

**LEAP Alternate Assessment, Level 1 (LAA 1)**  
**Participation Criteria Grades 6–11**  
**Additional Documentation for using Criterion 1.c.**

Student \_\_\_\_\_ DOB \_\_\_\_\_ State I.D. # \_\_\_\_\_ Grade Enrolled \_\_\_\_\_  
 School \_\_\_\_\_ LEA \_\_\_\_\_ Date \_\_\_\_\_

Eligibility Criteria	Eligibility Criteria Descriptors	Sources of Evidence (A minimum of one source must be used for each criterion.)
1. The student has completed the fifth grade.  YES      NO	Review of student records indicate the student is in the sixth grade or a higher grade to be eligible for Criterion 1.c.	<input type="checkbox"/> Grade listed on IEP <input type="checkbox"/> Grade listed on Report Card
2. The student has a disability that significantly impacts cognitive functioning and/or adaptive behavior.  YES      NO	Review of student records indicate the student is functioning between 2.0 and 2.29 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior.*  *Adaptive behavior is defined as behavior and skills essential for one to live independently and function safely in daily life.	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Results of individual and group administered achievement tests <input type="checkbox"/> Results of informal assessments <input type="checkbox"/> Results of individual reading assessments <input type="checkbox"/> Results of district-wide alternate assessments <input type="checkbox"/> Results of language assessments including English language learner (ELL) language assessments if applicable
3. Student instruction is aligned to the Louisiana Extended Standards (LES).  YES      NO	Goals and objectives for this student’s current IEP are linked to the enrolled grade-level of the LES and instruction addresses knowledge and skills that are appropriate and challenging for this student.	<input type="checkbox"/> Examples of curriculum, instructional objectives and materials including work samples <input type="checkbox"/> Present levels of academic and functional performance, goals and objectives from the IEP <input type="checkbox"/> Data from scientific research-based interventions <input type="checkbox"/> Progress monitoring data
4. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.  YES      NO	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, and demonstrate and transfer skills across academic content.	<input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction <input type="checkbox"/> Teacher collected data and checklists <input type="checkbox"/> 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.

**The student is eligible to participate in the LAA 1 if all responses above are marked YES.**