# **Justification Support Worksheet**

|  |  |
| --- | --- |
| **School Name** | **Completed by** |
|  |  |

**Projected Disability Categories of NSCAS Alternate Assessment Participants**

* **Provide the projected count of students identified in each of the following disability categories that will be participating in NSCAS Alternate Assessment for 2018-2019.**

|  |  |
| --- | --- |
| Disability as Identified in IDEA | Projected NSCAS Alternate Assessment Participation Count |
| 1. Multiple Disabilities
 |  |
| 1. Intellectual Disability
 |  |
| 1. Autism
 |  |
| 1. Other Health Impaired
 |  |
| 1. Emotional Disturbance
 |  |
| 1. Deaf/Blind
 |  |
| 1. Traumatic Brain Injury
 |  |
| 1. Hearing Impairment
 |  |
| 1. Visual Impairment
 |  |
| 1. Orthopedic Impairments
 |  |
| 1. Specific Learning Disability
 |  |
| 1. Speech/Language Impairment
 |  |

***Explain why the students with disabilities identified in categories 3 through 12 above are assigned to the alternate assessment.***

***Select all that apply.***

**IEP teams use the *Alternate Assessment Criteria* (**[**https://cdn.education.ne.gov/wp-**](https://cdn.education.ne.gov/wp-)**content/uploads/2018/01/Alternate-Assessment-Criteria-Updated-11\_29.pdf) for determining eligibility for the alternate assessment.**

**IEP teams determine eligibility for the alternate assessment using the *IEP Team Decision Making Flow Chart* (**[**https://cdn.education.ne.gov/wp-content/uploads/2017/11/IEP-Team-Decision-Making-Flow-Chart-Alternate-Assessment-11-21.pdf**](https://cdn.education.ne.gov/wp-content/uploads/2017/11/IEP-Team-Decision-Making-Flow-Chart-Alternate-Assessment-11-21.pdf)**) and *Most Significant Cognitive Disability Definition* (**[**https://cdn.education.ne.gov/wp-content/uploads/2018/03/Most-Significant-Cognitive-Disability-Definition.pdf**](https://cdn.education.ne.gov/wp-content/uploads/2018/03/Most-Significant-Cognitive-Disability-Definition.pdf)**) for guidance.**

**All alternate assessment test administrators have the required training for administering the alternate assessment.**

***Describe the training that was provided to all staff who participate as members of an IEP team and/or placement team so that they understand and implement alternate assessment guidelines established by the state for placement on the alternate assessment appropriately. Include evidence that supports your training (ex. Sign in sheet, handouts, powerpoint, etc.)***

**IEP teams ensures that the decision for a student to participate in the alternate assessment are NOT based on the following criteria;**

1. **Disability Category**
2. **Poor/extended absences**
3. **English Learner status**
4. **Anticipated emotional duress**
5. **Educational/Instructional setting**
6. **Low achievement level**
7. **Academic and other services the student receives**
8. **Native language, social or cultural or economic differences**
9. **Expected poor performance on the general assessment**
10. **Impact of student scores on the accountability system**
11. **Percent of time receiving special education services**
12. **Administration decision**
13. **Anticipated disruptive behavior**
14. **Need for accommodations (e.g., assistive technology; augmentative and alternative communication (AAC) to participate in the assessment process)**