

Student Name:

DOB:

State ID: #Error

Grade:

Local ID:

System:

Meeting Date:

Created 2014

**Alternate Assessment**

**Eligibility Criteria for Students Entering a High School Cohort On or Before the 2019-2020 School Year**

Alternate Assessment was developed for students for whom there is evidence of a disability or multiple disabilities that significantly impact cognitive functioning and/or adaptive behavior. A student with one of the exceptionalities below may be considered to have a significant cognitive disability or to have deficits in adaptive behavior causing the student to function like a student with a significant cognitive disability.

Primary / Other	Exceptionality	Detail(s)			
Assessment Type	Complete	Name of Assessment	Date Administered	Standard Deviation	Respondent

To be eligible to participate in alternate assessment, the response to each of the three statements below must be "Agree."

**Criterion #1 - Evidence of a Significant Cognitive Disability or Multiple Disabilities (select a, b, or c)**

The student's cognitive and/or adaptive behavior has been assessed and the student is functioning:

- a.) 3 or more standard deviations below the mean and has not completed fifth grade;
- b.) 2.3 or more standard deviations below the mean and has completed fifth grade; or
- c.) between 2.0 and 2.29 or more standard deviations below the mean, has completed fifth grade, and the IEP team has additional empirical evidence an alternate assessment identification is appropriate.

Agree  Disagree The student has a disability that significantly impacts cognitive and/or adaptive behavior.

**Criterion #2 - Evidence of Curricular Alignment**

Agree  Disagree The student requires direct individualized instruction and substantial supports to achieve measurable gains on the challenging state academic content standards (Louisiana Connectors) for the grade in which the student is enrolled. The IEP must contain a goal and objectives aligned with the Louisiana Connectors.

**Criterion #3 - Student Safeguards**

Agree  Disagree The decision to include the student in LEAP Connect is **not solely** based on the following:

- |  |   |
|--|---|
| 1. the student's placement                         | 7. social, cultural, and/or economic differences  |
| 2. excessive or extended absences                  | 8. anticipated impact on school performance scores  |
| 3. disruptive behavior                             | 9. administrative decision  |
| 4. English language proficiency                    | 10. the expectation that the student will not perform well on the LEAP 2025 or other statewide assessment.        |
| 5. student's reading level                         | 11. the student's previous need for accommodation(s) to participate in general state or district-wide assessments |
| 6. student's disability according to Bulletin 1508 |   |

**Alternate Assessment**

**Additional Documentation for using Criterion 1.c.**

Criterion 1.C. requires teams to provide additional documentation that an alternate assessment identification is appropriate for the student. This guidance document serves as additional documentation to accompany criterion 1.C of the state's eligibility criteria. Ratings in the majority of the following domains would likely, but not always, fall in the lower half of the scale for students determined to have a significant cognitive disability. However, some descriptors may be more reflective of the team's service model. Ratings are used for documentation and data collection.

Domains		Domains	
Reading	Descriptors	Mathematics	Descriptors
<input type="checkbox"/> 5	Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).	<input type="checkbox"/> 5	Applies computational procedures to solve real-life or routine word problems from a variety of contexts.

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<input type="checkbox"/> 4	Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.	<input type="checkbox"/> 4	Does computational procedures with or without a calculator.
<input type="checkbox"/> 3	Reads basic sight words, simple sentences, directions, bullet, and/or lists in print or Braille.	<input type="checkbox"/> 3	Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
<input type="checkbox"/> 2	Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.	<input type="checkbox"/> 2	Counts by rote to 5.
<input type="checkbox"/> 1	No observable awareness of print or Braille.	<input type="checkbox"/> 1	No observable awareness or use of numbers.
Motor	Descriptors	Receptive Language	Descriptors
<input type="checkbox"/> 4	No significant motor dysfunction that requires adaptations.	<input type="checkbox"/> 4	Independently follows 1-2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
<input type="checkbox"/> 3	Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).	<input type="checkbox"/> 3	Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.
<input type="checkbox"/> 2	Uses wheelchair, positioning equipment, and/or assistive devices for most activities.	<input type="checkbox"/> 2	Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
<input type="checkbox"/> 1	Needs personal assistance for most/all motor activities.	<input type="checkbox"/> 1	Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).
Health Issues / Attendance	Descriptors Note: Consider health concerns impacting attendance.	Classroom Setting	Descriptors Note: Ratings may be more reflective of the team's service delivery model.
<input type="checkbox"/> 5	Attends at least 90% of school days.	<input type="checkbox"/> 5	Primarily inclusive/collaborative - students based in general education classes, special education services delivered in the general education classes (at least 80% of the school day in general education classes)
<input type="checkbox"/> 4	Attends approximately 75% of school days; absences primarily due to health issues.	<input type="checkbox"/> 4	Primarily resource room (e.g., children come for services and then go back to their general education classroom [at least 50% of the school day in general education classes])
<input type="checkbox"/> 3	Attends approximately 50% or less of school days; absences primarily due to health issues.	<input type="checkbox"/> 3	Primarily self-contained some academic inclusive (children go to some general education academic classes (reading, math, science) but return to special education [80% or more of the school day in special education classes])
<input type="checkbox"/> 2	Receives Homebound Instruction due to health issues.	<input type="checkbox"/> 2	Primarily self-contained, some special inclusive (children go to specials art, music, pe but return to their special education class 90% of school day in special education classes)
<input type="checkbox"/> 1	Highly irregular attendance or homebound instruction due to issues other than health.	<input type="checkbox"/> 1	Special school

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Engagement	System: Descriptors	Expressive Language	Descriptors
<input type="checkbox"/> 4	Initiates and sustains social interactions.	<input type="checkbox"/> 3	Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
<input type="checkbox"/> 3	Responds with social interaction, but does not initiate or sustain social interactions.	<input type="checkbox"/> 2	Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc. to clearly express a variety of intentions.
<input type="checkbox"/> 2	Alerts to others.	<input type="checkbox"/> 1	Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc. to communicate.
<input type="checkbox"/> 1	Does not alert to others.		

**LEAP Connect Decision: The LEAP Connect form will be considered a page of the student's current IEP. Assessment determinations and this form are completed annually. Assessment decisions are documented on the student's IEP. If the student qualified under the conditions listed for criterion 1.C. above, the 'Additional Documentation for using Criterion 1.C.' section of this LEAP Connect form and the required supporting documentation must be attached to or included in the student's IEP.**

- Eligible for participation in alternate assessment and will participate in the alternate assessment.
- Eligible for participation in alternate assessment but will not participate in the alternate assessment. Student will participate in the regular statewide assessment, with accommodations as needed.
- Not eligible for participation in the alternate assessment. Student will participate in the regular statewide assessment, with accommodations as needed.

SIGN: \_\_\_\_\_  
**Parent Signature**

SIGN: \_\_\_\_\_  
**OFFICIALLY DESIGNATED REPRESENTATIVE OF LEA**

PRINT: \_\_\_\_\_

PRINT: \_\_\_\_\_

SIGN: \_\_\_\_\_  
**Special Education Teacher**

SIGN: \_\_\_\_\_  
**Regular Teacher, if participating in Regular Education**

PRINT: \_\_\_\_\_

PRINT: \_\_\_\_\_