Extended Indicators of the Nebraska College and Career Academic Standards; |
|     |    | IEP includes goals and objectives that target modified grade-level standards;  |
|     |    | IEP requires Specially Designed Instruction that is standards-based and also includes life skills grade-level learning;        |
|     |    | IEP goals all have objectives/benchmarks included;   |
|     |    | Instruction and assessments results provide student data, likely showing skill gaps/deficits;                                  |
|     |    | requires extensive and frequent accommodations and modifications.  |

**Accommodations/Modifications:**

Describe the accommodations and modifications needed for the student to participate meaningfully in daily instructional and assessment activities.

| Yes | No | Interventions/Supports   |
|-----|----|--|
|     |    | IEP outlines individualized supports, accommodations, modifications, and materials needed to meet the cognitive and physical demands of instruction and assessment;  |
|     |    | IEP outlines a list of accessibility features that are presented in NSCAS Accessibility Manual that are provided during instruction <b>and</b> assessment to support accessibility;  |
|     |    | requires additional individualized accommodations, modifications, instructional supports not allowed on the NSCAS Alternate Assessment but are needed during instruction and district assessments to support accessibility;                                      |
|     |    | requires supports, accommodations, substantially adapted materials, and/or individualized methods of accessing information in alternate ways that the student needs to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings. |
|     |    | additional supports address the communication, motor and/or sensory needs of the learner and provide the learner opportunities to show what he or she knows and can do.  |

**Assistive Technology:**

Describe the use of assistive technologies needed for the student to actively engage and participate meaningfully and productively in daily activities in school, home, community, and work environments.

| Yes | No | Assistive Technology   |
|-----|----|--|
|     |    | IEP outlines required assistive technology supports and services, <b>and</b>   |
|     |    | An assistive technology assessment was used or is in the process of being used to determine the individualized, assistive technology needed to support academic instruction, communication, daily living, seating/positioning, mobility, sensory and/or motor needs, etc., <b>and/or</b> |
|     |    | student currently is learning to use or is independently using assistive technology to access learning in his or her environment.  |
|     |    | IEP describes complex physical, sensory, or medical needs that require multiple assistive technology supports and services across most of the assistive technology domains;  |
|     |    | student currently requires person-dependent supports that may be replaced with assistive technology once the appropriate AT can be determined.   |

Does the data reviewed support these statements that the student’s curriculum is aligned to the Nebraska Extended Indicators of the Nebraska College and Career Academic Standards, requires extensive direct individualized instruction **and** substantial supports **including** assistive technology to achieve measurable gains in the grade- and age-appropriate curriculum? Yes/No

**If yes, proceed to part 4.  
If no, student does not meet the criteria for the alternate assessment.**

**Part 4: The decision to participate in the alternate assessment is NOT made based solely on any of the following considerations.**

Directions: Review the non-participation criteria to determine whether the student has qualified to take the NSCAS Alternate Assessment based **solely** on any of those listed.

**Non-participation criteria:**  
Students shall not qualify to participate in the NSCAS Alternate Assessment **solely** based on any of the non-participation criteria listed.

| Yes | No | Non-Participation Criteria                                    |
|-----|----|---|
|     |    | Specific disability category                                  |
|     |    | Excessive or extended absence                                 |
|     |    | Native language/social/cultural or economic differences       |
|     |    | Educational environment or setting                            |
|     |    | Percent of time receiving special education                   |
|     |    | English Learner status  |
|     |    | Low reading level   |
|     |    | Disruptive behavior   |
|     |    | Administration decision                                       |
|     |    | Impact of student scores for accountability system            |
|     |    | Expected poor performance on the general education assessment |

The decision to participate in the Nebraska Alternate Assessment was based on multiple pieces of evidence that, when combined, demonstrate that the student meets all of the NSCAS-AA participation criteria: the student has a **most significant cognitive disability**; receives instruction based on the Extended Indicators of the Nebraska College and Career Academic Standards; course of study includes instruction on **all three domains of adaptive skills**; **and** requires extensive, direct, individualized instruction and substantial supports. The non-participation criteria were not solely used to qualify the student to participate in the NSCAS-AA. The implications of this decision were discussed thoroughly by the IEP team and are understood by the student’s parent(s).

| <b>Position</b>                          | <b>Name</b> | <b>Date</b> |
|--|-------------|-------------|
| Parent/Guardian                          |             |             |
| Student                                  |             |             |
| Administrator/Designee                   |             |             |
| Special Education Teacher(s)             |             |             |
| General Education Teacher                |             |             |
| Other (please specify name and position) |             |             |
| Other (please specify name and position) |             |             |