

Statement to be Read to Parents Before Starting Appendix A

“The purpose of the next portion of this meeting is to discuss (or determine) whether _____ is eligible for participation in the Alternate Academic Framework, which includes an Alternate Assessment and instruction aligned with Alternate Academic Achievement Standards. The Alternate Assessment is aligned to alternate academic achievement standards, which are reduced in breadth, depth, and complexity from the standards that most students are expected to master. The Alternate Academic Framework is designed for a very small number of students with the most significant cognitive disabilities who cannot demonstrate learning on the standard assessments, even with accommodations and support. Participation in instruction and testing aligned to the alternate academic achievement standards may not prepare your child to meet all of the requirements to earn a High School Diploma. If _____ leaves high school without earning a diploma, their access to post-secondary education, training, and work options may be limited.”

This form must be completed annually

IEP teams are required to use this Participation Criteria and Checklist when determining eligibility for students with a “significant cognitive disability” for participation in the alternate assessments and/or alternate achievement standards. The IEP team must use multiple sources of information, such as the current IEP, results from formal and informal assessments, data gathered from classroom assessments, and information gathered from parents/guardians/students that document academic achievement to guide the decision-making process for participation in the appropriate instructional framework and statewide assessment. This form must be stored in the student’s electronic file.

IEP TEAM DATE:

Student Name:

SASID#:

DOB:

Grade:

Disability Code:

Residence School:

Service School:

Service County:

LEA #:

Participation Criteria

The criteria for participation in the alternate assessments and/or instruction aligned with alternate achievement 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.

SECTION 1: DETERMINING INITIAL ELIGIBILITY FOR THE ALTERNATE FRAMEWORK

I. Does the student have an Individualized Education Program (IEP)?

No, the student does not have an IEP.



STOP HERE.

The student is not eligible for alternate assessments.

Yes, the student has a current IEP.



PROCEED

to the next statement.

II. Review the student's IDEA eligibility category

Student meets state eligibility criteria under only one of the following disability category designations:

- Emotional Disability (ED)
- Speech Language Impairment (SLI)
- Specific Learning Disability (SLD)

The student is not eligible for participation in the alternate assessment.



STOP HERE. The student is not eligible for alternate assessments.

Student meets state eligibility criteria under only one of the following disability category designations:

- Visual Impairment
- Deaf/Hearing Impairment
- Developmental Delay (DD)
- Other Health Impairment (OHI)
- Orthopedic Impairment

A student identified with any of the disability categories **very rarely** will be a student with a most significant cognitive disability and, therefore, **rarely**, if ever, qualify for the alternate assessment.

Proceed with extreme caution. Please remember that students with the disabilities above are rarely students who will participate in the alternate assessment.



PROCEED WITH EXTREME CAUTION to the next statement.

Student meets state eligibility criteria under only one of the following disability category designations:

- Multiple Disabilities
- Intellectual Disability (ID)
- Autism
- DeafBlindness
- Traumatic Brain Injury (TBI)

A student identified with any of the disability categories above **may** have a significant cognitive disability. However, the majority of students in these categories will not have a most significant cognitive disability and, therefore, will not qualify for the alternate assessment.



PROCEED to the next statement.

III. Is the student a Multilingual Learner?

Yes

No (If no, please move to Question IV)

Students are not eligible for the Alternate Assessment if their difficulty accessing grade-level content and/or their assessment performance is attributable to their English Language skills. Assessments should be conducted in the student's dominant language and reviewed by a multidisciplinary team that includes member(s) with expertise in multi-lingual development.

The student was assessed in their dominant language using culturally relevant cognitive and adaptive assessments. Test results are not consistent with significant cognitive disability.

The student is not eligible for the alternate assessment.



STOP HERE. The student is not eligible for alternate assessments.

Culturally relevant, standardized assessments are not available in the student's dominant language.

Non-verbal cognitive assessments and family interviews conducted in the family's preferred language by a knowledgeable assessor suggest a most significant cognitive disability.

