

## Alternate Appendix A: Participation Criteria and Checklist

(must be completed annually)

IEP teams are **required** to use this *Participation Criteria and Checklist* when determining eligibility for students with a “significant cognitive disability” for participation in the alternate assessments and/or alternate instructional standards. In order for the student to be eligible to participate, the IEP team must **AGREE** to **ALL** of the criteria items. **If the IEP team disagrees, responding with a DISAGREE for one or more questions, the IEP team should consider the student eligible for participation in the general assessments with or without accommodations.** The IEP team must use multiple sources of information, such as the current IEP, results from formal and informal assessments, data gathered from classroom assessments, and information gathered from parent/guardian/student that document academic achievement to guide the decision-making process for participation in the appropriate instructional framework and statewide assessment. **This form must be stored in the student’s electronic file.**

IEP Team Date \_\_\_\_\_

Student Name \_\_\_\_\_ Disability Code \_\_\_\_\_ DOB \_\_\_\_\_

Residence School \_\_\_\_\_ Service School \_\_\_\_\_

Service County \_\_\_\_\_ Grade \_\_\_\_\_

SASID# \_\_\_\_\_ LEA Number \_\_\_\_\_

IEP Team Chairperson \_\_\_\_\_ Signature \_\_\_\_\_

(IEP Team Chairperson signature verifies that all established criteria were considered.)

**Team Members: Each participant should print name, provide title, and sign/date below:**

Name (please print)	Title	Signature	Date

**\*If the parent does not attend the meeting and does not sign this form, attach documentation parent notification and informed consent for the meeting along with notification of the decisions of the IEP team that were provided to the parent.**

## Parent/Guardian Understanding

I have been informed that if my child is determined eligible to participate in the alternate assessments and/or alternate instructional standards through the IEP team decision-making process:

1. If my child continues to participate in the Maryland Alternate Assessments and/or the alternate instructional standards, he/she will be progressing toward a Maryland Certificate of Program Completion. His/her continued participation in the alternate assessments and/or alternate instructional standards will not prepare him/her to meet Maryland’s high school diploma requirements. \_\_\_\_\_ (Parent/Guardian initials)
2. The decision for my child to participate in the alternate assessments and/or alternate instructional standards must be made annually. \_\_\_\_\_ (Parent/Guardian initials)

<b>Maryland Alternate Assessment Participation Criteria</b>	<b>Circle Agree Or Disagree</b>	<b>Evidence</b>	<b>Sources of Evidence (check if used)</b>
<p><b>1. The student has a <u>current Individualized Education Program (IEP)</u> that includes specially designed instruction comprised of accommodations, evidence-based practices, program modifications, personnel support, and evidence the student cannot access the general education standards despite ongoing interventions.</b></p>	<p>Agree  Disagree</p>	<p><b>Accommodations:</b></p> <p><b>Evidence-based practices:</b></p> <p><b>Program modifications:</b></p> <p><b>Personnel support:</b></p> <p><b>Evidence the student cannot access general education standards:</b></p>	<p>___ IEP progress notes ___ Teacher reports ___ Impact statement ___ Other:</p>
<p><b>2. The student has a significant cognitive disability that impacts intellectual functioning and adaptive behavior. A significant cognitive disability is pervasive and affects learning across all content areas, independent functioning, community living, leisure, and vocational activities.</b></p>	<p>Agree  Disagree</p>	<p><b>Impact of intellectual functioning:</b></p> <p><b>Impact of adaptive behavior:</b></p>	<p>___ Results of Individual Cognitive Ability Test. ___ Results of Adaptive Behavior Skills Assessment. ___ Results of individual and group administered achievement tests. ___ Results of informal assessments. ___ Results of individual English/language arts, science, and mathematics assessments. ___ Results of district-wide assessments. ___ Results of language assessments including English Learner (EL) assessments, if applicable. ___ Other:</p>

Maryland Alternate Assessment Participation Criteria	Circle Agree Or Disagree	Evidence	Sources of Evidence (check if used)
<p><b>3. The student is learning content derived from the MCCRS in English/language arts and the Next Generation Science Standards</b> with grade-level curriculum significantly modified in order for the student to access knowledge and skills that allow the student to make progress.</p>	<p>Agree  Disagree</p>	<p><b>Curriculum modifications:</b></p>	<p>___ Examples of curriculum, instructional objectives and materials, including work samples.                      ___ Present levels of academic and functional performance, goals and objectives for the IEP.                      ___ Data from scientific research-based interventions.                      ___ Progress monitoring data.                      ___ Other:</p>
<p><b>4. The student requires extensive, direct, repeated, and individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum.</b> This instruction is not temporary or transient in nature. The student uses substantially modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, demonstrate, and transfer skills across academic content.</p>	<p>Agree  Disagree</p>	<p><b>Modified materials:</b>  <b>Instructional methods:</b></p>	<p>___ 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 14 and older unless State policy or the IEP team determines a younger age is appropriate.                      ___ Parent input                      ___ Other:</p>

**The criteria for participation in the alternate assessments and/or alternate instructional standards reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate. A student who participates in the Alternate Assessments participates in the assessments for all content areas of English/language arts, Mathematics, and Science.**

[Evaluation Review of Cognitive/Adaptive Ability](#)

