



# Alternate Assessment: Identifying Student Participation

Office of Special Education Programs  
August 2024

# Introduction/Welcome

- ▶ **Stacy Holzbauer**

- ▶ [Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us)

- ▶ Alternate Assessment Specialist

- ▶ Indicator 3: Assessment Participation/Proficiency

- ▶ Indicator 8: Parent Involvement

# OVERVIEW of Training Modules

- ▶ Identifying Student Participation
  - ▶ Federal Requirements for Alternate Assessment (AA)
  - ▶ Participation Criteria
    - ▶ Understand THREE Criteria for AA Participation
    - ▶ Gather Evidence and Document Decision
  - ▶ Student Red Flags
  - ▶ Resources
- ▶ Scenarios
- ▶ District 1% Justifications

# CECH Instructions

- ▶ To earn one continuing education contact hour (1 CECH) for the course:
  - ▶ Watch all videos listed under the Training Module
  - ▶ Complete the one-question quiz
- ▶ Thank you for your efforts in serving students with significant cognitive disabilities in South Dakota!
- ▶ Questions about Alternate Assessment participation or instruction of students with significant disabilities:

**Stacy Holzbauer, Alternate Assessment Specialist**  
**DOE Special Education Programs**  
**[Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us)**  
**605-295-3441**

# Alternate Assessment: Identifying Student Participation

# Federal Requirements for AA

DOE must follow the below federal requirements:

## Individuals with Disabilities Act - IDEA Sec. 300.160:

- ▶ (a) General. A State must ensure that **all children with disabilities** are included in all general state and district-wide assessment programs...with appropriate accommodations and **alternate assessments**, if necessary, as indicated in their respective IEPs.

# Identifying AA Participation: Documents

- ▶ All documents to guide IEP team decision making are found at: <https://doe.sd.gov/assessment/alternate.aspx>
- ▶ The [Participation Form](#) is used to document the IEP team's evidence and AA decision.
- ▶ The [Participation Guidelines](#) outline the entire process for identifying AA participation.

## — [Guidance Documents for Participation in the Alternate Assessment](#)


The following documents provide guidance for Individual Education Plan (IEP) teams on identifying participation on the Alternate Assessment of South Dakota Content Standards:

- [Alternate Assessment Participation Form](#)
- [Alternate Assessment Participation Guidelines](#)
- [Training: Identifying Student Participation in Alternate Assessment](#)

# Identifying AA Participation: Documents - Participation Form

- ▶ <https://doe.sd.gov/assessment/documents/AltAssess-Form-0523.pdf>
- ▶ The **Participation Form** is the IEP team's tool for identifying if a student meets the three criteria for participation in the AA.
- ▶ It is **recommended** to complete this form for every student considered for AA.
- ▶ Attach to the student's IEP.

Student SSID: \_\_\_\_\_  
 Student Name: \_\_\_\_\_  
 Student DOB: \_\_\_\_\_  
 Date form completed: \_\_\_\_\_



**Alternate Assessment Participation Form**

This Participation Form is a tool to help Individual Education Plan (IEP) teams with gathering evidence for determining if a student meets the three criteria for participation in South Dakota's alternate state assessment. Refer to [Alternate Assessment Participation Guidelines](#) for full guidance.

PARTICIPATION CRITERIA: <i>YES=student meets criteria NO=student does not meet criteria</i>	HISTORICAL EVIDENCE: <i>Consider multiple sources over multiple years in multiple settings.</i>	SOURCES OF EVIDENCE: <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p><b>1. Student has a significant cognitive disability.</b> Student's disability(s) significantly impacts both intellectual functioning AND adaptive behavior.</p> <p style="text-align: center;">YES <input type="radio"/> NO <input type="radio"/></p>		<p><input type="checkbox"/> Cognitive/Ability evaluations</p> <p><input type="checkbox"/> Adaptive Behavior evaluations</p> <p><input type="checkbox"/> Academic/Achievement evaluations</p> <p><input type="checkbox"/> Informal assessments</p> <p><input type="checkbox"/> District-wide assessments</p> <p><input type="checkbox"/> Language assessments, including ELL</p> <p><input type="checkbox"/> OTHER:</p>
<p><b>2. Student requires extensive instruction and support to acquire and maintain skills.</b> Student requires substantially adapted materials and intensive, repeated, direct support to acquire, maintain, demonstrate, and generalize skills across settings.</p> <p style="text-align: center;">YES <input type="radio"/> NO <input type="radio"/></p>		<p><input type="checkbox"/> Data from IEP goals, short-term objectives, post-school outcomes, ESY</p> <p><input type="checkbox"/> Data from present levels of academic AND functional performance</p> <p><input type="checkbox"/> Data from progress monitoring/checklists</p> <p><input type="checkbox"/> Data and examples of school and community-based curriculum, instructional objectives, materials</p> <p><input type="checkbox"/> Data from research-based interventions</p> <p><input type="checkbox"/> OTHER:</p>
<p><b>3. Student learns through alternate academic achievement standards (AAAS).</b> Student's academic goals, short-term objectives, and instruction follow Core Content Connectors (CCCs) and address skills appropriate and challenging for this student.</p> <p style="text-align: center;">YES <input type="radio"/> NO <input type="radio"/></p>		<p><input type="checkbox"/> IEP goals, short-term objectives, and post-school outcomes</p> <p><input type="checkbox"/> Present levels of academic AND functional performance</p> <p><input type="checkbox"/> Curriculum, instructional objectives, materials, work samples</p> <p><input type="checkbox"/> Progress monitoring and progress checklists</p> <p><input type="checkbox"/> Transition Plan (if 14 or older)</p> <p><input type="checkbox"/> Past performance on Alternate Assessment</p> <p><input type="checkbox"/> OTHER:</p>

