

Participation Criteria for Alternate Assessments Form (2020-21)

Directions: This form should be completed, signed, attached to the IEP, and placed in the student’s file at the time of the student’s annual IEP review.

Student Name: _____ DOB: _____

State-Assigned Student ID (SASID): 1000-_____ IEP Meeting Date: _____

Participation Criteria	Decision*	
	YES	NO
CRITERIA 1: Student has a disability that significantly impacts cognitive function and adaptive behavior.		
CRITERIA 2: As documented in the IEP, the student’s present levels of academic achievement indicate their ability to make progress through the alternate achievement standards (EEs) <i>and</i> the short term objectives include skills and concepts reflected in the steps found in the alternate achievement standard (EEs) learning maps, <i>and</i> the annual academic goals are closely aligned to grade-level alternate achievement standards.		
CRITERIA 3: The student is unable to apply academic, life, and job skills in home, school, and community without intensive, frequent, and individualized instruction and supports in multiple settings.		

**If any decision is no, the IEP team must follow the instructions on page 12, If the Decision is NO.*

IEP Team Assurance: The IEP team has thoroughly discussed the evidence gathered to determine eligibility, how that evidence aligns to the three criteria, it has used only the three participation criteria above, and no others, to reach that decision (*List 1 on page 11*). The IEP team has informed the parent(s) of the implications of their child’s participation in the alternate assessments, namely that:

- Their child’s academic progress towards achievement of the content standards in English language arts, mathematics, and science will be measured using the Essential Elements.
- They understand the graduation options for their child.

NOTE: LEAs may choose to award diplomas to students who qualify for the alternate assessment if the student demonstrates proficiency through their coursework using modified proficiency expectations for state-adopted standards (CCSS, NGSS, etc.). LEAs also have the authority to award a certificate of alternate recognition of high school accomplishment, in accordance with LEA-defined policies and criteria (*see page 12 of this manual for more information*).

- They have been informed of any other implications, including any effects of local policies on the student’s education, resulting from taking an alternate assessment.
- The IEP team *does / does not (circle one)* find this student eligible to participate in the alternate assessments.

Name of LEA Representative (print): _____ Date: _____

Signature of LEA Representative: _____