**Individual Cognitive Ability Assessment:**

Name and Title of Examiner: \_\_\_\_\_  
 Most Recent Test Date: \_\_\_\_\_  
 Assessment: \_\_\_\_\_  
 Score(s): \_\_\_\_\_  
 Assessment Comments: \_\_\_\_\_  
 \_\_\_\_\_

**Educational Assessment:**

Name and Title of Examiner: \_\_\_\_\_

Most Recent Test Date: \_\_\_\_\_  
 Assessment: \_\_\_\_\_  
 Score(s): \_\_\_\_\_  
 Assessment Comments: \_\_\_\_\_  
 \_\_\_\_\_

**Adaptive Skills Assessment:**

Name and Title of Examiner: \_\_\_\_\_  
 Most Recent Test Date: \_\_\_\_\_  
 Assessment: \_\_\_\_\_  
 Score(s): \_\_\_\_\_  
 Assessment Comments: \_\_\_\_\_  
 \_\_\_\_\_

**Please use this space to include any additional assessment data/scores that guide the IEP team discussion (optional):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

All Standard and Composite Scores shall be considered when reviewing multiple sources of data. **If documentation in one of the requested areas is not available, a detailed explanation is required below.** Please include any medical or other information that may have prevented administration of the assessment in the requested areas.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>AGREE</b>	<b>DISAGREE</b>	<p><b><i>Evidence shows that the decision for participating in the Maryland Alternate Assessments and/or alternate standards <u>was not based on the list below.</u></i></b> To consider a student eligible for participation in the alternate assessments and/or the alternate standards, the IEP team must answer <b>AGREE</b> to <b>ALL</b> of the items listed below. <b>NOTE:</b> A <b>DISAGREE</b> response indicates the student <u>did not meet the eligibility criteria for the Maryland Alternate Assessments and/or alternate standards</u>, and therefore, will participate in the general standards and/or the general assessments with or without accommodations, as appropriate, based on his/her IEP. Please refer to the <i>Maryland Assessment, Accessibility, &amp; Accommodations Policy Manual</i> for more information about accommodations and Maryland assessments.</p>
		1. A disability category or label.
		2. Poor attendance or extended absences.
		3. Native language/social/cultural or economic differences.
		4. Expected poor performance on the general education assessment.
		5. Academic and other services the student receives.
		6. Educational environment or instructional setting.
		7. Percent of time receiving special education services.
		8. English Learner (EL) status.
		9. Low reading and mathematics achievement level.
		10. Anticipated disruptive behavior.

<b>AGREE</b>	<b>DISAGREE</b>	<p><b><i>Evidence shows that the decision for participating in the Maryland Alternate Assessments and/or alternate standards was not based on the list below.</i></b> To consider a student eligible for participation in the alternate assessments and/or the alternate standards, the IEP team must answer <b>AGREE</b> to <b>ALL</b> of the items listed below. <b>NOTE:</b> A <b>DISAGREE</b> response indicates the student <u>did not meet the eligibility criteria for the Maryland Alternate Assessments and/or alternate standards</u>, and therefore, will participate in the general standards and/or the general assessments with or without accommodations, as appropriate, based on his/her IEP. Please refer to the <i>Maryland Assessment, Accessibility, &amp; Accommodations Policy Manual</i> for more information about accommodations and Maryland assessments.</p>
		11. The impact of test scores on accountability system.
		12. Administrator decision.
		13. Anticipated emotional stress.
		14. Need for accommodations, e.g., assistive technology/ACC to participate in the assessment process.

**IEP Team Statement of Assurance:**

*Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Maryland Alternate Assessments are appropriate for this student; that his/her academic instruction will be based on alternate academic achievement standards (the CCCs and EEs linked to the MCCR); that the additional considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly, including that participation in the Maryland Alternate Assessments will not qualify a student for a regular high school diploma.*

34 CFR § 300.160.d

<b>AGREE</b>	<b>DISAGREE</b>	<b>Name</b>	<b>Title</b>

**Eligibility Criteria**

As documented through the eligibility criteria and additional criterial listed above, it has been determined that the student is being instructed with modified grade-level content standard which do not fully represent grade-level content. Therefore, the student may not earn proficient scores on the general assessments even with the provision of accommodations.

\_\_\_ AGREE    \_\_\_ DISAGREE

If the IEP team checked DISAGREE above, the student **does not meet the eligibility criteria for the alternate assessments and/or alternate instructional standards** as listed above and, therefore, the student will participate in the general assessments with or without accommodations, as appropriate based on his/her IEP. Refer to the *Maryland Assessment, Accessibility, & Accommodations Policy Manual* for more information about accommodations and Maryland's assessments.

### Assessment Participation

The IEP team agreed that the student met all criteria listed on this eligibility tool; therefore, the IEP team determined the student eligible to participate in the alternate assessments and/or alternate instructional standards.

\_\_\_\_AGREE    \_\_\_\_DISAGREE

The historical data (current and longitudinal across multiple settings) justifies the IEP team's decision for the student to participate in the alternate assessments and/or alternate instructional standards.

\_\_\_\_AGREE    \_\_\_\_DISAGREE

**Please use the space below to provide justification of the IEP team decision.**

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**Please use the space below to document any disagreement with this decision by any IEP team member.**

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