*Evidence for determining alternate assessment participation is NOT based on the following: Specific disability category such as Cognitive or Autism, percent of time in specialized services, educational placement or instructional setting, low reading or achievement level, need for accommodations or assistive technology on the regular assessment, anticipated disruptive behavior or emotional distress, expected poor performance on regular assessment, impact of student scores on accountability system, administrator decision, English Language Learner (ELL) status, poor attendance, or extended absences.*

**A student must meet ALL THREE CRITERIA to participate in the alternate assessment. Participating students partake in alternate assessment in all content areas (ELA, Math, Science) assessed at their grade level. Attach completed Participation Form to student's IEP. Document team decision in assessment section of student's IEP.**

Updated 3/2023



# Identifying AA Participation: Three Criteria

► For each of the **three criteria**, follow the below steps to determine student participation in the alternate assessment:

1. Understand Participation Criteria
2. Gather Evidence on each Criteria
3. Document Decision on each Criteria

## PARTICIPATION CRITERIA:

*YES=student meets criteria*

*NO=student does not meet criteria*

### **1. Student has a significant cognitive disability.**

Student's disability(s) significantly impacts both intellectual functioning AND adaptive behavior.

YES  NO

### **2. Student requires extensive instruction and support to acquire and maintain skills.**

Student requires substantially adapted materials and intensive, repeated, direct support to acquire, maintain, demonstrate, and generalize skills across settings.

YES  NO

### **3. Student learns through alternate academic achievement standards (AAAS).**

Student's academic goals, short-term objectives, and instruction follow Core Content Connectors (CCCs) and address skills appropriate and challenging for this student.

YES  NO

# Identifying AA Participation: Criteria 1

## ► Understand

**1. Student has a significant cognitive disability.**

Student's disability(s) significantly impacts both intellectual functioning AND adaptive behavior.

YES

NO

- IEP category of “Cognitive Disability” does NOT automatically meet this criteria!
- **Significant** impact on both intellectual AND adaptive functioning are needed.
  1. **Intellectual functioning:** Typically scores less than 60.
  2. **Adaptive functioning:** Scores and functional ability to navigate in the school and community.
- Student's cognitive and adaptive functioning impacts academic, life, and job skills in home, school, and community.

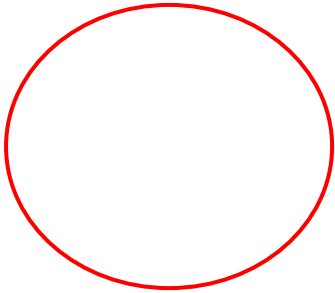
# Identifying AA Participation: Criteria 1

## ▶ Gather Evidence

- ▶ multiple sources
- ▶ multiple years
- ▶ multiple settings

## ▶ Document Decision

- ▶ YES or NO

<b>PARTICIPATION CRITERIA:</b> <i>YES=student meets criteria</i> <i>NO=student does not meet criteria</i>	<b>HISTORICAL EVIDENCE:</b> <i>Consider multiple sources over multiple years in multiple settings.</i>	<b>SOURCES OF EVIDENCE:</b> <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p><b>1. Student has a significant cognitive disability.</b>            Student's disability(s) significantly impacts both intellectual functioning AND adaptive behavior.</p> <p>YES <input type="radio"/>    NO <input type="radio"/></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Cognitive/Ability evaluations</li> <li><input type="checkbox"/> Adaptive Behavior evaluations</li> <li><input type="checkbox"/> Academic/Achievement evaluations</li> <li><input type="checkbox"/> Informal assessments</li> <li><input type="checkbox"/> District-wide assessments</li> <li><input type="checkbox"/> Language assessments, including ELL</li> <li><input type="checkbox"/> OTHER:</li> </ul>

# Identifying AA Participation: Criteria 2

## ► Understand

**2. Student requires extensive instruction and support to acquire and maintain skills.**

Student requires substantially adapted materials and intensive, repeated, direct support to acquire, maintain, demonstrate, and generalize skills across settings.

YES

NO

- Academic and adaptive skills across settings are significantly below age expectations, even with program modifications, adaptations, and accommodations.
- Intensive, direct instruction in multiple skill/academic areas has been attempted over multiple years in various settings.
- Cognitive functioning limits student's ability to acquire, maintain, generalize academic skills.

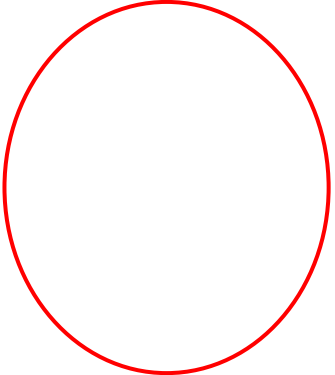
# Identifying AA Participation: Criteria 2

## ▶ Gather Evidence

- ▶ multiple sources
- ▶ multiple years
- ▶ multiple settings

## ▶ Document Decision

- ▶ YES or NO

<b>PARTICIPATION CRITERIA:</b> <i>YES=student meets criteria</i> <i>NO=student does not meet criteria</i>	<b>HISTORICAL EVIDENCE:</b> <i>Consider multiple sources over multiple years in multiple settings.</i>	<b>SOURCES OF EVIDENCE:</b> <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p><b>2. Student requires extensive instruction and support to acquire and maintain skills.</b>            Student requires substantially adapted materials and intensive, repeated, direct support to acquire, maintain, demonstrate, and generalize skills across settings.</p> <p>YES <input type="radio"/>    NO <input type="radio"/></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Data from IEP goals, short-term objectives, post-school outcomes, ESY</li> <li><input type="checkbox"/> Data from present levels of academic AND functional performance</li> <li><input type="checkbox"/> Data from progress monitoring/checklists</li> <li><input type="checkbox"/> Data and examples of school and community-based curriculum, instructional objectives, materials</li> <li><input type="checkbox"/> Data from research-based interventions</li> <li><input type="checkbox"/> OTHER:</li> </ul>

# Identifying AA Participation: Criteria 3

## ► Understand

**3. Student learns through alternate academic achievement standards (AAAS).**

Student's academic goals, short-term objectives, and instruction follow Core Content Connectors (CCCs) and address skills appropriate and challenging for this student.

