

District 1% Alternate Assessment Participation Reflection

This Reflection is a tool to support districts with over 1% participation in the Alternate Assessment. Its purpose is to assist Individual Education Plan (IEP) teams in reviewing data and student characteristics to ensure that students are participating in the appropriate state assessment.

- 1. Review the following documents:** (Found on the [Alternate Assessment Website](#))
 - [Alternate Assessment Participation Guidelines](#)
 - [Alternate Assessment Participation Form](#)
 - Explain your district processes for Step 1: Understanding Criteria for “significant cognitive disability,” Step 2: Gathering Evidence, and Step 3: Documenting Decision.
- 2. Review district data for students taking the Alternate Assessment.** *If student data reveals the following **Red Flags**, then IEP teams should discuss/review if the student meets the alternate assessment participation criteria. That student may be more appropriately challenged to reach their fullest academic potential with general education grade-level instruction and regular assessment.*
 - **Disability Category/IQ Score** – Is a student’s disability category SLD, OHI, ED, or SL? Is the student’s IQ score above 70? Does the student have adaptive skills across settings? (*If yes, does the student meet the “significant cognitive disability” criteria?*)
 - **Classroom Setting/Least Restrictive Environment (LRE) Placement** – Is a student’s Placement ‘0100: Regular Classroom’? Do a student’s IEP goals follow grade level standards instead of Core Content Connectors? (*If yes, should the student be taking the regular assessment instead?*)
 - **Reading/Math Skills on MSAA** – Can a student ‘read fluently with critical understanding’ or ‘apply computational procedures’? (*If yes, should the student be more appropriately challenged with the regular state assessment?*)
 - **ELA/Math Performance Level on MSAA** – Did a student score the highest level (Level 4) on the alternate assessment in Math or ELA? (*If yes, should the student be more appropriately challenged with the regular state assessment?*)
- 3. Are IEP teams reviewing Alternate Assessment criteria at each annual IEP meeting?** (*Do not automatically accept the prior Alternate Assessment decisions.*)
- 4. Do IEP teams discuss and notify parents that student participation in the Alternate Assessment impacts the student graduating with a diploma?** (*Students not achieving general education standards requirements typically do not obtain a diploma.*)
- 5. Are Core Content Connectors being used for students’ IEP goals and short-term objectives?** (*These can be found at <https://doe.sd.gov/assessment/alternate.aspx> .*)
- 6. Are there external reasons why your district exceeded 1.0 percent Alternate Assessment Participation?** (*If yes, what are the external reasons?*)