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?**
  - **NO**: Student must participate in the Nebraska general assessment.
  - **YES**: Does the student have a significant cognitive disability?
    - **NO**: Student must participate in the Nebraska general assessment. Student may be eligible to use accommodations.
    - **YES**: Is the student curriculum and instruction aligned to the Nebraska College and Career Ready Extended Indicators?
      - **NO**: 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?
        - **NO**: Student is eligible to participate in the Nebraska Alternate Assessment.
        - **YES**: 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

    - **YES**: Does the student have a significant cognitive disability?
      - **NO**: Student must participate in the Nebraska general assessment.
      - **YES**: Is the student curriculum and instruction aligned to the Nebraska College and Career Ready Extended Indicators?
        - **NO**: 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?
          - **NO**: Student is eligible to participate in the Nebraska Alternate Assessment.
          - **YES**: 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

    - **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?
      - **NO**: Student is eligible to participate in the Nebraska Alternate Assessment.
      - **YES**: 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