Print Form

Arizona Department of Education

Alternate Assessment Eligibility Determination

03/10/2010

The Arizona Department of Education offers criterion reference tests in compliance with the US Department of Education federal regulations and guidance. Please see the Eligibility Decision Flow Chart for AIMS to guide you through which assessment would best suit your student with special needs. A student must have an Individualized Education Program (IEP) in order to be considered for participation in an alternate assessment.

AIMS A (Alternate)

- Assesses grades 3–8 and high school
- Includes mathematics, reading, and science (grades 4, 8, and 10)
- Assesses qualifying students in all areas
- Addresses Arizona *Alternate* Academic Content Standards
- Based on *Alternate* Academic Achievement Standards

AIMS

- Assesses grades 3–8 and high school
- Includes mathematics, reading, writing (grades 5, 6, 7, and HS), and science (grades 4, 8, and 10)
- Addresses *grade-level* Arizona Academic Content Standards
- Based on *grade-level* Academic Achievement Standards

STUDENT NAME: _____ **STUDENT ID:** _____

SAIS ID: _____ **DATE OF BIRTH:** _____ **GRADE LEVEL:** _____

SCHOOL: _____ **CASE MANAGER:** _____

AIMS A

☐ The student has an IEP with goals based on *Alternate* Academic Content Standards.

☐ The student is exposed to high quality instruction focusing on *Alternate* Academic Content Standards.

Part I: AIMS A Eligibility Requirements

In order to be considered for AIMS A, students must meet **all** three of the following criteria in all content areas that are tested: Mathematics, Reading, and Science (Science is **only** for grades 4, 8, and 10).

1. Evidence of a Significant Cognitive Disability

Empirical evidence (formal testing results, multidisciplinary evaluation team results, etc.) of a significant cognitive disability prevents the acquisition of the grade-level Arizona Academic Content Standards. Please note that students with learning disabilities who have overall intellectual and/or adaptive behavior abilities within the average range are **not** students with *most significant cognitive disabilities*. The student functions *like* a student with MR across *all* areas: commensurate abilities in mathematics, reading**,** *and* writing, adaptive behavior scores, and measures of intellectual abilities.

Check disability category:

☐ MIMR ☐ MOMR ☐ SMR
☐ MD with MR component ☐ MDSSI with MR component ☐ TBI with MR component
☐ Autism with MR component ☐ Other _____

Example 1: An eighth-grade student functioning at second-grade level in reading and writing and at fourth-grade level in mathematics does *not* qualify under criteria 1.

Example 2: A tenth-grade student functioning at the second-grade level in mathematics, reading, and writing, *does* qualify under criteria 1.

The student meets the *Evidence of a SCD* criterion for AIMS A eligibility.

☐ **Yes** ☐ **No**

2. Curricular Outcomes

The student has access to high-quality instruction based on *Alternate* Academic Standards (in all content areas tested) and the student's IEP goals and objectives focus on enrolled grade-level *Alternate* Academic Standards.

The student meets the *Curricular Outcomes* criterion for AIMS A eligibility.

☐ **Yes** ☐ **No**

3. Intensity of Instruction

Is extremely difficult for the student to acquire, maintain, generalize, and apply academic skills across environments, even with high-quality extensive/intensive, pervasive, frequent, and individualized instruction in multiple settings in all content areas tested.

The student meets the *Intensity of Instruction* criterion for AIMS A eligibility.

☐ **Yes** ☐ **No**

The student is eligible for AIMS A.

☐ **Yes** (*All* responses above are marked **Yes**.)

☐ **No** (*Any* response above is marked **No** and student must participate in AIMS.)

Parent Notification

Parents must be notified that the student's AIMS assessment will be based on Alternate Academic Achievement Standards.

Measure of Academic Achievement

The child's academic achievement will be measured by the most appropriate assessment as determined by the IEP team and the noted documentation and data. The student will participate in testing with the following assessment(s).

☐ AIMS A **Mathematics**, **Reading**, and **Science**
(Science is **only** for grades 4, 8, and 10.)

OR

☐ AIMS **Mathematics**, **Reading**, **Science**, **& Writing**
(Science is **only** for grades 4, 8, and 10 and Writing is **only** for grades 5, 6, 7 and HS.)

Potential Consequences

Are there any effects of state or local policies that would preclude completion requirements for a regular high school diploma for the child participating in either test?

☐ **Yes**

Explain: _____

_____

_____

_____

☐ **No**

Documentation Requirements for Informing Parents

If a parent or legal guardian participated in the IEP meeting during which the Alternate Assessment Eligibility Determination form was completed, then the parent attendance indicated on the IEP cover page will suffice.

