

Student SSID: _____
 Student Name: _____
 Student DOB: _____
 Date form completed: _____

Alternate Assessment Participation Form

This Participation Form is a tool to help Individual Education Plan (IEP) teams with gathering evidence for determining if a student meets the three criteria for participation in South Dakota’s alternate state assessment. Refer to [Alternate Assessment Participation Guidelines](#) for full guidance.

PARTICIPATION CRITERIA: <i>YES=student meets criteria</i> <i>NO=student does not meet criteria</i>	HISTORICAL EVIDENCE: <i>Consider multiple sources over multiple years in multiple settings.</i>	SOURCES OF EVIDENCE: <i>Consider formal and informal results/ examples in adaptive AND all academic areas.</i>
<p>1. Student has a significant cognitive disability. Student’s disability(s) significantly impacts both intellectual functioning AND adaptive behavior.</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>		<input type="checkbox"/> Cognitive/Ability evaluations <input type="checkbox"/> Adaptive Behavior evaluations <input type="checkbox"/> Academic/Achievement evaluations <input type="checkbox"/> Informal assessments <input type="checkbox"/> District-wide assessments <input type="checkbox"/> Language assessments, including ELL <input type="checkbox"/> OTHER:
<p>2. Student requires extensive instruction and support to acquire and maintain skills. Student requires substantially adapted materials and intensive, repeated, direct support to acquire, maintain, demonstrate, and generalize skills across settings.</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>		<input type="checkbox"/> Data from IEP goals, short-term objectives, post-school outcomes, ESY <input type="checkbox"/> Data from present levels of academic AND functional performance <input type="checkbox"/> Data from progress monitoring/checklists <input type="checkbox"/> Data and examples of school and community-based curriculum, instructional objectives, materials <input type="checkbox"/> Data from research-based interventions <input type="checkbox"/> OTHER:
<p>3. Student learns through alternate academic achievement standards (AAAS). Student’s academic goals, short-term objectives, and instruction follow Core Content Connectors (CCCs) and address skills appropriate and challenging for this student.</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>		<input type="checkbox"/> IEP goals, short-term objectives, and post-school outcomes <input type="checkbox"/> Present levels of academic AND functional performance <input type="checkbox"/> Curriculum, instructional objectives, materials, work samples <input type="checkbox"/> Progress monitoring and progress checklists <input type="checkbox"/> Transition Plan (if 14 or older) <input type="checkbox"/> Past performance on Alternate Assessment <input type="checkbox"/> OTHER:

Evidence for determining alternate assessment participation is NOT based on the following: Specific disability category such as Cognitive or Autism, percent of time in specialized services, educational placement or instructional setting, low reading or achievement level, need for accommodations or assistive technology on the regular assessment, anticipated disruptive behavior or emotional distress, expected poor performance on regular assessment, impact of student scores on accountability system, administrator decision, English Language Learner (ELL) status, poor attendance, or extended absences.

A student must meet ALL THREE CRITERIA to participate in the alternate assessment. Participating students partake in alternate assessment in all content areas (ELA, Math, Science) assessed at their grade level. Attach completed Participation Form to student’s IEP. Document team decision in assessment section of student’s IEP.