YES

NO

- Instruction and IEP goals follow grade-level alternate academic **achievement** standards: **Core Content Connectors (CCCs)**.
- IEP goals include **short-term objectives/benchmarks** that address skills appropriate for the student.
- Adaptive/life/job skills are embedded as part of the student's instruction.

# Core Content Connectors (CCCs)

- ▶ SD CCCs are found at: <https://doe.sd.gov/assessment/alternate.aspx>
- ▶ **Content** is still grade-level, but the **achievement level** has been reduced/modified in comparison to the state content standards.

## Core Content Connectors (CCCs)

Core Content Connectors (CCCs) are Alternate Academic Achievement Standards (AAAS) used for students with significant cognitive disabilities who participate in the alternate assessment. CCCs guide the development of appropriate academic goals and short-term objectives that allow students the maximum engagement with the general curriculum and non-disabled peers as possible, with appropriate adaptations, simplifications, and modifications to grade-level materials and content.

- [Fall 2024 Core Content Connectors In-Person Workshops](#)

The following are CCCs/AAAS aligned to South Dakota Content Standards:

- **ELA:** [K-5 6-8 9-12](#)
- **Math:** [K-5 6-8 9-12](#)
- **Science:** [K-5 6-8 9-12](#)

The following are comprehensive lists of CCCs/AAAS:

- [ELA K-12 Comprehensive List](#)
- [Math K-12 Comprehensive List](#)

# Core Content Connectors (CCCs) Trainings

- ▶ In-Person [Workshop](#) on “Grade-Level Content for ALL Students’ Achievement Levels”
  - ▶ Sept 24 in [Sioux Falls](#)
- ▶ Webinar on “Using CCCs in All Things Alternate”
  - ▶ [On-Demand](#)
- ▶ Webinar on “Science Alternate Instruction & Assessment”
  - ▶ [On-Demand](#)



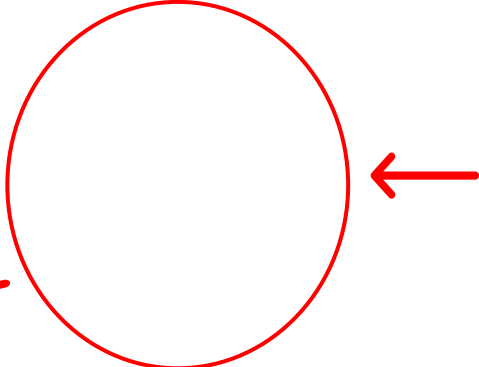
# Identifying AA Participation: Criteria 3

## ▶ Gather Evidence

- ▶ multiple sources
- ▶ multiple years
- ▶ multiple settings

## ▶ Document Decision

- ▶ YES or NO

<b>PARTICIPATION CRITERIA:</b> <i>YES=student meets criteria</i> <i>NO=student does not meet criteria</i>	<b>HISTORICAL EVIDENCE:</b> <i>Consider multiple sources over multiple years in multiple settings.</i>	<b>SOURCES OF EVIDENCE:</b> <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p><b>3. Student learns through alternate academic achievement standards (AAAS).</b>                      Student's academic goals, short-term objectives, and instruction follow Core Content Connectors (CCCs) and address skills appropriate and challenging for this student.</p> <p>YES <input type="radio"/>    NO <input type="radio"/></p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> IEP goals, short-term objectives, and post-school outcomes</li> <li><input type="checkbox"/> Present levels of academic AND functional performance</li> <li><input type="checkbox"/> Curriculum, instructional objectives, materials, work samples</li> <li><input type="checkbox"/> Progress monitoring and progress checklists</li> <li><input type="checkbox"/> Transition Plan (if 14 or older)</li> <li><input type="checkbox"/> Past performance on Alternate Assessment</li> <li><input type="checkbox"/> OTHER:</li> </ul>

# Document Decision

- ▶ If the answers are YES to all THREE criteria on the *Participation Form*, then the student can participate in the AA.
- ▶ A student who participates in the AA will participate in all content areas assessed at their grade level:
  - ▶ ELA and Math – Multi-State Alternate Assessment (MSAA) – Grades 3-8 and 11
  - ▶ Science – South Dakota Science Assessment Alternate (SDSAA) – Grade 5, 8, 11

PARTICIPATION CRITERIA: YES=student meets criteria NO=student does not meet criteria	
<b>1. Student has a significant cognitive disability.</b> Student's disability(s) significantly impacts both intellectual functioning AND adaptive behavior.	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>2. Student requires extensive instruction and support to acquire and maintain skills.</b> Student requires substantially adapted materials and intensive, repeated, direct support to acquire, maintain, demonstrate, and generalize skills across settings.	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<b>3. Student learns through alternate academic achievement standards (AAAS).</b> Student's academic goals, short-term objectives, and instruction follow Core Content Connectors (CCCs) and address skills appropriate and challenging for this student.	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>

# Document Decision on IEP - REQUIRED

- ▶ **Recommended:** Attach the *Participation Form* to the student's IEP.
- ▶ **Required:** Document the AA decision in the student's IEP. This is a **compliance requirement**.

**Assessment**

Student will be taking state and district-wide assessments with or without accommodations.

