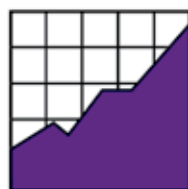




**States' Participation Guidelines for  
Alternate Assessments Based on Modified  
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(AA-MAS) in 2008**



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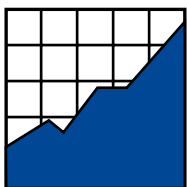
# States' Participation Guidelines for Alternate Assessments Based on Modified Academic Achievement Standards (AA-MAS) in 2008

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**December 2008**

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## Executive Summary

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Federal regulations (U.S. Department of Education, 2007a) provide states with the flexibility to offer an alternate assessment based on modified academic achievement standards (AA-MAS). This assessment option is for a small group of students with disabilities who can make significant progress, but may not reach grade-level achievement within the time period covered by their Individualized Education Program (IEP). Students who participate in an AA-MAS must have access to grade-level content. States are not required to offer this option. This report compiles, analyzes, and summarizes states' participation guidelines for the AA-MAS. All criteria included in this study were publicly available on states' Web sites.

In June 2008 nine states (California, Connecticut, Kansas, Louisiana, Maryland, North Carolina, North Dakota, Oklahoma, and Texas) had participation guidelines for student participation on an AA-MAS, though—as of August 2008—none had successfully completed the U.S. Department of Education's peer review process that determines whether the assessment fulfills the necessary requirements for the state to receive federal funds. Some of the states' participation criteria included flow charts, decision trees, or checklists. Almost half of the states required that IEP teams consider implications for graduation when making decisions regarding how a student will participate in the assessment system.

The participation guidelines differed across states, but all states required the student to have an IEP. At least two-thirds of the states had the following criteria: consideration of previous performance on multiple measures, learning grade-level content, not progressing at rate expected to reach grade level proficiency within school year covered by IEP, cannot demonstrate knowledge on regular assessment even with provision of accommodations, and not based on disability category label.

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## Overview

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Federal legislation requires that all students, including students with disabilities, be included in state accountability systems. Many students can take the regular assessment with or without accommodations, but some students with disabilities need alternate ways to access assessments. A few students take alternate assessments based on alternate achievement standards (AA-AAS). In April 2007, No Child Left Behind (NCLB) regulations on modified academic achievement standards were finalized, giving states additional flexibility. States have the option of providing an alternate assessment based on modified academic achievement standards (AA-MAS). Students who participate in this option must have an Individualized Educational Program (IEP) and have access to grade-level content. Their progress to date, in response to appropriate instruction, must be such that the student is unlikely to achieve grade-level proficiency within the year covered by the IEP. The students may be from any disability category (U.S. Department of Education, 2007a).

Some states have an assessment they consider to be an AA-MAS even though—as of November 2008—none have successfully completed the U.S. Department of Education peer review process that determines whether the assessment fulfills the necessary requirements.

In 2007 the National Center on Educational Outcomes (NCEO) tracked and analyzed states' participation guidelines that determined which students would participate in an AA-MAS and the characteristics of states' AA-MAS (Lazarus, Thurlow, Christensen, & Cormier, 2007). Because so much more information may now be publicly available, this year NCEO is publishing two separate updates—this report on participation guidelines and a forthcoming NCEO synthesis report on the characteristics of states' AA-MAS (including information on test design changes).

### Need to Update and Analyze

Lazarus et al. (2007) provided a snapshot of what was happening shortly after the regulations were finalized. The landscape surrounding the AA-MAS is changing rapidly. Now that the regulations (U.S. Department of Education, 2007a) have been available for a year and a half and peer review guidance (U.S. Department of Education, 2007b) has been available almost a year—and some states have gone through the Federal peer review process (though not successfully), it is possible that there have been changes.

Specific questions that we sought to answer in this study included:

1. In July 2008 which states had participation guidelines for students to qualify to participate in an AA-MAS option?
2. What were the characteristics of these guidelines?

## Process Used to Find Information About States' AA-MAS

In general, procedures used for this analysis of states' participation guidelines were similar to the procedures used in the past. This report compiles and summarizes states' participation guidelines that included criteria for students to qualify to participate in an AA-MAS option. Data were gathered from state Web sites in June 2008. States were e-mailed the Web links to participation guidelines that we found and asked to verify that we had found the most current criteria. If additional criteria or more complete information was identified, we updated our data prior to analysis. We did not attempt to determine the degree to which the participation guidelines met the federal requirements.

Summary figures are in the main body of this report, while the complete tables are presented in Appendix A. A comparison was made, where possible, to similar information in the 2007 report. All information in this report that refers to 2007 participation guidelines is from Lazarus et al. (2007).

Appendix B contains a list of the documents we used in this analysis. Appendix C contains a compilation of states' 2008 participation guidelines for those readers who would prefer to see the actual state guidelines.

## Results

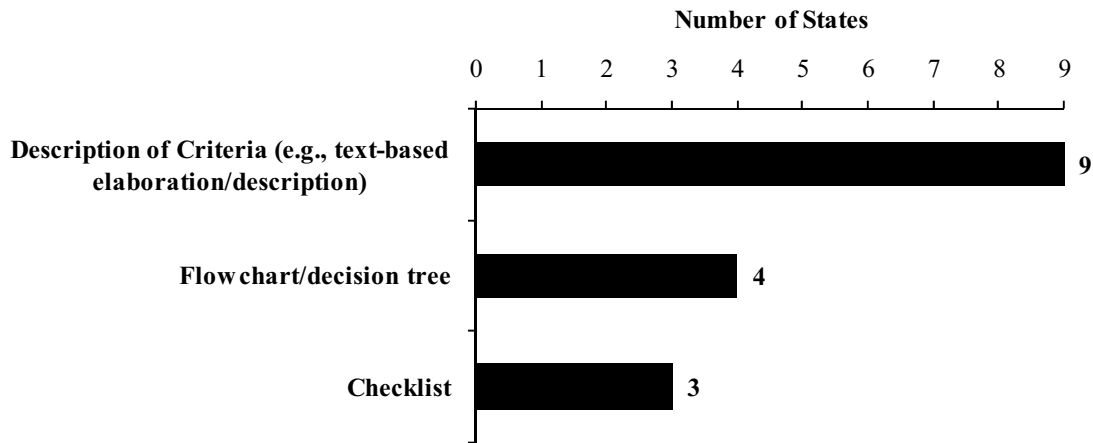
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Nine states—California, Connecticut, Kansas, Louisiana, Maryland, North Carolina, North Dakota, Oklahoma, and Texas—had publicly available participation guidelines for student participation in an assessment they considered to be an AA-MAS in June 2008. Six of these states had had participation guidelines in 2007 (e.g., Kansas, Louisiana, Maryland, North Carolina, North Dakota, and Oklahoma) (Lazarus et al. 2007)—though several of them had revised the guidelines since the previous report.

### Format

The formats of the participation guidelines documents differed across states. All nine states had written descriptions of the criteria (see Figure 1). The textual description segments ranged from a few bulleted points to multiple pages. Four states had a flow chart or decision tree and three states had a checklist. The flow charts or decision trees were conceptual representations of the decision-making process. The checklists, on the other hand, were forms—typically asking a series of yes/no questions—to be completed by IEP teams. Additional details about the participation guidelines formats are available in Appendix A in Tables A-1 and A-2.

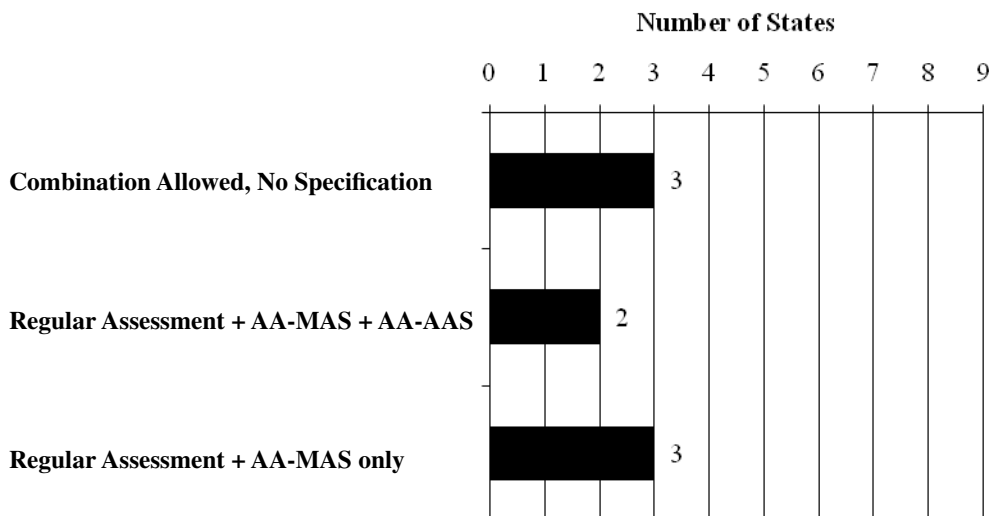
**Figure 1. Format of Participation Guidelines Documents for AA-MAS.**



### Combination Participation

The participation guidelines of eight states allowed a *combination participation* testing option—e.g., a student may take different parts of different tests. For example, a student could take the regular mathematics and science assessments, and the AA-MAS reading/ELA assessment. The guidelines of two states explicitly indicated that in different content areas the student may participate in any of the assessment options (e.g., regular assessment, AA-MAS, or AA-AAS) (see Figure 2). The North Dakota guidelines listed the available assessment options, followed by the statement, “Any combination of the above in different content areas.” The Kansas guidelines said, “Eligibility must be determined for each content area separately.”

**Figure 2. Combination Participation**





The guidelines of three states indicated that students may participate in more than one assessment option, but did not allow combination participation across the AA-AAS and AA-MAS. For example, in North Carolina the AA-AAS is called the NCEXTEND1 and the AA-MAS is called the NCEXTEND2. The guidelines indicated that, “The IEP team may determine that a student is to be assessed with modified academic achievement standards (NCEXTEND2) in one or more subjects for which the assessments are administered.” However, later in the North Carolina guidelines, there was the following statement: “If the IEP team determines, based on the eligibility criteria shown below, that the NCEXTEND1 is the most appropriate assessment for a student, then that student must be assessed with the NCEXTEND1 in all subjects assessed at that grade level.”

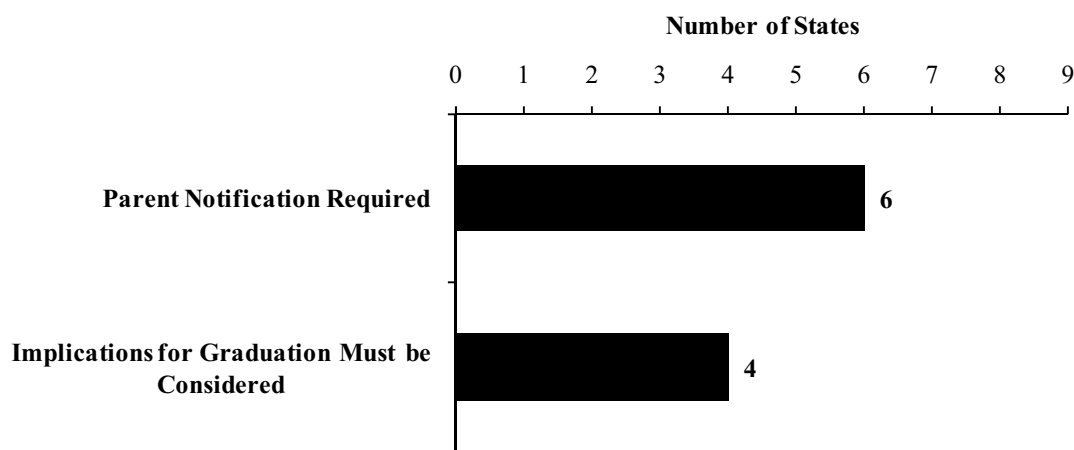
Additional details about combination participation are available in Appendix A, Table A-3.

### Parent Notification and Graduation Considerations

Six states’ participation guidelines indicated that parents must be informed if their child will participate in an AA-MAS (see Figure 3). For example, the Connecticut guidelines stated that:

Since parents are a part of the IEP team, they must be part of the decision making process. Additionally, they must be fully informed that their child’s progress will be measured based on the modified academic achievement standards. This is met through documentation of prior written notice, as well as the IEP page that addresses statewide assessments.

**Figure 3. Parent Notification and Graduation Considerations Information.**



The guidelines in four states required that any implications for graduation must be considered in the decision-making process. According to the California guidelines, a student who partici-

pates in its AA-MAS assessment option was “not precluded from attempting to complete course requirements, as defined by the State, for a regular high school diploma.”

Additional details about parent notification and consideration of implications for graduation requirements are available in Appendix A in Table A-4.

## Participation Criteria

States had different criteria that were to be used to make participation decisions. The participation guidelines had some similarities across states—but there also were many important differences (see figure 4).

***Has IEP.*** All nine states’ participation guidelines indicated that for a student to qualify for an AA-MAS he or she must have an IEP—that is, the student must already be identified as a student with disabilities and receiving special education services. For example, the Kansas criterion said, “The student must have a current IEP.”

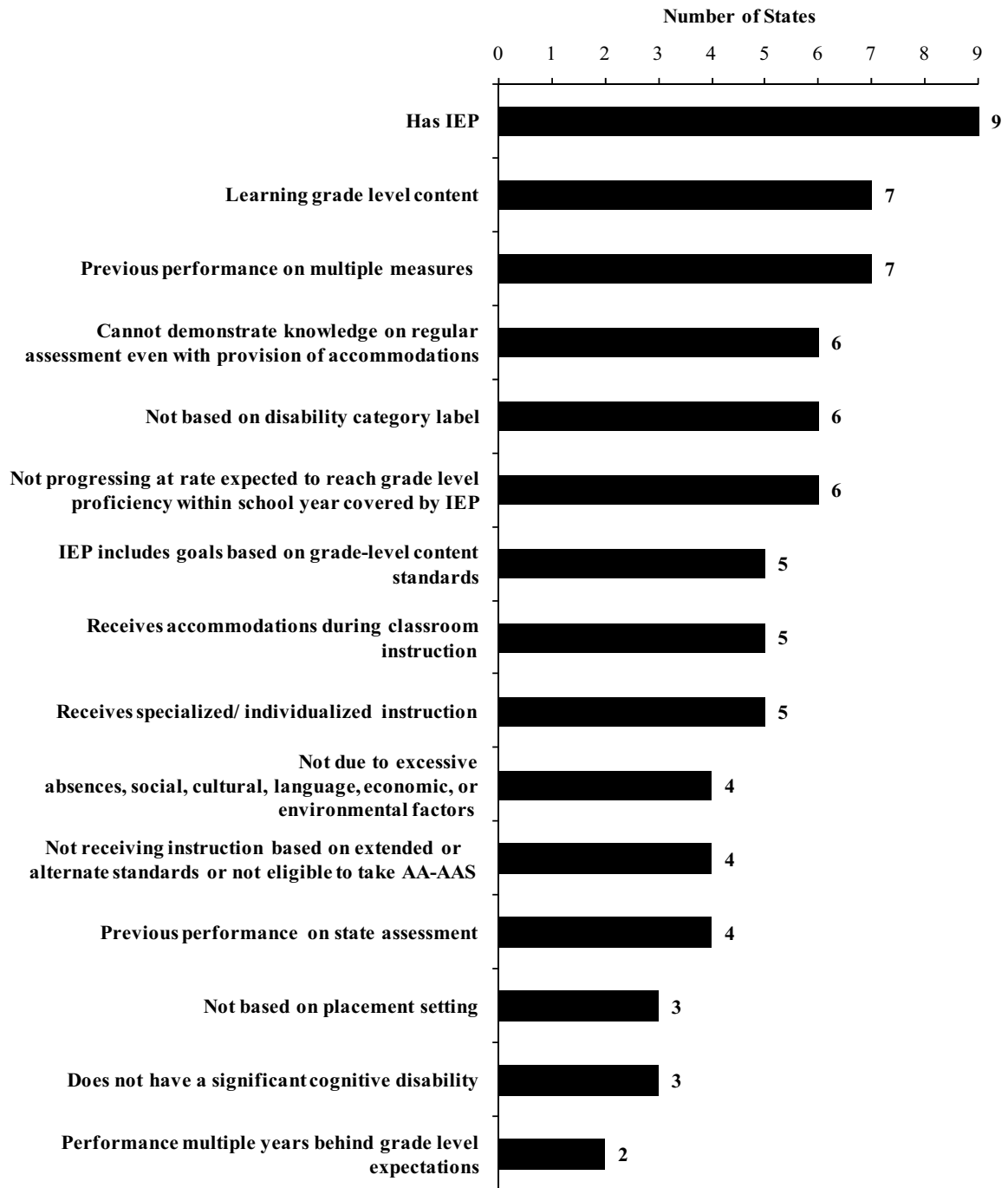
***Learning Grade Level Content.*** Most states indicated that the student must be learning grade level content (n=7). In California the guidelines stated that, “The student who is assessed with the CMA [California Modified Assessment] has access to the curriculum, including instruction and materials for the grade in which the student is enrolled.” And, according to Texas participation guidelines, “Every student should have an IEP that reflects access to the grade-level TEKS [Texas Essential Knowledge and Skills] . . . ”

***Previous Performance on Multiple Measures.*** Seven states required IEP teams to consider multiple measures when making AA-MAS participation decisions. Frequently mentioned multiple measures included state, district, and classroom assessment results. For example, in Texas the participation guidelines indicated that multiple measures “may include, but are not limited to: state-developed assessments, informal and formal classroom assessments, norm-referenced tests, and criterion-referenced tests.” The Maryland criterion said:

Examples include the State assessments, district wide assessment, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.

