**<District Name>**

MO STATE SAMPLE

**Alternate Assessment Participation Determination**

Alternate assessment participation is determined by the student’s IEP team, using the criteria established by the Department of Elementary and Secondary Education. T**he IEP team for a student with a disability MUST answer “YES” to ALL of the following eligibility criteria in order for the student to be eligible to participate in the Missouri Alternate Assessment.** Please refer to the Missouri Alternate Assessment Decision Making Guidance Document for additional guidance in determining eligibility for the alternate assessment.

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| **Missouri Alternate Assessment Decision Making Checklist** |
| **ELIGIBILITY CRITERIA**  |
| **1. Student has been evaluated and found eligible under IDEA.** | **[ ]  YES** | **[ ]  NO** |
| * The student has an identified disability under IDEA.
* The student has an Individualized Education Program.
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| **2. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.** | **[ ]  YES** | **[ ]  NO** |
| * The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by standardized assessments.

OR* The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by pervasive supports.

AND* The student demonstrates adaptive skills that are significantly limited compared to same age peers.
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| **3. The most significant cognitive disability impacts the student’s access to the curriculum and requires specialized instruction.** | **[ ]  YES** | **[ ]  NO** |
| * The student requires a highly specialized educational program with intensive supports and modifications/accommodations for access to the general education curriculum.

AND* The student requires daily instruction for core academic standards and functional life skills on a substantially different grade level from that of peers with disabilities.

AND* The student requires intensive instructional strategies which may include, but are not limited to, repeated drill/practice in multiple settings, skills taught in substantially smaller steps than peers with frequent prompts and guidance from adults.

AND* The student requires information to be obtained primarily through methods other than reading due to limited reading ability.

AND* The student requires alternate methods to express or share oral or written ideas and information.
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| **4. The most significant cognitive disability impacts the student’s post-school outcomes.** | **[ ]  YES** | **[ ]  NO** |
| * The student’s post-secondary outcomes likely require supported or assisted living.
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| **5. Additional factors considered for the student.** | **[ ]  YES** | **[ ]  NO** |
| * The student’s inability to participate in the regular assessment is primarily the result of the most significant cognitive disability and NOT excessive absences; visual or auditory disabilities; or social, cultural, language or economic differences.
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