

Participation in Alternate Assessments Decision Flowchart

Consider the following:
 Results of individual cognitive ability test, adaptive behavior skills assessment, individually administered achievement assessments, district-wide alternate assessments, and English language proficiency [ELP] assessments as applicable.

Data from scientific, research-based interventions, progress monitoring data, results of informal assessments, teacher collected data and checklists.

Examples of curriculum, instructional objectives, materials, and learning samples from school- or community-based instruction.

Present levels of academic and functional performance, goals, objectives, and post-school outcomes from the IEP and transition plan if applicable.

Do the student records indicate a disability or multiple disabilities that most significantly impact intellectual functioning and *adaptive behavior?

*Adaptive behavior is defined as essential for someone to live independently and to function safely in adult life.

Yes

Would the student be appropriately challenged by goals and instruction linked to the enrolled-grade level standards, knowledge and skills?

Yes

Does the student require extensive, repeated and individualized instruction/support that are not of a temporary or transient nature?

Yes

Does the student use substantially adapted materials with individualized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content?

Yes

The student may participate in alternate assessments.

No

No

No

No

The student may participate in general assessments. Student may be eligible to use accommodations.