Student will be taking state and district-wide alternate assessments. (The alternate assessment is for students working in the alternate achievement standards) (Annual goal and short term objectives required)

a. Does the student meet the significant cognitive disability criteria? (If no, student is not eligible to take the alternate assessment)     Yes     No

b. Explain the reason why the student cannot participate in the regular assessment.  
\_\_\_\_\_

c. Explain the reason why the alternate assessment selected is appropriate for this student.  
\_\_\_\_\_

No state and/or district-wide assessments are required at this student's grade level during the course of this annual IEP.

# Document Decision in Infinite Campus

- ▶ Under “Enrollments” Tab, mark **“Participates in Alt Assessment”**
- ▶ DOE Assessment Office will pull AA list from Infinite Campus in early December
- ▶ If a district adds a student AFTER early December, the district needs to mark the box AND e-mail the student’s name directly to [DOEassessment@state.sd.us](mailto:DOEassessment@state.sd.us)

The screenshot shows the 'Enrollments' tab in Infinite Campus. The 'Special Ed Fields' section is expanded, showing various dropdown menus for 'Special Ed Program', 'Special Ed Category', and 'Multiple Disability' categories. A red oval highlights the 'Participates in Alt Assessment' checkbox, which is checked. Another red oval highlights the 'Special Ed Fields' section header. A red oval also highlights the 'Used for the Assessment Pull' text in the bottom left corner of the form.

# AA Participation is NOT based on:

- ▶ specific disability category such as Cognitive or Autism
- ▶ percent of time in specialized services
- ▶ educational placement or instructional setting
- ▶ variety of services a student receives
- ▶ need for accommodations or assistive technology on the regular assessment
- ▶ anticipated disruptive behavior or emotional distress
- ▶ expected poor performance on the general education academic assessment
- ▶ impact of student's test scores on district accountability system
- ▶ administrator decision
- ▶ English Language Learner (ELL) status
- ▶ poor attendance or extended absences



**Nope!**

# RED FLAGS on Student AA Participation

- ▶ Disability Category of SLD, OHI, ED: Does the student meet “significant cognitive disability” Criteria 1?
- ▶ IQ around 70: Does the student meet “significant cognitive disability” Criteria 1?
- ▶ IEP goals match grade-level state content standards achievement levels instead of Core Content Connectors (alternate achievement): Is this student achieving grade-level content standards and should be taking the regular assessment instead?
- ▶ Highest score (4) on MSAA ELA or Math assessments: Should the student be more appropriately challenged with the regular state assessment?
- ▶ Previously took regular state assessment: Why the change now?

# Determine AA Participation Annually

- ▶ The conversation around student participation on the alternate assessment is an important one. Participation identification drives the daily and long-term instruction a student receives as they prepare for options after high school. It is paramount that students be engaged in the general education curriculum to the “maximum extent appropriate” with appropriate modifications and rigorous, “appropriately ambitious” instruction. If we fall short of this goal, we risk shortchanging a student’s ability to achieve academically and in the areas of life and job skills.
- ▶ IEP teams should review AA criteria and participation at each annual IEP meeting. *Do not automatically accept the prior year’s AA decision.*
- ▶ IEP teams should discuss and notify parents that student participation in the AA impacts the student obtaining a high school diploma. *Students not achieving general education standards requirements typically do not obtain a regular diploma.*

# Resources

- ▶ Visit the DOE Alternate Assessment website for further resources:

<https://doe.sd.gov/assessment/alternate.aspx>



<b>+</b>	<b><a href="#">Guidance Documents for Participation in the Alternate Assessment</a></b>
<b>+</b>	<b><a href="#">1% Monitoring</a></b>
<b>+</b>	<b><a href="#">Core Content Connectors (CCCs)</a></b>
<b>+</b>	<b><a href="#">ELA and Math Alternate Assessment - MSAA</a></b>
<b>+</b>	<b><a href="#">Science Alternate Assessment - SDSA-Alt</a></b>
<b>-</b>	<b><a href="#">Instructional Resources</a></b>
	<ul style="list-style-type: none"><li>• <a href="#">MSAA Instructional Resources for Educators</a></li><li>• <a href="#">TIES Center (Time, Instruction, Engagement, Support)</a></li><li>• <a href="#">Tips for Communicative Supports</a></li><li>• <a href="#">Tips for Instructional Supports</a></li></ul>



# Questions?

- ▶ Questions about Alternate Assessment participation or instruction of students with significant disabilities:

**Stacy Holzbauer, Alternate Assessment Specialist**  
**DOE Special Education Programs**  
**[Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us)**  
**605-295-3441**

# Alternate Assessment: Examples of Student Scenarios

# Scenario #1 – “Sara”

- ▶ Sara is in the 3<sup>rd</sup> grade. Receptively, Sara correctly identifies (points to) 15 of 26 letters, 10 letter sounds, and about half of the numbers 1-10. Expressively, Sara attempts to label letters and numbers, and produce letter sounds, however the answers are not consistent; she often appears to be guessing. She counts rote to 12 and counts objects to 8. Sara writes her first and last name from memory and can copy words.
- ▶ Sara’s LRE is Resource Room, where she works on academic, social, and adaptive goals. Sara has a happy disposition. Sara is eager to play with classmates, however she struggles greatly with physical boundaries and turn taking.
- ▶ A 1:1 para assists Sara in the 3<sup>rd</sup> grade classroom with academics, transitions, and routines. Her IQ is 58.