***Cannot Demonstrate Knowledge on Regular Assessment Even with Provision of Accommodations.*** Another frequently mentioned criterion was that the student cannot demonstrate knowledge on regular assessment even with provision of accommodations (n=6 states). For example, the California criterion stated that, “the student will not receive a proficient score on the CST

**Figure 4. AA-MAS Participation Criteria**



*Note.* In addition to the participation criteria listed in this figure, nine states also have “other” participation criteria. See Table A-6. in Appendix A for details.

[California Standards Test] (even with the provision of accommodations) based on evidence from multiple, valid, and objective measures of student progress (or lack of progress).”

***Not Based on Disability Category Label.*** Six states’ participation guidelines indicated that the decision should not be based on disability category labels. In Oklahoma, the decision “shall not be based on a particular disability category.” Other states provided more detail. For example, Connecticut indicated that:

Eligible students may have a disability in any disability category: autism, deaf-blindness, emotional disturbance, hearing impairment, specific learning disability, intellectual disability, multiple disabilities, orthopedic impairment, speech and language impairment, traumatic brain injury, visual impairment, or other health impairment. Typically, but not always, you may find students in the following categories to be eligible: intellectual disability, autism, traumatic brain injury, or multiple disabilities; the disability category alone does not make a student eligible to take the CMT/CAPT (MAS).

***Not Progressing at Rate Expected to Reach Grade Level Proficiency.*** The participation guidelines of many states included a criterion that the student was not progressing at rate expected to reach grade level proficiency within school year covered by IEP (n=6 states). For example, the North Carolina criterion said: “The student’s progress in response to high-quality instruction is such that the student is not likely to achieve grade-level proficiency within the school year covered by the IEP.” The California criterion, stated:

The student’s progress to date in response to appropriate grade-level instruction, including special education and related services designed to address the student’s individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student’s IEP plan.

***Goals Based on Grade Level Content Standards.*** More than half of the states included in this study (n=5 states) indicated that the student’s IEP goals must be based on grade-level content standards. For example, the Connecticut criterion stated, “The IEP must document goals that address the skills specified in the content standards for the grade in which the student is enrolled.”

***Receives Accommodations During Classroom Instruction.*** Five states indicated that the student must receive accommodations during classroom instruction. In Connecticut, the eligibility criterion said, “Student receives classroom accommodations that have also been used during state/district assessment. And the Louisiana criterion indicated:

The Local Education Agency (LEA) is required to provide the student with accommodations and modifications to ensure the student progresses towards meeting his or her IEP goals and objectives related to the general education curriculum.

***Receives Specialized/Individualized Instruction.*** The participation guidelines documents of five states included whether the student received specialized or individualized instruction as a decision-making criterion for the AA-MAS. The North Dakota criterion indicated that, “The students’ curriculum [is] so individualized that the general assessment will not reflect what the student is being taught (even with accommodations).” And Kansas indicated that for a student to qualify to participate in an AA-MAS, the student must need “**significant** changes in the complexity and scope of the general standards to show progress in the curriculum,” and “requires intensive specially designed instruction and requires intensive individualized supports and requires extensive instruction.”

***Not Due to Excessive Absences, Social, Cultural, Language, Economic, or Environmental Factors.*** Four states indicated that decisions about whether a student qualified for participation in the AA-MAS may not be based on excessive absences, social, cultural, language, economic, or environmental factors. Often any given state did not include all of these factors in its guidelines (See Appendix A, Table A-6 for details and specifications). In Connecticut the decision-making flowchart asked the following question, “Is the student’s difficulty with regular curriculum demands primarily due to his/her disability and not due to excessive absences unrelated to the disability, or social, cultural, environmental, or economic factors?” The Connecticut guidelines also said, “Students who are solely on a 504 plan, or who are English Language Learners (ELL) and are not on an IEP, are not eligible.” For California, the guidelines said:

- The decision to participate in the CMA [California Modified Assessment] is *not* based on excessive or extended absences.
- The decision to participate in the CMA is *not* based on language, culture, or economic differences.

***Not Receiving Instruction Based on Extended or Alternate Standards.*** Four states indicated that for a student to participate in an AA-MAS, the student should not be receiving instruction based on extended or alternate standards (or that the student must not be eligible to participate in the alternate assessment based on alternate achievement standards—i.e., AA-AAS). For example, the North Carolina criterion stated, “the student **IS NOT** receiving instruction in the NCSCS [North Carolina State Content Standards] through the Extended Content Standards.”

***Previous Performance on State Assessment.*** Several states (n = 4 states) indicated that a student’s previous performance on the state’s assessment should be considered. For example, the California guidelines said:

The student shall have taken the California Standards Test (CST) in a previous year and scored Below Basic or Far Below Basic in the subject area being assessed by the CMA [California Modified Assessment] and may have taken the CST with modifications. Previous participation in the California Alternate Assessment (CAPA) shall not preclude a student from participation in the CMA. The student shall have taken the CAPA Level 2-5 in two previous years and received a performance level of either Proficient or Advanced.

Some states guidelines specifically addressed third grade students who have not previously taken a state assessment. For example, Oklahoma’s guidelines said, “When OCCT [Oklahoma Core Curriculum Tests] scores from previous years are not available (e.g., Grade 3), the IEP team may substitute scores equivalent to unsatisfactory from local assessments to identify student.” North Carolina’s guidelines said, “Grade 3 students whose IEP teams feel that NCEXTEND2 is the appropriate assessment for the spring end of grade testing should participate in the general administration of the Pretest—Grade 3.”

***Not Based on Placement Setting.*** Three states’ guidelines stated that participation decisions should not be based on placement setting. For example, Louisiana’s guidelines said, “The decision to test the student in LAA2 [LEAP Alternate Assessment, Level 2] is not based on placement setting;” and Oklahoma’s guidelines said that the decision, “**shall not** be based on the location of service delivery.”

***Does Not Have a Significant Cognitive Disability.*** The guidelines of three states indicated that students who qualify for an AA-MAS should not have a significant cognitive disability. For example, the North Carolina guidelines said, “The student **IS NOT** identified as having a significant cognitive disability.”

***Performance Multiple Years Behind Grade Level Expectations.*** Two states had guidelines which indicated that the performance of students who participated in an AA-MAS should be multiple years behind grade level expectations. The Louisiana guidelines said, “Student’s IEP reflects a functioning grade level in English language arts (including reading) at least three (3) grade levels below the actual grade level in which he or she is enrolled.” The Kansas guidelines asked, “Is the student **multiple** years behind grade level expectations?”

## Additional Information About Participation Criteria

More detailed state specific information, specifications, and descriptions about the criteria are in Tables A-5 and A-6 in Appendix A.

The participation guidelines decision points were prioritized differently across the decision-tree documents used in several states (see the compiled criteria in Appendix C). For example, on the Kansas decision flowchart, the first decision point was whether the student’s instruction and IEP goals and objectives were based primarily on the Extended Content Standards, benchmarks, and indicators, whereas on Oklahoma’s decision tree the first decision point was whether the student had a disability resulting in “substantial academic difficulties.”

## Changes Since 2007

There have been a number of changes to states’ participation guidelines since the 2007 report (Lazarus et al. 2007). In 2007, the criteria of four of the six states that we tracked that year indicated that the student’s performance should be multiple years behind grade level expectations. In this analysis only two states had this criterion. Four states in 2007 had a criterion that indicated that the decision should not be due to the student being identified as having a significant cognitive disability; in 2008 only two states had this criterion—though several additional states had a similar criteria which stated that the student must not be receiving instruction based on extended or alternate standards (e.g., not eligible to take the AA-AAS).

## Discussion

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In July 2008 nine states had participation guidelines for students to qualify to participate in an assessment that the state considered to be an AA-MAS option. None of these states has yet successfully completed the U.S. Department of Education’s peer review process.

Key findings included:

- Some states’ participation guidelines included flow charts/decision trees or checklists.
- Most states allowed combination participation (e.g., the student could take different parts of different assessments), though a few states did not allow a student to participate in both the AA-MAS and the AA-AAS.
- More than half of the states’ guidelines required parent notification of AA-MAS participation decisions.

- Almost half of the states required consideration of the implications for graduation for students who may participate in an AA-MAS.
- All states required students to have an IEP to participate in an AA-MAS.
- At least two-thirds of the states had the following participation criteria: consideration of previous performance on multiple measures, cannot demonstrate knowledge on regular assessment even with provision of accommodations, learning grade-level content, not progressing at rate expected to reach grade level proficiency within school year covered by IEP, and not be based on disability category.

Decision points were prioritized differently across decision-tree documents used in several states. Differences in the order of the filtering criteria may lead to different decisions regarding which students qualify to participate in an AA-MAS.

In 2008 many of the states' participation guidelines used terminology, phrases, and participation criteria that appear to be drawn from the federal regulations; this was a change from 2007 when most of the states had criteria that had been developed prior to the implementation of the regulations.

This analysis did not attempt to determine the extent to which state policies complied with federal requirements under NCLB or IDEA. Those determinations would need to be made by the appropriate federal authorities. This report is a descriptive analysis of the written policies that states had for the identification of students with disabilities for assessments based on modified academic achievement standards in June 2008. But, it is important to note that Filbin (2008), in an analysis of the initial March 2008 federal peer review of states' AA-MAS, wrote, "Although none of these States met all of the requirements, each State was able to provide adequate evidence for a number of the elements. However, several specific requirements emerged as problematic across all States" (p. 1). According to Filbin (2008), one of the problematic areas was "State-defined guidelines for eligibility to ensure that the appropriate students are identified" (p. 3). Filbin also indicated that, "Regardless of the group of students that the State chooses to target, the initial challenge for each State will be documenting the learning characteristics of the students eligible to participate in the AA-MAS and using this information as the basis for test development" (pp. 3–4).

In this report we make no evaluative comments about the various participation guidelines approaches that states have taken. For information about relevant research, refer the NCEO Web site at <http://www.nceo.info>. We anticipate that the landscape surrounding states' participation guidelines for AA-MAS will continue to change rapidly. Some of the states probably will revise their participation guidelines in response to peer review. Also, additional states are currently either in the process of—or exploring the possibility of—developing an AA-MAS.



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## Appendix A: Participation Guidelines Characteristics by State

**Table A-1. Format of Participation Guidelines for AA-MAS, April 2008**

Criteria	State									No. of States
	CA*	CT	KS	LA	MD	NC*	ND	OK	TX	
Description of criteria (e.g., text-based elaboration/description)	X	X	X	X	X	X	X	X	X	9
Flow chart/decision tree		X	X				X	X		4
Check list				X	X		X			3

\*See Table A-2 for additional information.

**Table A-2. Descriptions of Participation Guidelines Format**

State	Additional Information
California	Separate criteria for Science.
Connecticut	
Kansas	
Louisiana	
Maryland	
North Carolina	In addition to core subject areas, North Carolina also has an NCEXTEND2 Alternate Assessment for Occupational Course of Study (NCEXTEND2 OCS). It is available for the following courses: Occupational English I; Occupational Mathematics I; and Life Skills Science I and II.
North Dakota	
Oklahoma	
Texas	

**Table A-3. Combination Participation**

State	Combination Participation Allowed (No Specification)	Regular Assessment + AA-MAS + AA-AAS	Regular Assessment + AA-MAS only	Specifications and Descriptions
California			X	Students shall not be allowed to take both the CAPA [California Alternate Performance Assessment] and CMA [California Modified Assessment]. Students shall take either: CAPA in all subject areas, CST [California Standards Test] in CMA in all subject areas, or a combination of CST and CMA in the subject areas being assessed.
Connecticut	X			
Kansas		X		Eligibility must be determined for each content area separately.
Louisiana				
Maryland	X			
North Carolina			X	The IEP team may determine that a student is to be assessed with modified academic achievement standards (NCEXTEND2) in one or more subjects for which the assessments are administered; If the IEP team determines, based on the eligibility criteria shown below, that the NCEXTEND1 is the most appropriate assessment for a student, then that student must be assessed with the NCEXTEND1 in all subjects assessed at that grade level.
North Dakota		X		Any combination of the above [ND State Assessment with no accommodations; ND State Assessment with assessment accommodations documented in student's IEP, LEP, or 504 plan; ND Alternate Assessment 1; ND Alternate Assessment 2] allowed in different content areas.
Oklahoma			X	The student qualifies for the portfolio assessment—all subjects tested.
Texas	X			
Total	3	2	3	

**Table A-4. Parent Notification and Graduation Considerations Information Included in Participation Guidelines**

State	Parent Notification Required	Implications for Graduation Must be Considered	Specification/Description
California	X	X	<p><b>Parent Notification Required:</b> Parents are informed that their child’s achievement will be measured based on modified achievement standards.</p> <p><b>Implications for Graduation Must be Considered:</b> Not precluded from attempting to complete course requirements, as defined by the State, for a regular high school diploma.</p>
Connecticut	X	X	<p><b>Parent Notification Required:</b> Since parents are a part of the IEP team, they must be part of the decision making process. Additionally, they must be fully informed that their child’s progress will be measured based on modified academic achievement standards. This is met through documentation of prior written notice, as well as the IEP page that addresses statewide assessments.</p> <p><b>Implications for Graduation Must be Considered:</b> Students who take the CMT/CAPT (MAS) are not precluded from attempting to complete the requirements for a regular high school diploma.</p>
Kansas			
Louisiana	X	X	<p><b>Parent Notification Required and Implications for Graduation Must be Considered:</b> If my child is eligible for and participates in LEAP Alternate Assessment, Level 2, my initials indicate I understand the statements below:</p> <ul style="list-style-type: none"> <li>• Testing in LAA 2 means my child is performing below grade level. If my child continues to perform below grade level, it is highly unlikely that he or she will earn a standard high school diploma. I am aware that in order for my child to receive a standard high school diploma, my child must participate in and pass the required components of the Graduation Exit Examination (GEE) and earn the necessary 23 Carnegie Units.</li> <li>• The decision for LAA 2 is an IEP team decision based on the needs of the student.</li> <li>• If my child participates in LAA 2, he or she will be eligible to receive a Certificate of Achievement. My child may earn Carnegie Units when appropriate.</li> <li>• My child is eligible to participate in the Pre-GED/ Skills Option Program based on eligibility criteria.</li> </ul>

State	Parent Notification Required	Implications for Graduation Must be Considered	Specification/Description
Maryland	X	X	<p><b>Parent Notification Required:</b> If the parent does not attend the meeting and sign the form, there should be documentation of parent notification and informed consent for the meeting along with documentation of notification of the decisions of the IEP team.</p> <p><b>Implications for Graduation Must be Considered:</b> Students pursuing the Mod MSA/Mod HAS are not precluded from completing the requirements for the regular high school diploma.</p>
North Carolina	X		<p><b>Parent Notification Required:</b> Parents of these students, as part of the IEP team and as participants in the IEP process, are to be informed that their child's achievement will be measured (specific subjects) based on modified academic achievement standards.</p>
North Dakota	X		<p><b>Parent Notification Required:</b> Parents should be kept informed. The <i>Students with Disabilities and the North Dakota State Assessments</i> parent brochure should be handed out to parents and educators at every student's annual IEP meeting.</p>
Oklahoma			
Texas			
Total	6	4	

**Table A-5. AA-MAS Participation Criteria**

Criteria	State									No. of States
	CA	CT	KS	LA	MD	NC	ND	OK	TX	
Has IEP	X	X	X	X	X	X	X	X	X	9
Learning grade-level content	X	X			X	X	X	X*	X	7
Previous performance on multiple measures	X	X*			X*	X*	X*	X	X*	7
Cannot demonstrate knowledge on regular assessment even with provision of accommodations	X	X*	X*		X		X*		X	6
Not based on disability category label	X*	X*	X	X				X	X	6
Not progressing at rate expected to reach grade level proficiency within school year covered by IEP	X	X*			X	X	X*		X	6
IEP includes goals based on grade-level content standards	X	X*			X	X	X*			5
Receives accommodations during classroom instruction		X*		X*	X			X*	X*	5
Receives specialized/individualized instruction	X*	X	X*		X*		X*			5
Not due to excessive absences, social, cultural, language, economic, or environmental factors	X*	X*	X*					X*		4
Not receiving instruction based on extended or alternate standards or not eligible to take AA-AAS		X	X		X	X				4
Previous performance on state assessment	X*			X*	X*			X*		4
Not based on placement setting				X				X	X	3
Does not have a significant cognitive disability		X			X	X				3
Performance multiple years behind grade level expectations			X	X*						2
Other Criteria (See Table A-6 for Specifications)	X*	X*	X*	X*	X*	X*	X*	X*	X*	9

\*See Table A-6 for additional information about these criteria.

