**<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. | | |
| **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. | | |
| **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. | | |
| **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. | | |
| **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. | | |