

Office Hour FAQ

Culturally and Linguistically Diverse Education



COLORADO
Department of Education

December 18, 2025 Office Hour Topic:

Extended Evidence Outcome Participation

In 2005, the federal government allowed states to develop alternate academic achievement standards (AAAS) for students with the most significant cognitive disabilities. In Colorado, the process involved the development of Expanded Benchmarks as the first iteration of the AAAS. In 2010-11 these became the Extended Evidence Outcomes (EEO). As required by statute, in 2018 the Colorado Academic Standards underwent significant updates and the EEO in Reading, Writing, and Communicating, Math, Science, and Social Studies were revised.

The EEO have been developed for a very small and specific group of students, 1% of the tested population. They are to be used solely for students who have been identified with a significant cognitive disability. There is a process in place to assist educational teams to determine which students would qualify to receive their instruction on the EEO and be assessed on the alternate assessment. More information is available at [Extended Evidence Outcomes - Colorado Department of Education](#) and [Instructional Standards and Adaptations for Students with a Disability webpage](#).

Terminology

- SWD- Students with Disability
- Dually Identified Students
- IEP – Individualized Education Program
- ID – Intellectual Disability
- MD – Multiple Disability
- DD – Developmental Delay
- OHI – Other Health Impairment
- MSCD – Most Significant Cognitive Disability
- EEOs – Extended Evidence Outcomes

Eligibility Criteria

- Age 3-21 with formal identification of the Most Significant Cognitive Disability using empirical evidence, which often includes:
 - Cognitive Ability below the 3rd Percentile (An IQ score of 55 or below)
 - Adaptive Ability in the 3rd Percentile
 - Academic Ability in the 3rd Percentile
- Decision made by the Multidisciplinary Team (should include expertise from CLDE)
- Formally documented in the child's evaluation report and in the Child's Individualized Educational Program (IEP)

Alternate Assessment Participation Criteria

MUST be:

1. K-12 Student



2. Formally Identified with the Most Significant Cognitive Disability in the US or Outlying Territories
3. The multidisciplinary team has already determined the child is eligible for instruction under the EEOs

[34 CFR S 300.160(c)]

Key Take Aways

- Not all students with Intellectual Disabilities (typically ID, MD, Autism) are instructed under the alternate state standards (the EEOs).
- Only students with The Most Significant Cognitive Disabilities (MSCD) who require instruction on the EEOs must take Alternate Assessments.
- No one person or "sole criterion" should be used to determine that a child is a child with the MSCD 34 C.F.R. § 300.304(b)(2).
- The assumption that a test will be "too hard" for a child is NEVER grounds to give them an alternate assessment 20 U.S.C. §1400(c)(5)(A).

Considerations for educational teams when making decisions in the district for Multilingual Learners with Disabilities:

- When does the SpEd and CLDE teams **collaborate** in your district?
- How do your teams collaboratively **analyze academic data**?
- How do partnerships work or how do you envision the work to **provide both** ELD instruction and SpEd services?
- What barriers or obstacles might **impact** this work across multiple expert teams?
- How can CDE **support you** to improve educational outcomes of dually identified students?

For more information, refer to the [Alternate Academic Achievement Standards and Alternate Assessment Participation Guidelines](#) or for questions about this CLDE Office Hour topic, please contact [Hunter Smith](#), Multilingual Learners with Educational Disabilities Specialist.