**Table A-6. Specifications and Descriptions of Participation Criteria**

State	Specifications and Descriptions
California	<p><b>Not based on disability category label:</b> Not based solely on the student’s disability (i.e., deafness/blindness, visual, auditory and or motor disabilities) but rather the students’ inability to appropriately demonstrate his or her knowledge on the California content standards through the CST.</p> <p><b>Receives specialized/individualized instruction:</b> Grade-level instruction, including special education and related services designed to address the student’s individual needs.</p> <p><b>Not due to excessive absences, social, cultural, language, economic, or environmental factors:</b> The decision to participate in the CMA is not based on excessive or extended absences; The decision to participate in the CMA is not based on language, culture, or economic influences.</p> <p><b>Previous performance on state assessment:</b> The student shall have taken the California Standards Test (CST) in a previous year and scored Below Basic or Far Below Basic in the subject area being assessed by the CMA and may have taken the CST with modifications. Previous participation in the California Alternate Assessment (CAPA) shall not preclude a student from participation in the CMA. The student shall have taken the CAPA Level 2-5 in two previous years and received a performance level of either Proficient or Advanced.</p> <p><b>Other:</b> The decision to participate in the CMA is not based on the amount of time the student is receiving special education services.</p>
Connecticut	<p><b>Previous performance on multiple measures.</b> The IEP team must look at data from multiple, valid measures of the student’s progress over time. Such examples may include, but are not limited to how a student scored on statewide assessments in the past, as well as district, school, or grade level assessments.</p> <p><b>Cannot demonstrate knowledge on regular assessment even with provision of accommodations:</b> The IEP team should consider whether or not the student may participate in the standard CMT/CAPT with appropriate accommodations, including assistive technology, and has exhausted these options.</p> <p><b>Not based on disability category label:</b> Eligible students may have a disability in any disability category: autism, deaf-blindness, emotional disturbance, hearing impairment, specific learning disability, intellectual disability, multiple disabilities, orthopedic impairment, speech and language impairment, traumatic brain injury, visual impairment, or other health impairment. Typically, but not always, you may find students in the following categories to be eligible: intellectual disability, autism, traumatic brain injury, or multiple disabilities; the disability category alone does not make a student eligible to take the CMT/CAPT (MAS).</p>

State	Specifications and Descriptions
Connecticut (cont.)	<p><b>Not progressing at rate expected to reach grade level proficiency within school year covered by IEP:</b> IEP team must be reasonably certain that while the student may make significant progress, despite receiving appropriate instruction including special education and related services that are specifically designed to address the student's individual needs, he/she is not likely to achieve grade level proficiency in the year covered by the IEP; student's disability precluded him/her from achieving grade-level proficiency at the same rate as his/her non-disabled peers.</p> <p><b>IEP includes goals based on grade-level content standards:</b> The IEP reflects curriculum and daily instruction that focuses on standards based goals in the areas of math, language arts, and/or science, particularly for the area in which the CMT/CAPT (MAS) will be taken. The IEP must reflect access to grade level curriculum. This is particularly true for students placed in private special education schools/facilities, residential, hospital or homebound placements; the IEP reflects how the student's progress in achieving standards based goals is to be documented and monitored.</p> <p><b>Receives accommodations during classroom instruction:</b> Student receives classroom accommodations that have also been used during state/district assessment.</p> <p><b>Not due to excessive absences, social, cultural, language, economic, or environmental factors:</b> Is the student's difficulty with regular curriculum demands primarily due to his/her disability and <u>not</u> due to excessive absences unrelated to the disability, or social, cultural, environmental, or economic factors?; students who are solely on a 504 plan, or who are English Language Learners (ELL) and are not on an IEP, are not eligible.</p> <p><b>Other:</b> Student receives classroom modifications; students placed in private special education schools/facilities, residential, hospital, or homebound placements are eligible to take the CMT/CAPT (MAS) based on the decision of the IEP team, if the student's IEP includes goals based on Connecticut's academic standards, also known as standards-based IEP.</p>



State	Specifications and Descriptions
Kansas	<p><b>Cannot demonstrate knowledge on regular assessment even with provision of accommodations:</b> Accommodations alone [on classroom assessments] do not allow the student to fully demonstrate knowledge.</p> <p><b>Receives specialized/individualized instruction.</b> Intensive individualized instruction; needs significant changes in the complexity and scope of the general standards to show progress in the curriculum; requires intensive specially designed instruction and requires intensive individualized supports and requires extensive instruction.</p> <p><b>Not due to excessive absences, social, cultural, language, economic, or environmental factors:</b> The decision to determine a student's eligibility to participate in the KAMM may <u>NOT RESULT PRIMARILY</u> from: excessive or extended absence, any specific <u>categorical</u> label nor social, cultural, or economic differences.</p> <p><b>Other:</b> Needs significant changes in the complexity and scope of the general standards to show progress in the curriculum; despite the provision of research based interventions, the student is not progressing at the rate expected for grade level; needs supports to significantly reduce the complexity or breadth of classroom assessment items; requires differentiated content for classroom assessment and needs to show what they know differently and accommodations alone do not allow the student to fully demonstrate knowledge.</p>
Louisiana	<p><b>Receives accommodations during classroom instruction:</b> The Local Education Agency (LEA) is required to provide the student with accommodations and modifications to ensure the student progresses towards meeting his or her IEP goals and objectives related to the general education curriculum.</p> <p><b>Previous performance on state assessment:</b> Scored at the Unsatisfactory level in English language arts and/or mathematics on the previous year's LEAP/iLEAP/GEE or participated in LAA1 or LAA2.</p> <p><b>Performance multiple years behind grade level expectations:</b> Student's IEP reflects a functioning grade level in English language arts (including reading) at least three (3) grade levels below the actual grade level in which he or she is enrolled.</p> <p><b>Other:</b> The student's program is predominantly academic in nature, and may include application of academic content across environments to ensure generalization of skills; Decision to test student in LAA2 may not be determined administratively.</p>

State	Specifications and Descriptions
Maryland	<p><b>Previous performance on multiple measures:</b> The student must demonstrate that he/she cannot attain proficiency on the actual grade level MSA (each of the subjects of the HSA series), even with the provision of accommodations based on documented multiple valid and objective measures of student’s progress (or lack of progress). Examples include the State assessments, district wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.</p> <p><b>Receives specialized/individualized instruction:</b> Student has had consecutive years of individualized intensive academic instruction intervention in Reading and/or Mathematics and/or Science consistent with his/her IEP, and although progress toward grade level standards was made, he/she is not yet making progress at grade level.</p> <p><b>Previous performance on state assessment:</b> For Mod-HSA, IEP Decision-making Process Eligibility Tool asks for documentation of MSA and HSA performance.</p> <p><b>Other:</b> Student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards for the student’s grade-level during assessments and instruction. In addition, specific accommodations implemented in these instructional and assessment settings may include: test items are less complex, fewer and shorter reading passages, shorter or less difficult; student has been provided with supplementary aids and services that are necessary for the student to advance towards attaining his/her annual goals, to be involved and make progress in the general curriculum.</p>
North Carolina	<p><b>Previous performance on multiple measures:</b> Student’s disability has precluded the student from achieving grade-level proficiency as demonstrated by <u>objective evidence</u> (e.g., results from standardized state tests, IQ tests, achievement tests, aptitude tests, and psychological evaluations). It is the expectation that more than one objective measures would be used to assist in the evaluation of a student’s placement; Grade 3 students whose IEP teams feel that NCEXTEND2 is the appropriate assessment for the spring end of grade testing should participate in the general administration of the Pretest—Grade 3.</p> <p><b>Other:</b> Eligibility criteria for the NCEXTEND2 OCS (Occupational Mathematics I, Occupational English I (reading), Life Skills Science I and II, and the OCS writing assessment at Grade 10) the eligibility criteria indicate that the student’s IEP include goals that are based on course content standards and provide for monitoring of student’s progress in achieving goals; and for the NCEXTEND2 OCS in writing, the student is assigned to grade 10 according to the student information management system (e.g., SIMS/NC WISE) and is following the Occupational Course of Study (OCS); the student DOES NOT have a current 504 plan; the student, if identified as limited English proficient (LEP), must also have a current IEP; the nature of the student’s disability may require assessments that are different in design.</p>

State	Specifications and Descriptions
North Dakota	<p><b>Previous performance on multiple measures:</b> Other data that supports the need for “modified achievement standards” such as performance on achievement tests, classroom tests, and other pertinent information.</p> <p><b>Cannot demonstrate knowledge on regular assessment even with provision of accommodations:</b> The student’s curriculum is so individualized that the NDSA (even with accommodations) will not reflect what the student is being taught.</p> <p><b>Not progressing at rate expected to reach grade level proficiency within school year covered by IEP:</b> Has persistent learning difficulties prohibiting him/her from making grade-level achievement in one year.</p> <p><b>IEP includes goals based on grade-level content standards:</b> It is recommended that students that participate in the NDAA2 have standards based IEPs (at the appropriate level) that allow the IEP team to work on academic standards prior to assessment.</p> <p><b>Receives specialized/individualized instruction:</b> The students’ curriculum is so individualized that the general assessment will not reflect what the student is being taught (even with accommodations).</p> <p><b>Other:</b> If student receives instruction mainly in the general education curriculum, IEP team is encouraged to consider placing student in regular assessment; if student requires accommodations in order to successfully access the general education curriculum and/or daily assessment IEP team is encouraged to consider placing student in regular assessment with accommodations; the student’s cognitive ability and adaptive behavior do not prevent completion of all or part of the general education curriculum; if the IEP team is not sure that the student meets all of the criteria, but is sure that both NDAA 1 and the NDSA (e.g., the AA-AAS and the regular assessment) are not appropriate for the student, then the IEP team must make the decision on which option is best for the student by using their best professional judgment.</p>
Oklahoma	<p><b>Learning grade level content:</b> IEP reflects curriculum and daily instruction that focus on modified goals and objectives (modified achievement standards) that are on grade level.</p> <p><b>Receives accommodations during classroom instruction:</b> The Local Education Agency (LEA) is required to provide the student with accommodations and modifications to ensure the student progresses towards meeting his or her IEP goals and short-term objectives related to the general education curriculum.</p> <p><b>Not due to excessive absences, social, cultural, language, economic, or environmental factors:</b> Not due to excessive absences unrelated to the disability, or social, cultural, environmental, or economics factors.</p> <p><b>Previous performance on state assessment:</b> The student scored at the Unsatisfactory Level on the previous year’s Oklahoma Core Curriculum Test (OCCT). When OCCT scores from previous years are not available (e.g., Grade 3), the IEP team may substitute scores equivalent to unsatisfactory from local assessments to identify student.</p> <p><b>Other:</b> Student’s disability results in substantial academic difficulties; decision shall not be based on the amount of time the student receives services in special education.</p>

State	Specifications and Descriptions
Texas	<p><b>Previous performance on multiple measures.</b> May include, but are not limited to, state-developed assessments, informal and formal classroom assessments, norm-referenced tests, and criterion-referenced tests.</p> <p><b>Receives accommodations during classroom instruction:</b> Every student should have an IEP that reflects access to grade-level TEKS, including documentation of the modifications and/or accommodations that the student needs during classroom instruction and assessment. Modifications are practices and procedures that change the nature of the task or target skill while accommodations are intended to reduce or even eliminate the effects of a student’s disability but do not reduce learning expectations.</p> <p><b>Other:</b> Requires an alternate form of TAKS which is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS; the student routinely receives modifications to the grade-level curriculum that more closely resemble those offered on TAK-M. This may include, but is not limited to, reduced number of items, and answer choices or simpler vocabulary and sentence structure; meets some but not all of the participation criteria of TAKS-Alternate (e.g., the AA-AAS in Texas); an example of a students who meets some but not all of the participation criteria for TAKS-ALT may include but is not limited to the following: a student may require supports to access the general curriculum and/or require direct, intensive, individualized instruction over a period of time to ensure that he or she learns and retains grade-level content; Not determined administratively, but rather by ARD committee.</p>



## Appendix B: State Documents Used in Analysis

State documents used in the analysis of states' criteria for participation in an alternate assessment based on modified academic achievement standards are listed below. These documents were downloaded from state Web sites in June 2008.

State	Documents
California	<p>California Department of Education (November 16, 2007). <i>CMA participation criteria and definition of terms</i>. Sacramento, California. Retrieved from: <a href="http://www.cde.ca.gov/ta/tg/sr/participcriteria.asp">http://www.cde.ca.gov/ta/tg/sr/participcriteria.asp</a></p> <p>California Department of Education (February 25, 2008). <i>CMA participation criteria for science</i>. Retrieved from: <a href="http://www.cde.ca.gov/ta/tg/sr/participcrisci.asp">http://www.cde.ca.gov/ta/tg/sr/participcrisci.asp</a></p>
Connecticut	<p>Connecticut Department of Education. (April 10, 2008). <i>Connecticut's CMT/CAPT based on Modified Achievement Standards (MAS) Participation for students with disabilities IEP team guidance – Preliminary</i>. Hartford, Connecticut: author. Retrieved from: <a href="http://www.csde.state.ct.us/public/cedar/assessment/mas/resources/EligCrit.pdf">http://www.csde.state.ct.us/public/cedar/assessment/mas/resources/EligCrit.pdf</a></p>
Kansas	<p>Kansas Department of Education. (August 23, 2006). <i>KAMM eligibility criteria</i>. Topeka, Kansas: author. Retrieved from: <a href="http://www.kansped.org/ksde/assmts/kamm/Eligibility.pdf">http://www.kansped.org/ksde/assmts/kamm/Eligibility.pdf</a></p> <p>Kansas Department of Education. (August 23, 2006). <i>Statewide assessments: Participation for students with disabilities—IEP team decision flowchart</i>. Topeka, Kansas: author. Retrieved from: <a href="http://www.kansped.org/ksde/assmts/kamm/Eligibility.pdf">http://www.kansped.org/ksde/assmts/kamm/Eligibility.pdf</a></p>
Louisiana	<p>Louisiana Department of Education. (October 17, 2006). <i>LEAP Alternate Assessment, Level 2 (LAA 2) participation criteria for grades 4-11</i>. Baton Rouge, Louisiana: Author. Retrieved from: <a href="http://doe.louisiana.gov/lde/saa/2221.html">http://doe.louisiana.gov/lde/saa/2221.html</a></p>
Maryland	<p>Maryland Department of Education. (June 17, 2008). <i>Criteria for identifying students with disabilities for participation in a Mod-MSA</i>. Baltimore, Maryland: Author. Retrieved from: <a href="http://www.marylandpublicschools.org/NR/rdonlyres/DB0483F2-76AC-40BA-A702-E1CF92BE3B1D/17109/CriteriaforIdentifyingStudentswithDisabilitiesforP.pdf">http://www.marylandpublicschools.org/NR/rdonlyres/DB0483F2-76AC-40BA-A702-E1CF92BE3B1D/17109/CriteriaforIdentifyingStudentswithDisabilitiesforP.pdf</a></p> <p>Maryland Department of Education. (June 17, 2008). <i>Criteria for identifying students with disabilities for participation in a Mod-HSA</i>. Baltimore, Maryland: Author. Retrieved from: <a href="http://www.marylandpublicschools.org/NR/rdonlyres/DB0483F2-76AC-40BA-A702-E1CF92BE3B1D/17109/CriteriaforIdentifyingStudentswithDisabilitiesforP.pdf">http://www.marylandpublicschools.org/NR/rdonlyres/DB0483F2-76AC-40BA-A702-E1CF92BE3B1D/17109/CriteriaforIdentifyingStudentswithDisabilitiesforP.pdf</a></p> <p>Maryland Department of Education. (June 17, 2008). <i>Mod-MSA: Appendix A: IEP team decision-making process eligibility tool</i>. Baltimore, Maryland: Author. Retrieved from: <a href="http://www.marylandpublicschools.org/NR/rdonlyres/DB0483F2-76AC-40BA-A702-E1CF92BE3B1D/17114/ModMSAAppendixAIEPTeamDecisionMakingProcessEligibi.pdf">http://www.marylandpublicschools.org/NR/rdonlyres/DB0483F2-76AC-40BA-A702-E1CF92BE3B1D/17114/ModMSAAppendixAIEPTeamDecisionMakingProcessEligibi.pdf</a></p>

Maryland (cont.)	Maryland Department of Education. (June 17, 2008). <i>Mod-MSA: Appendix B: IEP team decision-making process eligibility tool</i> . Baltimore, Maryland: Author. Retrieved from: <a href="http://www.marylandpublicschools.org/NR/rdonlyres/DB0483F2-76AC-40BA-A702-E1CF92BE3B1D/17116/ModHSAAppendixBIEPTeamDecisionMakingProcessEligibi.pdf">http://www.marylandpublicschools.org/NR/rdonlyres/DB0483F2-76AC-40BA-A702-E1CF92BE3B1D/17116/ModHSAAppendixBIEPTeamDecisionMakingProcessEligibi.pdf</a>
North Carolina	North Carolina Department of Public Instruction. (April 2008). <i>North Carolina testing program: Supplement (Section E: Alternate Assessments and Section F: Appendix)</i> . Raleigh, NC: Division of Accountability. Retrieved from: <a href="http://www.ncpublicschools.org/docs/accountability/policyoperations/0708tswdsupplement.pdf">http://www.ncpublicschools.org/docs/accountability/policyoperations/0708tswdsupplement.pdf</a>
North Dakota	<p>North Dakota Department of Education. (September 18, 2007). <i>Comparison of NDAA-1 and NDAA-2</i>. Bismarck, North Dakota: Author. Retrieved from: <a href="http://www.dpi.state.nd.us/speced/resource/alternate/comparison.pdf">http://www.dpi.state.nd.us/speced/resource/alternate/comparison.pdf</a></p> <p>North Dakota Department of Education. (March 24, 2008). <i>Assessment flowchart for IEP decisions</i>. Bismarck, North Dakota: Author. Retrieved from: <a href="http://www.dpi.state.nd.us/speced/resource/alternate/IEPflowchart.pdf">http://www.dpi.state.nd.us/speced/resource/alternate/IEPflowchart.pdf</a></p> <p>North Dakota Department of Education. (September, 2007). <i>Students with disabilities and the North Dakota state assessments: Information for parents and educators</i>. Bismarck, North Dakota: Author. Retrieved from: <a href="http://www.dpi.state.nd.us/speced/resource/alternate/brochure.pdf">http://www.dpi.state.nd.us/speced/resource/alternate/brochure.pdf</a></p>
Oklahoma	Oklahoma Department of Education. (2006). <i>Criteria checklist for assessing students with disabilities on state assessments</i> . Oklahoma City, Oklahoma: Author. Retrieved from: <a href="http://www.sde.state.ok.us/AcctAssess/pdf/OMAAP/Criteria_Check.pdf">http://www.sde.state.ok.us/AcctAssess/pdf/OMAAP/Criteria_Check.pdf</a>
Texas	<p>Texas Education Agency. (August 24, 2007). <i>Texas assessment of knowledge and skills-modified (TAKS-M): Participation requirements for TAKS-M</i>. Austin, Texas: Author. Retrieved from: <a href="http://www.tea.state.tx.us/student.assessment/resources/taksm/TAKS_M_Participation_requirements.pdf">http://www.tea.state.tx.us/student.assessment/resources/taksm/TAKS_M_Participation_requirements.pdf</a></p> <p>Texas Education Agency. (August 24, 2007). <i>Texas assessment of knowledge and skills-modified (TAKS-M): Descriptors for the participation requirements for TAKS-M</i>. Austin, Texas: Author. <a href="http://www.tea.state.tx.us/student.assessment/resources/taksm/TAKS_M_part_requir_with_descriptors.pdf">http://www.tea.state.tx.us/student.assessment/resources/taksm/TAKS_M_part_requir_with_descriptors.pdf</a></p>

# CALIFORNIA



# CMA Participation Criteria and Definition of Terms

California Modified Assessment Participation Criteria and Definition of Terms.

