**South Dakota’s Alternate Assessment Participation Guidelines**

**The criteria for participation in the alternate assessment reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. Thus, a student who participates in the alternate assessment participates in this assessment for all content areas.**

*In addition, evidence for the decision for participating in the Multi State Alternate Assessment is* ***NOT BASED*** *on:*

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 services**
8. **English Language Learner (ELL) status**
9. **Low reading level/achievement level**
10. **Anticipated disruptive behavior**
11. **Impact of student scores on accountability system**
12. **Administrator decision**
13. **Anticipated emotional duress**
14. **Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process)**

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| **Participation Criteria** | **Participation Criteria Descriptors** | **Agree (Yes) or Disagree (No)? Provide documentation for each** |
| 1. The student has a significant cognitive disability | Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. *\*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.* | Yes / No |
| 2. The student’s instruction is aligned to the South Dakota State Content Standards in ELA, Math, and Science but is adapted to reflect the knowledge and skills in the Core Content Connectors. | Goals and instruction listed in the IEP for this student are linked to the enrolled grade level standards and address knowledge and skills that are appropriate and challenging for the student. |  Yes / No |
| 3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum | The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient 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. | Yes / No |

**The student is eligible to participate in the Alternate Assessment only if all responses above are marked *Yes***

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SSID:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ IEP Meeting Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_