KANSAS STATE DEPARTMENT OF EDUCATION

Rubric for Determining Student Eligibility for the Kansas Alternate Assessment (DLM) for Students with the Most Significant Cognitive Disabilities

Student Name: _____ Date: _____

School: _____ Date of Birth: _____

Parent(s)/Guardian(s): _____ Grade: _____

This rubric is provided as a companion document to the *DLM Participation Guidelines* to assist Individualized Education Program (IEP) Teams in making appropriate decisions regarding student participation in the Kansas Alternate Assessment for Students with the most significant cognitive disabilities.

IEP Teams must use various data sets in review of a student's eligibility to take the Alternate Assessment which could include but is not limited to:

- Evaluation Team Reports
- Benchmark assessment data
- Diagnostic assessments
- Assistive Technology evaluation
- Speech and Language assessments that determine expressive/receptive language communication status.
- IEP goal/objectives progress data
- Both formative academic and transition assessment data
- Adaptive skills checklists/inventories
- Progress on functional, daily living and life skill standards
- Sensory and/or motor assessments describing access modes of communication, fine and gross motor tasks.

Evidence for the decision to participate in the Alternate Assessment is NOT BASED on:

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 student receives
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 student scores on the accountability system
12. Administration decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., text-to-speech, assistive technology/ Augmentative and Alternative Communication (AAC) to participate in the assessment process

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Note: Intelligence quotient (IQ) scores are not a reliable measure to determining eligibility, as many of the assessment tools used to determine IQ are not fully accessible for learners with significant motor, communication and sensory complexities. IQ scores should never be used in isolation to determine eligibility.

Kansas leads the world in the success of each student.

Rubric for Determining Eligibility on the DLM

Directions: Review a student's IEP, assessment data, and related documents to answer each question. Mark the column that best answers the question. Responses do not all need to be in the far-right column, but **most** should be in the 4th column. Only a small number of learners, approximately 1.0 percent across the entire state, should qualify as meeting the criteria for the KS Alternate Assessment designed for Students with the most significant cognitive disabilities.

1. Does the student have a **current IEP**? *(Skip question if this is for an Initial IEP. Questions regarding IEP content should be answered through supporting documentation)*

No. Stop here; the student is not eligible for alternate assessment	Yes. Continue to question #2.

2. Does the cognitive assessment data support a **most significant cognitive disability** (typically 2 ½ or more standard deviations below the mean as determined by district administered ability assessment, plus significant impairments to a person's ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience? Students in the **not limited and mild cognitive limitations stop here**, the student is not eligible for the alternate assessment. The majority of the responses should be in the **Most significant cognitive limitations** column.

Verbal Intelligence/Cognition (related to language skills)

Not limited	Mild Cognitive Limitations	Moderate to Significant Cognitive Limitations	Most Significant Cognitive Limitations
Verbal intelligence in average range or above (85 IQ or above)	Verbal Intelligence 1 to 2 SD below mean (84-71)	Verbal Intelligence 2 to 2.5 SD below mean (70 - 64)	Verbal Intelligence 2.5 SD or more below mean (63 or lower)

Nonverbal Intelligence/Cognition (related to visual-spatial skills)

Not limited	Mild Cognitive Limitations	Moderate to Significant Cognitive Limitations	Most Significant Cognitive Limitations
Non-verbal intelligence in average range or above (85 IQ or above)	Non-verbal Intelligence 1 to 2 SD below mean (84-71)	Non-verbal Intelligence 2 to 2.5 SD below mean (70 – 64)	Non-verbal Intelligence 2.5 SD or more below mean (63 or lower)

Thinking/Reasoning/Problem-Solving

Not limited	Mild Cognitive Limitations	Moderate to Significant Cognitive Limitations	Most Significant Cognitive Limitations
Reasoning and problem-solving skills at age-level or within average range on an assessment.	Minimal assistance (e.g., general education interventions/supports) needed to carry out reasoning and problem-solving tasks	Requires special education services, including modifications and levels of scaffolding to complete reasoning and problem-solving tasks	Dependent on others for completing tasks that require reasoning and problem-solving

Executive Function/Attention/Memory

Not limited	Mild Cognitive Limitations	Moderate to Significant Cognitive Limitations	Most Significant Cognitive Limitations
Cognitive planning and working memory at age-level or within average range on an assessment	Minimal assistance (e.g., general education interventions/supports) needed to support cognitive planning and working memory	Requires special education services, including modifications and levels of scaffolding to support cognitive planning and working memory	Dependent on others for completing tasks that require cognitive planning and working memory

Learning

Not limited	Mild Cognitive Limitations	Moderate to Significant Cognitive Limitations	Most Significant Cognitive Limitations
Learning grade level academic skills	Learning grade level academics with general education supports	Learning general standards or mastering target or successor linkage level EEs with increasing levels of assistance from special education services and supports	Making progress on the Essential Elements (EEs) with moderate/maximal levels of supports

3. Does the adaptive assessment data support a most significant deficit in adaptive **behavior**? Does the student require systematic, direct instruction of adaptive behavior (an individual's ability to apply social and practical skills in everyday life) skills to be embedded within standards-based instruction? Students in the **not limited and mild to moderate deficits stop here**, the student is not eligible for the alternate assessment. The majority of the responses should be in the **Most significant deficits** column.

   Conceptual skills: receptive and expressive language, reading and writing, money concepts, self-direction.
   Social skills: interpersonal, responsibility, self-esteem, follows rules, obeys laws, is not gullible, and avoids victimization.
   Practical skills: personal activities of daily living such as eating, dressing, mobility and toileting; instrumental activities of daily living such as preparing meals, taking medication, using the telephone, managing money, using transportation and doing housekeeping activities, occupational skills; maintaining a safe environment.