The student **may** be eligible for the alternate assessment based on team analysis of all available information, including response to instruction. Proceed with extreme caution.

Consider postponing a decision for participation in the alternate assessment until more information about student's responses to instruction can be gathered (especially for students with limited previous educational experience).



PROCEED WITH EXTREME CAUTION to the next statement.

The student was assessed in their dominant language using culturally relevant assessments and test results are consistent with significant cognitive disability.

The student **may** be eligible for the alternate assessment if all criteria are met. Ensure that the team considers the impact of language and cultural differences, previous educational experiences, and other factors.



PROCEED to the next statement.

IV. Does the student have a reliable, symbolic means of communication (verbal, sign language, AAC, or some combination)?

Communication is critical for students to be able to demonstrate their learning and capabilities. A student who does not have a reliable means of communication may not be able to demonstrate their cognitive abilities.

- ❑ The student has not had appropriate opportunities (including instruction and access to assistive technology) to develop a reliable means of communication AND has minimal or inconsistent means of communication.

The student is not eligible for the alternate assessment. It is not possible to reliably assess the cognitive and educational ability of a student who has not had an opportunity to develop communication. Increase communication support and revisit the alternate assessment conversation in the future.



STOP HERE. The student is not eligible for alternate assessments.

- ❑ The student has minimal or inconsistent symbolic communication but has had intensive and appropriate instruction designed to develop communication skills.

The student may be eligible for the alternate assessment based on a review of all evidence. Non-verbal cognitive assessments should be considered, and caution applied when interpreting all results.



PROCEED WITH EXTREME CAUTION to the next statement.

- ❑ The student has a reliable, symbolic means of communication that can be readily understood by others.
- ❑ Communication does not appear to be the primary cause of the student's academic challenges.



PROCEED to the next statement.

SECTION 2: DOES THE STUDENT HAVE A SIGNIFICANT COGNITIVE DISABILITY?

Cognitive Assessment(s)

Name/Title of Examiner:

Test Date:

Assessment Name:

Score(s):

Assessment Comments:

Adaptive Skills Assessment(s)

Name/Title of Examiner:

Test Date:

Assessment Name:

Score(s):

Assessment Comments:

Additional Sources of Information: (please specify)

I. Conceptual Domain: Covers skills related to language and literacy; use of money, time, and number concepts; and self-direction.
Directions: Please check the pieces of evidence below that are specific to the student.

| No Evidence 1 | Little Evidence 2 | Partial Evidence 3 | Complete Evidence 4 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> The student is on grade level academically in all content areas. | <input type="checkbox"/> The student has difficulty learning academic content from Maryland’s College and Career Ready Standards but is making progress with appropriate supports and interventions as specified in the IEP. | <input type="checkbox"/> The student has difficulty learning grade-level academic content across all subject areas and may require multiple tiers of intervention, accommodations, or modifications. | <input type="checkbox"/> The student has significant difficulty with learning academic content and may require instruction that is designed by clustering grade-level standards into life-applied units of study with intensive accommodations for access. |
| <input type="checkbox"/> The student has age-appropriate receptive and expressive communication skills, including conversation skills (verbally or through a communication device). | <input type="checkbox"/> After learning new content, the student may need additional practice with direct instruction to generalize the new skills into daily living activities. | <input type="checkbox"/> The student may need instruction that is significantly below grade level in order to build base skills to get back to grade level. | <input type="checkbox"/> The student requires significantly modified curriculum and instruction using Maryland’s College and Career Ready Standards and likely is unable to apply or generalize skills outside the classroom setting. |