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## California Modified Assessment Participation Criteria

These criteria for guiding individualized education program (IEP) teams in making decisions about which students with disabilities should participate in the California Modified Assessment (CMA) are based, in part, on Title 34 of the Code of Federal Regulations, Part 200—Title I—Improving the Academic Achievement of the Disadvantaged.

### 1. Previous Participation

#### CST

The student shall have taken the California Standards Test (CST) in a previous year and scored Below Basic or Far Below Basic in the subject area being assessed by the CMA and may have taken the CST with modifications.

#### CAPA

Previous participation in the California Alternate Performance Assessment (CAPA) shall not preclude a student from participation in the CMA.

- The student shall have taken the CAPA Level 2–5 in two previous years and received a performance level of either Proficient or Advanced

*Note: The student shall not be allowed to take both the CAPA and CMA. Students shall take either:*

– CAPA in all subject areas;

– CST in all subject areas;

– CMA in all subject areas; or

– a combination of CST and CMA in the subject areas being assessed.

### 2. Progress Based On Multiple Measures and Objective Evidence

The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by such objective evidence as the student's performance on the CST and other assessments that can validly document academic achievement within the year covered by the student's IEP plan. The determination of the student's progress must be based on multiple measurements, over a period of time that are valid for the subjects being assessed.

- The student will not receive a proficient score on the CST (even with provision of accommodations) based on evidence from multiple, valid, and objective measures of student progress (or lack of progress)

### 3. Response To Appropriate Instruction

The student's progress to date in response to appropriate grade-level instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP plan.

- The student who is assessed with the CMA has access to the curriculum, including instruction and materials for the grade in which the

student is enrolled

- The student's IEP plan includes grade-level California content standards-based goals and support in the classroom for a subject or subjects assessed by the CMA.
- The student has received special education and related services to support access to and progress in the general curriculum in which the student is enrolled
- The IEP team has determined that the student will not achieve grade-level proficiency even with instructional intervention

#### 4. High School Diploma

The student who takes alternate assessments based on modified academic achievement standards is not precluded from attempting to complete requirements, as defined by the State, for a regular high school diploma.

*Note: Students must continue to meet the California High School Exit Examination (CAHSEE) requirement in order to receive a diploma from a California public high school.*

#### 5. Parents Are Informed

Parents of the students selected to be assessed with the CMA are informed that their child's achievement will be measured based on modified achievement standards.

*Note: The test, while based on grade level content, is less rigorous than the CST.*

### California Modified Assessment Additional Decision Making Considerations for CMA

1. The decision to participate in the CMA is *not* based on the amount of time the student is receiving special education services.
2. The decision to participate in the CMA is *not* based on excessive or extended absences.
3. The decision to participate in the CMA is *not* based on language, culture, or economic differences.
4. The decision to participate in the CMA is *not* based solely on the student's disability (i.e., deafness/blindness, visual, auditory and or motor disabilities) but rather the student's inability to appropriately demonstrate his or her knowledge on the California content standards through the CST.
5. The decision to use the CMA is an IEP team decision based on student needs.

### California Modified Assessment Definition of Terms

**CAPA** is designed to assess those students with significant cognitive disabilities who cannot participate in the CST or the CMA even with accommodations and/or modifications. The CDE developed CAPA to comply with the requirements of the No Child Left Behind Act of 2001. CAPA links directly to the California academic content standards at each grade level and accurately reflects the portions of the content standards from Kindergarten through high school that are accessible to students with significant cognitive disabilities. CAPA is given in grade spans (Levels I – V).

**CMA** is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. The CMA has been developed to provide more access so students can better demonstrate their knowledge of the California content standards. The CDE developed CMA to comply with the flexibility offered through the provisions of the No Child Left Behind Act of 2001.

**CST** in English-language arts, mathematics, science, and history-social science are administered only to students in California public schools. Except for a writing component that is administered as part of the grade four and seven English-language arts tests, all questions are multiple-choice. These tests were developed specifically to assess students' knowledge of the California content standards.

**California content standards** were adopted by the State Board of Education and specify what all California children are expected to know and be able to do in each grade or course.

**Goals** are those written by the IEP team, while not inclusive, for reading, writing, and mathematics and may include support for those areas in additional courses or study.

**Grade-level proficiency** refers to the student's level of knowledge and degree of mastery of the California Content Standards for the subjects being assessed.

This grade-level proficiency should not be confused with the STAR Performance Levels as reported on the STAR student report

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**Objective evidence** is the most recent data available for the student's performance on the California Standards Test (CST), CAPA, or CMA and locally used assessments and/or assignments, whether used for placement, diagnosis or to track student progress throughout the year.

**Modified academic achievement standards** are used to measure the students achievement on the California Modified Assessment; are aligned to the California content standards, but less difficult than the grade-level academic achievement standards; and are developed through a validated standard setting process.

**Multiple Measures** are various assessments and/or instruments, including STAR program assessments, as well as locally used assessments and/or assignments, whether used for placement, diagnosis or to track student progress throughout the year.

**Valid** refers to the degree to which evidence and theory support the intended purpose of the test and the interpretation of test scores for the subjects being assessed.

**Questions: Standardized Testing and Reporting Program | [STAR@cde.ca.gov](mailto:STAR@cde.ca.gov) | 916-445-8765**

Last Reviewed: Friday, November 16, 2007

# CMA Participation Criteria for Science

California Modified Assessment Participation Criteria for Science.

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In November 2007, the State Board of Education (SBE) adopted the California Modified Assessment (CMA) Participation Criteria. The CMA Participation Criteria provides individualized education program (IEP) teams the necessary criteria to make decisions about which students should participate in the CMA and are based, in part, on Title 34 of the Code of Federal Regulations, Part 200—Title I—Improving the Academic Achievement of the Disadvantaged.

**CMA Participation Criteria Section 1. Previous Participation** of the SBE-approved participation criteria states:

## 1. Previous Participation

### CST

The student shall have taken the California Standards Test (CST) in a previous year and scored Below Basic or Far Below Basic in the subject area being assessed by the CMA and may have taken the CST with modifications.

### CAPA

Previous participation in the California Alternate Performance Assessment (CAPA) shall not preclude a student from participation in the CMA.

- The student shall have taken the CAPA Level 2–5 in two previous years and received a performance level of either Proficient or Advanced

*Note: The student shall not be allowed to take both the CAPA and CMA. Students shall take either:*

- CAPA in all subject areas;
- CST in all subject areas;
- CMA in all subject areas; or
- a combination of CST and CMA in the subject areas being assessed.

Since the science assessments are not given prior to grade five, a student may fill the first participation criterion if the student:

- has taken the California Standards Test (CST) in a previous year, and
- scored Below Basic or Far Below Basic in English-language arts (ELA) or mathematics, and may have taken the CST with accommodations and/or modifications.

**CMA Participation Criteria Section 3. Response to Appropriate Instruction** of the SBE-approved participation criteria states:

## 3. Response To Appropriate Instruction

The student's progress to date in response to appropriate grade-level instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP plan.

- The student who is assessed with the CMA has access to the curriculum, including instruction and materials for the grade in which the student is enrolled.

- The student's IEP plan includes grade-level California content standards-based goals and support in the classroom for a subject or subjects assessed by the CMA.
- The student has received special education and related services to support access to and progress in the general curriculum in which the student is enrolled.
- The IEP team has determined that the student will not achieve grade-level proficiency even with instructional intervention.

The participation criteria requirement (above) that an IEP include "grade-level California content standards-based goals and supports in the classroom for a subject or subjects assessed by the CMA" has caused confusion for IEP teams.

Traditionally, IEP goals address English-language arts, math, and prerequisite skills. Other content areas are usually addressed by related goals, supports and related services. Science for example, might be addressed by having a goal for vocabulary development that can support the student learning science vocabulary, and in the science classroom, can aid the student in gaining access to the science curriculum.

**Questions: Standardized Testing and Reporting Program | [STAR@cde.ca.gov](mailto:STAR@cde.ca.gov) | 916-445-8765**

Last Reviewed: Monday, February 25, 2008

# CONNECTICUT

**Connecticut's CMT/CAPT  
based on  
Modified Achievement Standards (MAS)  
Participation for Students with Disabilities  
IEP Team Guidance - Preliminary**

In April, 2007 the US Department of Education announced an option for states to develop and administer an alternate statewide assessment based on modified academic achievement standards (MAS) for students with disabilities. In Connecticut, this assessment is known as the CMT (MAS) or CAPT (MAS). The CMT/CAPT (MAS) for students with disabilities is intended to evaluate individual learning needs and reveal results that more accurately reflect students' academic progress, while also guiding instruction based on these students' needs. Connecticut's alternate assessment, known as the CMT or CAPT Skills Checklist, may be appropriate for students with the most significant cognitive disabilities, yet there is a small group of students whose disability does not allow them to achieve grade level proficiency at the same rate as their nondisabled peers. Neither the CMT/CAPT Skills Checklist nor the standard CMT/CAPT with or without accommodations may be appropriate for these students as they do not provide a suitable assessment of what these students know and can do. Therefore, they may be considered for the CMT/CAPT (MAS).

**Who is eligible to take the CMT/CAPT (MAS)?**

1. Students with a disability who are on an active IEP are eligible to take the CMT/CAPT (MAS). Students who are solely on a 504 plan, or who are English Language Learners (ELL) and are not on an IEP, are not eligible.
2. Eligible students may have a disability in any disability category: autism, deaf-blindness, emotional disturbance, hearing impairment, specific learning disability, intellectual disability, multiple disabilities, orthopedic impairment, speech and language impairment, traumatic brain injury, visual impairment, or other health impairment. Typically, but not always, you may find students in the following categories to be eligible: intellectual disability, autism, traumatic brain injury, or multiple disabilities.
3. It is the decision of the IEP team to determine whether or not a student with a disability should be assessed with the CMT/CAPT (MAS).
4. Students placed in private special education schools/facilities, residential, hospital or homebound placements are eligible to take the CMT/CAPT (MAS), based on the decision of the IEP team, if the student's IEP includes goals based on Connecticut's academic standards, also known as a standards-based IEP.

**What must the IEP Team consider in determining whether or not a student should take the CMT/CAPT (MAS)?**

1. There should be evidence that the student's disability currently prevents them from reaching grade level proficiency. This means the IEP team must look at data from multiple, valid measures of the student's progress over time. Such examples may include, but are not limited to how a student scored on statewide assessments in the past, as well as district, school, or grade level assessments. The disability category alone does not make a student eligible to take the CMT/CAPT (MAS).
2. The IEP team must be reasonably certain that while the student may make significant progress, despite receiving appropriate instruction including special education and related services that are specifically designed to address the student's individual needs, he/she is not likely to achieve *grade level* proficiency in the year covered by the IEP.
3. The IEP team should consider whether or not the student may participate in the standard CMT/CAPT with appropriate accommodations, including assistive technology, and has exhausted these options.

**What is required to ensure the student's IEP is appropriate and supports participation in the CMT/CAPT (MAS)?**

1. The IEP must document goals that address the skills specified in the content standards for the grade in which the student is enrolled. These are also known as standards-based IEPs, in which the IEP goals are aligned to the state content standards.
2. The IEP reflects curriculum and daily instruction that focuses on standards based goals in the areas of math, language arts, and/or science, particularly for the area in which the CMT/CAPT (MAS) will be taken.
3. The IEP must reflect access to grade level curriculum. This is particularly true for students placed in private special education schools/facilities, residential, hospital or homebound placements.
4. The IEP reflects how the student's progress in achieving standards based goals is to be documented and monitored.
5. Participation in the CMT/CAPT (MAS) must be an IEP team decision. Since parents are a part of the IEP team, they must be part of the decision making process. Additionally, they must be fully informed that their child's progress will be measured based on modified academic achievement standards. This



## CONNECTICUT

is met through documentation of prior written notice, as well as the IEP page that addresses statewide assessments.

6. Students who take the CMT/CAPT (MAS) are not precluded from attempting to complete the requirements for a regular high school diploma.

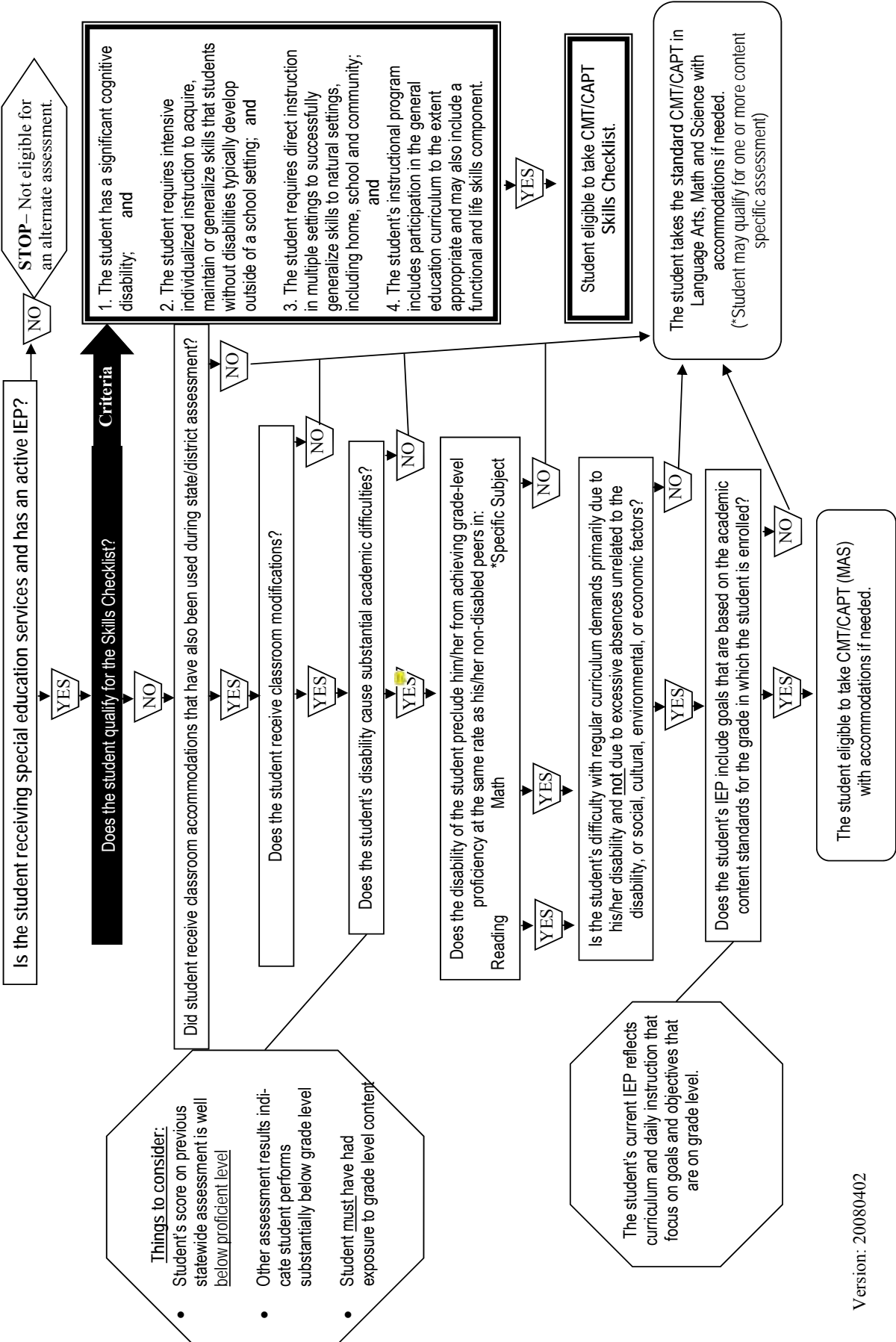
### **What is a modified academic achievement standard?**

A modified academic achievement standard is an expectation of performance that is challenging, but may be less difficult than a grade-level academic achievement standard. Academic *achievement* standards are modified, not the *content* standards. A modified academic achievement standard is aligned with the state's content standards and describes the level of achievement which has been modified from the original academic achievement standard.

