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 DisabilitySpeech or LanguageImpairment (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

Conceptual Domain

The student has difficulty

learning academic content

progress with appropriate

supports and intervention

as specified in the IEP

aligned to grade level

standards but is making

The student is on grade level academically in all content areas

the student has ane appropriate receptive and expressive communication skills, including conversation skills (verbally, via sion language, or a communication device),

the student expresses and makes independent choices exhibits selfcontrol, and takes responsibility for choices at an age-appropriate

after learning new content, the student may need additional practices with direct instruction to generalize the new skills into daily living activities.

the student has some age

appropriate receptive and expressive communication skills (verbally, via sign language, or a communication device). uses and understands simple ponverbal communication and can follow simple, ageappropriate directions and routines with prompting,

the student may have been referred for an initial evaluation during elementary school due to academic difficulties

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.

the student requires significantly modified the student may need curriculum and instruction instruction aligned to the using the Alternate Alternate Achievement Achievement Standards Standards to build base skills to get back to grade ind likely is unable to ndependently apply or eneralize skills consistently outside the lassroom setting.

the student may struggle

to generalize skills outside

the classroom even with

the student has difficulty

communication wants

understands messages

the student struggles to

follow directions and

significant assistance

the student may have

kindergarten due to

developmental

routines without

but receptively

assistance and practice.

the student may be unable to clearly express wants and needs and may not seem to understand the messages conveyed by thers. The student likely equires maximum adult needs, thoughts, and ideas assistance to communicate

The student has significant

difficulty with learning

academic content requires

instruction that is aligned

Achievement Standards

n the Alternate

with intensive

accommodations.

AND

the student requires layers of supports to follow directions and daily routine activities

AND

the student was most likely identified with been referred for an initial evaluation in preschool or developmental delays as an infant or toddler and received early intervention

3. Practical Domain

The student is able to follow safety rules and functions in the community and classroom setting similarly to peers who are the same age.

the student independently the student displays performs self-care recreational skills typically activities such as eating, on the same level as dressing and taking care of peers, although some personal hygiene. additional support may be needed,

The student often

appropriately in personal

care daily living activities

and using community

functions age-

resources.

the student may need support in navigating the school and community and may need reminders about being mindful of safety hazards.

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.

AND

the student often requires additional support and learning opportunities for recreational skills.

the student requires intensive support to safely navigate the school and community.

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.

AND

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.

2. Social Domain

The student displays ageappropriate social, communication and leisure

the student engages in

play and recreational

activities without

additional support.

the student can initiate and maintain friendships express and recognize emotions with peers who are the same age,

communication, language and conversation skills are more concrete or immature than peers who are the same age,

the student's

by peers and adults.

The student may have

interactions (for example

may misinterpret peers'

consider the student's

actions as immature),

social cues or others may

difficulty with social

the student may struggle the student may have to generalize skills outside challenges in regulating the classroom even with emotion and behavior in assistance and practice, an age-appropriate manner, and these challenges may be noticed

the student may use behaviors to communicate.

same age,

the student may not nerreive or interpret social cues accurately

significant support to engage in social situations and/or use communication

the student may be easily persuaded to do things that go against the rules or coaxed to do so.

The student has social, The student often uses behavior and behaviors to ommunicate. markedly different from peers who are the same

very limited in terms of the student is able to be vocabulary and grammar understood but uses a mode for communication that is much less complex than peers who are the

the student's

the student may be in the

communication skills are

process of developing a mode of communication may be described as nonverbal or uses very limited non-symbolic communication.

the student requires significant adult assistance to communicate with neers or adults and may require layers of support (simple speech, visuals, gestures, etc.) to communicate

the student may not yet show understanding of symbolic communication with speech or gesture.





Part B- Determining if Student has Significant Cognitive Disability

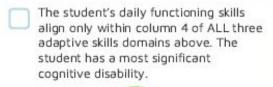
Determining Most Significant Disability:

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

The student's daily functioning skills <u>do</u>
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.





Proceed to Part C.



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

Curriculum, Instruction and Assessment

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.



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 datadetermined need,

AN

instruction and assessment are aligned to grade-level targets that build in complexity,

ΔN

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.



The student's IEP includes goals and objectives that target modified gradelevel standards within the Alternate Achievement Standards,

AND

instruction and assessments are aligned to modified grade-level targets within the Alternate Achievement Standards,

AND

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.



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

AND

instruction and assessments are based on student data, likely showing significant skill gaps,

AND

the student's IEP requires Specially Designed Instruction that is standards-based and also includes below gradelevel learning. The student requires extensive accommodations and modifications.



2

3

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

Accommodations/Modifications

2



and assessment to support

access.

The student's IEP outlines a list of accessibility features and accommodations that are provided during instruction provided during instruction and assessment to support

The student's IEP outlines a list of accessibility features and accommodations that are provided during instruction and assessment to support

AND

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.

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.

The student's IEP outlines



The student's IEP Team has determined the student does not need any assistive technology,

the student had an assistive technology evaluation completed and it was determined that no assistive technology is required.

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.

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.

The student's IEP outlines required assistive technology supports and services,

Assistive Technology

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.

AND/OR

the student currently is learning to use or is independently using assistive technology as a scaffold to access learning in his or her environment.

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

The student's IEP

assistive technologies, AND

access for the use of

The student currently requires person-dependent supports or scaffolds that may be replaced with assistive technology once feature matching can be determined.



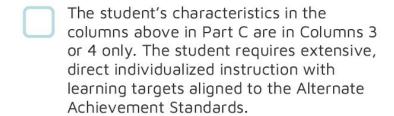


Part C- Determining the Student's Need for Alternate Achievement Standards & Substantial Supports

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.





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

	has determined, based on a review of the student's educational information, that the ACAP Alternate, based to Achievement Standards, will be used to provide an evaluation of the student's current academic
Yes	No (the student will participate in the general education assessment)
guide was discr student's partic assessments ba the alternate as	om the Guidance for IEP Teams on Participation Decisions for the Alabama Alternate Assessment Program bussed at the IEP Team meeting. The decision-making information in the guide was followed to determine the cipation in the ACAP Alternate Program. The parent has been informed of the difference between essed on grade level standards and those based on alternate achievement standards and how participation in ssessment may delay or otherwise affect the student's completion of the requirements for a regular high *. Additionally, the parent has been provided access to the guide and given an opportunity to ask questions.
	ool diploma means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State ner diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section
Data acquidad	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