

Module 3

Deep Dive of New Tool

ACAP Alternate Program Participation
Decision-Making Tool



ACAP Alternate Participation Decision-Making Tool

What will we discuss?



- ▷ Purpose of the document
- ▷ Instruction for use

ACAP Alternate Participation Decision-Making Tool



Part A- Determining Eligibility

Student meets state eligibility criteria under the following disability category designation:

- ☐ Specific Learning Disability
- ☐ Speech or Language Impairment (only)



Student meets state eligibility criteria under the following disability category designation:

- ☐ Hearing Impairment
- ☐ Emotional Disturbance
- ☐ Orthopedic Impairment
- ☐ Other Health Impairment
- ☐ Visual Impairment

A student in one of these categories very rarely will be a student with the most significant cognitive disability and therefore rarely, if ever, will qualify for the alternate assessment.



Proceed to Part B.

Student meets state eligibility criteria under the following disability category designation:

- ☐ Autism
- ☐ Deaf-Blindness
- ☐ Developmental Delay
- ☐ Intellectual Disability
- ☐ Multiple Disabilities
- ☐ Traumatic Brain Injury

A student with any of these disabilities may have a cognitive disability. However, fewer than half the students in these categories may have a most significant cognitive disability that would qualify them for the alternate assessment.



Proceed to Part B.

Part B- Determining if Student has Significant Cognitive Disability

1. Conceptual Domain

<p><input type="checkbox"/> The student is on grade level academically in all content areas,</p> <p>AND</p> <p>the student has age appropriate receptive and expressive communication skills, including conversation skills (verbally, via sign language, or a communication device),</p> <p>AND</p> <p>the student expresses and makes independent choices, exhibits self-control, and takes responsibility for choices at an age-appropriate level.</p> <p>1</p>	<p><input type="checkbox"/> The student has difficulty learning academic content aligned to grade level standards but is making progress with appropriate supports and interventions as specified in the IEP,</p> <p>AND</p> <p>after learning new content, the student may need additional practices with direct instruction to generalize the new skills into daily living activities,</p> <p>AND</p> <p>the student has some age-appropriate receptive and expressive communication skills (verbally, via sign language, or a communication device), uses and understands simple, nonverbal communication and can follow simple, age-appropriate directions and routines with prompting.</p> <p>AND</p> <p>the student may have been referred for an initial evaluation during elementary school due to academic difficulties.</p> <p>2</p>	<p><input type="checkbox"/> The student has difficulty learning academic content aligned to grade level standards across all subject areas and may require multiple tiers of intervention, accommodations or modifications,</p> <p>AND</p> <p>the student may need instruction through the Alternate Achievement Standards to build base skills to get back to grade level,</p> <p>AND</p> <p>the student may struggle to generalize skills outside the classroom even with assistance and practice,</p> <p>AND</p> <p>the student has difficulty communicating wants, needs, thoughts, and ideas but receptively understands messages,</p> <p>AND</p> <p>the student struggles to follow directions and routines without significant assistance,</p> <p>AND</p> <p>the student may have been referred for an initial evaluation in preschool or kindergarten due to developmental differences.</p> <p>3</p>	<p><input type="checkbox"/> The student has significant difficulty with learning academic content requires instruction that is aligned to the Alternate Achievement Standards with intensive accommodations,</p> <p>AND</p> <p>the student requires significantly modified curriculum and instruction using the Alternate Achievement Standards and likely is unable to independently apply or generalize skills consistently outside the classroom setting,</p> <p>AND</p> <p>the student may be unable to clearly express wants and needs and may not seem to understand the messages conveyed by others. The student likely requires maximum adult assistance to communicate,</p> <p>AND</p> <p>the student requires layers of supports to follow directions and daily routine activities,</p> <p>AND</p> <p>the student was most likely identified with developmental delays as an infant or toddler and received early intervention services.</p> <p>4</p>
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2. Social Domain

