

This flowchart provides guidance and support as teams make decisions to determine if a student, who was in 8th grade or beyond during the 2018-2019 school year, is eligible to participate in the LEAP Connect alternate assessment.

The student is eligible to participate in LEAP Connect if all responses below are yes.

Does the student have a significant cognitive disability?

Demonstrated in ONE of the following ways:

- Student has not completed 5th grade and is functioning 3 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior;
- Student has completed 5th grade and is functioning 2.3 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior; OR
- Student has completed 5th grade and is functioning between 2.0 and 2.39 standard deviations below the mean in cognitive functioning and/or adaptive behavior supported by empirical evidence the alternate assessment is appropriate.

↓ YES

Does the student require direct individualized instruction and substantial supports to achieve gains on the Louisiana Connectors standards?

The student:

- requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature AND
- uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

↓ YES

The decision to include the student in alternate assessment is not based solely on:

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

NO

Student must participate in the general statewide assessments and may be eligible for accommodations.

NO

NO

YES

Student meets all three eligibility criteria to participate in the LEAP Connect alternate assessment. The IEP team determines, annually, if the student **will** participate in the alternate assessment.

This flowchart provides guidance and support as teams make decisions to determine if a student, who was in 7th grade or below during the 2018-2019 school year, is eligible to participate in the LEAP Connect alternate assessment.

The student is eligible to participate in LEAP Connect if all responses below are yes.

Does the student have a significant cognitive disability?

Demonstrated in ONE of the following ways:

- a. Student has not completed 5th grade and is functioning 3 or more standard deviations below the mean in cognitive functioning;
- b. Student has completed 5th grade and is functioning 2.3 or more standard deviations below the mean in cognitive functioning; OR
- c. Student has completed 5th grade and is functioning between 2.0 and 2.39 standard deviations below the mean in cognitive functioning and with **deficits in adaptive behavior supported by empirical evidence** the alternate assessment is appropriate.

NO

Student must participate in the general statewide assessments and may be eligible for accommodations.

↓ YES

Does the student require direct individualized instruction and substantial supports to achieve gains on the Louisiana Connectors standards?

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, demonstrate and transfer skills across multiple settings.

NO

↓ YES

The decision to include the student in alternate assessment is not based solely on:

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

NO

YES

Student meets all three eligibility criteria to participate in the LEAP Connect alternate assessment. The IEP team determines, annually, if the student **will** participate in the alternate assessment.



Alternate Assessment Eligibility Criteria Case Study #1

- 9-year-old, 3rd grade student receiving the majority of her special education services in a separate setting
- Her instruction in ELA and mathematics is based on the 3rd grade connectors, with a few of those goals having crossed into the 3rd grade level regular standards (decision made at this IEP and instructional change to take place with IEP implementation starting this week; state assessments begins soon)
- It is predicted that this student will not perform well on the LEAP 2025 assessment in the spring; a combination of anxiety and potential impact on proficient scores for the school were discussed
- Her current teacher adaptive behavior scores fell -1.0 standard deviations below the mean and her parent adaptive behavior assessment scores were -1.2 standard deviations below the mean. Cognitive functioning scores fell -3.1 standard deviations below the mean.
- She is independent with dressing and using the restroom and can navigate the cafeteria at lunch with support; the paraprofessional needs to provide prompts for this routine early in the year and then only when the typical routine changes
- Student requires prompts to start and complete most academic tasks
- Student is able to verbally communicate most needs and wants with phrases and full sentences, but requires prompting to stay on topic when participating in conversation
- Student can write her own name when prompted, but is not able to express ideas using written words on paper
- Student enjoys interacting with others, but often requires structured settings and activities in order to independently interact and respond within a known routine
- Most instructional activities are highly individualized with instruction happening in short duration, high frequency, and high intensity

Case Study Questions:

1. Based on the limited information provided does this student meet eligibility criteria to participate in the alternate assessment?
2. What data was used to come to this conclusion?
3. Is there additional information that would have helped in deciding the most appropriate assessment for this student? If so, what information?