| No Evidence 1 | Little Evidence 2 | Partial Evidence 3 | Complete Evidence 4 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> The student expresses and makes independent choices, exhibits self-control, and takes responsibility for choices at an age-appropriate level. | <ul style="list-style-type: none"> <input type="checkbox"/> The student has some age-appropriate receptive and expressive communication skills (verbally or through a communication device), uses and understands simple, nonverbal communication, and can follow simple, age-appropriate directions and routines with prompting. | <ul style="list-style-type: none"> <input type="checkbox"/> The student may struggle to generalize skills outside the classroom, even with assistance and practice. | <ul style="list-style-type: none"> <input type="checkbox"/> The student may be unable to clearly express wants and needs and may not seem to understand the messages conveyed by others. The student likely requires maximum adult assistance to communicate. |
| | <ul style="list-style-type: none"> <input type="checkbox"/> The student has demonstrated academic difficulties that may have caused an achievement gap. | <ul style="list-style-type: none"> <input type="checkbox"/> The student has difficulty communicating wants, needs, thoughts, and ideas but receptively understands messages. | <ul style="list-style-type: none"> <input type="checkbox"/> The student requires layers of support (accommodations, scaffolding, and assistive technologies) to follow directions and daily routine activities. |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> The student struggles to follow directions and routines without significant assistance. | <ul style="list-style-type: none"> <input type="checkbox"/> The student has demonstrated developmental delays over an extended period, and the achievement gap between the student and typical peers has increased over time. |

| No Evidence 1 | Little Evidence 2 | Partial Evidence 3 | Complete Evidence 4 |
|------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| | | <ul style="list-style-type: none"> <li data-bbox="1100 280 1501 488"> <input type="checkbox"/> The student has demonstrated developmental delays, and the achievement gap between the student and typical peers has persisted over time. | |

II. Social Domain: Covers behaviors needed to engage in interpersonal interactions, act with social responsibility, and use leisure time. This includes social competence, self-esteem, gullibility, naivete (wariness), social problem-solving, following rules/obeying laws, and avoiding being victimized.
Directions: Please check the pieces of evidence below that are specific to the student.

| No Evidence 1 | Little Evidence 2 | Partial Evidence 3 | Complete Evidence 4 |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> The student displays age-appropriate social, communication, and leisure skills. | <input type="checkbox"/> The student may have difficulty with social interactions (i.e., may misinterpret peers' social cues or others may consider the student's actions as immature). | <input type="checkbox"/> The student has social, behavioral, and communication skills markedly different from peers who are the same age. | <input type="checkbox"/> The student often uses behaviors to communicate. |
| <input type="checkbox"/> The student can initiate and maintain friendships and express and recognize emotions with peers who are the same age. | <input type="checkbox"/> The student's communication, language, and conversation skills are more concrete or immature than peers who are the same age. | <input type="checkbox"/> The student is able to be understood but uses a mode for communication that is much less complex than peers who are the same age. | <input type="checkbox"/> The student's communication skills are very limited in terms of vocabulary and grammar. |
| <input type="checkbox"/> The student engages in play and recreational activities without additional support. | <input type="checkbox"/> The student may have challenges in regulating emotion and behavior in an age-appropriate manner, and these challenges may be noticed by peers and adults. | <input type="checkbox"/> The student may use behaviors to communicate. | <input type="checkbox"/> The student may be in the process of developing a mode of communication, may be described as nonverbal, or uses very limited non-symbolic communication. |

| No Evidence 1 | Little Evidence 2 | Partial Evidence 3 | Complete Evidence 4 |
|--------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <input type="checkbox"/> The student may not perceive or interpret social cues accurately. | <input type="checkbox"/> The student requires significant adult assistance to communicate with peers or adults and may require layers of support (simple speech, visuals, gestures, etc.) to communicate. |
| | | <input type="checkbox"/> The student often needs significant support to engage in social situations and/or use communication skills. | <input type="checkbox"/> The student may not yet show an understanding of symbolic communication with speech or gesture. |
| | | <input type="checkbox"/> The student may be easily persuaded to do things that go against the rules or safe boundaries when coaxed to do so. | |

III. Practical Domain: Covers behaviors related to activities of daily living (i.e., personal care), occupation skills, healthcare, travel/transportation, schedules/routines, safety, use of money, and use of the telephone..
Directions: Please check the pieces of evidence below that are specific to the student.