☐ Parent participated at IEP meeting.

If the parent or legal guardian did **not** participate in the IEP meeting, then contact the parent to discuss the points above.

☐ Parent contacted through letter dated _____.

☐ Parent contacted via phone by _____ on _____.

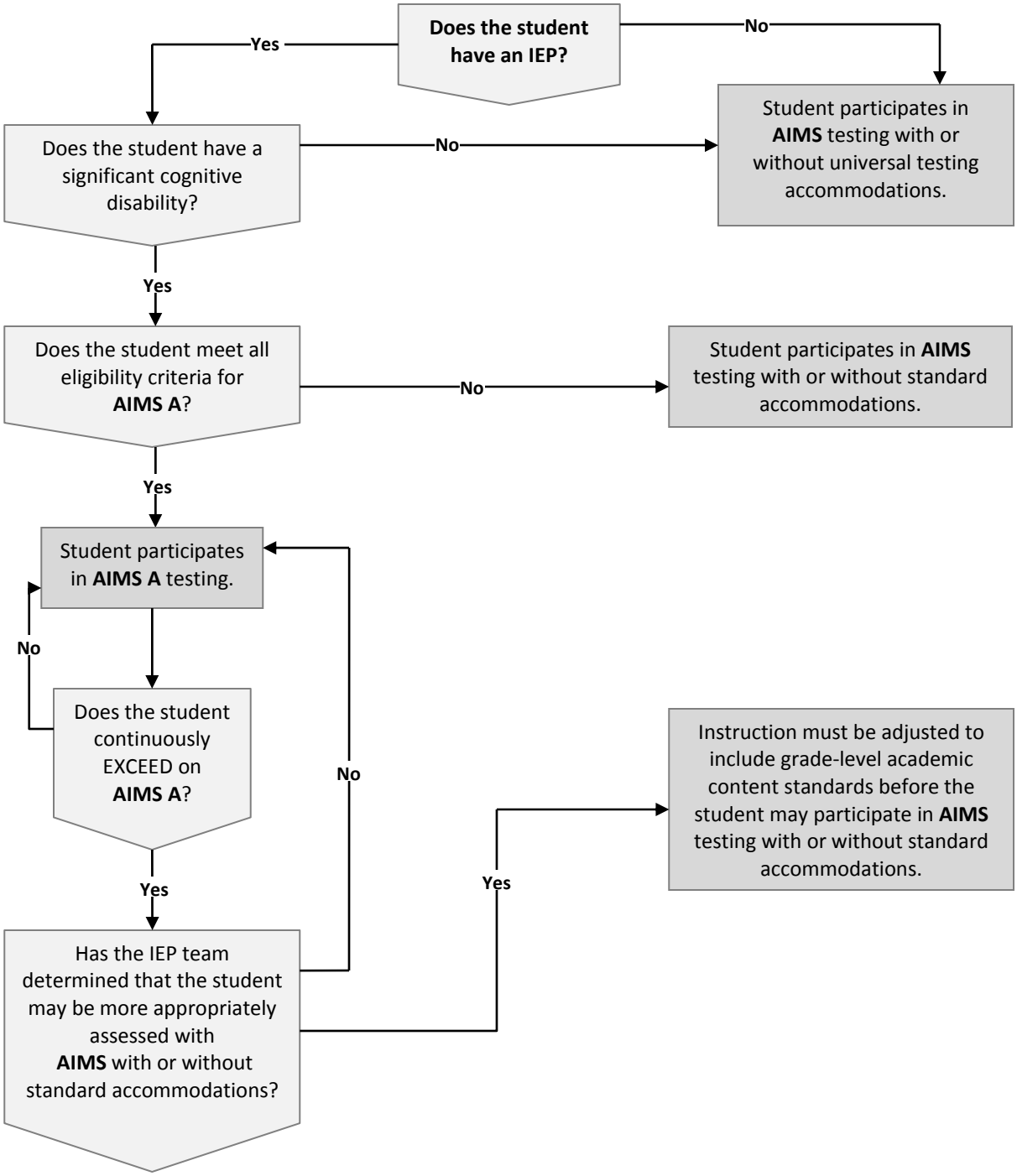
Date of Alternate Assessment eligibility determination: _____

IEP team members present at Alternate Assessment eligibility determination decision:

_____ _____

_____ _____

_____ _____

Eligibility Decision Flow Chart for AIMS

IEP teams must consider participation in general education assessments (AIMS 3-8 and HS), with or without standard accommodations, for students before considering participation in an alternate assessment- AIMS A (alternate achievement standards). Eligibility is determined based on the needs and abilities of each individual student. Please see the AA Eligibility Determination form for further information.