# “Sara” Scenario – Criteria 1

## Does Sara meet Criteria 1?

-Understand Criteria

-Gather Evidence

<b>PARTICIPATION CRITERIA:</b> <i>YES=student meets criteria</i> <i>NO=student does not meet criteria</i>	<b>HISTORICAL EVIDENCE:</b> <i>Consider multiple sources over multiple years in multiple settings.</i>	<b>SOURCES OF EVIDENCE:</b> <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p><b>1. Student has a significant cognitive disability.</b>                      Student’s disability(s) significantly impacts both intellectual functioning AND adaptive behavior.</p> <p>YES <input type="radio"/>      NO <input type="radio"/></p>	<p>IQ Score: 58                      Adaptive Scores: lower 50s                      TEMA: 41                      TERA: 43                      TEWL: 40</p> <p>(Results/scores of KTEA, AIMSWEB, DIBELS)</p>	<p><input checked="" type="checkbox"/> Cognitive/Ability evaluations  <input checked="" type="checkbox"/> Adaptive Behavior evaluations  <input checked="" type="checkbox"/> Academic/Achievement evaluations  <input checked="" type="checkbox"/> Informal assessments  <input checked="" type="checkbox"/> District-wide assessments  <input type="checkbox"/> Language assessments, including ELL  <input type="checkbox"/> OTHER:</p>

# “Sara” Scenario – Criteria 1

**Does Sara meet Criteria 1?**

**-YES**

**-Document Decision**

<b>PARTICIPATION CRITERIA:</b> <i>YES=student meets criteria</i> <i>NO=student does not meet criteria</i>	<b>HISTORICAL EVIDENCE:</b> <i>Consider multiple sources over multiple years in multiple settings.</i>	<b>SOURCES OF EVIDENCE:</b> <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p><b>1. Student has a significant cognitive disability.</b>                      Student’s disability(s) significantly impacts both intellectual functioning AND adaptive behavior.</p> <p> <input checked="" type="radio"/> YES <input type="radio"/> NO                 </p>	<p>                     IQ Score: 58                      Adaptive Scores: lower 50s                      TEMA: 41                      TERA: 43                      TEWL: 40                 </p> <p>(Results/scores of KTEA, AIMSWEB, DIBELS)</p>	<p> <input checked="" type="checkbox"/> Cognitive/Ability evaluations  <input checked="" type="checkbox"/> Adaptive Behavior evaluations  <input checked="" type="checkbox"/> Academic/Achievement evaluations  <input checked="" type="checkbox"/> Informal assessments  <input checked="" type="checkbox"/> District-wide assessments  <input type="checkbox"/> Language assessments, including ELL  <input type="checkbox"/> OTHER:                 </p>

# “Sara” Scenario – Criteria 2

## Does Sara meet Criteria 2?

-Understand Criteria

-Gather Evidence

<b>PARTICIPATION CRITERIA:</b> <i>YES=student meets criteria</i> <i>NO=student does not meet criteria</i>	<b>HISTORICAL EVIDENCE:</b> <i>Consider multiple sources over multiple years in multiple settings.</i>	<b>SOURCES OF EVIDENCE:</b> <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p><b>2. Student requires extensive instruction and support to acquire and maintain skills.</b>                      Student requires substantially adapted materials and intensive, repeated, direct support to acquire, maintain, demonstrate, and generalize skills across settings.</p> <p>YES <input type="radio"/>      NO <input type="radio"/></p>	<p>-Sara has received direct instruction in the resource room for four school years, included research-based interventions and repeated practice.                      -Despite these extensive efforts, Sara’s academic skills are at the preschool level while she is in the 3<sup>rd</sup> grade.                      -Sara struggles to acquire academic skills and to generalize adaptive skills across settings.</p>	<p><input checked="" type="checkbox"/> Data from IEP goals, short-term objectives, post-school outcomes, ESY  <input checked="" type="checkbox"/> Data from present levels of academic AND functional performance  <input checked="" type="checkbox"/> Data from progress monitoring/checklists  <input type="checkbox"/> Data and examples of school and community-based curriculum, instructional objectives, materials  <input checked="" type="checkbox"/> Data from research-based interventions  <input type="checkbox"/> OTHER:</p>

# “Sara” Scenario – Criteria 2

Does Sara meet Criteria 2?

-YES

-Document Decision

<b>PARTICIPATION CRITERIA:</b> <i>YES=student meets criteria</i> <i>NO=student does not meet criteria</i>	<b>HISTORICAL EVIDENCE:</b> <i>Consider multiple sources over multiple years in multiple settings.</i>	<b>SOURCES OF EVIDENCE:</b> <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p><b>2. Student requires extensive instruction and support to acquire and maintain skills.</b>                      Student requires substantially adapted materials and intensive, repeated, direct support to acquire, maintain, demonstrate, and generalize skills across settings.</p> <p> <input checked="" type="radio"/> YES                     <input type="radio"/> NO                 </p>	<p>-Sara has received direct instruction in the resource room for four school years, included research-based interventions and repeated practice.                      -Despite these extensive efforts, Sara’s academic skills are at the preschool level while she is in the 3<sup>rd</sup> grade.                      -Sara struggles to acquire academic skills and to generalize adaptive skills across settings.</p>	<p> <input checked="" type="checkbox"/> Data from IEP goals, short-term objectives, post-school outcomes, ESY  <input checked="" type="checkbox"/> Data from present levels of academic AND functional performance  <input checked="" type="checkbox"/> Data from progress monitoring/checklists  <input type="checkbox"/> Data and examples of school and community-based curriculum, instructional objectives, materials  <input checked="" type="checkbox"/> Data from research-based interventions  <input type="checkbox"/> OTHER:                 </p>

