Alternate Assessment
Participation Guidelines and Eligibility Determination

The Arizona Department of Education offers an alternate assessment based on alternate achievement standards in compliance with the U.S. Department of Education's federal regulations and guidance. A student must have an Individualized Education Program (IEP) to be considered for participation in an alternate assessment. All students must participate in state assessments. IEP teams should consider the testing cycles that will occur during the student's IEP year and include suitable instructional time before administration windows. For example, an IEP team that determines eligibility before the close of the Student Selector Application in the fall has carefully considered the instructional time prior to test administration. An IEP team making the determination in the spring is documenting the preparation for the assessment during the following school year.

Arizona's Alternate Assessments:

ELA and Mathematics Grades 3 through 8 and 11 - Multi-State Alternate Assessment (MSAA)

Science Grades 5, 8, and 11 - Science Alternate Assessment through MSAA

IEP Teams will discuss and determine participation and eligibility using the Alternate Assessment Participation Decision Documents. A student will be eligible in all areas (ELA, Mathematics and Science) where grades overlap.

Student Name _____ District ID _____ SSID _____

Date of Birth _____ Grade _____ School _____

Case Manager _____

Grade	None	ELA/Math	Science
K, 1, 2	X		
3-4		X	
5		X	X
6, 7		X	
8		X	X
9-10	X		
11		X	X
12	X		

Note: The IEP team must complete the parent notification of alternate assessment participation on page 4.

☐ Alternate assessments are not administered at the student's grade level for this school year.

Alternate Assessment Participation Decision Documentation

To meet criteria for alternate assessments, the student must meet all participation criteria descriptors.

Participation Criterion 1

The student has a significant cognitive disability.

☐ Yes ☐ No

Participation Criterion 1 Descriptor

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.)

Sources of Evidence for Criterion 1 (check if used)

☐ Results of Individual Cognitive Ability Test

☐ Results of Adaptive Behavior Skills Assessment

☐ Results of individual and group administered achievement tests

☐ Results of informal assessment

☐ Results of individual reading assessments

☐ Results of district-wide alternate assessments

☐ Results of language assessments including English Learner (EL) language assessments if applicable.

Describe the sources of evidence that were used for criterion 1 and how that evidence supports eligibility.

Source

Description

Participation Criterion 2

The student is learning content linked to (derived from) state content standards.

☐ Yes ☐ No

Participation Criterion 2 Descriptor

Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level state standards and address knowledge and skills that are appropriate and challenging for this student. Goals are written to allow for suitable instructional time prior to test administration.

Sources of Evidence for Criterion 2 (check if used)

☐ Examples of curriculum, instructional objectives and materials including work samples

☐ Present levels of academic and functional performance, goals, and objectives from the IEP

☐ Data from scientific research-based interventions

☐ Progress monitoring data

Describe the sources of evidence that were used for criterion 2 and how that evidence supports eligibility.

Source

Description

Participation Criterion 3

The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and- age-appropriate curriculum.

☐ Yes ☐ No

Participation Criterion 3 Descriptor

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 academic content.

Sources of Evidence for Criterion 3 (check if used)

☐ Examples of curriculum, instructional objectives, and materials including work samples from both school and community-based instruction

☐ Teacher collected data and checklists

☐ Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students age 16 and older unless State policy or the IEP team determines a younger age is appropriate.

Describe the sources of evidence that were used for criterion 3 and how that evidence supports eligibility.

Source

Description

The student may participate in alternate assessments if **all responses above** are marked **yes**.

The following should not be considered in the eligibility determination process:

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 alternate assessments was not based on above list.

IEP Team Statement of Assurance:

Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Alternate Assessment is the most appropriate assessment for this student; that his/her academic instruction will be based on the CCCs linked to state content standards; that there is suitable instructional time prior to test administration; that the additional considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly.

Parent Notification

Alternate Assessment Participation

Following IEP team review of participation guidelines, the student is eligible for and will participate in the following assessments:

MSAA (ELA/Mathematics) and/or Science

Yes School year _____

No (student will participate in statewide achievement tests)

Potential Consequences

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

☐ Yes ☐ No

If yes, explain:

Each of us agrees with the alternate assessment participation decisions indicated above.

Parent(s)/Guardian _____ _____ Date: _____

Signature: _____ Position: _____ Date: _____

Signature: _____ Position: _____ Date: _____

Signature: _____ Position: _____ Date: _____

Signature: _____ Position: _____ Date: _____

Signature: _____ Position: _____ Date: _____

Signature: _____ Position: _____ Date: _____