| No Evidence 1 | Little Evidence 2 | Partial Evidence 3 | Complete Evidence 4 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> The student is able to follow safety rules and functions in the community and classroom setting similarly to peers who are the same age. | <input type="checkbox"/> The student often functions age-appropriately in personal care daily living activities and using community resources. | <input type="checkbox"/> The student may need support to care for personal needs (i.e., eating, dressing, toileting needs), may have needed an extended period of explicit teaching in these areas, and may require prompting or cues. | <input type="checkbox"/> The student requires significant support and direct instruction across all activities of daily living (i.e., meals, dressing, bathing, toileting needs) or may be dependent on others for all aspects of physical care, health, and safety. |
| <input type="checkbox"/> The student independently performs self-care activities such as eating, dressing, and taking care of personal hygiene. | <input type="checkbox"/> The student displays recreational skills typically on the same level as peers, although some additional support may be needed. | <input type="checkbox"/> The student often requires additional support and learning opportunities for recreational skills. | <input type="checkbox"/> 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. |
| | <input type="checkbox"/> The student may need support in navigating the school and community and may need reminders about being mindful of safety hazards. | <input type="checkbox"/> The student requires intensive support to safely navigate the school and community. | |

IV. After considering the conceptual, social, and practical domains above, does the student have a significant cognitive disability? The student will show needs in adaptive and cognitive areas.

The student's daily functioning skills do not align with column 4 (or occasionally column 3 with minimal aspects of column 2) for ALL three adaptive skills domains above, or

The student's cognitive needs are not indicative of a significant cognitive disability.



STOP HERE. The student is not eligible for alternate assessments.

The student's daily functioning skills may have some aspects of column 3 and minimal aspects of column 2 for ALL three adaptive skills domains above.

Proceed with extreme caution. Remember that if a student displays some characteristics of column 3, the student's needs may not be indicative of a significant cognitive disability.



PROCEED WITH EXTREME CAUTION to the next statement.

The student's daily functioning skills align only within column 4 for ALL three adaptive skills domains above, and

The student has a documented cognitive disability. The student has a most significant cognitive disability and may be eligible for the alternate assessment.



GO PROCEED to the next statement.

Section 3: DOES THE STUDENT REQUIRE SIGNIFICANT MODIFICATIONS TO CURRICULUM IN ORDER TO ACCESS KNOWLEDGE AND SKILLS AND DEMONSTRATE PROGRESS IN THE MARYLAND COLLEGE AND CAREER READY STANDARDS?

Educational Assessment

Name/Title of Examiner:

Test Date:

Assessment Name:

Score(s):

Assessment Comments:

I. Curriculum, Instruction, and Assessment: Consider the following sources: Present Levels of Academic Achievement and Functional Performance, Data from scientific research-based interventions, and informal assessments (i.e., teacher-collected data, checklists, work samples, and observations).
Directions: Please check the pieces of evidence below that are specific to the student.

| No Evidence 1 | Little Evidence 2 | Partial Evidence 3 | Complete Evidence 4 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> 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 the Maryland College and Career Ready Standards. | <input type="checkbox"/> The student’s IEP includes annual goals and objectives aligned to the Maryland College and Career Ready Standards. | <input type="checkbox"/> The student’s IEP includes goals and objectives that target modified grade-level standards at or above the target level. | <input type="checkbox"/> The student’s IEP includes present levels of performance statements that align learner data with grade-level standards through the alternate academic achievement standards below the target level. |
| | <input type="checkbox"/> Instruction and assessments are aligned to grade-level targets that build in complexity toward the achievement of learning aligned to Maryland College and Career Ready Standards. | <input type="checkbox"/> Instruction and assessments are aligned to modified grade-level standards at or above the target level. | <input type="checkbox"/> Instruction and assessments are based on student data, likely showing significant skill gaps within the alternate academic achievement standards below the target level. |
| | <input type="checkbox"/> The student’s IEP requires specially designed instruction that is standards-based and includes explicit instruction in all content areas on grade-level standards. | <input type="checkbox"/> The student’s IEP requires specially designed instruction that is standards-based grade-level learning and includes instruction on critical life skills. | <input type="checkbox"/> The student’s IEP requires specially designed instruction that is standards-based grade-level learning and includes explicit instruction on critical life skills. |

