

ALTERNATE ASSESSMENT of MODIFIED ACHIEVEMENT STANDARDS PARTICIPATION DECISION CRITERIA

Student: _____ Age: _____ Date: _____

Teacher: _____ School: _____

IEP teams are asked to assist with the CAAVES Item Modification Research Study by identifying students who are likely to qualify for an Alternate Assessment of Modified Achievement Standards. To facilitate decision-making, IEP teams should address each of the following statements **for both reading and math content areas**. Check (✓) all that apply.

When the IEP team concurs that **all 3 of the statements** below accurately characterize a student's current educational situation in a given content area, then the **CAAVES modified alternate assessment** can be used to provide an evaluation of the student's academic achievement in that content area. All decisions must be based on objective evidence, examples of which are listed on the back of this document. Content areas without 3 checks should be assessed using the regular assessment, with or without accommodations.

<i>Participation Criteria</i>	<i>Reading</i>	<i>Math</i>
1. The student has an IEP with goals based on academic content standards for the grade in which the student is enrolled.		
2. The student's disability ¹ has precluded the student from achieving grade-level proficiency, as demonstrated by the student's performance on the state assessment or another assessment that can validly document academic achievement.		
3. The student's progress to date (a) in response to appropriate instruction ² designed to address the student's individual needs and (b) based on multiple measurements ³ 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.		

¹The student's difficulty with the general curriculum is due to his/her disabilities and not due to excessive absences, social, or cultural factors.

²Appropriate instruction includes special education and related services.

³Any measure used for this purpose must be valid and reliable for the subject being assessed.

Guiding Assumptions

- The IEP team has knowledge of the student's present levels of academic achievement and classroom performance in reference to the state's academic content standards and the state's assessment frameworks.
- The IEP team has working knowledge of the test format and which skills and knowledge are being measured by the statewide general education test.
- The IEP team is knowledgeable about state testing guidelines and the use of allowable testing accommodations.

Examples of Evidence to Support Modified Alternate Assessment Participation Decisions

Remember that reliable evidence must be *recent, relevant, and representative*.

Participation Criteria	Possible Forms of Evidence
<p>1. The student has an IEP with goals based on academic content standards for the grade in which the student is enrolled.</p>	<p>a) Current IEP goal(s) and/or objective(s) statements that can be aligned to grade level content standards in reading, language, mathematics, or science; or</p> <p>b) IEP statements that show instructional material or curriculum contains grade level content; or</p> <p>c) IEP team member statements that the IEP goals and instruction provided to the student align with grade level content standards</p>
<p>2. The student's disability¹ has precluded the student from achieving grade-level proficiency, as demonstrated by the student's performance on the state assessment or another assessment that can validly document academic achievement.</p>	<p>a) Previous year's general education test results report with performance documented at the lowest proficiency level; or</p> <p>b) Results from a recent achievement test known to accurately predict summative test performance equivalent to the lowest level on the statewide general education test</p>
<p>3. The student's progress to date</p> <p>(a) in response to appropriate instruction² designed to address the student's individual needs and</p> <p>(b) based on multiple measurements³</p> <p>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.</p>	<p>Written description of research based instruction programs used to improve achievement with</p> <p>a) Review of past two year's class performance records and materials, i.e. Report cards and IEP progress reports toward the grade level annual goals and/or objectives; or</p> <p>b) Past three years of students' scores on state achievement tests; or</p> <p>c) Multiple Curriculum Based Measurement scores and growth rates compared to grade level national or local norms and proficiency levels.</p>