# “Sara” Scenario – Criteria 3

## Does Sara meet Criteria 3?

- Understand Criteria
- Gather Evidence

<b>PARTICIPATION CRITERIA:</b> <i>YES=student meets criteria</i> <i>NO=student does not meet criteria</i>	<b>HISTORICAL EVIDENCE:</b> <i>Consider multiple sources over multiple years in multiple settings.</i>	<b>SOURCES OF EVIDENCE:</b> <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p><b>3. Student learns through alternate academic achievement standards (AAAS).</b>            Student’s academic goals, short-term objectives, and instruction follow Core Content Connectors (CCCs) and address skills appropriate and challenging for this student.</p> <p>YES <input type="radio"/>      NO <input type="radio"/></p>	<p>-Sara’s 3<sup>rd</sup> grade classroom materials are modified to preschool level.</p> <p>-Sara identifies 15 letters, 10 letter sounds, counts rote to 12, counts objects to 8.</p> <p>-Her IEP academic goals are adapted to reflect Core Content Connectors.</p> <p>-Reading Mastery/Blast Off intervention level is XX.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> IEP goals, short-term objectives, and post-school outcomes</li> <li><input checked="" type="checkbox"/> Present levels of academic AND functional performance</li> <li><input checked="" type="checkbox"/> Curriculum, instructional objectives, materials, work samples</li> <li><input checked="" type="checkbox"/> Progress monitoring and progress checklists</li> <li><input type="checkbox"/> Transition Plan (if 14 or older)</li> <li><input type="checkbox"/> Past performance on Alternate Assessment</li> <li><input type="checkbox"/> OTHER:</li> </ul>



# “Sara” Scenario – Criteria 3

Does Sara meet Criteria 3?

-YES

-Document Decision

<b>PARTICIPATION CRITERIA:</b> <i>YES=student meets criteria</i> <i>NO=student does not meet criteria</i>	<b>HISTORICAL EVIDENCE:</b> <i>Consider multiple sources over multiple years in multiple settings.</i>	<b>SOURCES OF EVIDENCE:</b> <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p><b>3. Student learns through alternate academic achievement standards (AAAS).</b>                      Student’s academic goals, short-term objectives, and instruction follow Core Content Connectors (CCCs) and address skills appropriate and challenging for this student.</p> <p>YES <input checked="" type="radio"/> NO <input type="radio"/></p>	<p>-Sara’s 3<sup>rd</sup> grade classroom materials are modified to preschool level.                      -Sara identifies 15 letters, 10 letter sounds, counts rote to 12, counts objects to 8.                      -Her IEP academic goals are adapted to reflect Core Content Connectors.                      -Reading Mastery/Blast Off intervention level is XX.</p>	<p><input checked="" type="checkbox"/> IEP goals, short-term objectives, and post-school outcomes  <input checked="" type="checkbox"/> Present levels of academic AND functional performance  <input checked="" type="checkbox"/> Curriculum, instructional objectives, materials, work samples  <input checked="" type="checkbox"/> Progress monitoring and progress checklists  <input type="checkbox"/> Transition Plan (if 14 or older)  <input type="checkbox"/> Past performance on Alternate Assessment  <input type="checkbox"/> OTHER:</p>

# “Sara” Scenario – Participation Form

- ▶ The IEP team identifies that Sara meets ALL THREE CRITERIA for participation in the alternate state assessment.
- ▶ Therefore, Sara can partake in the alternate state assessment in all content areas assessed at her grade level.
- ▶ Attach Sara’s completed *Participation Form* to her IEP to place in her student file.

# “Sara” Scenario – IEP Documentation

▶ Document team decision on the IEP.

- a) From Criteria 1
- b) From Criteria 2 & 3

▶ Ensure Sara has **short term objectives**.

▶ Explain Rejection of regular assessment in section ‘b’ of Prior Written Notice.

▶ Mark “Participates in Alt Assessment” in Infinite Campus Enrollment.

## State/District-wide Assessment Accommodations

### Assessment

- Student will be taking state and district-wide assessments with or without accommodations.
- Student will be taking state and district-wide alternate assessments (The alternate assessment is for students working in the alternate achievement standards) (Annual goal and short-term objectives required)
  - a. Does the student meet the significant cognitive disability criteria? (if no, student is not eligible to take the alternate assessment)  Yes  No
  - b. Explain the reason why the student cannot participate in the regular assessment.

Sara cannot participate in the regular assessment because her academic ability is significantly below grade level. Despite extensive, repeated, individualized instruction over multiple years, Sara struggles to acquire, maintain, and demonstrate academic and adaptive skills across settings. Her IEP goals, objectives, and instruction reflect Core Content Connectors.
  - c. Explain the reason why the alternate assessment selected is appropriate for this student.

State and district-wide alternate assessment is appropriate for Sara because it will more accurately measure her academic skill level and academic progress.
- No state and/or district-wide assessments are required at this student’s grade level during the course of this annual IEP.

## Scenario #2 – “Frank”

- ▶ Frank is in 8<sup>th</sup> grade. Frank’s disability category is Cognitive Disability; his IQ is 68. Staff know that at home, Frank is often the caretaker of his two elementary siblings. He cooks for them, gets them ready, and walks them to school in time every morning.
- ▶ Frank has accommodations on his IEP. His LRE is Resource Room, plus the special education teacher checks in with him during core classes throughout his day. The first two quarters of this school year, Frank started refusing to do his work and having outbursts when tasks became difficult. This quarter he is close to failing two core classes.
- ▶ Frank took the regular state assessment in prior years; however, his general education teachers all agree that with the added state science assessment in 8<sup>th</sup> grade, and with his escalated behaviors, that Frank should take the alternate assessment this year.