The Department does not have modified academic achievement standards. They are developed on an individual student basis through IEP teams, according to each student's needs and abilities.

# Connecticut Alternate Assessment- CMT/CAPT (Modified Assessment System—MAS) & Skills Checklist Participation for Students with Disabilities

IEP Team Decision Flowchart (Click on [link](#) for more information)



**Things to consider:**

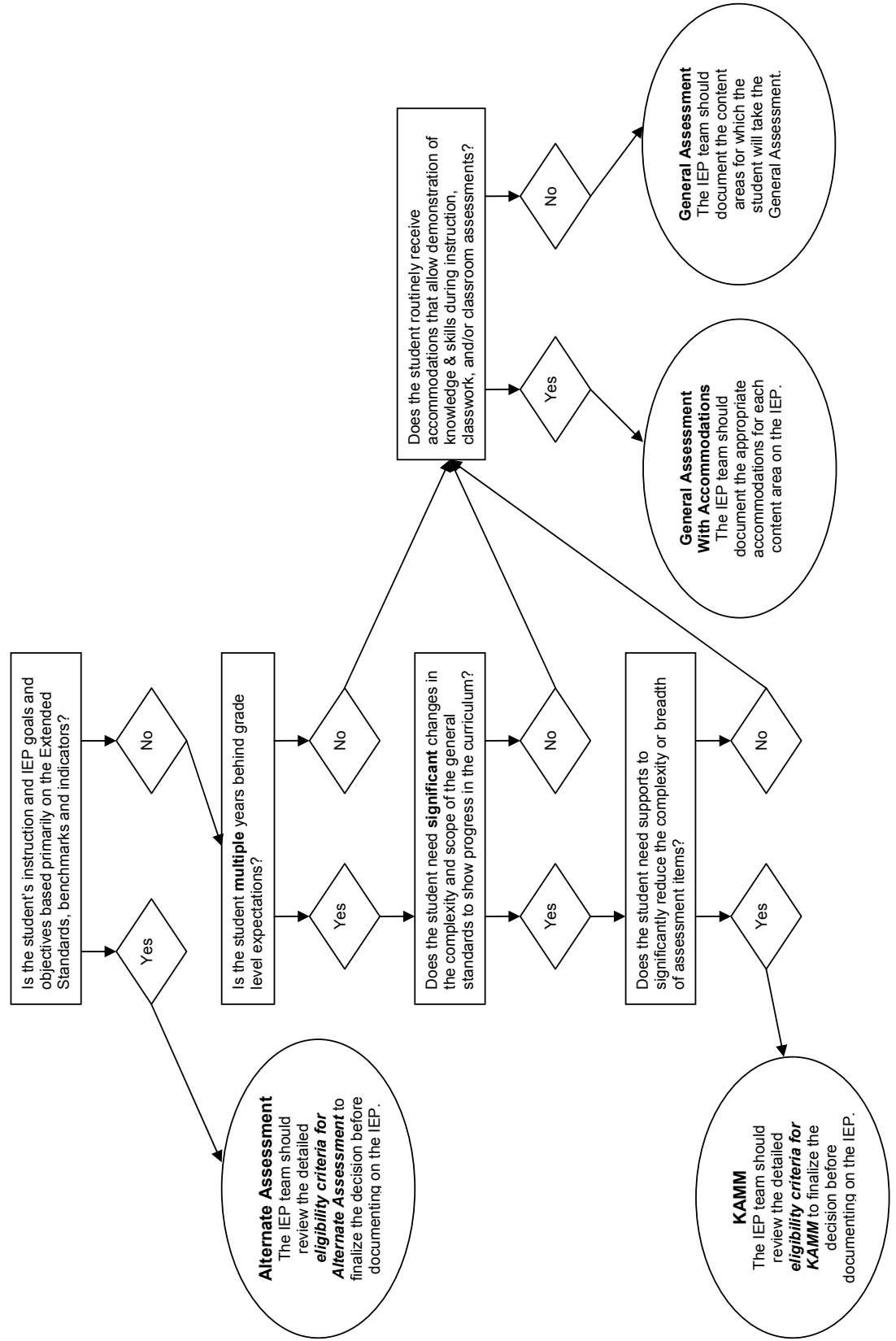
- Student's score on previous statewide assessment is well below proficient level
- Other assessment results indicate student performs substantially below grade level
- Student must have had exposure to grade level content

The student's current IEP reflects curriculum and daily instruction that focus on goals and objectives that are on grade level.



# KANSAS

# Statewide Assessments Participation for Students with Disabilities IEP Team Decision Flowchart



KANSAS  
**KAMM Eligibility Criteria**

**Required components:**

1. The student has a current IEP.
2. Student is not eligible for the alternate assessment in the content area being considered. (Eligibility must be determined for each content area separately.)
3. The decision to determine a student’s eligibility to participate in the KAMM may **NOT RESULT PRIMARILY** from: excessive or extended absence, any specific category label nor social, cultural, or economic differences.

<b>Criteria</b>	<b>Examples</b>
<p><b>All criteria must be met to identify a student as eligible for participation in the KAMM.</b></p> <p style="text-align: center;"><i>Supporting evidence for meeting these criteria (Data)</i></p>	
<p><b>Intensive Individualized Instruction</b> Does the student need <b>significant</b> changes in the complexity and scope of the general standards to show progress in the curriculum?</p>	
Requires intensive specially designed instruction AND	<i>Planning/implementing of differentiated instruction to meet the individual needs of the student. For example: modifications, materials used, visual supports</i>
Requires intensive individualized supports AND	<i>Learning supported by adult assistance, providing frequent and structured prompting and cueing, or may use assistive technology</i>
Requires extensive instruction AND	<i>Extended learning time including increased frequency and duration of instruction and practice</i>
<p><b>Classroom Assessment</b> Does the student need supports to significantly reduce the complexity or breadth of assessment items?</p>	
Requires differentiated content for classroom assessment AND	<i>Student receives modified classroom assessments on a routine basis</i>
Needs to show what they know differently AND	<i>Assistive technology, oral presentation instead of a written response, performance assessment</i>
Accommodations alone do not allow the student to fully demonstrate knowledge AND	<i>Documented accommodations have been insufficient</i>
<p><b>Student Performance</b> Is the student <b>multiple</b> years behind grade level expectations?</p>	
Consistently requires instruction in pre-requisite skills to the grade level indicators being assessed AND	<i>Evidence shows the student’s instructional level in the scope and sequence of the content standards is at a pre-requisite level</i>
Despite the provision of research based interventions, the student is not progressing at the rate expected for grade level AND	<i>Evidence shows the use of research based interventions and data for monitoring progress</i>
Student classroom achievement and performance is significantly below grade level peers	<i>The preponderance of the above evidence and data indicates that the student is performing significantly below their peer group. (It was discussed that this could be approx. 2 standards deviations below the mean).</i>

**Eligibility Criteria for  
Students with Significant Cognitive Disabilities  
To participate in the  
Kansas Alternate Assessment**

- The student has an active Individual Education Plan and the present levels of educational performance data indicates that with regard to progress in the general curriculum area under consideration, the student is significantly delayed.

**AND**

- The student's learning objectives and expected outcomes in the academic area under consideration requires substantial adjustment to the general curriculum of that area. The student's learning objectives and expected outcomes in the area focus on functional application, as illustrated in the benchmarks, indicators, and clarifying examples within the Extended Standards.

**AND**

- The student primarily requires direct and extensive instruction in the academic area under consideration to acquire, maintain, generalize, and transfer the skills done in the naturally occurring settings of the student's life (such as school, vocational/career, community, recreation/leisure and home).

**AND**

- The student is presented with unique and significant challenges in demonstrating his or her knowledge and skills on any assessment available in the academic area under consideration.

The decision to determine a student's eligibility to participate in the alternate assessment may NOT RESULT PRIMARILY from:

- Excessive or extended absence
- Any specific categorical label
- Social, cultural, or economic difference
- Amount of time he/she receives special education services
- Achievement significantly lower than his or her same age peers

# LOUISIANA



## LEAP ALTERNATE ASSESSMENT, LEVEL 2 (LAA 2) PARTICIPATION CRITERIA for Grades 4-11

Student \_\_\_\_\_ DOB \_\_\_\_\_ State ID# \_\_\_\_\_ Grade Enrolled \_\_\_\_\_  
School \_\_\_\_\_ District \_\_\_\_\_

*This LEAP Alternate Assessment, Level 2 (LAA 2) policy, based on modified academic achievement standards, allows students with persistent academic disabilities who are served under the Individuals with Disabilities Education Improvement Act (IDEA) to participate in academic assessments that are sensitive to measuring progress in their learning.*

The Local Education Agency (LEA) is required to provide the student with

- LEAP remediation, and
- accommodations and modifications to ensure the student progresses towards meeting his or her IEP goals and objectives related to the general education curriculum.

**Circle “Agree” or “Disagree” for each item below.**

- |       |          |  |
|-------|----------|--|
| Agree | Disagree | The student scored at the <i>Unsatisfactory</i> level in English language arts <u>and/or</u> mathematics on the previous year’s LEAP/iLEAP/GEE <u>or</u> participated in LAA 1 or LAA 2.                                 |
| Agree | Disagree | The student’s IEP reflects a functioning grade level in English language arts (including reading) <u>and/or</u> mathematics at least three (3) grade levels below the actual grade level in which he or she is enrolled. |
| Agree | Disagree | The student’s instructional program is predominately academic in nature, and may include application of academic content across environments to ensure generalization of skills.   |
| Agree | Disagree | The decision to test the student in LAA 2 is <u>not</u> based on a disability category.  |
| Agree | Disagree | The decision to test the student in LAA 2 is <u>not</u> based on placement setting.  |
| Agree | Disagree | The decision to test the student in LAA 2 is <u>not</u> determined administratively.   |

**Note:** For the student with a disability to be eligible for LEAP Alternate Assessment, Level 2, the response to each statement above must be “Agree.”

**Parental Understanding:** If my child is eligible for and participates in LEAP Alternate Assessment, Level 2, my initials indicate I understand the statements below.

\_\_\_\_\_ Testing in LAA 2 means my child is performing below grade level. If my child continues to perform below grade level, it is highly unlikely that he or she will earn a standard high school diploma. I am aware that in order for my child to receive a standard high school diploma, my child must participate in and pass the required components of the Graduation Exit Examination (GEE) and earn the necessary 23 Carnegie Units.

\_\_\_\_\_ The decision for LAA 2 is an IEP team decision based on the needs of the student.

\_\_\_\_\_ If my child participates in LAA 2, he or she will be eligible to receive a Certificate of Achievement. My child may earn Carnegie Units when appropriate.

\_\_\_\_\_ My child is eligible to participate in the Pre-GED/Skills Option Program based on eligibility criteria.

**IEP Team Decision:** This form shall be attached to the student’s current IEP. This form must be completed annually. The assessment decision must be documented on the student’s IEP.

\_\_\_\_\_ is **eligible** for participation in LEAP Alternate Assessment, Level 2 and **will participate** in LAA 2.

\_\_\_\_\_ is **eligible** for participation in LEAP Alternate Assessment, Level 2 but **will not participate** in LAA 2.

\_\_\_\_\_ is **not eligible** for participation in LEAP Alternate Assessment, Level 2.

Approved BESE \_\_\_\_\_

Copies must be provided to teacher(s), parent, and central office.

10/17/06

# MARYLAND

## **Criteria for Identifying Students with Disabilities for Participation In a Mod-MSA**

A student who would have been eligible for the Mod-MSA would be identified based on his/her individual evaluation information and the instructional and service information on his/her IEP. The student would be identified as appropriate for instruction and assessment using modified academic achievement standards aligned with the student's grade-level academic content standards. Students pursuing the Mod MSA are not precluded from completing the requirements for the regular high school diploma. The student would have been identified as meeting **each** of the following criteria:

- The student is learning based on the State's approved grade-level academic content standards for a grade for which the student is enrolled. There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.

**AND**

- The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards for the student's grade-level during assessments and instruction. In addition, specific accommodations implemented in these instructional and assessment settings may include: test items are less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.

**AND**

- The student has had consecutive years of individualized intensive academic instruction intervention in Reading and/or Mathematics and/or Science consistent with his/her IEP, and although progress toward grade level standards was made, he/she is not yet making progress at grade level.

**AND**

- The student must demonstrate that he/she cannot attain proficiency on the actual grade level MSA, even with the provision of accommodations based on documented multiple valid and objective measures of student's progress (or lack of progress). Examples include the State assessments, district wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.

# Mod-MSA

## Appendix A: IEP Team Decision-Making Process Eligibility Tool

This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-MSA for each relevant content area. If submitting a Mod-MSA appeal, this tool must be used and included with your documentation.

Date: \_\_\_\_\_ LEA number: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_

D.O.B. \_\_\_\_\_ Disability Code: \_\_\_\_\_

Content Area:    Reading     Mathematics     Science

IEP Team Chair: \_\_\_\_\_

(Team Chair signature verifies that all established criteria were considered.)

**Team Members:** Each Participant Should Print Name, Provide Title, and Sign/Date

Title	Signature	Date
Special Education Teacher (s)		
General Education Teacher (s)		
Team Member(s) (Individual(s) Who Is Qualified to Interpret Assessment Results)		
Parent(s)/Guardian*		
Others		

\*If the parent does not attend the meeting and sign this form, attach documentation of parent notification and informed consent for the meeting along with notification of the decisions of the IEP team that were provided to the parent, if submitting this form as part of a Mod-MSA appeal.

Appendix A

# Mod-MSA (continued)

## Appendix A: IEP Team Decision-Making Process Eligibility Tool

<p><b>This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-MSA for each relevant content area. If submitting a Mod-MSA appeal, this tool must be used and included with your documentation.</b></p>	
<p>The student is learning based on the State’s approved grade-level Academic Content Standards for the grade for which the student is enrolled. There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.</p>	<p>Reading <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
	<p>Mathematics <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
	<p>Science <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards for the student’s grade-level during instruction and assessments. In addition, specific accommodations implemented in these instructional and assessment settings may include: test items that are less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student has had consecutive years of individualized intensive academic instruction intervention in Reading and/or Mathematics and/or Science consistent with his/her IEP, and although progress toward grade-level standards was made, he/she is not yet making progress at grade level.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student demonstrates that he/she cannot attain proficiency on the actual grade-level MSA, even with the provision of accommodations based on documented multiple valid and objective measures of student’s progress (or lack of progress). Examples include State assessments, district wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p> </p>	

Appendix A

# Mod-MSA (continued)

## Appendix A: IEP Team Decision-Making Process Eligibility Tool

**Alt-MSA:** This student is eligible to participate in the Alt-MSA. (The student **does** have a significant cognitive disability.)  Yes  No

**If answered "Yes", stop here. The student is not eligible to participate in the Mod-MSA.**

**Grade-Level Academic Content Standards:** The goals and objectives on the student's IEP are based on grade-level academic Content Standards to support the student's involvement and progress in the general curriculum. The goals address skills specified in the academic content standard for the grade in which the student is enrolled and designed to monitor the student's progress in achieving the standard-based goals.

- Reading: List specific page(s) of the IEP that reflect modifications: \_\_\_\_\_
- Mathematics: List specific page(s) of the IEP that reflect modifications: \_\_\_\_\_
- Science: List specific page(s) of the IEP that reflect modifications: \_\_\_\_\_

**Grade Level Proficiency:** The instructional performance in Reading and/or Mathematics identified on the IEP [as measured by documented valid and objective measures of the student's performance over time on a State's general assessment and other assessments to include end-of-course assessments, district-wide assessments, data gathered from classroom assessments or other formative assessments] is substantially below grade level.

Reading  Yes  No          Mathematics  Yes  No          Science  Yes  No

**If yes, specify the instructional performance grade levels in Reading, Mathematics and/or Science identified on the IEP, as measured documented by and objective State assessment instruments, district wide assessments, and data gathered from classroom assessments that are designed for State assessment of achievement, that are substantially below grade level.**

Assessment	Date Administered
MSA Reading Score:	
MSA Math Score:	
MSA Science Score:	
Other Measures	Date Administered
Reading:	
Math:	
Science:	

# Mod-MSA (continued)

## Appendix A: IEP Team Decision-Making Process Eligibility Tool

**Educational Interventions:** The following instruction, general education interventions, and special education and related services for Reading, Mathematics and/or Science have been provided to the student:

- Reading:**
- Instruction in Reading in the general education curriculum for \_\_\_\_\_ years.  
List specific school years \_\_\_\_\_
  - Intensive Reading interventions have been provided for \_\_\_\_\_ years.  
List specific school years \_\_\_\_\_
  - List the specific research-based Reading interventions that are individualized for the student.  
\_\_\_\_\_  
\_\_\_\_\_
  - Grade-level Reading academic goals and objectives have been included in the student's IEP for \_\_\_\_\_ years.
- Mathematics:**
- Instruction in Mathematics in the general education curriculum for \_\_\_\_\_ years.  
List specific school years \_\_\_\_\_
  - Intensive Mathematics interventions have been provided for \_\_\_\_\_ years.  
List specific school years \_\_\_\_\_
  - List the specific research-based Mathematics interventions that are individualized for the student.  
\_\_\_\_\_  
\_\_\_\_\_
  - Grade-level Mathematics academic goals and objectives have been included in the student's IEP for \_\_\_\_\_ years.

