

Alternate Assessment

Participation Guidelines and Eligibility Determination

The Bureau of Indian Education (BIE) offers an alternate assessment, to qualified students, based on alternate achievement standards in compliance with the U.S. Department of Education's federal regulations and guidance. A student must have an Individualized Education Program (IEP) to be considered for participation in an alternate assessment. Students demonstrating mild to moderate cognitive disabilities may be more appropriately placed in the general assessment system with accommodations. Anticipated or past low achievement on the general assessment does not mean the student should be participating in MSAA. Determinations for student participation in statewide assessments must be evidence-centered and made individually for each student by the IEP team. Alternate assessments are designed for students with the most significant cognitive disabilities. When looking at a standard bell curve, eligible students would be in the lowest 1%. An IEP team may determine that an alternate assessment is appropriate for the student and document why the assessment is selected.

All students must participate in state assessments. IEP teams should consider the testing cycles that will occur during the student's IEP year and include suitable instructional time for assessed areas before test administration windows. For example, an IEP team that determines alternate assessment eligibility before the close of the Student Selector Application in the fall, must first carefully consider the instructional time given to the student, prior to the date of the test administration. An IEP team making the alternate assessment determination in the spring shall document the student's preparation for the assessment during the following school year.

BIE's Alternate Assessments:

Each IEP Team will discuss and determine a student's need for participation and eligibility using the Alternate Assessment Participation Decision Documents. A student will be eligible for the alternate assessment in all areas (ELA, Mathematics and Science) in the grades in which assessment is to be administered (see Table below, X indicates assessment to be administered at each grade level).

Alternate Assessment English/Language Arts and Mathematics: Grades 3 through 8 and 11 -

Multi-State Alternate Assessment (MSAA)

Alternate Assessment Science: Grades 5, 8, and 11 - Multi-State Alternate Assessment (MSAA)

Grade	No assessment administered	ELA/Math	Science
K, 1, 2	X		
3-4		X	
5		X	X
6, 7		X	
8		X	X
9-10	X		
11		X	X
12	X		

Student Name _____ Birthday _____ Grade _____
 NASIS# _____ School _____ ADD Region _____
 Special Education Case Manager _____

Note: The IEP team must complete the parent notification of alternate assessment participation on page 5.

☐ Alternate assessments are not administered at the student's grade level for this school year.

Alternate Assessment Participation Decision Documentation

To meet criteria for alternate assessments, the student must meet all participation criteria descriptors.

The student may participate in alternate assessments if **all responses to Participation Criteria below** are marked **yes**.

Participation Criterion 1

The student has a significant cognitive disability.

☐ Yes ☐ No

Participation Criterion 1 Descriptor

Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. (Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.)

Sources of Evidence for Criterion 1 (check if used)

- ☐ Results of Individual Cognitive Ability Test
- ☐ Results of Adaptive Behavior Skills Assessment
- ☐ Results of individual and group administered achievement tests
- ☐ Results of informal assessment
- ☐ Results of individual reading assessments
- ☐ Results of district-wide alternate assessments
- ☐ Results of language assessments including English Learner (EL) language assessments if applicable.

Describe the sources of evidence that were used for criterion 1 and how that evidence supports eligibility.

Source

Description

Participation Criterion 2

The student is learning content linked to (derived from) state content standards.

☐ Yes ☐ No

Participation Criterion 2 Descriptor

The student's goals and instruction that are listed in the IEP are linked to the enrolled grade-level state standards and address knowledge and skills that are appropriate and challenging for this student. IEP goals are written to allow for suitable instructional time prior to test administration.

Sources of Evidence for Criterion 2 (check if used)

- ☐ Examples of curriculum, instructional objectives and materials including work samples
- ☐ Present levels of academic and functional performance, goals, and objectives from the IEP
- ☐ Data from scientific research-based interventions
- ☐ Progress monitoring data

Describe the sources of evidence that were used for criterion 2 and how that evidence supports eligibility.

Source

Description

Participation Criterion 3

The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and- age-appropriate curriculum.

☐ Yes ☐ No

Describe the sources of evidence that were used for criterion 3 and how that evidence supports the student's eligibility.

Source

Description

Participation Criterion 3 Descriptor

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 academic content.

Sources of Evidence for Criterion 3 (check if used)

- ☐ Examples of curriculum, instructional objectives, and materials including work samples from both school and community-based instruction
- ☐ Teacher collected data and checklists
- ☐ Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students aged 16 and older unless State policy or the IEP team determines a younger age is appropriate.

The following should not be considered in the eligibility determination process:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services received
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Learner (EL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of test scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations, e.g., assistive technology/AAC to participate in assessment process

☐ Evidence shows that the decision for participating in alternate assessments was not based on above list.

IEP Team Statement of Assurance:

Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Alternate Assessment is the most appropriate assessment for this student; that his/her academic instruction will be based on the CCCs linked to state content standards; that there is suitable instructional time prior to test administration; that the additional considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly.

Each of us agrees with the alternate assessment participation decisions indicated above.

Parent(s)/Guardian _____ Date: _____

Signature: _____ Position: _____ Date: _____

Signature: _____ Position: _____ Date: _____

Signature: _____ Position: _____ Date: _____

Signature: _____ Position: _____ Date: _____

Signature: _____ Position: _____ Date: _____

Signature: _____ Position: _____ Date: _____

Parent Notification

Alternate Assessment Participation

Following IEP team review of participation guidelines, the student is eligible for and will participate in the following assessments:

MSAA English/Language Arts in grades 3-8 and 11 and MSAA Science, in grades 5, 8 and 11

☐ Yes - School Year _____ Alternate Assessment Eligibility must be determined by the student's IEP Team and annotated in the student's IEP prior to MSAA Participants Enrollment submission in mid-January. A transfer student with an IEP is an allowable addition to the alternate assessment participation enrollment after the initial enrollment submission.

(Students with disabilities IEP reviews for summative academic performance assessments participation and individualized IEP accommodations is pulled from the Native American Student Information System (NASIS) for appropriate individualized administration of academic performance assessments).

☐ No - Student will participate in the statewide general assessments

Potential Consequences

Are there any effects or local policies that would preclude completion requirements for a regular high school diploma for the child participating in the Alternate Assessment?

☐ Yes ☐ No

If yes, explain:

As a reminder, the Elementary and Secondary Education Act (ESEA) requires that only students with the most significant cognitive disabilities may take an alternate assessment aligned to alternate achievement standards (AA-AAAS) and limits the number of students that BIE may assess with an AA-AAAS to no more than **1.0 percent** of all students in the grades assessed in the BIE. BIE is required to monitor the percentage of students who take the alternate assessment. (ESSA1111(b)(2)(D)(i)(I)).

The BIE may not prohibit a School from administering the alternate assessment to more than 1% of students. The decision depends on individual student need, not on whether the School is exceeding the 1% limit. A School that exceeds the limit must notify the Chief Academic Office, MSAA Coordinator, and must submit a justification for exceeding the limit to the Division of Performance and Accountability, Special Education Unit, which will implement monitoring and support activities.