| No Evidence 1 | Little Evidence 2 | Partial Evidence 3 | Complete Evidence 4 |
|--------------------------------|------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| | | <input type="checkbox"/> The student requires both accommodations and modifications. | <input type="checkbox"/> The student requires extensive accommodations and modifications. |

II. Accommodations/ Modifications/ Supplementary Aids:
 Directions: Please check the pieces of evidence below that are specific to the student.

| No Evidence 1 | Little Evidence 2 | Partial Evidence 3 | Complete Evidence 4 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><input type="checkbox"/> The student’s IEP outlines a list of accessibility features that are presented in the <i>Maryland Assessment, Accessibility, & Accommodations Policy Manual</i> under Fact Sheet AFA-1: Accessibility Features for All Students that are provided during instruction and assessment to support access.</p> | <p><input type="checkbox"/> The student’s IEP outlines a list of accessibility features that are presented in the <i>Maryland Assessment, Accessibility, & Accommodations Policy Manual</i> under Section 4A: Accommodations for Students with Disabilities that are provided during instruction and assessment to support access.</p> | <p><input type="checkbox"/> The student’s IEP outlines a list of accessibility features that are presented in the <i>Maryland Assessment, Accessibility, & Accommodations Policy Manual</i> under Section 4A: Accommodations for Students with Disabilities that are provided during instruction and assessment to support access.</p> | <p><input type="checkbox"/> The student’s IEP outlines individualized supports, accommodations, modifications, and materials beyond those that are presented in the <i>Maryland Assessment, Accessibility, & Accommodations Policy Manual</i> 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 student and provide the student with opportunities to show what he/she knows and can do.</p> |
| | | <p><input type="checkbox"/> The student requires additional individualized accommodations, modifications, and scaffolds not allowed on Maryland’s State Assessments. These also are provided during instruction and assessment to support access.</p> | |

III. After considering the student-specific examples of curriculum, instruction, assessment, accommodations, modifications, and supplementary aids above, does the student require significant modifications to the curriculum in order to access knowledge and skills and demonstrate progress in the Maryland College and Career Ready Standards?

The student's curriculum needs (and documented accommodations/modifications) and skills do not align within column 4 (or occasionally column 3 or with minimal aspects of column 2) for both sections above.



STOP HERE. The student is not eligible for alternate assessments.

The student's curriculum needs (and documented accommodations/modifications) may have some aspects of column 3 or minimal aspects of column 2 above. Proceed with extreme caution. Remember that if a student displays some characteristics of column 3, the student's needs may not be indicative of requiring significant modifications to curriculum.



PROCEED WITH EXTREME CAUTION to the next statement.

The student's curriculum needs (and documented accommodations/modifications) align only with column 4 of both sections above. The student requires significantly modified learning targets aligned to the alternate academic achievement standards and substantial support to achieve measurable gains in the grade- and age-appropriate curriculum.



PROCEED to the next statement.

SECTION 4: DOES THE STUDENT REQUIRE EXTENSIVE, DIRECT, REPEATED, AND INDIVIDUALIZED INSTRUCTION?

