

## PARTICIPATION GUIDELINES FOR ALTERNATE ASSESSMENT

Form I-7-A (Rev. 05/2017)

Name of Student \_\_\_\_\_

IEP teams are responsible for deciding whether students with disabilities will participate in general education assessments with or without testing accommodations, or in the alternate assessment with or without accommodations.<sup>1</sup> In a given year, a student must participate in either all general education assessments or all alternate assessments, not parts of both.

Participation Criterion	Participation Criterion Descriptors	Agree (Yes) or Disagree (No)?
1. The student has a most significant cognitive disability.	<p>In order to define a student as having a most significant cognitive disability, the IEP team must review student records and agree:</p> <ul style="list-style-type: none"> <li>The student typically characterized as functioning at least two and a half to three standard deviations below the mean in both adaptive behavior <u>and</u> cognitive functioning; <u>and</u></li> <li>The student performs substantially below grade level expectations on the academic content standards for the grade in which they are enrolled, even with the use of adaptations and accommodations; <u>and</u></li> <li>The student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains, across all content areas and settings.</li> </ul>	Yes / No
2. The student is instructed using the alternate achievement standards across all content areas.	Goals listed in the IEP for this student are linked to the enrolled grade level alternate achievement standards and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. Parent notification	<p>The parent(s) and LEA have discussed:</p> <ul style="list-style-type: none"> <li>The differences between the alternate achievement standards and academic content standards for the grade in which the child is enrolled, <u>and</u></li> <li>That the student's achievement will be measured based on alternate achievement standards, <u>and</u></li> <li>How the student's participation in alternate standards and assessment(s) may delay or otherwise affect the student from completing the requirements for a regular high school diploma.</li> </ul>	Yes / No
The IEP team agrees that all three of the criteria describe the student, and determined the student must participate in alternate assessment(s).		Yes / No

Decisions for determining participation in the alternate assessment must not be based solely on any of the following:

- A disability category or label
- Poor attendance or extended absences
- Native language/social/cultural or economic difference
- Expected poor performance on the general education assessment
- Academic and other services student receives
- Educational environment or instructional setting
- Percent of time receiving special education
- English Learner (EL) status
- Low reading level/achievement level
- Anticipated student's disruptive behavior
- Impact of student scores on accountability system
- Administrator decision
- Anticipated emotional distress
- Need for accommodations (e.g., assistive technology/Augmentative and Alternative Communication) to participate in assessment

<sup>1</sup>Academic content standards for the grade in which the child is enrolled and general education assessments reflect the Wisconsin Academic Standards. Alternate achievement standards and assessments reflect the Wisconsin Essential Elements. Students who are English Learners are required to participate in an annual English language proficiency assessment.