

Alternate Academic Achievement Standard and Alternate Assessment Eligibility Criteria Worksheet

The IEP Team is responsible to determine that the student

- 1) meets eligibility as a student with a significant cognitive disability (Intellectual Disability)
- 2) will access the general curriculum based on alternate academic achievement standards (Colorado Academic Standards/Extended Evidence Outcomes)
- 3) will participate in alternate assessment based on alternate academic achievement standards (CoAlt, 11th Grade Alternate for Colorado ACT, and alternate classroom/district assessments)

Each year, the IEP Team will consider the academic achievement standard and assessments for each content area separately.

Criterion #1:	Response
<input type="checkbox"/> Has a standards-based Individualized Education Program (IEP) been developed for the student? <input type="checkbox"/> Is the IEP current?	<input type="checkbox"/> Yes. Continue to Criterion #2 if <u>all</u> criterion boxes are checked. <input type="checkbox"/> No. Stop here. The student must be eligible to receive special education services in order to have an IEP
Criterion #2:	Response
Evidence of a Significant Cognitive Disability (Intellectual Disability) <input type="checkbox"/> Does the student exhibit a significant cognitive disability as determined through a body of empirical evidence? (evidence can include scores ranging more than 2.0 standard deviations below the mean on individually administered measures of cognition) <input type="checkbox"/> Was adaptive behavior evaluated and is there evidence that the level of independent adaptive behavior is significantly below the culturally imposed expectations of personal and social responsibilities? <input type="checkbox"/> Is all evaluation data documented in the IEP? <input type="checkbox"/> Is there a deficiency in academic achievement in measures of reading/writing, math, and science? <input type="checkbox"/> Were student work products reviewed and determined to be consistent with evaluations?	<input type="checkbox"/> Yes. Continue to Criterion #3 if <u>all</u> criterion boxes are checked. <input type="checkbox"/> No. Stop here. The student does not qualify to receive instruction on alternate academic achievement standards or take alternate assessments. Note: Students with overall cognitive and/or adaptive behavior abilities that fall into the " <u>within normal limits</u> " range are not considered to be eligible as significantly cognitively disabled. These students are evaluated on grade-level academic achievement standards and will take grade-level assessments, with or without accommodation.

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Criterion #3:	Reading/Writing	Mathematics	Science
<p><input type="checkbox"/> Is daily instruction for the student differentiated/modified and based on the Extended Evidence Outcomes (alternate academic achievement standards)?</p> <p><input type="checkbox"/> Are IEP goals and objectives linked to the student's enrolled grade-level Colorado Academic Standards and based on the Extended Evidence Outcomes/Extended Readiness Competencies?</p> <p><input type="checkbox"/> Are goals and objectives written in measureable terms?</p>	<p><input type="checkbox"/> Yes for Reading/Writing.</p> <p>Continue to Criterion #4 for Reading/Writing if <u>all</u> criterion boxes are checked.</p> <p><input type="checkbox"/> No. Stop here.</p> <p>The student does not qualify for an alternate assessment in this content area. The student is on the grade-level academic achievement standards and takes general assessments for Reading/Writing with/without accommodations.</p>	<p><input type="checkbox"/> Yes for Mathematics.</p> <p>Continue to Criterion #4 for Mathematics if <u>all</u> criterion boxes are checked.</p> <p><input type="checkbox"/> No. Stop here.</p> <p>The student does not qualify for an alternate assessment in this content area. The student is on grade-level academic achievement standards and takes general assessments for Mathematics with/without accommodations.</p>	<p><input type="checkbox"/> Yes for Science.</p> <p>Continue to Criterion #4 for Science if <u>all</u> criterion boxes are checked.</p> <p><input type="checkbox"/> No. Stop here.</p> <p>The student does not qualify for an alternate assessment in this content area. The student is on grade-level academic achievement standards and takes general assessments for Science with/without accommodations.</p>
Criterion #4:	Reading/Writing	Mathematics	Science
<p><input type="checkbox"/> Did the IEP Team meet to review annual assessment data and determine the student's eligibility to take an alternate assessment based on alternate academic achievement standards for each content area?</p>	<p><input type="checkbox"/> Yes, the IEP team met and determined eligibility for Reading/Writing using assessment data</p> <p><input type="checkbox"/> No. Student will take the general assessment with or without accommodations</p>	<p><input type="checkbox"/> Yes, the IEP team met and determined eligibility for Mathematics using assessment data</p> <p><input type="checkbox"/> No. Student will take the general assessment with or without accommodations</p>	<p><input type="checkbox"/> Yes, the IEP team met and determined eligibility for Science using assessment data</p> <p><input type="checkbox"/> No. Student will take the general assessment with or without accommodations</p>
<p><input type="checkbox"/> The student meets all criteria and the IEP Team determines that the student is eligible to be evaluated on alternate academic achievement standards and participate in alternate assessments (state/district).</p>	<p>Note: With the passage of IDEA in 1997 and its reauthorization in 2004, it is required that both state and districts provide an alternate assessment for students who cannot participate in general state and district assessments, even with accommodations.</p>		

Parent signature

IEP Team Member signature