# Mod-MSA (continued)

## Appendix A: IEP Team Decision-Making Process Eligibility Tool

**Science:**  Instruction in Science in the general education curriculum for \_\_\_\_\_ years.

List specific school years \_\_\_\_\_

List the specific Reading and/or Mathematics research-based interventions that are individual to the student, which have been used in Science instruction to support the student's progress in the general curriculum.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Related services provided:**

Service \_\_\_\_\_ Years \_\_\_\_\_ Frequency \_\_\_\_\_

Service \_\_\_\_\_ Years \_\_\_\_\_ Frequency \_\_\_\_\_

Service \_\_\_\_\_ Years \_\_\_\_\_ Frequency \_\_\_\_\_



# Mod-MSA (continued)

## Appendix A: IEP Team Decision-Making Process Eligibility Tool

### Special Education Instruction

- Student has received special education instruction provided by qualified special education personnel outside the regular classroom for \_\_\_\_\_ number of years and \_\_\_\_\_ hours per day.
- Student has received special education instruction with qualified general and special education personnel in a co-taught model for \_\_\_\_\_ number of years and \_\_\_\_\_ hours per day.

List other research-based interventions provided to the student:

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**Grade-Level Progress:** The student's progress toward grade-level academic Content Standards in response to appropriate instruction, designed to address the student's individual needs, is such that, even if significant growth occurs, the student will not achieve grade-level proficiency within the year covered by the student's IEP in the following area(s):

Reading       Mathematics       Science

**Instruction:** The student has had consecutive years of individualized, intensive academic instruction consistent with the IEP in the following area(s):

Reading       Mathematics       Science

List the most recent consecutive years that academic goals are included in the IEP for:

Reading \_\_\_\_\_

Math \_\_\_\_\_

# Mod-MSA (continued)

## Appendix A: IEP Team Decision-Making Process Eligibility Tool

**Accommodations:** During instruction/assessment, the student receives accommodations on the IEP in the area(s) of:

- Reading: List page(s) of the IEP that reflect accommodations: \_\_\_\_\_
- Mathematics: List page(s) of the IEP that reflect accommodations: \_\_\_\_\_
- Science: List page(s) of the IEP that reflect accommodations: \_\_\_\_\_

**Supplementary Aids and Services:** The student has been provided with supplementary aids and services that are necessary for the student to advance towards attaining his/her annual goals, to be involved and make progress in the general curriculum, and to be educated alongside his or her nondisabled peers as indicated on the IEP in the area of:

- Reading: List page(s) of the IEP that reflect supplementary aids and services: \_\_\_\_\_
- Mathematics: List page(s) of the IEP that reflect supplementary aids and services: \_\_\_\_\_
- Science: List page(s) of the IEP that reflect supplementary aids and services: \_\_\_\_\_

Based on the consideration of the Decision Making Process Form, the IEP Team finds the following:

	N/A	Eligible	Not Eligible
Mod-MSA - Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-MSA - Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-MSA - Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Criteria for Identifying Students with Disabilities for Participation In a Mod-HSA

A student who would be eligible for the Mod-HSA would be identified based on his/her individual evaluation information and the instructional and service information on his/her IEP. The student would be identified as appropriate for instruction and assessment using course level academic content standards and modified academic achievement standards aligned with the Algebra/Data Analysis, Biology, English and/or Government. Students pursuing the Mod HSA are not precluded from completing the requirements for the regular high school diploma. The student would have been identified as meeting **each** of the following criteria:

- ✓ The student learning is based on the State's Academic Content Standards/Core Learning Goals in the appropriate content area being considered: Algebra/data Analysis, Biology, English and/or Government. There must be sufficient objective evidence demonstrating that the student is not likely to achieve proficiency within the school year covered by his/her IEP.

**AND**

- ✓ The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards/Core Learning Goals in the relevant content area (s) for the student's grade level during instruction and assessment. In addition, specific accommodations implemented in these instructional and assessment settings may include: less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.

**AND**

- ✓ The student has had consecutive years of individualized intensive academic instruction intervention in the relevant content area (s) consistent with his/her IEP, and although progress towards grade-level standards was made, he/she is not making progress at grade-level.

**AND**

- ✓ The student must demonstrate that he/she cannot attain proficiency on the Algebra/Data Analysis, Biology, English and/or Government HSA, even with the provision of accommodations based on documented multiple valid and objective measures of student's progress (or lack of progress). Examples include the end-of-course assessments, district-wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.

# Mod-HSA

## Appendix B: IEP Team Decision-Making Process Eligibility Tool

This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-HSA for each relevant content area.

Date: \_\_\_\_\_ LEA number: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_

D.O.B. \_\_\_\_\_ Disability Code: \_\_\_\_\_

Content Area: Algebra/Data Analysis  Biology  English  Government

IEP Team Chair: \_\_\_\_\_

(Team Chair signature verifies that all established criteria were considered.)

**Team Members:** Each Participant Should Print Name, Provide Title, and Sign/Date.

Title	Signature	Date
Special Education Teacher (s)		
General Education Teacher (s)		
Team Member(s) (Individual(s) Who Is Qualified to Interpret Assessment Results)		
Parent(s)/Guardian		
Others		

Appendix B

# Mod-HSA (continued)

## Appendix B: IEP Team Decision-Making Process Eligibility Tool

<p><b>This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-HSA for each relevant content area.</b></p>	
<p>The student is learning based on the State's approved Academic Content Standards/Core Learning Goals in Algebra/Data the appropriate content area being considered: Algebra/Data Analysis, Biology, English and/or Government. There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.</p>	<p>Algebra/ Data Analysis <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
	<p>Biology <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
	<p>English <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
	<p>Government <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards/ Core Learning Goals in the relevant content area(s) for the student's grade-level during instruction and assessments. In addition, specific accommodations implemented in these instructional and assessment settings may include: less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student has had consecutive years of individualized intensive academic instruction intervention in the relevant content area(s) consistent with his/her IEP, and although progress toward grade-level standards was made, he/she is not making progress at grade level.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student demonstrates that he/she cannot attain proficiency on the Algebra/Data Analysis, Biology, English and/or Government HSA tests, even with the provision of accommodations based on documented multiple valid and objective measures of student's progress (or lack of progress). Examples include the end-of-course assessments, other State assessments, district wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

**Appendix B**

# Mod-HSA (continued)

## Appendix B: IEP Team Decision-Making Process Eligibility Tool

<p><b>Alt-MSA:</b> This student is eligible to participate in the Alt-MSA. (The student <b>does</b> have a significant cognitive disability.) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>If answered "Yes", stop here. The student is not eligible to participate in the Mod-HSA.</b></p>	
<p><b>Documented MSA Performance:</b> Complete for relevant content area(s).</p>	
This student was proficient on the Grade 8 MSA Reading.	<input type="checkbox"/> Yes <input type="checkbox"/> No
This student was proficient on the Grade 8 MSA Mathematics.	<input type="checkbox"/> Yes <input type="checkbox"/> No
This student was proficient on the Grade 8 MSA Science.	<input type="checkbox"/> Yes <input type="checkbox"/> No
This student was proficient on the local measure of Grade 8 Social Studies.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p><b>Documented HSA Performance:</b> Complete for relevant content area(s).</p>	
Algebra/Data Analysis: This student passed the Algebra/Data Analysis HSA.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Biology: This student passed the Biology HSA.	<input type="checkbox"/> Yes <input type="checkbox"/> No
English: This student passed the English HSA.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Government: This student passed the Government HSA.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p><b>Grade-Level Academic Content Standards:</b> The goals and objectives on the student's IEP are based on grade-level Academic Content Standards to support the student's involvement and progress in the general curriculum. The goals may address a student's Math and/or Reading disability which impacts learning. The goals address skills specified in the Academic Content Standard for the grade in which the student is enrolled and designed to monitor the student's progress in achieving the standard-based goals.</p> <p><input type="checkbox"/> <b>Reading:</b> List specific page(s) of the IEP that reflect modifications: _____</p> <p><input type="checkbox"/> <b>Mathematics:</b> List specific page(s) of the IEP that reflect modifications: _____</p>	

# Mod-HSA (continued)

## Appendix B: IEP Team Decision-Making Process Eligibility Tool

**Grade Level Proficiency:** The instructional performance in the relevant content area(s) is identified on the IEP [as measured by documented multiple valid and objective measures of the student’s performance over time on a State’s general assessment and other assessments to include end-of-course assessments, State assessments, district-wide assessments, data gathered from classroom assessments or other formative assessments] is substantially below grade level.  Yes  No

**If yes, specify the instructional performance grade levels in the relevant content areas identified on the IEP, using objective evidence as measured by documented valid and objective measures (e.g., State assessment instruments, end-of-course assessments, district-wide assessments, and data gathered from classroom assessments) designed for assessment of achievement, that are substantially below grade level.**

Area (Measure)	Score	Date
HSA Algebra/Data Analysis		
Other Math Measure Used (Specify)		
Other Math Measure Used (Specify)		
HSA Biology		
Other Science Measure Used (Specify)		
Other Science Measure Used (Specify)		
HSA English		
Other Reading Measure Used (Specify)		
Other Reading Measure Used (Specify)		
HSA Government		
Other Social Studies Measure Used (Specify)		
Other Social Studies Measure Used (Specify)		

Appendix B

# Mod-HSA (continued)

## Appendix B: IEP Team Decision-Making Process Eligibility Tool

**Content Standards:** The goals on the students IEP are aligned with the Maryland Content Standards/Core Learning Goals.

- Algebra/Data Analysis: List specific page(s) of the IEP that reflect these goals: \_\_\_\_\_
- Biology: List specific page(s) of the IEP that reflect these goals: \_\_\_\_\_
- English: List specific page(s) of the IEP that reflect these goals: \_\_\_\_\_
- Government: List specific page(s) of the IEP that reflect these goals: \_\_\_\_\_

**Educational Interventions:** The following instruction, general education interventions, and special education and related services for Reading, Mathematics and/or Science have been provided to the student:

**Reading/  
English:**

- Instruction in Reading in the general education curriculum for \_\_\_\_\_ years.  
List specific school years \_\_\_\_\_
- Intensive Reading interventions have been provided for \_\_\_\_\_ years.  
List specific school years \_\_\_\_\_
- List the specific research-based Reading interventions that are individual to the student.  
\_\_\_\_\_  
\_\_\_\_\_
- Grade-level Reading academic goals and objectives have been included in the student's IEP for \_\_\_\_\_ years.

**Mathematics/  
Algebra/Data  
Analysis**

- Instruction in Mathematics in the general education curriculum for \_\_\_\_\_ years.  
List specific school years \_\_\_\_\_
- Intensive Mathematics interventions have been provided for \_\_\_\_\_ years.  
List specific school years \_\_\_\_\_
- List the specific research-based Mathematics interventions that are individual to the student.  
\_\_\_\_\_  
\_\_\_\_\_
- Grade-level Mathematics academic goals and objectives have been included in the student's IEP for \_\_\_\_\_ years.



# Mod-HSA (continued)

## Appendix B: IEP Team Decision-Making Process Eligibility Tool

**Science/  
Biology:**

Instruction in Science in the general education curriculum for \_\_\_\_\_ years.

List specific school years \_\_\_\_\_

List the specific Reading and/or Mathematics research-based interventions that are individual to the student, which have been used in Science/Biology instruction to support the student's progress in the general education curriculum.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Social Studies/  
Government:**

Instruction in Social Studies in the general education curriculum for \_\_\_\_\_ years.

List specific school years \_\_\_\_\_

List the specific Reading and/or Mathematics research-based interventions that are individual to the student, which have been used in Social Studies/Government instruction to support the student's progress in the general education curriculum.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Related services provided:**

Service \_\_\_\_\_ Years \_\_\_\_\_ Frequency \_\_\_\_\_

Service \_\_\_\_\_ Years \_\_\_\_\_ Frequency \_\_\_\_\_

Service \_\_\_\_\_ Years \_\_\_\_\_ Frequency \_\_\_\_\_

Appendix B

# Mod-HSA (continued)

## Appendix B: IEP Team Decision-Making Process Eligibility Tool

### Special Education Instruction

- Student has received special education instruction provided by qualified special education personnel outside the regular classroom for \_\_\_\_\_ number of years and \_\_\_\_\_ hours per day.
- Student has received special education instruction with qualified general and special education personnel in a co-taught model for \_\_\_\_\_ number of years and \_\_\_\_\_ hours per day.
- Student has received other research-based interventions:  
 \_\_\_\_\_  
 \_\_\_\_\_

**Academic Course Content:** The student's progress towards achieving academic course content in response to appropriate instruction, designed to address the student's individual needs, is such that, even if significant growth occurs, the student will not achieve proficiency within the year covered by the student's IEP in the following area(s):

**Did the student pass the relevant content course? Answer Yes or No.**

Algebra/Data Analysis	<input type="checkbox"/> Yes <input type="checkbox"/> No
Biology	<input type="checkbox"/> Yes <input type="checkbox"/> No
English	<input type="checkbox"/> Yes <input type="checkbox"/> No
Government	<input type="checkbox"/> Yes <input type="checkbox"/> No

**Instruction:** The student has had consecutive years of individualized, intensive academic instruction consistent with the IEP in the following area(s):

Math/Algebra/Data Analysis  Science/Biology  Reading/English  Social Studies/Government

List the most recent consecutive years that academic goals are included in the IEP for:

Reading \_\_\_\_\_

Math \_\_\_\_\_

Appendix B

# Mod-HSA (continued)

## Appendix B: IEP Team Decision-Making Process Eligibility Tool

**Accommodations:** During instruction and assessment, the student receives accommodations on the IEP in the area(s) of:

Math/Algebra/Data Analysis  Science/Biology  Reading/English  Social Studies/Government

List page(s) of the IEP that reflect accommodations: \_\_\_\_\_

**Supplementary Aids and Services:** The student has been provided with supplementary aids and services that are necessary for the student to advance towards attaining his/her annual goals, to be involved and make progress in the general curriculum, and to be educated alongside his or her nondisabled peers as indicated on the IEP in the area of:

Math/Algebra/Data Analysis  Science/Biology  Reading/English  Social Studies/Government

List page(s) of the IEP that reflect accommodations: \_\_\_\_\_

Based on the consideration of the Decision Making Process Eligibility Tool, the IEP Team finds the following:

	N/A	Eligible	Not Eligible
Mod-Algebra/Data Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# **NORTH CAROLINA**

# Testing Students with Disabilities

North Carolina Testing Program

## Supplement

Section E: Alternate Assessments

Section F: Appendix

Published April 2008

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[www.ncpublicschools.org](http://www.ncpublicschools.org)

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Division of Accountability Services/North Carolina Testing Program

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## ***NCEXTEND2***

The *NCEXTEND2* Alternate Assessment is an alternate assessment for students with disabilities who are working toward grade-level achievement but are having continued difficulty in making progress in the same time frame as students without disabilities. The assessment is a multiple-choice test with fewer items that utilizes universal design principles to address accessibility for students with disabilities. *NCEXTEND2* uses shorter reading selections, simplified language, fewer test items and item responses (foils/answer choices) to assess students on grade-level content. *NCEXTEND2* provides access to the statewide testing program through a test design that utilizes a different format and permits the use of modified academic achievement standards (achievement levels).

### *Grades and Subjects for Which the NCEXTEND2 Is Available*

The *NCEXTEND2* Alternate Assessment for End-of-Grade (*NCEXTEND2* EOG) is available for the following grades and subjects:

- Reading at grades 3–8;<sup>1</sup>
- Mathematics at grades 3–8;
- Science at grades 5 and 8; and
- Writing at grades 4, 7, and 10.

The *NCEXTEND2* Alternate Assessment for Occupational Course of Study (*NCEXTEND2* OCS) is available for the following courses:

- Occupational English I;
- Occupational Mathematics I; and
- Life Skills Science I and II<sup>2</sup>.

### *Eligible Students for the NCEXTEND2 and the Role of the IEP Team*

To determine student participation in the *NCEXTEND2* EOG for reading comprehension and/or mathematics, the following eligibility requirements must be considered:

- The student must have a current IEP;
- The student **DOES NOT** have a current 504 plan;
- The student, if identified as limited English proficient (LEP), must also have a current IEP;
- The student **IS NOT** identified as having a significant cognitive disability;
- The student **IS NOT** receiving instruction in the NCSCS

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<sup>1</sup> Students whose IEP teams feel that *NCEXTEND2* is the appropriate assessment for the spring end-of-grade testing should participate in the general administration of the Pretest—Grade 3.

<sup>2</sup> Regardless of the order in which the two courses (OCS Life Skills Science I or II) were taken, students who are currently enrolled in the second course of OCS Life Skills Science I or II must participate in the Life Skills Science test.

- through the Extended Content Standards;
- The student’s progress in response to high-quality instruction is such that the student is not likely to achieve grade-level proficiency within the school year covered by the IEP;
  - The student’s disability has precluded the student from achieving grade-level proficiency, as demonstrated by objective evidence, (e.g., results from standardized state tests, IQ tests, achievement tests, aptitude tests, and psychological evaluations. **It is the expectation that more than one objective measure would be used to assist in the evaluation of a student’s assessment placement.**);
  - The student’s IEP must include goals that are based on grade-level content standards and provide for monitoring of student’s progress in achieving those goals; and
  - The nature of the student’s disability may require assessments that are different in design.