Sources of Information: (please specify)

I. Instruction:

Directions: Please check the pieces of evidence below that are specific to the student.

| No Evidence 1 | Little Evidence 2 | Partial Evidence 3 | Complete Evidence 4 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> The student learns new content and skills through the instruction provided to all students. | <input type="checkbox"/> The student requires specially designed instruction to learn some content and skills. | <input type="checkbox"/> The student requires specially designed instruction to learn most content and skills. | <input type="checkbox"/> The student requires specially designed instruction adapted to address sensory, communication, behavioral, cognitive, and other needs to learn new information and develop academic and functional skills. |
| <input type="checkbox"/> The student does not routinely require pre-teaching or re-teaching of instructional material and usually retains learned information and skills with minimal reminders. | <input type="checkbox"/> The student requires some additional opportunities for instruction and feedback (such as pre-teaching or re-teaching) to learn academic materials and skills. The student may require occasional review of previously learned skills. | <input type="checkbox"/> The student requires multiple opportunities for instruction and feedback (such as pre-teaching and re-teaching) to learn most instructional material and skills. The student may require additional reminders and practice to maintain skills. | <input type="checkbox"/> The student requires explicit and intensive instructional strategies (i.e., chaining, structured prompt fading, etc.) to acquire new skills. |

| No Evidence 1 | Little Evidence 2 | Partial Evidence 3 | Complete Evidence 4 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="checkbox"/> With exposure, the student can generalize and transfer skills to school, home, and community environments. | <ul style="list-style-type: none"> <input type="checkbox"/> With repeated practice and some support, the student can generalize and transfer skills to new school, home, and community environments. | <ul style="list-style-type: none"> <input type="checkbox"/> With planned opportunities for instruction and practice, extended time, and repeated exposure, the student can generalize and transfer skills to new school, home, and community environments. | <ul style="list-style-type: none"> <input type="checkbox"/> The student requires extensive repetitions (more than most other students with disabilities) to learn information and skills. Learned skills need to be practiced and reinforced regularly to support continued retention. |
| <ul style="list-style-type: none"> <input type="checkbox"/> The student is not anticipated to require direct adult support in post-secondary settings (i.e., work, or daily living). | <ul style="list-style-type: none"> <input type="checkbox"/> After appropriate instruction, the student is able to utilize assistive technology and other accommodations with limited or no adult support. | <ul style="list-style-type: none"> <input type="checkbox"/> The student requires direct instruction and some ongoing prompting and support to utilize assistive technology and other accommodations. | <ul style="list-style-type: none"> <input type="checkbox"/> The student requires targeted support and instruction to appropriately generalize skills to new contexts or settings. |
| | <ul style="list-style-type: none"> <input type="checkbox"/> The student is anticipated to require some adult support in post-secondary settings (i.e., work, or daily living). | <ul style="list-style-type: none"> <input type="checkbox"/> The student is anticipated to require partial support in post-secondary settings (i.e., work, continued education, or community living). | <ul style="list-style-type: none"> <input type="checkbox"/> The student requires significant prompting and support to utilize assistive technology and other accommodations. |
| | | | <ul style="list-style-type: none"> <input type="checkbox"/> The student currently requires continuous direct and explicit instruction to acquire and maintain functional skills that support independence and is anticipated to continue to need intensive support in post-secondary settings. |

II. After considering the student-specific examples of instruction above, does the student require extensive, direct, repeated, and individualized instruction and substantial support?

The student's instructional needs do not align with column 4 (or occasionally column 3 with minimal aspects of column 2) for the Instruction section above.



STOP HERE. The student is not eligible for alternate assessments.

The student's instructional needs have some aspects of column 3 or minimal aspects of column 2 for the Instruction section above.

Proceed with extreme caution. Remember that if a student displays some characteristics of column 3, the student's needs may not be indicative of requiring extensive, direct, repeated, and individualized instruction and substantial support.



PROCEED WITH EXTREME CAUTION to the next statement.

The student's instructional skills align only with column 4 for the Instruction section above.

The student requires extensive, direct, repeated, and individualized instruction and substantial support to achieve measurable gains in the grade- and age-appropriate curriculum.



GO PROCEED to the next statement.

