

Changes to the *Maryland Guidance for IEP Teams on Participation Decisions for the Alternate Assessments*

| Changes to the <i>Maryland Guidance for IEP Teams on Participation Decisions for the Alternate Assessments</i> | | | |
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| PAGE | PAST LANGUAGE | PAGE | NEW LANGUAGE |
| | Title | | Title |
| Cover | Maryland Guidance for IEP Teams on Participation Decisions for the Alternate Assessments | Cover | Guidance for IEP Teams: Participation Decisions for the Alternate Assessments and Instruction Using Alternate Standards |
| | Introduction | | Introduction |
| 2 | | 2 | Added: ...and/or Alternate Instructional Standards Added: Alternate Appendix A: <i>Participation Criteria and Checklist</i> must be completed annually to determine eligibility to participate in the alternate assessments and/or alternate instructional standards and stored in the student’s electronic file. |
| | Guidance for Participation Decisions | | Guidance for Participation Decisions |
| 3 | ...to participate, a student must have an IEP | 3 | ...to participate a student has a <u>current</u> IEP that includes specially designed instruction comprised of accommodations, evidence-based practices, program modifications, personnel support, and evidence the student cannot access the general education standards despite ongoing interventions. |
| | Participation Descriptions | | Participation Descriptions |
| 3 | The student has a significant cognitive disability. | 3 | Added: A significant cognitive disability is pervasive and affects learning across all content areas, independent functioning, community living, leisure, and vocational activities. |
| 4 | The student is learning content derived from the MCCRS. | 4 | Added: The Dynamic Learning Maps (DLM) Essential Elements (EE) are the alternate standards for science and are aligned with the Next Generation Science Standards (NGSS). Each EE is a specific statement of knowledge and skills linked to grade band expectations. EEs address a small number of science standards, representing the breadth, but not the depth of coverage across the entire standards framework. For more information on the DLM and the EEs, the visit Dynamic Learning Maps website. |
| | Participation Tools | | Participation Tools |
| 6 | | 6 | Added: Alternate Appendix C: Parental Consent Form |
| | Frequently Asked Questions (FAQs) | | Frequently Asked Questions (FAQs) |
| 6 | 2. How do we know a student has a significant cognitive disability? | 6 | Added: A student with a significant cognitive disability faces the most profound and complex learning challenges that are pervasive and affect learning across all content areas, independent functioning, community living, leisure, and vocational activities and therefore require instruction and assessment based on alternate academic standards. The expectations for performance are substantially modified by reductions in difficulty and/or complexity from grade-level expectations, and instructional materials are substantially modified in order to provide meaningful access to the general curriculum. Accommodations and modifications make how the |

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| | | | student communicates, responds to the environment, and learns look considerably different from those same characteristics of students without disabilities. Students with significant cognitive disabilities have intellectual functioning well below average that exists concurrently with impairments or deficits in adaptive functioning. Adaptive functioning is defined as the behavior essential for someone to live independently and to function safely in daily life. Adaptive functioning is affected by three basic skill sets: conceptual skills (reading, numbers, time, money, communication), social skills (understanding social rules and customs), and practical life skills (feeding, dressing, bathing, navigation, and occupational skills). In other words, significant cognitive disabilities impact students both in and out of the classroom and across life domains, not just academic domains. |
| | Glossary | | Glossary |
| 10 | Deleted: PARCC (throughout document) | 11 | Added: MCAP |
| | Appendix A | | Alternate Appendix A |
| 12 | Participation Criteria and Checklist | 13 | Added: (must be completed annually) Deleted: "...stop using this form..." Added: This form must be stored in the student's electronic file. |
| | Parent/Guardian Understanding | | Parent/Guardian Understanding |
| 12 | My child will be progressing toward a Maryland Certificate of Program Completion. If my child continues to participate in the Maryland Alternate Assessments, he/she may not be eligible for a Maryland High School Diploma. His/her continued participation in the Maryland Alternate Assessments will not prepare him/her to meet the high school diploma requirements. | 14 | If my child continues to participate in the Maryland Alternate Assessments and/or the alternate instructional standards, he/she will be progressing toward a Maryland Certificate of Program Completion. His/her continued participation in the alternate assessments and/or alternate instructional standards will not prepare him/her to meet Maryland's high school diploma requirements. |
| | Criteria Table | | Criteria Table |
| 14 | | 14 | Added: Evidence column |
| 13 | The student is learning content derived from the Maryland College and Career Ready Standards | | The student is learning content derived from the Maryland College and Career Ready Standards in English/language arts and mathematics and the Next Generation Science Standards. |
| 13 | The student requires extensive, direct, repeated, and individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum. | 15 | The student requires extensive, direct, repeated, and individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum. This instruction is not temporary or transient in nature. The student uses substantially modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, demonstrate, and transfer skills across academic content. |

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| 13 | The criteria for participation in the alternate assessments reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate. A student who participates in the Alternate Assessments participates in the assessments for all content areas of English/language arts, Mathematics, and Science. | 15 | The criteria for participation in the alternate assessments and/or alternate instructional standards reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate. A student who participates in the Alternate Assessments participates in the assessments for all content areas of English/language arts, Mathematics, and Science. |
| | Eligibility Criteria | | Eligibility Criteria |
| 15 | As documented through the eligibility criteria and additional criteria listed above, it has been determined that the student is learning a sample of content that is linked to grade-level content standards, but does not fully represent grade level content as assessed on PARCC, HSA, or MISA assessments. Therefore, the student may not earn a proficient score on the general assessments even with the provision of accommodations. | 17 | As documented through the eligibility criteria and additional criteria listed above, it has been determined that the student is being instructed with modified grade-level content standards which do not fully represent grade-level content. Therefore, the student may not earn a proficient score on the general assessments even with the provision of accommodations. |
| | Parental Consent | | Alternate Appendix C: Parental Consent |
| 17 & 18 | Enroll the child in an alternative education program that does not issue or provide credits towards a Maryland High School Diploma. | 26 & 27 | Instruct my child (who has been determined eligible for participation) using alternate standards that do not provide credits toward a Maryland High School Diploma. |
| 17 & 18 | Identify the child for the alternative education assessment aligned with the State’s alternative curriculum. | 26 & 27 | Assess my child (who has been determined eligible for participation) with the alternate education assessments aligned with the State’s alternate standards. |
| | Appendix B: Eligibility Flowchart | | Alternate Appendix B: Eligibility Flowchart |
| 19 | Deleted: Considerations | 19 | |

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This document was developed using grant funding provided to the Maryland State Department of Education from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS)/Office of Special Education Programs (OSEP), under the Individuals with Disabilities Education Act (IDEA). The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting employment or in providing access to programs. For inquiries related to departmental policy, please contact the Equity Assurance and Compliance Branch: Phone 410-767-0433, TTY 410-767-0426, Fax 410-767-0431.

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