

# Alternate Assessment Criteria

Student Name: \_\_\_\_\_

If it is determined that there is sufficient information to support **ALL** of the criteria below and all of the IEP team agrees, the IEP team should document this decision on the student's current IEP. Students who do not meet all of the criteria will participate in the general statewide assessment with/without accommodations.

Participation Criteria	Criteria Descriptors	Yes/No	Sources of Evidence												
1. The student has a most significant cognitive disability.	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. <b>* Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</b>	Yes  No	<b>Results of:</b> *Individual Cognitive Ability Test *Adaptive Behavior Skills Assessment *Individual and group achievement tests *Informal assessment *Individual Reading Assessment *District-wide alternate assessments *Language assessments include EL language assessment if applicable												
2. The student's course of study is aligned to the Extended Indicators of the Nebraska College and Career Academic Standards.	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.	Yes  No	*Examples of curriculum, instructional objectives and materials including work samples *Present levels of academic functional performance, goals and objectives from IEP *Data from researched based interventions *Progress monitoring data												
3. The student requires 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 <b>and</b> (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 <b>and</b> (c)uses educational support systems such as: assistive technology, personal care issues, and/or health/medical services.	Yes  No	*Examples of curriculum, instructional objectives and materials including work samples from both school and community based instruction *Teacher collected data and checklists *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 age 16 or older unless you have written one earlier												
4. The decision to participate in the Alternate Assessment is <b>NOT BASED</b> on:	<table border="0"> <tr> <td>1. Specific disability or label</td> <td>7. Low reading level</td> </tr> <tr> <td>2. Excessive or extended absence</td> <td>8. Disruptive behavior</td> </tr> <tr> <td>3. Native language/social/cultural or economic differences</td> <td>9. Administration decision</td> </tr> <tr> <td>4. Educational environment or setting</td> <td>10. Impact of student scores for accountability system</td> </tr> <tr> <td>5. Percent of time receiving special education</td> <td>11. Expected poor performance on the general education assessment</td> </tr> <tr> <td>6. English Learner status</td> <td></td> </tr> </table>	1. Specific disability or label	7. Low reading level	2. Excessive or extended absence	8. Disruptive behavior	3. Native language/social/cultural or economic differences	9. Administration decision	4. Educational environment or setting	10. Impact of student scores for accountability system	5. Percent of time receiving special education	11. Expected poor performance on the general education assessment	6. English Learner status		Yes  No	*Evidence shows that the decision for participating in the alternate assessments <b>is not</b> based on this list.
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*IEP Team agrees that the decision was based on multiple pieces of evidence that, when looked at together, demonstrated that the Alternate Assessment is the most appropriate assessment for this student. That his/her academic instruction is based on the Extended Indicators linked to the Nebraska College and Career Academic Standards. The additional considerations listed here were not used to make this decision; and any other additional implications were discussed. YES NO															

**IEP team members:** In order for the student to participate in the alternate assessment, which is based on Nebraska's College and Career Ready Extended Indicators, ALL four criteria listed above have been met. (Signatures optional.)

_____	_____
(Parent/guardian)	(Date)
_____	_____
(Student)	(Date)
_____	_____
(Administrator/designee)	(Date)
_____	_____
(Teacher)	(Date)
_____	_____
(Other – please specify name and position)	(Date)

## **Supporting Evidence Documentation**

To justify the student qualifies for the Alternate Assessment.