SECTION 5: ADDITIONAL CONSIDERATIONS

The decision to participate in the Maryland Alternate Assessments and/or Alternate Achievement Standards is made after reviewing all data and completing the above sections of Appendix A. Assure that the decision was NOT based solely on any of the following:

- Disability category or label
- Poor attendance or extended absences
- Native language/social/cultural/economic differences
- Expected poor performance on the general education assessment
- Academic, related, or other services the student receives
- Instructional setting
- Percentage of the school day receiving special education services
- Multilingual learner status
- Low mathematics or reading achievement level
- Behavior concerns
- The impact of test scores on the accountability system
- Administrator decision or convenience
- Need for accommodations including assistive technology or augmentative/alternative communication (AAC) to participate in assessment

ALTERNATE FRAMEWORK PARTICIPATION

As documented through the Participation Criteria and Additional Considerations in Sections 1-5 above, does the student meet all criteria for participation in the alternate assessment and/or instruction based on alternate academic achievement standards?

- Yes**, the student meets all criteria and will participate in the alternate assessment and/or participate in instruction aligned to alternate achievement standards.
- No**, the student does not meet all the criteria above and, as such, will not participate in the alternate assessment and/or participate in instruction aligned to alternate achievement standards.

PARENT/GUARDIAN UNDERSTANDING

I have been informed that if my child is determined eligible to participate in instruction using alternate achievement standards and/or the alternate assessments through the IEP team decision-making process:

I understand that my child’s participation in the Maryland alternate assessment may lead to a Maryland Certificate of Program Completion, which may not be accepted by colleges and technical or trade schools. Continued participation in instruction using alternate achievement standards and/or the alternate assessment will not prepare my child to meet Maryland’s high school diploma requirements. Yes No

I understand that the standards assessed in the Maryland alternate assessment are less rigorous than the Maryland College and Career Ready Standards assessed in the MCAP assessments. Yes No

I participated in the discussion on the decision for my child to participate in the alternate assessment. Yes No

I was provided with information about the Maryland alternate assessment and alternate achievement standards. Yes No

Parent/Guardian Signature

Date.

Statement to be Read to Parents Before Completing Consent

“The IEP team has determined, based on reviewing assessment and performance information from a variety of sources, that meets state criteria for eligibility for the alternate framework. You are an essential part of this decision. Please check and sign below to indicate whether or not you consent to instruction and/or assessment aligned to the alternate academic achievement criteria. This decision will be revisited each year to determine whether or not still meets the criteria to participate in the Alternate Academic Framework.”

PARENT/GUARDIAN CONSENT

I have been informed that if my child is determined eligible to participate in instruction using alternate achievement standards and/or the alternate assessments through the IEP team decision-making process:

- Yes, I DO give consent for my child to participate in instruction aligned to alternate achievement standards.
- Yes, I DO give consent for my child to participate in the Alternate Assessment aligned to the alternate academic achievement standards.
- No, I DO NOT give consent for my child to participate in instruction aligned to the alternate academic achievement standards.
- No, I DO NOT give consent for my child to participate in the Alternate Assessment aligned to the alternate academic achievement standards.

Parent/Guardian Signature

Date

IEP TEAM STATEMENT OF ASSURANCE

The team's decision was based on multiple pieces of evidence that, when taken together, demonstrate that instruction using alternate academic achievement standards and participation in the Maryland Alternate Assessments are appropriate for this student; the student's academic instruction will be based on alternate academic achievement standards; that the additional considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly, including that participation in the Maryland Alternate Assessments will not qualify a student for a regular high school diploma potentially limiting post-secondary opportunities.

If the alternate framework decision does NOT reflect a team member's opinion, the team member must indicate the reason(s) for their disagreement. Please use the space below to document any disagreement with this decision by any IEP team member:

Team Member's Name:

Title:

Signature:

Reason(s) for Disagreement:

If the alternate framework decision does NOT reflect a team member's opinion, the team member must indicate the reason(s) for their disagreement. Please use the space below to document any disagreement with this decision by any IEP team member:

Team Member's Name:

Title:

Signature:

Reason(s) for Disagreement:

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Signature:

Reason(s) for Disagreement: