

Rubric for Determining Student Participation on the Alternate ACCESS for ELLs Kindergarten Field Test

Student Name	SASID 1000 □□□□□	Date of Birth / /
Sending District	Attending School Name	
Name of person completing form	Email and Phone Number	

This rubric is to assist Individualized Education Program (IEP) Teams in making appropriate decisions regarding student participation in the 2023 Alternate ACCESS for ELLs Field Test. Please note the following:

- *This rubric is valid only for determining if a kindergarten student should participate in the 2023 Alternate ACCESS for ELLs Field Test.*
- *This rubric is invalid after the field test is complete.*
- *This rubric may not be used in place of any formal eligibility determination for the state alternate assessments (Dynamic Learning Maps).*
- *Because student growth during the early years is unpredictable, a kindergarten student may or may not continue to need the extensive services outlined in their current IEP. If the IEP team believes that a student may qualify for the state academic alternate assessments (DLM), a formal eligibility determination process must be followed when the student reaches late second or early third grade.*
- *This form can be completed at a formal IEP Team meeting or through the district's IEP amendment process. The IEP Team must include an MLL representative. This form, regardless of the outcome, must be included in the student's IEP and minutes from the IEP Team meeting or amendment process must be included in the student's record.*
- *If you have questions, please contact your district special education director or MLL director.*
- *RIDE reserves the right to review this form and any data used to make the participation decision to ensure accurate identification of students.*

Step One: Gather student data. IEP Teams must use various data sets in review of a student's eligibility to take the Alternate ACCESS for ELLs Kindergarten Field Test which could include but is not limited to:

- evaluation team reports
- participation status in Early Intervention before 3rd birthday
- benchmark assessment data
- diagnostic assessments
- assistive technology evaluation
- speech and language assessments that determine expressive/receptive language communication status.
- IEP goal/objectives progress data
- both formative academic and transition assessment data
- adaptive skills checklists/inventories
- progress on functional, daily living, and life skills
- sensory and/or motor assessments describing access modes of communication, fine and gross motor tasks.

Evidence and data used for the decision to participate in the Alternate ACCESS for ELLs Kindergarten Field Test **MAY NOT include:**

1. a disability category or label
2. poor attendance or extended absences
3. social, cultural, or economic difference
4. academic or other services student receives
5. educational environment or instructional setting
6. percent of time receiving special education services
7. anticipated disruptive behavior
8. anticipated qualification for alternate assessment in third grade (when DLM is administered as a state assessment)
9. administration decision
10. anticipated emotional duress
11. need for accommodations (e.g., assistive technology/ Augmentative and Alternative Communication (AAC) to participate in the assessment process

Note: Intelligence quotient (IQ) scores are not a reliable measure to determining eligibility as many of the assessment tools used to determine IQ are not fully accessible for learners with significant motor, communication, and sensory complexities. IQ scores must never be used in isolation to determine eligibility or participation in this field test.

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Step Two: Review the student’s IEP and related documents to answer each question. Mark the column that best answers the question. Responses do not all need to be in the far-right column, but **all or most** should be in the C and D columns to the right. Only a small number of learners, approximately 1%, should qualify as meeting the criteria for Alternate ACCESS for ELLs Kindergarten Field Test which is designed for Students with Significant Cognitive Disabilities who are also multi-lingual learners.

1. Does the student have a current IEP ?			
No. Stop here , the student may not participate in the Alternate ACCESS for ELLs Kindergarten Field Test.		Yes. Continue to question #2.	
2. Is the student a multi-lingual learner? <i>Choose the descriptor that best matches student performance.</i>			
a) ____ No. Stop here , the student may not participate in the Alternate ACCESS for ELLs Kindergarten Field Test.	b) ____ No. The student received scores of 5 or 6 on the listening and/or speaking domains of the WIDA Kindergarten Screener. Stop here , the student may not participate in the Alternate ACCESS for ELLs Kindergarten Field Test.	c) ____ Unknown due to student nonresponse. Primary language spoken at home is a language other than English. Continue to question 3.	d) ____ Yes. The student received scores of 1, 2, 3, or 4 on the listening and/or speaking domains of the WIDA Kindergarten Screener. Continue to question 3.
3. Does the documentation and data reviewed provide evidence of significant cognitive disability ?			
<ul style="list-style-type: none"> • Significant cognitive disability: Three (3) or more standard deviations below the mean on culturally linguistically appropriate assessments plus significant impairments to the student’s ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience)? 			
a) ____ No. <ul style="list-style-type: none"> • Documentation and data indicate results that are not three or more standard deviations below the mean on culturally linguistically appropriate assessments. Stop here , the student may not participate in the Alternate ACCESS for ELLs Kindergarten Field Test.	b) ____ Unknown. All are true: <ul style="list-style-type: none"> • Documentation and data are inconclusive or unknown due to student’s lack of a reliable communication system. • Due to the student’s language and communication needs, it is unclear if the student’s disability interferes with their learning. Stop here , the student may not participate in the Alternate ACCESS for ELLs Kindergarten Field Test.	c) ____ Yes. All are true: <ul style="list-style-type: none"> • Documentation and data indicate results that are three or more standard deviations below the mean on culturally linguistically appropriate assessments; indicating that a cognitive disability interferes with learning grade-level skills and concepts. • Goals and objectives indicate wide skill gaps in reading and/or mathematics. • Goals and objectives indicate a need for prescriptive, direct, and systematic instruction. Continue to question 4.	d) ____ Yes. All are true: <ul style="list-style-type: none"> • Documentation and data show results that are three or more standard deviations below the mean on culturally linguistically appropriate assessments; indicating that a cognitive disability interferes with learning grade-level skills and concepts. • Goals and objectives address grade-level academic skills/concepts with significant curriculum modifications. • Goals and objectives <i>may</i> include expressive/receptive language and communication skills and/or sensory/motor access for active participation and engagement. Continue to question 4.

4. Does the student data document a significant deficit across many domains of **adaptive behaviors** that require systematic, direct instruction to be embedded within standards-based instruction?

- **Adaptive Behavior:** an individual's ability to apply age-appropriate social and practical skills in everyday life.
 - **Conceptual skills:** receptive and expressive language, reading (follows directions) writing (such as writing their name), math skills (counting and quantities, spatial relationships, shapes).
 - **Social skills:** interpersonal, follows rules, regulates behaviors, demonstrates independence, participates cooperatively and constructively in group situations.
 - **Practical skills:** personal activities of daily living such as eating, dressing, and toileting;

<p>a) ___ No.</p> <ul style="list-style-type: none"> • Targeted instruction is not needed in any of the adaptive skills. <p>Stop here, the student may not participate in the Alternate ACCESS for ELLs Kindergarten Field Test.</p>	<p>b) ___ No.</p> <ul style="list-style-type: none"> • General instruction addressed through MTSS and general education interventions for social and interpersonal skills. <p>Stop here, the student may not participate in the Alternate ACCESS for ELLs Kindergarten Field Test.</p>	<p>c) ___ No. All are true:</p> <ul style="list-style-type: none"> • Requires moderate assistance or supports to complete daily living skills, rule following, and interpersonal skills. • Some gaps in reading, writing, and math skills for everyday life; requires moderate support and materials modification to learn. 	<p>d) ___ Yes. All are true:</p> <ul style="list-style-type: none"> • Beginning communication skills or no reliable communication system. • Student requires intensive, systematic, repeated instruction relating to responsibility, following rules, emotional regulation, and age-appropriate self-care skills. • Goals and objectives demonstrate wide skill gaps in reading, writing, and math skills for everyday life and student requires significantly modified materials to learn.
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Step Three: Confirm the decision. Responses do not all need to be in the far-right column, but all should be in the C and D columns to the right. Only a small number of learners, approximately 1%, should qualify as meeting the criteria for Alternate ACCESS for ELLs Kindergarten Field Test which is designed for students with significant cognitive disabilities who are also multi-lingual learners. *This form, regardless of the outcome, must be included in the student's IEP and minutes from the IEP Team meeting or amendment process must be included in the student's record.*

The IEP Team used the above rubric, evaluation data analysis, and discussion to determine:

The student **DOES** meet the criteria to participate in the Alternate ACCESS for ELLs Kindergarten Field Test.

The student **DOES NOT** meet the criteria to participate in the Alternate ACCESS for ELLs Kindergarten Field Test. *The student will participate in the general ACCESS for ELLs field test.*

Signature of Person Completing Form _____ Title _____