# “Frank” Scenario – Criteria 1

## Does Frank meet Criteria 1?

-Understand Criteria

-Gather Evidence

<b>PARTICIPATION CRITERIA:</b> <i>YES=student meets criteria</i> <i>NO=student does not meet criteria</i>	<b>HISTORICAL EVIDENCE:</b> <i>Consider multiple sources over multiple years in multiple settings.</i>	<b>SOURCES OF EVIDENCE:</b> <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p><b>1. Student has a significant cognitive disability.</b>            Student’s disability(s) significantly impacts both intellectual functioning AND adaptive behavior.</p> <p>YES <input type="radio"/>      NO <input type="radio"/></p>	<p>IQ Score: 68            Adaptive Scores: lower 70s            Reading Comprehension: 71            Math Computation: 79            Written Expression: 72</p> <p>Frank’s reading comprehension is 5<sup>th</sup> grade level while he is in 8<sup>th</sup> grade. Functionally, Frank shows many age-appropriate adaptive skills.</p>	<p><input checked="" type="checkbox"/> Cognitive/Ability evaluations  <input checked="" type="checkbox"/> Adaptive Behavior evaluations  <input checked="" type="checkbox"/> Academic/Achievement evaluations  <input checked="" type="checkbox"/> Informal assessments  <input checked="" type="checkbox"/> District-wide assessments  <input type="checkbox"/> Language assessments, including ELL  <input type="checkbox"/> OTHER:</p>

# “Frank” Scenario – Criteria 1

**Does Frank meet Criteria 1?**

**-NO**

**-Document Decision**

<b>PARTICIPATION CRITERIA:</b> <i>YES=student meets criteria</i> <i>NO=student does not meet criteria</i>	<b>HISTORICAL EVIDENCE:</b> <i>Consider multiple sources over multiple years in multiple settings.</i>	<b>SOURCES OF EVIDENCE:</b> <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p><b>1. Student has a significant cognitive disability.</b>            Student’s disability(s) significantly impacts both intellectual functioning AND adaptive behavior.</p> <p>YES <input type="radio"/>    <b>NO <input checked="" type="radio"/></b></p>	<p>IQ Score: 68            Adaptive Scores: lower 70s            Reading Comprehension: 71            Math Computation: 79            Written Expression: 72</p> <p>Frank’s reading comprehension is 5<sup>th</sup> grade level while he is in 8<sup>th</sup> grade. Functionally, Frank shows many age-appropriate adaptive skills.</p>	<p><input checked="" type="checkbox"/> Cognitive/Ability evaluations  <input checked="" type="checkbox"/> Adaptive Behavior evaluations  <input checked="" type="checkbox"/> Academic/Achievement evaluations  <input checked="" type="checkbox"/> Informal assessments  <input checked="" type="checkbox"/> District-wide assessments  <input type="checkbox"/> Language assessments, including ELL  <input type="checkbox"/> OTHER:</p>

# “Frank” Scenario – Criteria 2

## Does Frank meet Criteria 2?

-Understand Criteria

-Gather Evidence

<b>PARTICIPATION CRITERIA:</b> <i>YES=student meets criteria</i> <i>NO=student does not meet criteria</i>	<b>HISTORICAL EVIDENCE:</b> <i>Consider multiple sources over multiple years in multiple settings.</i>	<b>SOURCES OF EVIDENCE:</b> <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p><b>2. Student requires extensive instruction and support to acquire and maintain skills.</b>                      Student requires substantially adapted materials and intensive, repeated, direct support to acquire, maintain, demonstrate, and generalize skills across settings.</p> <p>YES <input type="radio"/>      NO <input type="radio"/></p>	<p>-Frank has received support in the resource room since kindergarten, included research-based interventions and repeated practice.                      -Frank has shown slow but steady progress in his academics.                      -Frank demonstrates the ability to acquire, maintain, and transfer academic and adaptive skills across settings.</p>	<p><input checked="" type="checkbox"/> Data from IEP goals, short-term objectives, post-school outcomes, ESY  <input checked="" type="checkbox"/> Data from present levels of academic AND functional performance  <input checked="" type="checkbox"/> Data from progress monitoring/checklists  <input type="checkbox"/> Data and examples of school and community-based curriculum, instructional objectives, materials  <input checked="" type="checkbox"/> Data from research-based interventions  <input type="checkbox"/> OTHER:</p>

# “Frank” Scenario – Criteria 2

Does Frank meet Criteria 2?

-NO

-Document Decision

<b>PARTICIPATION CRITERIA:</b> <i>YES=student meets criteria</i> <i>NO=student does not meet criteria</i>	<b>HISTORICAL EVIDENCE:</b> <i>Consider multiple sources over multiple years in multiple settings.</i>	<b>SOURCES OF EVIDENCE:</b> <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p><b>2. Student requires extensive instruction and support to acquire and maintain skills.</b>                      Student requires substantially adapted materials and intensive, repeated, direct support to acquire, maintain, demonstrate, and generalize skills across settings.</p> <p>YES <input type="radio"/>    <b>NO <input checked="" type="radio"/></b></p>	<p>-Frank has received support in the resource room since kindergarten, included research-based interventions and repeated practice.                      -Frank has shown slow but steady progress in his academics.                      -Frank demonstrates the ability to acquire, maintain, and transfer academic and adaptive skills across settings.</p>	<p><input checked="" type="checkbox"/> Data from IEP goals, short-term objectives, post-school outcomes, ESY  <input checked="" type="checkbox"/> Data from present levels of academic AND functional performance  <input checked="" type="checkbox"/> Data from progress monitoring/checklists  <input type="checkbox"/> Data and examples of school and community-based curriculum, instructional objectives, materials  <input checked="" type="checkbox"/> Data from research-based interventions  <input type="checkbox"/> OTHER:</p>



# “Frank” Scenario – Criteria 3

## Does Frank meet Criteria 3?

-Understand Criteria

-Gather Evidence

<b>PARTICIPATION CRITERIA:</b> <i>YES=student meets criteria</i> <i>NO=student does not meet criteria</i>	<b>HISTORICAL EVIDENCE:</b> <i>Consider multiple sources over multiple years in multiple settings.</i>	<b>SOURCES OF EVIDENCE:</b> <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p><b>3. Student learns through alternate academic achievement standards (AAAS).</b>                      Student’s academic goals, short-term objectives, and instruction follow Core Content Connectors (CCCs) and address skills appropriate and challenging for this student.</p> <p>YES <input type="radio"/>      NO <input type="radio"/></p>	<p>-Frank receives gen ed instruction with accommodations.                      -Frank's IEP goals are aligned with 8<sup>th</sup> grade-level standards.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> IEP goals, short-term objectives, and post-school outcomes</li> <li><input checked="" type="checkbox"/> Present levels of academic AND functional performance</li> <li><input checked="" type="checkbox"/> Curriculum, instructional objectives, materials, work samples</li> <li><input checked="" type="checkbox"/> Progress monitoring and progress checklists</li> <li><input type="checkbox"/> Transition Plan (if 14 or older)</li> <li><input type="checkbox"/> Past performance on Alternate Assessment</li> <li><input type="checkbox"/> OTHER:</li> </ul>

# “Frank” Scenario – Criteria 3

Does Frank meet Criteria 3?