Adaptive Behavior Scale

Not Limited	Mild to Moderate Deficits	Moderate to Significant Deficits	Most Significant Deficits
Overall adaptive behavior score in average range or above (standard score 85 or above)	Adaptive behavior 1 to 2 SD below mean (ss 84 - ss 71)	Adaptive behavior 2 to 2.5 SD below mean (ss 70 – ss 64)	Adaptive behavior 2.5 SD or more below mean (ss 63 or lower)

Conceptual

Not Limited	Mild to Moderate Deficits	Moderate to Significant Deficits	Most Significant Deficits
Age-level expressive and receptive communication skills	Communicates expressively and receptively with minimal prompting/assistance	Beginning to communicate wants/needs/preferences using assistive technology (augmentative device or symbols)	No formal communication system
Learning grade level academic skills	Learning grade level academics with general education supports	Mastering target or successor linkage level EEs; learning grade level academics with increasing levels of assistance	Making progress on the Essential Elements (EEs) with moderate/maximal levels of supports

Social

No instruction is needed on responsibility, following rules, interpersonal skills	General instruction addressed through MTSS and general education interventions for responsibility, following rules, and interpersonal skills	Systematic, direct instruction in responsibility, following rules, and interpersonal skills	Prescriptive, systematic, direct instruction relating to responsibility, following rules, and interpersonal skills (Prescriptive is specifically designed for one particular student based on his or her needs.)
Assessment and observation of skills related to responsibility, following rules, and interpersonal skills show student has adequate to excellent social skills.	Assessment and observation of skills related to responsibility, following rules, and interpersonal skills show the student would benefit from general classroom social skills instruction.	Assessment and observation of skills related to responsibility, following rules, and interpersonal skills show the student needs systematic instruction to improve social skills.	Assessment and observation of skills related to responsibility, following rules, and interpersonal skills show the student needs individually planned instruction designed to match his/her skills and weaknesses.
No curricular intervention needed	Social skills curriculum appropriate for whole classroom is sufficient.	Structured social skills curriculum designed for small groups, including direct instruction, is needed.	Individualized, step-by-step planned curriculum with extensive modeling and practice is essential.
At mastery prior to instruction	Large group instruction with differentiation is sufficient	Small group instruction with differentiation is needed	Individualized one-on-one instruction is needed

Practical

No instruction needed on daily living skills or community living skills	Minimal assistance/supports for daily living skills and community living skills; student will likely be successful living independently and holding a job	Requires moderate assistance/supports to complete daily living skills and community living skills (e.g., meal prep, phone use, housekeeping); student will likely be successful in supportive living	Dependent on others for daily living skills and community living skills; student will likely need 24 hour supports as an adult

4. Do the student's PLAAFPs indicate adequate performance with KS curricular standards? **If yes, stop here.** If no, choose descriptor that best matches student performance.

Present levels of Academic and Functional Performance (PLAAFP) indicate that the learner's skills are closely aligned with general grade- level standard concepts and skills **Stop here**, the student is not eligible for alternate assessment	Student PLAAFPs indicate a level of performance still commensurate with general grade- level concepts but indicating some need for supports and scaffolding. **Stop here**, the student is not eligible for alternate assessment	Student PLAAFPs indicate ability to make adequate progress through the most complex alternate standards, with increasing levels of supports and scaffolding, and objectives that include alternate standard skills and concepts or learning progression steps that lead to grade-aligned performance target(s)	Student PLAAFPs indicate ability to make progress through alternate standards (Essential Elements) with maximal supports and scaffolding in order to make progress on concepts and skill targets on the least complex side of the range.

5. What level of support and instruction do the student's goals and objectives describe? What level of documentation is indicated in the evaluation portion of the goals and objectives?

Statements indicate general levels of academic support to make adequate progress through grade-level standard concepts and skills. Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student general independence in academic progress. **Stop here**, the student is not eligible for alternate assessment.	Statements indicate minimal to moderate levels of support to make adequate progress through grade-level standard concepts and skills. Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student's need for minimal, continual assistance in making academic progress. **Stop here**, the student is not eligible for alternate assessment.	Statements indicate increasing levels of support to make adequate progress through grade-level standard concepts and skills. Documentation consists of project rubrics, work samples, and/or portfolios, etc. showing student's need for increasing levels of continual assistance in making academic progress.	Statements indicate maximal levels of support to make adequate progress through grade-level standard concepts and skills. Documentation consists generally of checklists collected by teacher; documentation indicates maximal levels of support are needed to make academic progress.

Summary Question: Were most ratings in the far right-hand (fourth) column?

Rubric for Determining Eligibility on the DLM

The IEP team used the above evaluation data analysis and discussion to determine:

☐ The student DOES meet the criteria to participate in the Kansas Alternate Assessment (DLM) for students with the most significant cognitive disabilities. Make sure to go over the Kansas Alternate Assessment Notification with Parent/Guardian

☐ The student DOES NOT meet the criteria to participate in the Kansas Alternate Assessment (DLM) for students with the most significant cognitive disabilities.

_____Parent/Guardian

_____Parent/Guardian

_____Administrator/Designee

_____General Education Teacher

_____Special Education Teacher

_____Other

NOTE: *If this report does not represent an individual team member's conclusion, that team member must submit a separate statement presenting the member's conclusions.*

This document is modified with permission from West Virginia Department of Education's *Rubric for Determining Student Eligibility for the WVASA.*

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