

# Guiding Questions to Support Alternate Assessment Participation Decision

Answer questions below to provide the evidence used to make the determination that the student has met the criteria to participate in the Alternate Assessment.

| Criteria Descriptors   | Guiding Questions   | Sources of Evidence  |
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| <p>Review of student records indicates a disability or multiple disabilities that significantly impacts the intellectual functioning and adaptive behavior so that extensive modifications are required in order to access the general curriculum.</p> | <p>How does the student's disability significantly impact their <b>adaptive skills</b>?</p> <p>What were the student's scores on the <b>adaptive skills assessments</b>?</p> <p>How does the student's disability <b>significantly</b> impact their <b>intellectual functioning</b>?</p> <p>What was the student's IQ and/or other scores on the assessments of <b>intellectual functioning</b>?</p> <p>List and describe other information that supports the assertion that the student has a <b>most significant cognitive disability</b>. (How did you make the decision.)</p> | <p>Results of:</p> <ul style="list-style-type: none"> <li>*Individual Cognitive Ability Test</li> <li>*Adaptive Behavior Skills Assessment</li> <li>*Individual and group achievement tests</li> <li>*Informal assessment</li> <li>*Individual Reading Assessment</li> <li>*District-wide alternate assessments</li> <li>*Language assessments include EL language assessment if applicable</li> </ul> |

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| <p>Goals and instruction documented in the IEP for this student are aligned to the enrolled grade level Extended Indicators and address knowledge and skills that are appropriate and challenging for this student.</p>   | <p>Are the student's IEP goals aligned to the Nebraska Extended Indicators?</p> <p>Do the student's IEP goals have at least two objectives/benchmarks that support the goal?</p> <p>List and provide information that supports the decision that the student's instruction, IEP goals and objectives/benchmarks address academic knowledge and skills that are challenging and appropriate. (See sources of evidence for examples.)</p> | <p>*Examples of curriculum, instructional objectives and materials including work samples</p> <p>*Present levels of academic functional performance, goals, and objectives from IEP</p> <p>*Data from researched based interventions</p> <p>*Progress monitoring data</p> |
| <p>The student's data documents a significant deficit across all domains of adaptive skills. The student requires systemic and direct instruction of adaptive skills.</p> <p><b>Adaptive skills</b> are essential to living independently and functioning safely in daily life.</p> <p><b>Conceptual</b> – skills that are needed to communicate, apply academic skills, and manage and accomplish tasks.</p> <p><b>Social</b> – behaviors needed to engage in interpersonal interactions, act with social responsibility and use leisure time.</p> | <p><b>Adaptive Skills Domains:</b></p> <p>Provide information that supports the decision that the student's course of study requires instruction in the adaptive skills domains. Explain how you determined the student needs support in adaptive skills which are essential to living independently and functioning safely in daily life. Does the student meet these descriptors in all areas?</p>                                    | <p>*Adaptive skills curriculum materials</p> <p>*Evidenced-based instructional practices</p> <p>*Work samples</p> <p>*Progress monitoring data</p> <p>*Daily living curriculum</p>  |

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| <p><b>Practical</b> – behaviors needed to address personal and health needs; take care of home, classroom, or work settings; and function in a school or community setting.</p>   |   |  |
| <p>The student:</p> <p>(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</p> <p><b>and</b></p> <p>(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</p> <p><b>and</b></p> <p>(c) uses educational support systems such as: assistive technology, personal care issues, and/or health/medical services.</p> | <p>List and describe the type(s) of extensive, direct and/or individualized instruction the student needs to achieve measurable gains.</p> <p>List and describe the 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.</p> <p>Provide any other information that supports the assertion that the student requires extensive, direct, individualized instruction and substantial supports to achieve measurable gains in grade- and age-appropriate curriculum.</p> | <p>*Examples of curriculum, instructional objectives and materials including work samples from both school and community-based instruction</p> <p>*Teacher collected data and checklists</p> <p>*Present levels of academic and functional performance, goals and objectives and post school outcomes (when applicable) from the IEP and the Transition Plan for students aged 14 or older unless you have written one earlier</p> |