To determine student participation in the *NCEXTEND2* OCS (Occupational Mathematics I, Occupational English I (reading), Life Skills Science I and II, and the OCS writing assessment at grade 10), the following eligibility criteria must be considered:

- The student must have a current IEP;
- The student **DOES NOT** have a current 504 plan;
- The student, if identified as limited English proficient (LEP), must also have a current IEP;
- The student is enrolled for credit in courses in the Occupational Course of Study that require an *NCEXTEND2* OCS assessment (Occupational Mathematics I, Occupational English I (reading), Life Skills Science I and II<sup>3</sup>);
- The student’s IEP includes goals that are based on course content standards and provide for monitoring of student’s progress in achieving those goals; and
- For the *NCEXTEND2* OCS in writing, the student is assigned to grade 10 according to the student information management system (e.g., SIMS/NC WISE) and is following the Occupational Course of Study (OCS).

The IEP team may determine that a student is to be assessed with modified academic achievement standards (*NCEXTEND2*) in one or more subjects for which the assessments are administered. Parents of these students, as part of the IEP team and as participants in the IEP

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<sup>3</sup> Regardless of the order in which the two courses (OCS Life Skills Science I or II) were taken, students who are currently enrolled in the second course of OCS Life Skills Science I or II must participate in the Life Skills Science test.



process, are to be informed that their child’s achievement will be measured (specific subjects) based on modified academic achievement standards.

*NCEXTEND2 Testing Window*

The testing window for the *NCEXTEND2* EOG multiple-choice tests is the final four weeks of the school year. The testing window for the *NCEXTEND2* OCS multiple-choice tests is the final 2 weeks of the course for semester-long courses and final 3 weeks of the course for yearlong courses.

The *NCEXTEND2* Writing at grades 4 and 7 and the *NCEXTEND2* OCS Writing at grade 10 are administered on a given day in March.

*NCEXTEND2 Multiple-Choice Tests*

The *NCEXTEND2* EOG in reading, mathematics, and science and the *NCEXTEND2* OCS are modified multiple-choice tests. Test booklets and scannable answer sheets are provided to the student, unless the student has the Student Marks in Test Book accommodation in which case only the test book will be provided. Blank paper is provided for all tests and graph paper is provided for *NCEXTEND2* EOG in mathematics at grades 3–8. In addition, periodic tables are provided for the *NCEXTEND2* EOG in science at grade 8. Calculators are required for the *NCEXTEND2* EOG in mathematics at grade 8, *NCEXTEND2* EOG in science at grades 5 and 8, *NCEXTEND2* OCS in Occupational Mathematics I, and the calculator-active portion of the *NCEXTEND2* EOG in mathematics at grades 3–7.

All accommodations that are allowed on the general end-of-grade tests are allowed during the administration of the *NCEXTEND2*. As with the general end-of-grade reading tests and English I end-of-course test, the Test Administrator Reads Test Aloud and the Sign Language Interpreter/Transliterators Signs/Cues Test accommodations are not allowed during the *NCEXTEND2* EOG in reading or the *NCEXTEND2* OCS in Occupational English I tests. If these accommodations are used during these tests, the results will be nonvalid and the student will be considered a nonparticipant under IDEA and NCLB. For additional information regarding testing accommodations for students with disabilities, please refer to the *Testing Students with Disabilities* publication.

*NCEXTEND2 Writing Assessments*

The *NCEXTEND2* Writing Assessment is available at grades 4 and 7 and the *NCEXTEND2* OCS Writing Assessment is available at grade 10. With extended response assessments, such as writing, modification occurs in the level of depth and breadth of the composing features for

each grade level. The rubrics and the composing features of the Grade 4 and Grade 7 *NCEXTEND2* Writing Assessments do not differ from the General Assessment. Test booklets are modified with fewer printed lines (25 instead of 50), providing more white space in between lines for composing responses. Students taking the Grade 4 and Grade 7 *NCEXTEND2* Writing Assessment receive the same prompt (writing topic) as the Grade 4 and Grade 7 General Writing Assessment:

- Grade 4—Narrative response  
(Personal or Imaginative)
- Grade 7—Argumentative response  
(Evaluative or Problem/Solution)

The *NCEXTEND2* OCS Writing Assessment assesses writing objectives of the OCS Occupational English I and II courses. Students respond to a prompt requiring an expressive response. An expressive response requires students to explore and/or communicate his or her personal knowledge, experiences, and insights. The prompt focuses on events related to learning occupational skills and the response is written in the form of letters or journal entries. There are three types of responses that may be assessed with the *NCEXTEND2* OCS Writing Assessment:

- Work Skills response which examines modes of communication in employment settings;
- Life Skills response which examines modes of communication in daily living; and
- Personal Skills response which expresses factual, functional information.

All accommodations allowed on the General Writing Assessment are allowed on the *NCEXTEND2* Writing Assessments. The use of the Dictation to a Scribe accommodation will result in a nonvalid score for conventions, one component of the total score.

*Achievement Level Cut Scores and Performance Level Descriptors*

Achievement level cut scores and performance level descriptors for the *NCEXTEND2* in reading and mathematics at grades 3–8 are stated in SBE Policy HSP-C-026:

<http://sbepolicy.dpi.state.nc.us/policies/HSP-C-026.asp?pri=01&cat=C&pol=026&acr=HSP>

Achievement level cut scores and performance level descriptors for the *NCEXTEND2* Occupational Course of Study (OCS) English and Mathematics are stated in SBE Policy HSP-C-026:

<http://sbepolicy.dpi.state.nc.us/policies/HSP-C-030.asp?pri=01&cat=C&pol=030&acr=HSP>

Achievement level cut scores and performance level descriptors for the *NCEXTEND2* in writing are stated in SBE Policy HSP-C-027:

<http://sbepolicy.dpi.state.nc.us/policies/HSP-C-027.asp?pri=01&cat=C&pol=027&acr=HSP>

*NCEXTEND2 Web Site*

Additional information about the *NCEXTEND2* may be found at the following URLs:

- *NCEXTEND2* EOG:

<http://www.ncpublicschools.org/accountability/policies/tswd/ncextend2>

- *NCEXTEND2* OCS:

<http://www.ncpublicschools.org/accountability/policies/tswd/ncextend2ocs>

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## ***NCEXTEND1***

The *NCEXTEND1* Alternate Assessment is a performance-based alternate assessment designed to assess students with significant cognitive disabilities. *NCEXTEND1* Alternate Assessment items are grade-level performance items that measure the standards specified in the North Carolina *Standard Course of Study (SCS)* Extended Content Standards. These Extended Content Standards are available for download at the following address:

<http://www.ncpublicschools.org/ec/>.

### *Grades and Subjects for Which the NCEXTEND1 Is Available*

The *NCEXTEND1* Alternate Assessment is available for the following grades and subjects:

- Pretest—Grade 3 reading and mathematics<sup>1</sup>;
- Grade 3 reading and mathematics;
- Grade 4 reading, mathematics, and writing;
- Grade 5 reading, mathematics, and science;
- Grade 6 reading and mathematics;
- Grade 7 reading, mathematics, and writing;
- Grade 8 reading, mathematics, and science; and
- Grade 10 reading, mathematics, science, and writing.

**NOTE:** If the IEP team determines, based on the eligibility criteria shown below, that the *NCEXTEND1* is the most appropriate assessment for a student, then that student must be assessed with the *NCEXTEND1* in all subjects assessed at that grade level (shown above).

### *Eligible Students for the NCEXTEND1 and the Role of the IEP Team*

The *NCEXTEND1* Alternate Assessment is designed for students with disabilities who:

- Have a current IEP;
- Are enrolled in grades 3–8 or 10 according to the Student Information Management System (e.g., SIMS/NC WISE);
- Are instructed in the North Carolina *Standard Course of Study* Extended Content Standards in **ALL** assessed content areas; and
- Have a **SIGNIFICANT COGNITIVE DISABILITY** (i.e., exhibit severe and pervasive delays in **ALL** areas of conceptual, linguistic and academic development and also in adaptive behavior areas, such as communication, daily living skills, and self-care).

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<sup>1</sup> The *NCEXTEND1* Pretest —Grade 3 will be available beginning with the 2008–09 school year.



# **NORTH DAKOTA**

## Assessment Flowchart for IEP Team Decisions

Each year a student's IEP Team is required to make annual-informed decisions concerning participation in the ND state assessment. This flow chart was created to assist teams in this process.

**It is very important to keep parents informed.** The *Students with Disabilities and the North Dakota State Assessments parent brochure* should be handed out to parents and educators at every student's annual IEP meeting. This brochure is updated yearly and can be found on the NDDPI website @: [www.dpi.state.nd.us/speced/resource/alternate/index.shtm](http://www.dpi.state.nd.us/speced/resource/alternate/index.shtm) (see parent brochure).

### North Dakota State Assessment Options:

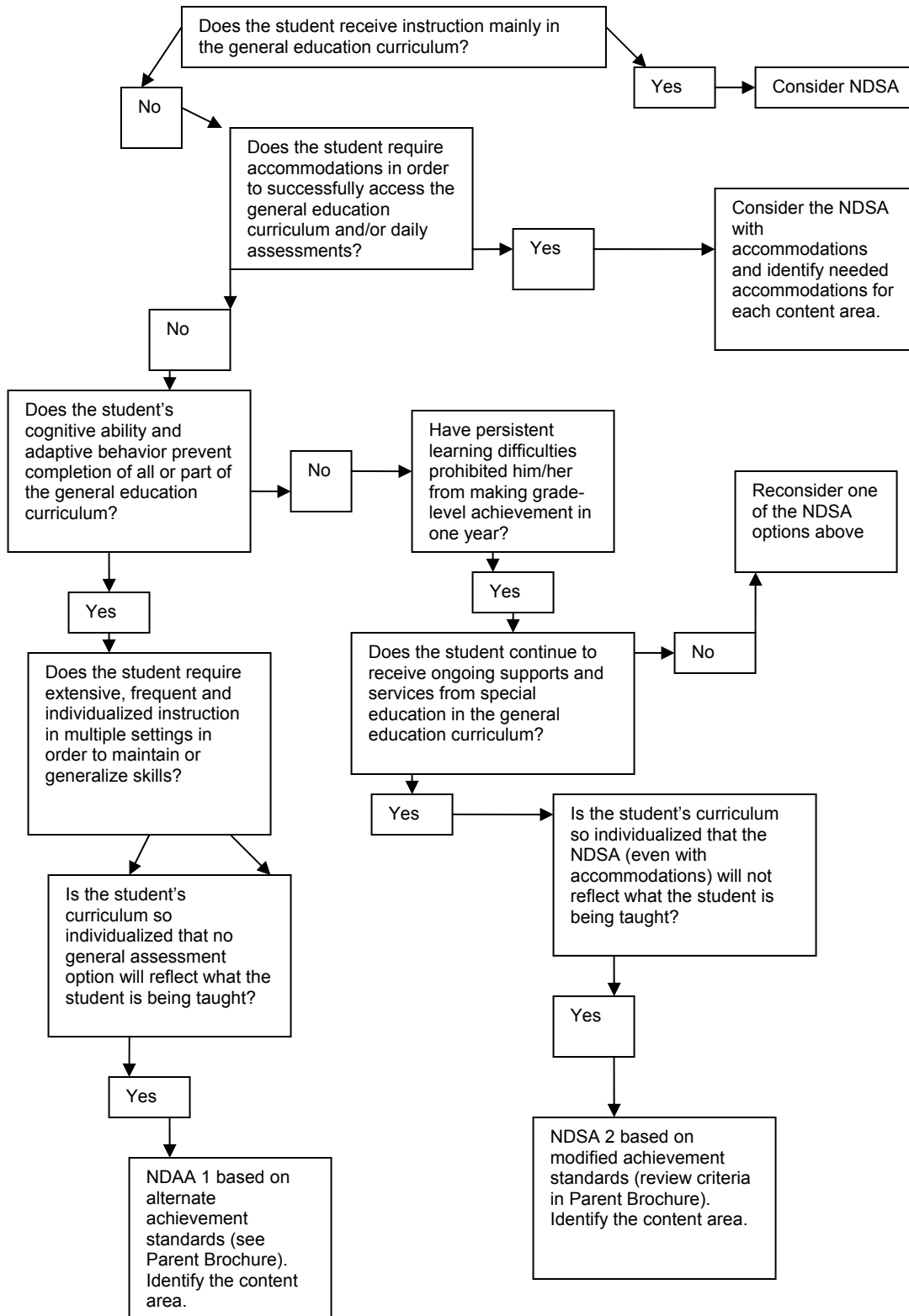
1. ND State Assessment with no accommodations
2. ND State Assessment with assessment accommodations documented in the student's IEP, LEP, or 504 Plan
3. The ND Alternate Assessment 1 (NDAA 1) for students with severe cognitive disabilities
4. The ND Alternate Assessment 2 (NDAA 2) for students with persistent learning difficulties served under IDEA
5. A combination of the above in different content areas

**Note:** Students with limited English proficiency should use allowable accommodations (see ND Assessment Accommodations manual) @ [www.dpi.state.nd.us/testing/assess/AppendE.pdf](http://www.dpi.state.nd.us/testing/assess/AppendE.pdf)  
Students on 504 Plans should follow the accommodations identified in their 504 Plan regarding testing (see ND Accommodations manual - section two).

When making annual determinations regarding the state assessment it is necessary to ask some questions. Please follow the attached "IEP Decision Flowchart" as you answer these questions for each content area being assessed on the State Assessment.

1. Does the student receive instruction mainly in the general education setting? \_\_\_ Yes \_\_\_ No  
(see flowchart)
2. Does the student require accommodations in order to successfully access the general curriculum and/or daily assessments? \_\_\_ Yes \_\_\_ No  
(see flowchart)
3. Does the student's cognitive ability and adaptive behavior prevent completion of all or part of the general education curriculum? \_\_\_ Yes \_\_\_ No  
(see flowchart)
4. Does the student require extensive, frequent and individualized instruction in multiple settings in order to maintain or generalize skills? \_\_\_ Yes \_\_\_ No  
(see flowchart)
5. Is the student's curriculum so individualized that no general assessment will reflect what the student is being taught? \_\_\_ Yes \_\_\_ No  
(see flowchart)
6. Have persistent learning difficulties prohibited him/her from making grade level achievement in one year? \_\_\_ Yes \_\_\_ No  
(see flowchart)
7. Does the student continue to receive ongoing supports and services from special education in the general education curriculum? \_\_\_ Yes \_\_\_ No  
(see flowchart)
8. Is the student's curriculum so individualized that the NDSA (even with accommodations) will not reflect what the student is being taught? \_\_\_ Yes \_\_\_ No  
(see flowchart)

**IEP TEAM DECISION FLOWCHART**





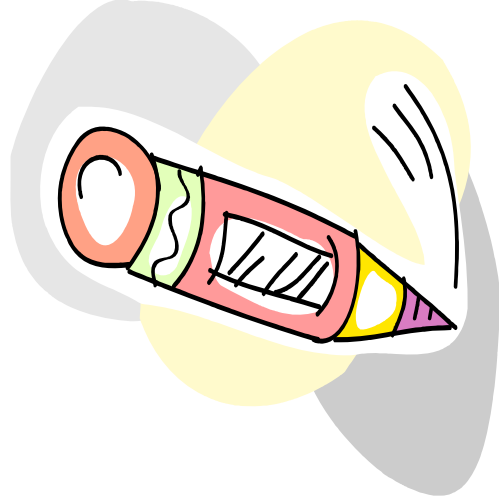
<b>NDAA I</b>	<b>NDAA II</b>
<p><b>Appropriate population:</b></p> <p>Students with severe cognitive disabilities (served under IDEA).</p> <p><b>Criteria for participation:</b></p> <ol style="list-style-type: none"> <li>1. Does the student’s cognitive ability and adaptive behavior prevent completion of all or part of the general education curriculum? AND</li> <li>2. Does the student require extensive, frequent and individualized instruction in multiple settings in order to maintain or generalize skills necessary to function in school, at home, in the community, and during recreation/leisure and vocational activities? AND</li> <li>3. Is the students’ curriculum so individualized that the general assessment will not reflect what the student is being taught? <ul style="list-style-type: none"> <li>• If the answer to all three questions is yes, then the student should take the NDAA 1.</li> <li>• If the IEP Team is not sure that the student meets all of the criteria, but is sure that both the NDSA and the NDAA 2 are not appropriate for the student, then the Team must make the decision on which assessment option is best for the student using their best- professional judgment.</li> </ul> </li> </ol> <p><b>Decision for participation:</b></p> <p>This is the responsibility of the student’s IEP team and must be done yearly and documented in the IEP.</p> <p><b>Type of assessment:</b></p> <p>Teacher selected items and anchor items requiring data on student performance and secondary-situational indicators based on best practices for students with severe disabilities. Parent Validation and Teacher Validation surveys included.</p> <p><b>Can accommodations be used with this assessment?</b></p> <p>No, the NDAA 1 is in itself an accommodation by the individualized nature of the assessment.</p>	<p><b>Appropriate population:</b></p> <p>Students with persistent learning problems (served under IDEA).</p> <p><b>Criteria for participation:</b></p> <ol style="list-style-type: none"> <li>1. Does the student have persistent learning problems that prohibit him/her from making grade-level academic achievement in the time frame covered by their IEP? AND</li> <li>2. Does the student participate in the general education curriculum with ongoing supports and services from special education? AND</li> <li>3. Is the students’ curriculum so individualized that the general assessment will not reflect what the student is being taught (even with accommodations)? <ul style="list-style-type: none"> <li>• If the answer to all three questions is yes, then the student should take the NDAA 2.</li> <li>• If the IEP Team is not sure that the student meets all of the criteria, but is sure that both the NDAA 1 and the NDSA are not appropriate for the student, then the IEP Team must make the decision on which option is best for the student by using their best-professional judgment.</li> </ul> </li> </ol> <p><b>Decision for participation:</b></p> <p>This is the responsibility of the student’s IEP team and must be done yearly and documented in the IEP.</p> <p><b>Type of assessment:</b></p> <p>20-30 multiple choice grade-level questions per subject which include several teacher- initiated-observational questions.</p> <p><b>Can accommodations be used with this assessment?</b></p> <p>Yes, according to the test directions and contents of the IEP.</p>