<p><input type="checkbox"/> The student displays age-appropriate social, communication and leisure skills,</p> <p>AND</p> <p>the student can initiate and maintain friendships, express and recognize emotions with peers who are the same age,</p> <p>AND</p> <p>the student engages in play and recreational activities without additional support.</p> <p>1</p>	<p><input type="checkbox"/> The student may have difficulty with social interactions (for example, may misinterpret peers' social cues or others may consider the student's actions as immature),</p> <p>AND</p> <p>the student's communication, language and conversation skills are more concrete or immature than peers who are the same age,</p> <p>AND</p> <p>the student may have challenges in regulating emotion and behavior in an age-appropriate manner, and these challenges may be noticed by peers and adults.</p> <p>2</p>	<p><input type="checkbox"/> The student has social, behavior and communication skills markedly different from peers who are the same age,</p> <p>AND</p> <p>the student is able to be understood but uses a mode for communication that is much less complex than peers who are the same age,</p> <p>AND</p> <p>the student may struggle to generalize skills outside the classroom even with assistance and practice,</p> <p>AND</p> <p>the student may use behaviors to communicate,</p> <p>AND</p> <p>the student may not perceive or interpret social cues accurately,</p> <p>AND</p> <p>the student often needs significant support to engage in social situations and/or use communication skills,</p> <p>AND</p> <p>the student may be easily persuaded to do things that go against the rules or safe boundaries when coaxed to do so.</p> <p>3</p>	<p><input type="checkbox"/> The student often uses behaviors to communicate,</p> <p>AND</p> <p>the student's communication skills are very limited in terms of vocabulary and grammar,</p> <p>AND</p> <p>the student may be in the process of developing a mode of communication, may be described as nonverbal or uses very limited non-symbolic communication,</p> <p>AND</p> <p>the student requires significant adult assistance to communicate with peers or adults and may require layers of support (simple speech, visuals, gestures, etc.) to communicate,</p> <p>AND</p> <p>the student may not yet show understanding of symbolic communication with speech or gesture.</p> <p>4</p>
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3. Practical Domain

<p><input type="checkbox"/> The student is able to follow safety rules and functions in the community and classroom setting similarly to peers who are the same age,</p> <p>AND</p> <p>the student independently performs self-care activities such as eating, dressing and taking care of personal hygiene.</p> <p>1</p>	<p><input type="checkbox"/> The student often functions age-appropriately in personal care daily living activities and using community resources,</p> <p>AND</p> <p>the student displays recreational skills typically on the same level as peers, although some additional support may be needed,</p> <p>AND</p> <p>the student may need support in navigating the school and community and may need reminders about being mindful of safety hazards.</p> <p>2</p>	<p><input type="checkbox"/> The student may need support to care for personal needs (for example, eating, dressing, toileting needs), may have needed an extended period of explicit teaching in these areas and may require prompting or cues,</p> <p>AND</p> <p>the student often requires additional support and learning opportunities for recreational skills,</p> <p>AND</p> <p>the student requires intensive support to safely navigate the school and community.</p> <p>3</p>	<p><input type="checkbox"/> The student requires significant support and direct instruction across all activities of daily living (meals, dressing, bathing, toileting needs) or may be dependent on others for all aspects of physical care, health and safety,</p> <p>AND</p> <p>The student requires intensive teaching and ongoing support for recreational and navigation skills, not because of physical ability but because of significant cognitive needs. The student requires supervision at all times.</p> <p>4</p>
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Part B- Determining if Student has Significant Cognitive Disability

Determining Most Significant Disability:

Students with the most significant cognitive disability will have significant deficits in ALL adaptive skills domains.

- ☐ The student's daily functioning skills do not align with column 4 of **ALL** three adaptive skills domains above.



Stop here. The student is not eligible for participation in the alternate assessment.

- ☐ The student's daily functioning skills align only within column 4 of ALL three adaptive skills domains above. The student has a most significant cognitive disability.




Proceed to Part C.




Part C- Determining the Student's Need for Alternate Achievement Standards & Substantial Supports

Curriculum, Instruction and Assessment


 <p>The student's present levels of performance on the IEP indicates that skills are closely aligned with grade-level standards, concepts and skills with present-level data showing skill gaps represented within Alabama's Courses of Study.</p>	<p>The student's IEP includes annual goals and objectives aligned to Alabama's Courses of Study and may be modified in prescriptive area(s) of data-determined need,</p> <p>AND</p> <p>instruction and assessment are aligned to grade-level targets that build in complexity,</p> <p>AND</p> <p>the student's IEP requires Specially Designed Instruction that is standards-based and includes intensive explicit instruction in all content areas on grade-level standards.</p>	<p>The student's IEP includes goals and objectives that target modified grade-level standards within the Alternate Achievement Standards,</p> <p>AND</p> <p>instruction and assessments are aligned to modified grade-level targets within the Alternate Achievement Standards,</p> <p>AND</p> <p>the student's IEP requires Specially Designed Instruction that is standards-based and includes below grade-level learning. The student requires both accommodations and modifications.</p>	<p>The student's IEP includes present level of performance statements that align learner data to well below grade-level Alternate Achievement Standards, building base skills and engagement skills,</p> <p>AND</p> <p>instruction and assessments are based on student data, likely showing significant skill gaps,</p> <p>AND</p> <p>the student's IEP requires Specially Designed Instruction that is standards-based and also includes below grade-level learning. The student requires extensive accommodations and modifications.</p>
1	2	3	4

Part C- Determining the Student's Need for Alternate Achievement Standards & Substantial Supports