Alternate Assessment Eligibility Criteria Case Study #2

- 11-year-old 5th grade student
- Student is eligible for services under Autism
- His adaptive behavior scores are reported as -2.5 standard deviations below the mean by his teacher and his cognitive functioning is reported as -2.4 standard deviations below the mean
- He has been identified since age 3 and has received special education services since that time, including speech/language and social work services
- He attends the regular 5th grade mathematics class and has earned “B”s every marking period; his STAR mathematics assessment GE score in the fall was 5.6 and 5.2 this past winter; all mathematics instruction is based on the General 5th grade content standards
- Student has struggled with reading and content that is dependent on written and verbal language; participates in regular science and social studies classes, but the IEP team has determined that progression in the ELA classroom is not possible and receives ELA instruction in the resource program
- His instruction in ELA has focused on trying to help the student meet the target Louisiana connectors for ELA, which he is working toward but has not yet achieved; instruction in the resource program also focuses on issues related to conversational language, with other issues related to staying on topic and how to organize thoughts in written word
- Student has friends in his regular classroom and is able to maintain appropriate interpersonal relationships but does require social skills training to ensure interaction with unknown individuals is appropriate
- His participation in the general education classes is accommodated with the use of a behavior improvement plan (BIP) and the presence of a paraprofessional in science and social studies to assist with written tasks; he participates in mathematics independently with the BIP in place

Case Study Questions:

1. Based on the limited information provided does this student meet eligibility criteria to participate in the alternate assessment?
2. What data was used to come to this conclusion?
3. Is there additional information that would have helped in deciding the most appropriate assessment for this student? If so, what information?



Alternate Assessment Eligibility Criteria Case Study #3

- 16-year old, 10th grade student in a self-contained special education classroom, but participates in two regular classes: visual media arts—where the student takes pictures and creates visual art using the computer, and wood shop
- During the last IEP meeting, the team determined that the student’s instruction should shift targeting some on grade level skills in ELA and mathematics to aligning instruction to the Louisiana Connectors, based on lack of progress and updated assessment scores
- Scored -2.0 standard deviations below the mean on recent cognitive functioning assessment, however, was not administered an adaptive behavior assessment
- When reading is required, he accesses printed material by having it read to him; has an electronic version of each textbook and uses a text-to-speech function to access the material
- Has a few friends within the special education classroom, friendships that extend beyond the classroom and the school day; socially interacts appropriately in elective classes, though is sometimes perceived as socially immature; needs prompting to stay on topic and to read cues from others he is communicating with
- In the past, has often needed to practice social situations before they occur and has had success with extensive use of social stories; reliance on this has faded over time
- The student has been successful with some daily living skills independently, but still requires a great deal of scaffolding and assistance with self-advocacy and task planning
- Will be transitioning to a partial day job training program with a job coach and has had success with independent job tasks involving a routine, where the job coach could be faded back to observer only
- Student is expected to complete high school in more than four years using a personal curriculum
- Wants to attend a community college or trade school and secure a job of his own after high school

Case Study Questions:

1. Based on the limited information provided does this student meet eligibility criteria to participate in the alternate assessment?
2. What data was used to come to this conclusion?
3. Is there additional information that would have helped in deciding the most appropriate assessment for this student? If so, what information?



Alternate Assessment Eligibility Criterion 1.c Additional Documentation Case Study #1

- 16-year old, 10th grade student in a self-contained special education classroom, but participates in two regular classes: visual media arts—where the student takes pictures and creates visual art using the computer, and wood shop
- During the last IEP meeting, the team determined that the student’s instruction should shift targeting some on grade level skills in ELA and mathematics to aligning instruction to the Louisiana Connectors, based on lack of progress and updated assessment scores
- Scored -2.0 standard deviations below the mean on recent cognitive functioning assessment, however, was not administered an adaptive behavior assessment
- When reading is required, he accesses printed material by having it read to him; has an electronic version of each textbook and uses a text-to-speech function to access the material
- Has a few friends within the special education classroom, friendships that extend beyond the classroom and the school day; socially interacts appropriately in elective classes, though is sometimes perceived as socially immature; needs prompting to stay on topic and to read cues from others he is communicating with
- In the past, has often needed to practice social situations before they occur and has had success with extensive use of social stories; reliance on this has faded over time
- The student has been successful with some daily living skills independently, but still requires a great deal of scaffolding and assistance with self-advocacy and task planning
- Will be transitioning to a partial day job training program with a job coach and has had success with independent job tasks involving a routine, where the job coach could be faded back to observer only
- Student is expected to complete high school in more than four years using a personal curriculum
- Wants to attend a community college or trade school and secure a job of his own after high school

Case Study Discussion Questions:

1. Based on the limited information provided were you able to complete the additional evidence page for criterion 1.c.?
2. What data was used for each descriptor to determine a rating?
3. Is there additional information that would have helped in determining a rating? If so, what information?