<b>NDAA I</b>	<b>NDAA II</b>
<p><b>IEP Documentation needed:</b></p> <ul style="list-style-type: none"> <li>• Goals and objectives (linked to grade-level content standards) required</li> <li>• Documentation on why this assessment option was chosen</li> <li>• Documentation of other participation determinations for one or more subjects (example; NDAA 2 for mathematics; NDAA 1 for reading and science)</li> </ul> <p><b>Standards based IEP:</b></p> <p>It is recommended that students that participate in the NDAA1 have standards based IEPs' (at the appropriate level) that allow the IEP team to work on academic standards prior to assessment.</p> <p><b>Subjects covered:</b></p> <ul style="list-style-type: none"> <li>• Reading/language arts 3-8 &amp; 11</li> <li>• mathematics 3-8 &amp; 11</li> <li>• science 4, 8, &amp; 11</li> </ul> <p><b>Testing window:</b></p> <p>As announced by the NDDPI</p>	<p><b>IEP Documentation needed:</b></p> <ul style="list-style-type: none"> <li>• IEP goals (based on grade-level content standards) required, objectives are recommended</li> <li>• Documentation on why this option was chosen</li> <li>• Other data that supports the need for "modified achievement standards" such as performance on achievement tests, classroom tests, and other pertinent information (additional information will follow)</li> <li>• Accommodations needed</li> <li>• Documentation of other participation determinations for one or more subjects (example; NDAA 2 for mathematics; NDAA 1 for reading and science)</li> </ul> <p><b>Standards based IEP:</b></p> <p>It is recommended that students that participate in the NDAA2 have standards based IEPs' (at the appropriate level) that allow the IEP team to work on academic standards prior to assessment.</p> <p><b>Subjects covered:</b></p> <ul style="list-style-type: none"> <li>• Reading/language arts 3-8 &amp; 11</li> <li>• mathematics 3-8 &amp; 11</li> <li>• science 4, 8, &amp; 11</li> </ul> <p><b>Testing window:</b></p> <p>As announced by the NDDPI</p>

REVISED

# Students with Disabilities and the North Dakota State Assessments

## Information for Parents and Educators



September 2007

Department of Public Instruction  
Dr. Wayne G. Sanstead, State Superintendent  
Standards and Achievement Division  
600 East Boulevard Avenue, Dept. 201  
Bismarck ND 58505-0440



curriculum is so different, then the IEP Team needs to consider the NDAA 2.

### What accommodations can be used with the state assessment?

The ND State Assessment provides for the use of accommodations during test administration. The NDSA Test Coordinator's Manual presents and describes approved accommodations as well as those test practices that are not permitted. This manual is updated yearly.

The NDAA 1 uses no accommodations as this test is, by its very nature, an accommodation. Accommodations are allowed on the NDAA 2. No accommodation should be used unless it is documented in the student's Individualized Education Program.

*In other words, an assessment accommodation should be used if it is based on the student's need. If an accommodation is documented in a student's IEP, it should be used in assessing that child. This is not to provide an advantage for that student, but to allow equal access to achievement measurements.*

### Who can I talk to if I have more questions about the North Dakota State Assessment system?

Your local Special Education Unit Office:

(701) \_\_\_\_\_  
ND Department of Public Instruction  
Office of Standards and Achievement  
Bismarck: (701) 328-2317  
TDD: (701) 328-4770  
Website: <http://www.dpi.state.nd.us/>

### What are the criteria for participation in a ND Alternate Assessment?

#### The North Dakota Alternate Assessment 1 (NDAA 1) criteria are as follows:

1. The student's cognitive ability and adaptive behavior prevent completion of part or all of the general education curriculum; AND
2. The student requires extensive, frequent and individualized instruction in multiple settings in order to maintain or generalize skills necessary to function in school, at home, in the community, and during recreation/leisure and vocational activities; AND
3. The students' curriculum is so individualized that the general assessment will not reflect what the student is being taught.

If all three criteria apply to the student and the NDSA (even with appropriate accommodations) will not provide an accurate measure of what the student knows and is able to do because his/her curriculum is so different, then the IEP Team needs to consider the NDAA 1.

#### The North Dakota Alternate Assessment 2 (NDAA 2) criteria are as follows:

1. The student has persistent learning difficulties that prohibit him/her from making grade-level academic achievement in the time frame covered by the annual IEP; AND
2. The student's participates in the general education curriculum with ongoing supports and services from special education; AND
3. The student's curriculum is so individualized that the general assessment will not reflect what the student is being taught (even with accommodations).

If all three criteria apply to the student and the NDSA (even with appropriate accommodations) will not provide an accurate measure of what the student knows and is able to do because his/her

The Reauthorization of the Individuals with Disabilities Education Act (IDEA) of 1997 requires that all students with disabilities be included in statewide accountability systems which include assessment. The reauthorization of Title I legislation (Public Law 107-110), the No Child Left Behind Act of 2001, further reinforces the need to include all students in accountability/assessment systems and advances the need for higher levels of academic performance. North Dakota complies with IDEA and No Child Left Behind requirements, which includes standards-based reform and greater accountability for all students.

The purpose of this brochure is to answer commonly asked questions and to provide parents with an understanding of how students with disabilities are included in Statewide accountability systems.

### **What is the purpose of State Assessments?**

State assessments are given for the purpose of measuring school accountability. Individual test results provide information to parents and teachers about what the child knows, and is able to do, in reference to the State Content Standards. These standards are levels of expectations for what all North Dakota students should know and be able to do.

### **Who needs to participate in State Assessments?**

All students must be included. Public Law 105-17, the Individuals with Disabilities Education Act Amendments (IDEA '97), requires that each state establish goals for the performance of students with disabilities that are consistent, to the maximum extent appropriate, with the goals and standards for all students established by each state.

Title I legislation in the No Child Left Behind Act mandates that all students be included in accountability systems and that all students reach the level of proficient by the year 2014. Therefore, all students must be included in state assessments with the provision of appropriate and necessary accommodations.

### **What assessments are included?**

North Dakota requires achievement testing through the state assessment system for all grade levels mandated by the federal No Child Left Behind Act and the ND State Legislature. The *NDSA* is required in grades 3, 4, 5, 6, 7, 8, & 11. All North Dakota Schools are required to give the State Assessment at these grade levels on an annual basis.

The North Dakota State Assessment (NDSA) is the test that is administered with standard procedures to most students. In addition, the state assessment system includes two *Alternate Assessments* for students whose disability is such that the *NDSA* would not measure what the student is being taught even with the appropriate accommodations.

North Dakota provides five different options for participation in the State Assessment. These are:

1. The *NDSA* in the standard manner; or
2. The *NDSA* with accommodations; or
3. The *North Dakota Alternate Assessment 1* (NDA 1); or
4. The *North Dakota Alternate Assessment 2* (NDA 2); or
5. A combination of the above options in different core content areas.

### **Who decides how a student with disabilities is involved in state assessments?**

The IEP team decides. Discussion about state assessments must take place at your child's IEP meeting with you, the parent(s), present. Decisions must be documented in the IEP regarding accommodations the student needs for success in the classroom as well as during assessment.

### **How does the IEP team make the decisions on which assessment option is right for the student?**

Several questions need to be asked in order to make an informed decision about what assessment needs to be given or what accommodations need to be provided. These might be:

1. Can the student take the *NDSA* as is (with no accommodations)?
2. Can the student take the *NDSA* with appropriate accommodations?
3. If accommodations are needed, what accommodations need to be made?
4. If none of the above is appropriate, does the student need to take the North Dakota Alternate Assessment 1 (NDA 1) or the North Dakota Alternate Assessment 2 (NDA 2)?
5. Does the student meet the criteria for either of the ND Alternate Assessments?

### **What is the North Dakota Alternate Assessment?**

There are two Alternate Assessments available now in North Dakota. Both were developed by the ND Department of Public Instruction, Division of Special Education and Standards and Achievement Unit in conjunction with North Dakota teachers from the state of North Dakota. Both are based on the North Dakota Content and Achievement Standards and are intended to measure student performance against those standards in the areas of Math, and Reading/ Language Arts (grades 3, 4, 5, 6, 7, 8, and 11), and Science (grades 4, 8, and 11).

The NDA 1 is intended for students with severe cognitive disabilities. It includes teacher selected items and anchor items that require data on student performance and secondary indicators based on best practices for students with severe disabilities.

The NDA 2 is intended for students with persistent learning difficulties. It is a 20-30 item, grade-level multiple choice test in each subject and includes teacher-initiated observational questions.

All students who participate in alternate assessments must be served under IDEA and have Individualized Education Programs (IEPs).



# OKLAHOMA

OKLAHOMA

Criteria Checklist for Oklahoma's Alternate Assessments  
(Oklahoma Alternate Assessment Program – OAAP/Portfolio CARG-A  
and  
Oklahoma's Modified Assessment CARG-M)

Student: \_\_\_\_\_ Grade \_\_\_\_\_

Date of Birth: \_\_\_\_\_ School: \_\_\_\_\_ District \_\_\_\_\_

**This form is intended to assist IEP teams in determining whether a student should participate in the regular assessment, with or without accommodations, or in an alternate assessment (portfolio assessment or modified assessment) and to address documentation requirements under IDEA. The IEP team must decide in which type of assessment (regular assessment, modified alternate assessment, or portfolio alternate assessment) the student will participate. It is expected that only a small number of students with disabilities will participate in an alternate assessment.**

The Local Education Agency (LEA) is required to provide the student with accommodations and modifications to ensure the student progresses towards meeting his or her IEP goals and objectives related to the general education curriculum.

The decision to administer an alternate assessment (portfolio assessment or modified assessment) must be an IEP team decision based on the needs of the student and **shall not** be based on:

- A particular disability category.
- The amount of time the student receives in special education.
- The location of service delivery, **or**
- **The fact that the academic achievement of the student is significantly below his/her same age peers.**

**IEP Team Decision: This form shall be attached to the student's current IEP. This form must be completed annually. The assessment decision must be documented on the student's IEP.**

Please check the subject area(s) the student received instruction through alternate or modified goals and objectives:

\_\_\_\_\_ Mathematics      \_\_\_\_\_ Reading      \_\_\_\_\_ Science  
\_\_\_\_\_ Algebra I      \_\_\_\_\_ English II      \_\_\_\_\_ Biology I

The next page provides a flowchart to help determine which assessments will be appropriate for the student. A Student whose answers are YES to all questions in Box A and Box B qualifies for the Portfolio Alternate Assessment. A student whose answers are YES to all questions in Box A and Box C qualifies for the Modified Alternate Assessment.

OKLAHOMA

BOX A	
<b>Box A: If the answer to any item in Box A is NO, go to Box D. If all answers in Box A are YES, proceed to Box B.</b>	
Does the student's disability result in substantial academic difficulties?	Yes No
Is the student's difficulty with regular curriculum demands primarily due to his/her disability and not due to excessive absences unrelated to the disability, or social, cultural, environmental, or economic factors?	Yes No
Does the Student's IEP reflect curriculum and daily instruction that focus on modified standards or alternate standards?	Yes No

↓ Any No

BOX B	
<b>Box B: If the answer to any item in Box B is NO, go to Box C. If all answers in Box A and B are YES, the student qualifies for a portfolio assessment (Box E).</b>	
Does the student have a significant cognitive disability?	Yes No
Does the student's demonstrated cognitive ability and adaptive behavior require substantial adjustments (alternate achievement standards) to the general education curriculum?	Yes No
Does the student's learning objectives and expected outcomes focus on functional application of skills as illustrated in the students IEP goals, benchmarks, and objectives?	Yes No
Does the student require direct and extensive instruction to acquire, maintain, generalize, and transfer new knowledge and skills?	Yes No

↑ All Yes

BOX C	
<b>Box C: If the answer to any item in Box C is NO, go to Box D. If all answers in Box A and C are YES, the student qualifies for a Modified assessment (Box F).</b>	
Does the student's IEP reflect curriculum and daily instruction that focus on modified goals and objectives (modified achievement standards) that are on grade level?	Yes No
Did the student score at the Unsatisfactory Level on the previous year's Oklahoma Core Curriculum Test (OCCCT) in reading/language arts, mathematics or, science? <i>When OCCCT scores from previous years are not available, (e.g., Grade 3) the IEP team may substitute scores equivalent to unsatisfactory from local assessments to identify students.</i>	Yes No

↑ Any No

Any No

BOX D
<b>Box D: The student does not qualify for an alternate assessment (portfolio or modified assessments). The regular assessment with or without accommodations is the most appropriate assessment for the student.</b>
___ Math ___ Reading ___ Science ___ Geography ___ History ___ English II ___ U.S. History ___ Algebra I ___ Biology I ___ Writing (5, 8)

BOX E
<b>Box E: The student qualifies for the portfolio assessment.</b>
___ All Subjects Tested

↓ All Yes

BOX F
<b>Box F: The student qualifies for the modified assessment in (check all subjects that apply):</b>
___ Math ___ Reading ___ Science ___ Algebra I ___ English II ___ Biology I

↓ All Yes

To Box D





**TEXAS**

# Texas Assessment of Knowledge and Skills–Modified (TAKS–M)

## Descriptors for the Participation Requirements for TAKS–M

**Students receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum and precludes the achievement of grade-level proficiency within a school year will be assessed with TAKS–M.**

Admission, review, and dismissal (ARD) committees may decide that a student’s knowledge and skills in one or more subject areas can best be assessed with TAKS–M if the student meets **all** of the following participation criteria.

### The student

➤ **needs extensive modifications and/or accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level Texas Essential Knowledge and Skills (TEKS),**

➤ **demonstrates academic progress in such a way that even if significant growth occurs during the school year, the ARD committee is reasonably certain that the student will not achieve grade-level proficiency as demonstrated by multiple valid measures of evidence,**

➤ **meets some but not all of the participation criteria of TAKS–Alternate (TAKS–Alt), and**

➤ **requires an alternate form of TAKS which is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS.**

▶ Students qualifying for TAKS–M must first meet the description provided in the box at the left before the four bulleted requirements listed below it are considered. It is important to keep in mind that the TAKS–M is intended for a very small number of students and that the decision to administer the TAKS–M is not based solely on disability category or placement setting, and is not determined administratively, but rather by the ARD committee.

▶ Every student should have an IEP that reflects access to the grade-level TEKS, including documentation of the modifications and/or accommodations that the student needs during classroom instruction and assessment. Modifications are practices and procedures that change the nature of the task or target skill while accommodations are intended to reduce or even eliminate the effects of a student’s disability but do not reduce learning expectations.

▶ Multiple valid measures of evidence may include, but are not limited to, state-developed assessments, informal and formal classroom assessments, norm-referenced tests, and criterion-referenced tests.

▶ An example of a student who meets some but not all of the participation criteria of TAKS–Alt may include but is not limited to the following: a student may require supports to access the general curriculum and/or require direct, intensive, individualized instruction over a period of time to ensure that he or she learns and retains grade-level skills.

▶ The ARD committee has determined that even with allowable accommodations the student is unable to participate in TAKS, which includes TAKS (Accommodated). The student routinely receives modifications to the grade-level curriculum that more closely resemble those offered on TAKS–M. This may include, but is not limited to, reduced number of items and answer choices or simpler vocabulary and sentence structure.

## **Texas Assessment of Knowledge and Skills-Modified (TAKS-M)**

### **Participation Requirements for TAKS-M**

**Students receiving special education services who have a disability that significantly affects academic progress in the grade-level curriculum and precludes the achievement of grade-level proficiency within a school year will be assessed with TAKS-M.**

Admission, review, and dismissal (ARD) committees may decide that a student's knowledge and skills in one or more subject areas can best be assessed with TAKS-M if the student meets **all** of the following participation criteria.

#### **The student**

- **needs extensive modifications and/or accommodations to classroom instruction, assignments, and assessments to access and demonstrate progress in the grade-level Texas Essential Knowledge and Skills (TEKS),**
- **demonstrates academic progress in such a way that even if significant growth occurs during the school year, the ARD committee is reasonably certain that the student will not achieve grade-level proficiency as demonstrated by multiple valid measures of evidence,**
- **meets some but not all of the participation criteria of TAKS-Alternate (TAKS-Alt), and**
- **requires an alternate form of TAKS which is more closely aligned with instructional modifications in order to demonstrate knowledge of the grade-level TEKS.**

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*NCEO is an affiliated center of the Institute on Community Integration*