KANSAS STATE DEPARTMENT OF EDUCATION

IEP File Review

Alternate Assessment Participation Monitoring

Student Last Name:		Student First Name:	State Student ID#
School District:		School Building:	
Student Age:	Student DOB:	Student Grade Level on Date of Record Review:	
Name of KSDE Representative Completing Record Review:		Date of Record Review:	

Legislation/Regulation Authority

Title 1 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA) [ESEA §111(b)(2)(D) and 34 CFR 200.6(c) and (d)], modifies the provision that students with the most significant cognitive disabilities may participate in alternate assessments based on alternate academic achievement standards (alternate assessments). ESSA places a 1.0% threshold on the number of students in the State who may participate in alternate assessments. States that anticipate exceeding the 1.0% threshold must submit a waiver request to the U.S. Department of Education. Pursuant to approval of the Kansas Alternate Assessment Participation Extension Waiver of the 1.0% threshold KSDE assured that it would:

- Verify that each LEA that is required to submit such information to the State is following all State guidelines in 24 CFR 200.6(d) and address any subgroup disproportionality in the percentage of students taking the Dynamic Learning Maps (DLM) Alternate Assessment;
- Implement, consistent with the plan submitted in the KSDE extension waiver request, the steps to support and provide appropriate oversight to districts anticipated to exceed 1.0 percent

Alternate Assessment Participation Criteria IEP Record Review Rubric		
IEP Date:		
Criteria #1: Evidence of Significant Cognitive Disabilities Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning. Typically functioning 2 ½ or more Standard Deviations (SD) below the mean.		
Criteria Rating	Clarifying Examples	Notes
☐ Yes ☐ No	The student's primary disability is associated with a most significant intellectual disability (Intellectual Disability, Multiple Disability, Autism, Traumatic Brain Injury).	
☐ Yes ☐ No	Does assessment of intellectual functioning and cognitive abilities support evidence of a most significant cognitive disability (2.5 or more SD below the mean or is there evidence that valid cognitive results could not be obtained)	
☐ Yes ☐ No	The PLAAFPs indicates academic skills which are several grade levels below age appropriate peers for elementary students, 5-6 grade levels below for middle school students, and 7-9 grade levels below for high school students for **all content areas**.	



Criteria #2: Evidence of Significant Deficits in Adaptive Behavior Review of student records indicate a disability or multiple disabilities that significantly impact adaptive behavior (those skills and behaviors essential for someone to live independently and to function safely in daily life). Typically functioning 2 ½ - 3 SD below the mean and/or extensive information documentation of most sign. Deficits in adaptive functioning.		
Criteria Rating	Clarifying Examples	Notes
☐ Yes ☐ No	Assessment of adaptive behavior functioning indicates significant deficits in adaptive behavior (2.5 or more SD below the mean)	
☐ Yes ☐ No	The student's IEP includes goals for conceptual skills, social skills, and /or practical skills. Conceptual skills are needed to communicate, apply academic skills, and manage and accomplish tasks. Social skills are needed to engage in interpersonal interactions, act with social responsibility and use leisure time. Practical skills are needed to address personal and health needs; take care of home, classroom or work settings; and function in a school or community (daily living skills: eating, dressing, toileting; community living skills: preparing meals, housekeeping, using a phone, ability to access and use transportation, job skills)	
☐ Yes ☐ No	Even with additional time, the student will likely unable to develop the skills needed to live independently or to function safely in their daily life at home, school and community. (Student is on the waiting list with the local CDDO for adult services)	

Criteria #3: Primarily Instructed Using the DLM Essential Elements as Content Standards Present levels and measurable goals listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.		
Criteria Rating	Clarifying Examples	Notes
☐ Yes ☐ No	The student's IEP references PLAAFPs and goals aligned to the DLM essential elements. (ALL Goals must have at least 2 benchmarks/objectives)	
☐ Yes ☐ No	Previous assessment score reports support taking an alternate assessment. Situations that **do not support** taking the AA are receiving target and/or advanced levels on the DLM indicating the test is no longer ambitiously challenging; obtaining a score on the general assessment indicates the student is capable of taking a general assessment with accommodations.	

Criteria #4: Evidence of Extensive Direct Individualized Instruction and Substantial Supports to Achieve Measurable Gains in All Grade- and Age-Appropriate Curriculum a. Requires extensive, repeated, individualized instruction and support that is neither temporary nor limited to specific content areas. b. Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.		
Criteria Rating	Clarifying Examples	Notes
☐ Yes ☐ No	The student's IEP indicates direct special education support for the majority of the school day (moderate to maximum levels of support) to make adequate progress on the Essential Elements that are at a reduced depth, breadth, and complexity as compared with general education curriculum.	
☐ Yes ☐ No	The student requires extensive accommodations and modifications (layers of supports, scaffolding and/or assistive technologies- low or high tech) to communicate, follow directions, complete daily routines and/or complete instructional activities.	
☐ Yes ☐ No	The student's IEP outlines accessibility supports beyond those allowed on the Kansas Assessment Program (KAP) to meet the cognitive and physical task demands of instruction and assessment. Refer to The Kansas Accessibility Manual or Tools and Accommodations Available for the KAP.	

The following aren't allowable (or acceptable) considerations for determining participation in the DLM Alternate Assessment. 1. A specific 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 student receives. 6. Educational environment or instructional setting. 7. Percent of time receiving special education. 8. English Language Learner (ELL) status. 9. Low reading level/achievement level. 10. Student's anticipated disruptive behavior. 11. Impact of student 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.		
Criteria Rating	Clarifying Examples	Notes
☐ Yes ☐ No	The IEP does not suggest or provide evidence that the decision was based on any of the considerations listed above.	

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General	
☐ Yes ☐ No	The IEP included the Participation Guidelines and/or the Rubric for Determining Eligibility on the DLM.
☐ Yes ☐ No	The IEP includes a statement of why the student cannot participate in the general state assessment.
☐ Yes ☐ No	The IEP includes a statement of why the particular alternate assessment selected is appropriate for the student.
☐ Yes ☐ No	Evidence of parent/legal education decision maker notification of participation in the alternate assessment and its implication in the parent's native language.
Score /17	

Score Scale	Interpretation
13-17	Complete and Consistent Evidence Present. IEP file review has passed the Participation Guidelines Compliance Check.
8-12	Partial or Inconsistent Evidence Present. IEP file review has not passed the Participation Guidelines Compliance check.
7 or fewer	Little or No Evidence present. IEP file review has not passed the Participation Guidelines Compliance check.

Signature of KSDE Reviewer

Date

For more information, contact:

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