Alternate Assessment Eligibility Criterion 1.c Additional Documentation Case Study #2

- 10-year-old, 4th grade student enrolled in an elementary self-contained special education program and attends school about 80% of the time (when he is absent it is usually due to medical appointments)
- Student is paraplegic, lives at home with parents and requires assistance with personal care, though he can feed himself basic finger foods with supervision (most food is fed orally by a caregiver)
- Requires regular assistance with daily living skills at school, and while he does not have a 1:1 aide assigned to him, he has regular access to a paraprofessional in a classroom with seven students, one teacher and two paraprofessionals
- Typically does not interact with peers, but likes attention from caregivers and familiar adults
- Communicates through a combination of limited vocalization and use of an electronic communication device with a limited functional vocabulary
- Can point to familiar objects when prompted to do so and is also adept in indicating a choice
- Is able to identify and count numbers to 5 by pointing to the numbers in print
- Instruction is very individualized and academics are based primarily on the Louisiana Connectors with low range of complexity; within some domains of ELA and mathematics, skills have been broken down into additional scaffolding to target basic foundational skills
- Learning to navigate an electric wheelchair, but still requires a great deal of assistance given limitations from mild tremors in the upper extremities
- Reads basic sight words in print using electronic communication device
- Cognitive abilities are limited and very hard to assess

Case Study Discussion Questions:

1. Based on the limited information provided were you able to complete the additional evidence page for criterion 1.c.?
2. What data was used for each descriptor to determine a rating?
3. Is there additional information that would have helped in determining a rating? If so, what information?



Alternate Assessment Eligibility Criterion 1.c Additional Documentation Case Study #3

- 12 year old 6th grade student with an exceptionality of Other Health Impaired
- Diagnosed with a neurological disorder, but cognition is difficult to assess due to mode of communication and motor skill deficits
- Experiences issues with her mood, cardiac function, chewing, swallowing and digestion
- Symptoms presented after an early period of apparently normal or near normal development until she was about 24 months old when she experienced a stagnation of skills
- Period of regression followed and she lost communication skills, ability to walk and purposeful use of her hands
- Her eye contact and use of both high and low tech communication devices increased around Kindergarten
- Communicates mostly with an eye gaze voice output device, because she is able to control her eye movement
- Occasionally walks with assistance, but tires easily and uses a wheelchair that is pushed by peers
- Experiences a full range of emotions and exhibits her engaging personalities as she takes part in social, educational, and recreational activities at home and in the community
- Tells stories through the use of her eye gaze communication device, but the stories are not related to text or topic of conversation
- Struggles to follow directions that involve movement, but is able to follow directions when prompted to use her eye gaze system
- Counts with her communication device when the numbers are arranged in numerical order

Case Study Discussion Questions:

1. Based on the limited information provided were you able to complete the additional evidence page for criterion 1.c.?
2. What data was used for each descriptor to determine a rating?
3. Is there additional information that would have helped in determining a rating? If so, what information?

**Alternate Assessment Participation Criteria Descriptors for the
Participation Requirements for Alternate Assessment for
Students Entering a High School Cohort During the 2020-2021 School Year**

LEAP Connect alternate assessment was developed for students with disabilities for whom there is evidence that the student has a significant cognitive disability. The alternate assessment is a performance-based assessment designed for students whose instructional program is aligned to the Louisiana Connectors.

