

District 1% Alternate Assessment Participation Reflection

This Reflection is a tool to support districts with over 1% participation in the Alternate Assessment. Its purpose is to assist Individual Education Program (IEP) teams in reviewing data and student characteristics to ensure that students are participating in the appropriate state assessment.

- 1. Review the Alternate Assessment Participation Form and Alternate Assessment Participation Guidelines** found at <https://doe.sd.gov/assessment/alternate.aspx>. What are your district processes for for Step 1: Understanding Criteria for “significant cognitive disability,” Step 2: Gathering Evidence, and Step 3: Documenting Decision?
- 2. Review alternate assessment student data. Which students have Red Flags?** *If student data reveals the following Red Flags, then IEP teams should discuss/review if the student meets the alternate assessment participation criteria. That student may be more appropriately challenged to reach their fullest academic potential with general education instruction and regular assessment.*
 - **Disability Category/IQ Score** – Is a student’s disability category SLD, OHI, ED, or SL? Is the student’s IQ score above 70? Does the student have adaptive skills across settings? *(If yes, does the student meet the “significant cognitive disability” criteria?)*
 - **Reading/Math Skills on MSAA** – Does the data show that a student can ‘read fluently with critical understanding’ or ‘apply computational procedures’? *(If yes, should the student be more appropriately challenged with the regular state assessment?)*
 - **ELA/Math Performance Level on MSAA** – Did a student score the highest level (Level 4) on the Math-Alt or ELA-Alt? *(If yes, should the student be more appropriately challenged with the regular state assessment?)*
- 3. Are IEP teams reviewing Alternate Assessment criteria/participation at each annual IEP meeting?** *(Do not automatically accept the prior Alternate Assessment decisions.)*
- 4. Do IEP teams discuss and notify parents that student participation in the Alternate Assessment impacts the student graduating with a regular diploma?** *(Students not achieving the requirements of general education content standards/courses typically do not obtain a regular diploma.)*
- 5. Are Core Content Connectors (alternate academic achievement standards) used for students’ IEP goals and short-term objectives?** *(Found at <https://doe.sd.gov/assessment/alternate.aspx>.)*
- 6. Are there external reasons why your district exceeded 1.0 percent Alternate Assessment Participation?** *(If yes, what are the external reasons?)*