Alternate Assessment Breakdown Report

School Year: 2018 - 2019 | D0394 Rose Hill Public Schools | Status: Submitted to KSDE on 12/20/2018

☐ Since the district's total test population is less than 300 and the total number of students participating in the DLM is 3 or less, no justification statement from the district is needed for the moment.

☒ Please provide a narrative that includes the data types and processes that the IEP teams are utilizing to qualify students for the Alternate Assessments (DLM) in the box below and press Save.

Answered through our SpEd coop
Believe in the teams giving the DLM should be able to identify what data they used to determine the student's participation in the DLM. It should be recorded in the IEP under State Assessment (Due to extensive physical, sensory, communication, and cognitive limitations, Student is unable to access the General Assessment even with maximum allowable supports). Throughout the IEP it is documented what the student's limitations are, what supports they need for success/access, and how the limitations impact their involvement in the general education curriculum.
Curriculum-based measurements: #1 Student accessing the SAME or SIMILAR curriculum as typical peers with or without accommodations for support? (accommodations would include things like Braille, enlarged print, one question at a time, alternate pencil)
#2 Does the student have extensive physical and/or sensory needs that impact the ability to access the general education curriculum to such a degree that extensive modifications are needed for physical access. #3 Does the student have extensive expressive and receptive language deficits such that the student is ether unable to effectively understand what is said and/or unable to effectively communicate beyond basic wants and needs? #4 On the Personal Needs and Preferences rubrics: if the student falls in the upper levels of skills (far right) for most or all of the areas then serious consideration needs to be given to why the student should take the DLM vs the general.
All of these can be indicated in the report as any of the following (not inclusive; there are probably more): *standardized test scores (list of tests given or attempted and scores) *curriculum based measures *teacher and/or therapist observation and report*receptive and expressive language assessments done by an SLP *statement that the student's curriculum is based on the Essential Elements and the student is currently at the Distal and/or Precursor levels.

☒ What are the district's next steps to ensure that annually the appropriate test is administered to each student?

This can be to simply continue to review all the data annually which would include the DLM scores from the previous year to make sure it still is the most appropriate assessment. In addition to following the DLM guidelines document by KSDE.

Dynamic Learning Maps Participation Guidelines Revised 11/15/2018
Kansas State Department of Education