Individual Education Plan (IEP) team members are responsible for determining how a student will participate in state assessment of student achievement and whether accommodations for the assessment are required to enable the student to participate in the assessment. If the IEP team determines that a student will not participate in the regular statewide assessment, the team is required to identify why the assessment is not appropriate for the student and how the student will be assessed, such as through the LEAP Connect alternate assessment. IEP teams are responsible for determining if a student is eligible to participate in the LEAP Connect based on the state's alternate assessment eligibility criteria. The decision for a student to participate in the alternate assessment must be made annually.

CRITERION ONE:

The student has a disability or multiple disabilities that significantly impact cognitive functioning and, as described in criterion 1.C., adaptive behavior¹.

There must be documentation on the IEP that the student is functioning within the standard deviation requirement for the cognitive disability and, as described for Criterion 1.C., adaptive behavior and empirical evidence is also required.

CRITERION TWO:

The student requires individualized instruction aligned with the Louisiana Connectors and substantial supports to achieve measurable gains on the Louisiana Connectors for the grade in which the student is enrolled.

The IEP must reflect the student's need for individualized instruction to obtain measurable gains on IEP goals and objectives aligned with the Louisiana Connectors developed for students participating in alternate assessment. The IEP may also contain IEP goals and objectives relating to other needs of the student which result from his or her disability, such as functional skills or social skills development.

CRITERION THREE:

The decision to include the student in alternate assessment is not based solely on certain factors.

The IEP team should review all relevant information to verify that the decision to include a student in alternate assessment is not based solely on the specific factors listed in this criterion. The participation of a student in the alternate assessment shall not be an administrative decision to bypass state testing policy.

¹ Adaptive behavior is defined as behavior and the skills essential for one to live independently and to function safely in daily life.

Alternate Assessment Participation Criteria

Students Entering a High School Cohort On or Before the 2020-2021 School Year

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

Check one

- Intellectual Disability – Mild Intellectual Disability – Moderate Intellectual Disability – Severe Multiple Disabilities
 Other (specify exceptionality)

Alternate assessments were developed for students for whom there is evidence of a **disability or multiple disabilities that significantly impact cognitive functioning and adaptive behavior**. To be eligible to participate in alternate assessments, the response to each of the three criteria below must be “Agree.”

SELECT “AGREE” OR “DISAGREE” FOR EACH STATEMENT. Evidence supporting Criteria 1 and 2 must be dated and maintained in the student’s IEP folder.

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

The student’s cognitive functioning 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, has deficits in adaptive behavior, and the IEP team has additional empirical evidence an alternate assessment identification is appropriate for the student.

Agree **Disagree** The student has a disability that significantly impacts cognitive functioning and, for criterion 1.C., adaptive behavior.

Criterion #2- Evidence of Instructional Needs and Curricular Alignment

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

Criterion #3 – Student Safeguards

Agree **Disagree** The decision to include the student in alternate assessments is **not solely based** on the following factors:

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

IEP Team Decision: This form will be considered a page of the student’s current IEP. This form must be completed annually. The assessment decision must be documented on the student’s IEP. If 1.C. is selected for Criterion #1 above, the “Additional Documentation for using Criterion 1.C.” form and the required supporting documentation must be attached to or included in the IEP. This form will also be considered a page of the student’s IEP.

_(student’s name) is **eligible** for participation in the alternate assessment and **will participate** in the alternate assessment.

_(student’s name) is **eligible** for participation in the alternate assessment but **will not participate** in the alternate assessment. Student will participate in the regular statewide assessment, with accommodations as needed.

_(student’s name) is **not eligible** for participation in the alternate assessment.

*signature required

*Parent Signature_ *Officially Designated Representative of LEA Signature

*Special Education Teacher *Regular Education Teacher, if participating in Regular Education_ Other IEP Participants (optional)

Title/Signature

Title/Signature

Title/Signature

*Required Signatures

**Alternate Assessment Participation Criteria Descriptors for the
Participation Requirements for Alternate Assessment for
Students Entering a High School Cohort Before or During the 2019-2020 School Year**

LEAP Connect alternate assessment was developed for students with disabilities for whom there is evidence that the student has a significant cognitive disability. The alternate assessment is a performance-based assessment designed for students whose instructional program is aligned to the Louisiana Connectors.

