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**Chapter 5. Participation in Statewide Assessments**

**§503. Types of Alternate Assessments**

A. LEAP Alternate Assessment (alternate assessment) was developed for students with disabilities who are served under IDEA 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 with the Louisiana Connectors standards**.

**§505. Alternate Assessment Participation Criteria**

A. LEAP Alternate Assessment (alternate assessment). To be eligible to participate in the LEAP Alternate Assessment (alternate assessment), the IEP team must verify the student (in grades 3-11) meets the criteria listed in this Subsection.

**Criterion 1 – Applies to current grades 8 – high school (as of the 2018-2019 school year)**

1. For students **entering a high school cohort on or before the 2019-2020 school year**, the student has a disability that significantly **impacts cognitive function and/or adaptive behavior**. This may be demonstrated in the following ways.

a. For students who **have not completed the fifth grade**, an eligible student is functioning **three or more standard deviations below the mean in cognitive functioning and/or adaptive behavior**.

b. For students **who have completed fifth grade**, an eligible student is functioning **2.3 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior**.

c. Students **who have completed the fifth grade** functioning **between 2.0 and 2.29** or more standard deviations **below the mean in cognitive functioning and/or adaptive behavior** may be eligible for alternate assessment participation if the IEP team provides **additional empirical evidence** an alternate assessment identification is appropriate for the student.

**Criterion 1 – Applies to current grades PreK - 7 (as of the 2018-2019 school year)**

2. For students **entering a high school cohort during the 2020 – 2021 school year and beyond**, the student has a disability that **significantly impacts cognitive function**. This may be demonstrated in the following ways.

a. For students who **have not completed the fifth grade**, an eligible student is functioning **three or more standard deviations below the mean in cognitive functioning**.

b. For students who **have completed fifth grade**, an eligible student is **functioning 2.3 or more standard deviations below the mean in cognitive functioning**.

c. Students who **have completed the fifth grade** functioning between **2.0 and 2.29** or more standard deviations **below the mean in cognitive functioning and with deficits in adaptive behavior** may be eligible for alternate assessment participation if the IEP team provides **additional empirical evidence** an alternate assessment identification is appropriate for the student.

**Criterion 2** – Applies to **all students** and all grade levels

1. The student requires **direct individualized instruction and substantial supports** to achieve measurable gains on the challenging state academic content standards **for the grade in which the student is enrolled**.

**Criterion 3** – Applies to **all students** and all grade levels

1. The decision to include the student in an alternate assessment is **not solely based on** the following:
  - a. student's educational placement;
  - b. excessive or extended absences;
  - c. disruptive behavior;
  - d. English language proficiency;
  - e. student's reading or academic level;
  - f. student's disability according to Bulletin 1508;
  - g. social, cultural, and/or economic differences;
  - h. anticipated impact on school performance scores;
  - i. administrative decision;
  - j. expectation that the student will not perform well on the LEAP 2025 or other statewide assessments;  
or
  - k. **the student's previous need for accommodation(s) to participate in general state or district-wide assessments.**