Accommodations/Modifications

<input type="checkbox"/> The student's IEP outlines a list of accessibility features that are necessary and are provided during instruction and assessment to support access.  <div>1</div>	<input type="checkbox"/> The student's IEP outlines a list of accessibility features and accommodations that are provided during instruction and assessment to support access. <div>2</div>	<input type="checkbox"/> The student's IEP outlines a list of accessibility features and accommodations that are provided during instruction and assessment to support access, <p style="text-align: center;">AND</p> the student requires additional individualized accommodations, modifications and/or scaffolds not allowed on state assessments. These are also provided during instruction and classroom assessments to support access. <div>3</div>	<input type="checkbox"/> The student's IEP outlines individualized supports, accommodations and modifications, and materials beyond accessibility features to meet the cognitive and physical task demands of instruction and assessment. These additional supports address the communication, motor and/or sensory needs of the learner and provide the learner opportunities to show what he or she knows and can do. <div>4</div>
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Assistive Technology

<input type="checkbox"/> The student's IEP Team has determined the student does not need any assistive technology. <p style="text-align: center;">OR</p> the student had an assistive technology evaluation completed and it was determined that no assistive technology is required.  <div>1</div>	<input type="checkbox"/> The student requires assistive technology supports and services. The IEP Team is in the process of learning about assistive technology and determining specific supports for the student. <p style="text-align: center;">OR</p> the student's IEP indicates the need for assistive technology in the Measurable Annual Goals, Specially Designed Instruction, and/or Statewide and District Testing areas. <div>2</div>	<input type="checkbox"/> The student's IEP outlines required assistive technology supports and services, <p style="text-align: center;">AND</p> an assistive technology assessment was used or is in the process of being used to match individualized, assistive technology to support academic instruction, communication, daily living, seating/positioning, mobility, sensory and/or motor needs, etc. <p style="text-align: center;">AND/OR</p> the student currently is learning to use or is independently using assistive technology as a scaffold to access learning in his or her environment. <div>3</div>	<input type="checkbox"/> The student's IEP describes complex physical, sensory or medical needs that require multiple assistive technology supports and services across most of the assistive technology domains. It may be challenging to determine access for the use of assistive technologies, <p style="text-align: center;">AND</p> The student currently requires person-dependent supports or scaffolds that may be replaced with assistive technology once feature matching can be determined. <div>4</div>
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Part C- Determining the Student's Need for Alternate Achievement Standards & Substantial Supports



The student's characteristics in the columns above in Part C include some characteristics from columns 1 and 2.



Stop here. The student is not eligible for participation in the alternate assessment.



The student's characteristics in the columns above in Part C are in Columns 3 or 4 only. The student requires extensive, direct individualized instruction with learning targets aligned to the Alternate Achievement Standards.



Proceed to Part D.



Part D- Additional Considerations

The following factors should NOT be used in decision-making:

- ▷ Disability category or label.
- ▷ Poor attendance or extended absences.
- ▷ Native language/social/cultural or economic difference.
- ▷ Expected poor performance on the general education assessment.
- ▷ Academic and other services students receive.
- ▷ Educational environment or instructional setting.
- ▷ Percentage of time receiving special education services.
- ▷ English Learner (EL) status.
- ▷ Low reading level/achievement level.
- ▷ Anticipated disruptive behavior.
- ▷ Impact of test scores on accountability system.
- ▷ An administrative decision.
- ▷ Anticipated emotional distress.
- ▷ Need for accommodations (i.e. assistive technology, communication device) to participate in the assessment.

Part D- Additional Considerations

The IEP Team has determined, based on a review of the student's educational information, that the ACAP Alternate, based on the Alternate Achievement Standards, will be used to provide an evaluation of the student's current academic achievement.



☐ Yes

☐ No (the student will participate in the general education assessment)



Information from the Guidance for IEP Teams on Participation Decisions for the Alabama Alternate Assessment Program guide was discussed at the IEP Team meeting. The decision-making information in the guide was followed to determine the student's participation in the ACAP Alternate Program. The parent has been informed of the difference between assessments based on grade level standards and those based on alternate achievement standards and how participation in the alternate assessment may delay or otherwise affect the student's completion of the requirements for a regular high school diploma*. Additionally, the parent has been provided access to the guide and given an opportunity to ask questions.

*A regular high school diploma means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E).

Date provided to the parent: _____

Parental Assurance

This form must be signed by the parent(s) after the IEP Team has determined that the general education assessment, even with accommodations, would not be an accurate measurement of academic achievement, and, therefore, the student will participate in the ACAP Alternate. This document will become part of the student's IEP and filed with the current IEP record.

I understand that my child's achievement will be measured by participation in the ACAP Alternate, which is based on the Alternate Achievement Standards. I understand that my child's participation in an alternate assessment may delay or otherwise affect my child's completion of the requirements for a regular high school diploma.

I understand that decisions regarding participation in statewide assessments must be discussed at the student's annual IEP Team meeting and documented in the IEP.

Parent/Guardian Signature

Date

LEA Representative Signature

Date

Special Education Teacher Signature

Date

Student Signature (where appropriate)

Date