Individual Education Plan (IEP) team members are responsible for determining how a student will participate in state assessment of student achievement and whether accommodations for the assessment are required to enable the student to participate in the assessment. If the IEP team determines that a student will not participate in the regular statewide assessment, the team is required to identify why the assessment is not appropriate for the student and how the student will be assessed, such as through the LEAP Connect alternate assessment. IEP teams are responsible for determining if a student is eligible to participate in the LEAP Connect based on the state's alternate assessment eligibility criteria. The decision for a student to participate in the alternate assessment must be made annually.

CRITERION ONE:

The student has a disability or multiple disabilities that significantly impact cognitive functioning and/or adaptive behavior¹.

There must be documentation on the IEP that the student is functioning within the standard deviation requirement for the cognitive disability and/or adaptive behavior as described in Criterion 1 on the alternate assessment Participation form.

CRITERION TWO:

The student requires individualized instruction aligned with the Louisiana Connectors and substantial supports to achieve measurable gains on the Louisiana Connectors for the grade in which the student is enrolled.

The IEP must reflect the student's need for individualized instruction to obtain measurable gains on IEP goals and objectives aligned with the Louisiana Connectors developed for students participating in alternate assessment. The IEP may also contain IEP goals and objectives relating to other needs of the student which result from his or her disability, such as functional skills or social skills development.

CRITERION THREE:

The decision to include the student in alternate assessment is not based solely on certain factors.

The IEP team should review all relevant information to verify that the decision to include a student in alternate assessment is not based solely on the specific factors listed in this criterion. The participation of a student in the alternate assessment shall not be an administrative decision to bypass state testing policy.

¹ Adaptive behavior is defined as behavior and the skills essential for one to live independently and to function safely in daily life.

Alternate Assessment Participation Criteria

Students Entering a High School Cohort On or Before the 2019-2020 School Year

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

Check one

- Intellectual Disability – Mild Intellectual Disability – Moderate Intellectual Disability – Severe Multiple Disabilities
 Other (specify exceptionality)

Alternate assessments were developed for students for whom there is evidence of a **disability or multiple disabilities that significantly impact cognitive functioning and/or adaptive behavior**. To be eligible to participate in alternate assessments, the response to each of the three criteria below must be “Agree.”

SELECT “AGREE” OR “DISAGREE” FOR EACH STATEMENT. Evidence supporting Criteria 1 and 2 must be dated and maintained in the student’s IEP folder.

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;
- b.) 2.3 or more standard deviations below the mean; or
- c.) between 2.0 and 2.29 or more standard deviations below the mean and documented additional empirical evidence exists that an alternate assessment identification is appropriate.

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

Criterion #2- Evidence of Instructional Needs and Curricular Alignment

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

Criterion #3 – Student Safeguards

Agree **Disagree** The decision to include the student in alternate assessments is **not solely based** on the following factors:

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

IEP Team Decision: This form will be considered a page of the student’s current IEP. This form must be completed annually. The assessment decision must be documented on the student’s IEP. If 1.c. is selected on Criterion #1 above, the “Additional Documentation for using Criterion 1c.” form and the required supporting documentation must be attached to or included in the IEP. This form will also be considered a page of the student’s IEP.

_(student’s name) is **eligible** for participation in the alternate assessment and **will participate** in the alternate assessment.

_(student’s name) is **eligible** for participation in the alternate assessment but **will not participate** in the alternate assessment. Student will participate in the regular statewide assessment, with accommodations as needed.

_(student’s name) is **not eligible** for participation in the alternate assessment.

*signature required

*Parent Signature_ *Officially Designated Representative of LEA Signature

*Special Education Teacher *Regular Education Teacher, if participating in Regular Education_ Other IEP Participants (optional)

Title/Signature

Title/Signature

Title/Signature

*Required Signatures

ALTERNATE ASSESSMENT PARTICIPATION CRITERIA ADDITIONAL DOCUMENTATION FOR CRITERION 1.C

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

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	Descriptor	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.
<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).

ALTERNATE ASSESSMENT PARTICIPATION CRITERIA ADDITIONAL DOCUMENTATION FOR CRITERION 1.C

Health Issues/ Attendance	Descriptors	Classroom Setting	Descriptors Note: Ratings here may be more reflective of the team's service 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
Engagement	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.		