

## Arkansas Participation Guidelines

The criteria for participation in the Arkansas Alternate Assessment Program 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 Arkansas Alternate Assessment Program participates in this assessment for English Language Arts, Mathematics and Science.

In addition, evidence for the decision for participating in the Arkansas Alternate Assessment Program 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 Learner (EL) 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 the assessment process

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 indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student is learning content linked to (derived from) the Arkansas State Content Standards	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level content standards and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable 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 may participate in the Arkansas Alternate Assessment Program if **all responses** are marked YES.

# Arkansas Alternate Assessment Program

## Participation Decision Documentation

To meet the criteria for the Arkansas Alternate Assessment Program, the student must meet **ALL** participation criteria descriptors.

Participation Criteria	Participation Criteria Descriptors	Sources of Evidence [check if used]
<p>1. The student has a significant cognitive disability</p> <p style="text-align: center;"> <input type="radio"/> YES  <input type="radio"/> NO                 </p>	<p>Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Results of Individual Cognitive Ability Test</li> <li><input type="checkbox"/> Results of Adaptive Behavior Skills Assessment</li> <li><input type="checkbox"/> Results of individual and group administered achievement tests</li> <li><input type="checkbox"/> Results of informal assessments</li> <li><input type="checkbox"/> Results of individual reading assessments</li> <li><input type="checkbox"/> Results of district-wide alternate assessments</li> <li><input type="checkbox"/> Results of language assessments including English learner (EL) language assessments if applicable</li> </ul>
<p>2. The student is learning content linked to (derived from) the Arkansas State Content Standards.</p> <p style="text-align: center;"> <input type="radio"/> YES  <input type="radio"/> NO                 </p>	<p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level Arkansas State Content Standards and address knowledge and skills that are appropriate and challenging for this student.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Examples of curriculum, instructional objectives and materials including work samples</li> <li><input type="checkbox"/> Present levels of academic and functional performance, goals and objectives from the IEP</li> <li><input type="checkbox"/> Data from scientific research-based interventions</li> <li><input type="checkbox"/> Progress monitoring data</li> </ul>
<p>3. The student requires extensive, direct, individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.</p> <p style="text-align: center;"> <input type="radio"/> YES  <input type="radio"/> NO                 </p>	<p>The student</p> <p>(a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and</p> <p>(b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction</li> <li><input type="checkbox"/> Teacher collected data and checklists</li> <li><input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students age 12 and older</li> </ul>

**If all responses above are marked YES, the student may participate in the Arkansas Alternate Assessment Program.**

**Additional Considerations Not to Use in Reviewing Evidence**

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 received
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Learner (EL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of test 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

**Evidence shows that the decision for participating in the Arkansas Alternate Assessment Program was not based on the above list- (check ✓)**

IEP Team Statement of Assurance: Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Arkansas Alternate Assessment Program is the most appropriate assessment for this student; that his/her academic instruction will be based on the Core Content Connectors (CCC) linked to the State Content Standards; that the Additional Considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly.

Each of us agrees with the participation decision in the Arkansas Alternate Assessment Program:

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Parent(s)/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_