-NO

-Document Decision

<b>PARTICIPATION CRITERIA:</b> <i>YES=student meets criteria</i> <i>NO=student does not meet criteria</i>	<b>HISTORICAL EVIDENCE:</b> <i>Consider multiple sources over multiple years in multiple settings.</i>	<b>SOURCES OF EVIDENCE:</b> <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p><b>3. Student learns through alternate academic achievement standards (AAAS).</b>                      Student’s academic goals, short-term objectives, and instruction follow Core Content Connectors (CCCs) and address skills appropriate and challenging for this student.</p> <p>YES <input type="radio"/> NO <input checked="" type="radio"/></p>	<p>-Frank receives gen ed instruction with accommodations.                      -Frank’s IEP goals are aligned with 8<sup>th</sup> grade-level standards.</p>	<p><input checked="" type="checkbox"/> IEP goals, short-term objectives, and post-school outcomes  <input checked="" type="checkbox"/> Present levels of academic AND functional performance  <input checked="" type="checkbox"/> Curriculum, instructional objectives, materials, work samples  <input checked="" type="checkbox"/> Progress monitoring and progress checklists  <input type="checkbox"/> Transition Plan (if 14 or older)  <input type="checkbox"/> Past performance on Alternate Assessment  <input type="checkbox"/> OTHER:</p>

# “Frank” Scenario – Participation Form

- ▶ The IEP team identifies that Frank does NOT meet all three criteria for participation in the alternate state assessment.
- ▶ Therefore, Frank will partake in the REGULAR state assessment in all content areas assessed at his grade level, with appropriate accommodations as determined by the IEP team.
- ▶ Attach Frank’s completed *Participation Form* to his IEP and place it in his student file.

# “Frank” Scenario – IEP Documentation

- ▶ Document team decision on the IEP.
- ▶ List any approved accommodations.
- ▶ Proceed with IEP goals aligned with **grade-level content standards**.
- ▶ Explain Rejection of alternate assessment in section ‘b’ of Prior Written Notice.

State/District-wide Assessment Accommodations	
<b>Assessment</b>	
<input checked="" type="checkbox"/>	Student will be taking state and district-wide assessments with or without accommodations.
<input type="checkbox"/>	Student will be taking state and district-wide alternate assessments (The alternate assessment is for students working in the alternate achievement standards) (Annual goal and short-term objectives required) <ol style="list-style-type: none"><li>Does the student meet the significant cognitive disability criteria? (If no, student is not eligible to take the alternate assessment) <input type="checkbox"/> Yes <input type="checkbox"/> No</li><li>Explain the reason why the student cannot participate in the regular assessment. _____</li><li>Explain the reason why the alternate assessment selected is appropriate for this student. _____</li></ol>
<input type="checkbox"/>	No state and/or district-wide assessments are required at this student's grade level during the course of this annual IEP.
<b>*Teams must consider if the accommodations are approved for the applicable test administration.</b>	
<b>*List the accommodations the student will be taking for each test/test area.</b> (Only those accommodations identified for instruction on the goal pages can be considered for state and district-wide testing. The accommodations selected for use must relate to the student's disability.)	

# Alternate Assessment: District 1% Justifications

# Federal Requirements for AA – 1% Participation

## Every Student Succeeds Act (ESSA) Amendment to ESEA Sec.1111(b)(2)(D):

- ▶ Limits the number of students assessed using AA to no more than **1%** of the total number of assessed students **in the state**
- ▶ States cannot prohibit districts from assessing more than 1% of their assessed students in the AA
- ▶ If districts have 1% overage, states must require districts to submit justification, make the district justifications publicly available, and provide oversight/monitoring of state-wide AA participation
- ▶ If a state exceeds 1%, a request for federal waiver is required.

# District 1% Justifications/Monitoring

- ▶ **DOE cannot limit districts to 1% participation.**
- ▶ **Alternate Assessment participation decisions are made by local IEP teams in the best interest of each student.**
- ▶ If a SD district exceeds 1% participation in the state alternate assessment:
  - ▶ DOE notifies SPED Directors of their percentage and any Red Flag students (in the fall per spring data)
  - ▶ DOE provides instructions for the required District 1% Justification

# District 1% Justifications/Monitoring

- ▶ *1% Monitoring Procedure* and *District 1% Justification* can be found at <https://doe.sd.gov/assessment/alternate.aspx>

## — 1% Monitoring

The Every Student Succeeds Act (ESSA) limits the number of students who may take an alternate assessment to no more than 1% of the total number of students in the state who are assessed in a subject. ESSA requires districts to submit justification for 1% overage.

- [1% Monitoring Procedure](#)
- [District 1% Participation Justification](#)
- [District 1% Participation Reflection](#)



# District 1% Justifications/Monitoring

- ▶ Questions about Alternate Assessment 1% participation or District 1% Justifications:

**Stacy Holzbauer, Alternate Assessment Specialist**  
**DOE Special Education Programs**  
**[Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us)**  
**605-295-3441**