Participation Guidelines for Alternate Assessment

Participation in the Dynamic Learning Maps Alternate Assessment and the WAA-SwD requires a yes answer to the following three questions. The student is eligible to participate in the DLM Alternate Assessment if all responses below are marked “Yes”.

<table>
<thead>
<tr>
<th>Participation Criterion</th>
<th>Participation Criterion Descriptors</th>
<th>Agree (Yes) or Disagree (No)? Provide documentation for each</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student has a significant cognitive disability</td>
<td>Review of student record indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <em>Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</em></td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. The student is primarily being instructed using the Common Core Essential Elements and the Extended Grade Band Standards as content standards.</td>
<td>Goals listed in the IEP for this student are linked to the enrolled grade level Common Core Essential Elements and the Extended Grade Band Standards and address knowledge and skills that are appropriate and challenging for this student.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age-appropriate curriculum.</td>
<td>The student a. requires extensive, repeated, individualized instruction and support that is not of a temporary nature and b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

Decisions for determining participation in the Alternate Assessment must not be based solely on the following:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student’s disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional distress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

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