

# Welcome

- **Please MUTE yourself upon signing in to the meeting.**
  - We will wait a few minutes for people joining us late to MUTE themselves.
- Make sure you sign in using the QR code or link in the chat every time you attend a learning event.
  - Use your district's full name as it appears on the notification letter.
  - List ALL districts you are representing on the sign-in sheet

Alternate Assessment 1%  
Attendance April 18



# Professional Learning Convening Alternate Assessment

## April 22, 2025

### Tier 2 and Tier 3 Support Level

Laura Avery-Glover, Principal Consultant  
Dana Jamerson, Principal Consultant  
Rhonda Marks, Principal Consultant

Please sign in using this QR code or the link in the chat.

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# Agenda

- Utilizing Required ISBE Participation Guidelines Form
- Refresher Walk-Through Required ISBE Participation Guidelines Forms
- Sam's Practice Scenario – Initial Data Dive
- Supportive Data Dive: Intellectual Functioning, Conceptual Domain, Social Domain, and Practical Domain
- Assistive Tool: ISBE Alternate Assessment Decision-Making Tool

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## Utilizing ISBE Participation Guidelines Form

- **Required** every time alternate assessment is considered (at least annually).
- **A student must meet all of the required participation guidelines to qualify to participate in the alternate assessment.**
- See the [Alternate Assessment Participation Guidelines Form](#).

# Utilizing the ISBE Participation Guidelines Form

- Alternate assessment is intended for students with the most significant cognitive disabilities.
  - *Typically associated with* an IQ below 55.
  - Impairments or deficits in adaptive functioning.
- Be aware of disability categories, with elimination criteria based on intellectual disability.
  - Examples: Specific learning disabilities, emotional disabilities, speech/language (only).

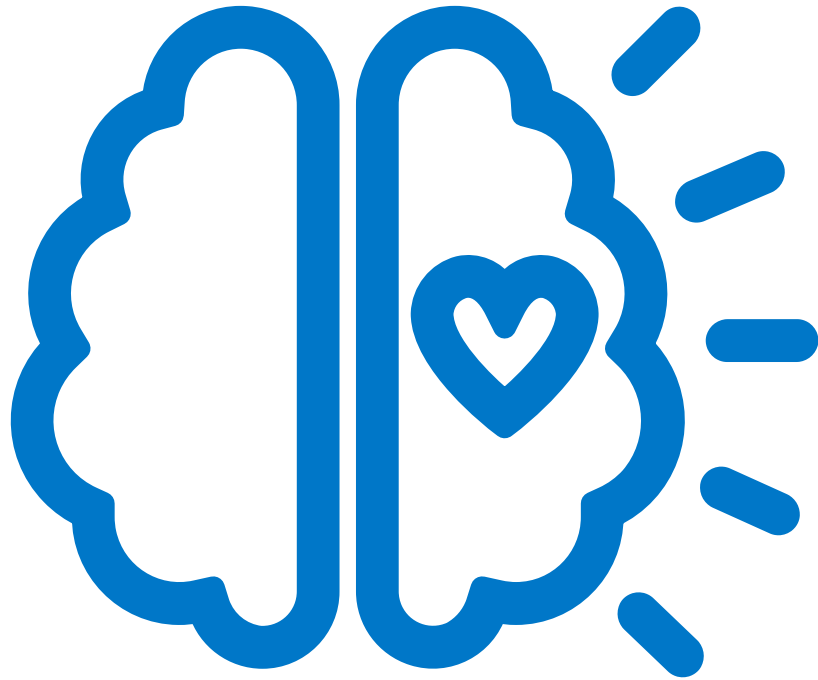
# Participation Guidelines – Refresher Walk

Participation Criteria	Participation Criterion Descriptors	Yes	No	Reason(s) for Yes or No Response
1. The student has a significant cognitive disability.	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	<input type="checkbox"/>	<input type="checkbox"/>	
2. The student's instruction is linked to grade level content and reflective of the Common Core Essential Elements.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level Common Core Essential Elements and address knowledge and skills that are appropriate and challenging for this student.	<input type="checkbox"/>	<input type="checkbox"/>	
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student: a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	<input type="checkbox"/>	<input type="checkbox"/>	

# Practice Scenario – Sam’s Initial Data

- Sam
- Referred for evaluation during preschool
- 11 years old, fifth grade
- Autism
- Regular attendance
- Frequently removed from the educational environment to address behaviors
- Full Scale IQ: 55 (well below average)
- Adaptive Behavior: 62 at school (below average), 68 at home (below average)

# Practice Scenario – Sam’s Initial Data Analysis Results

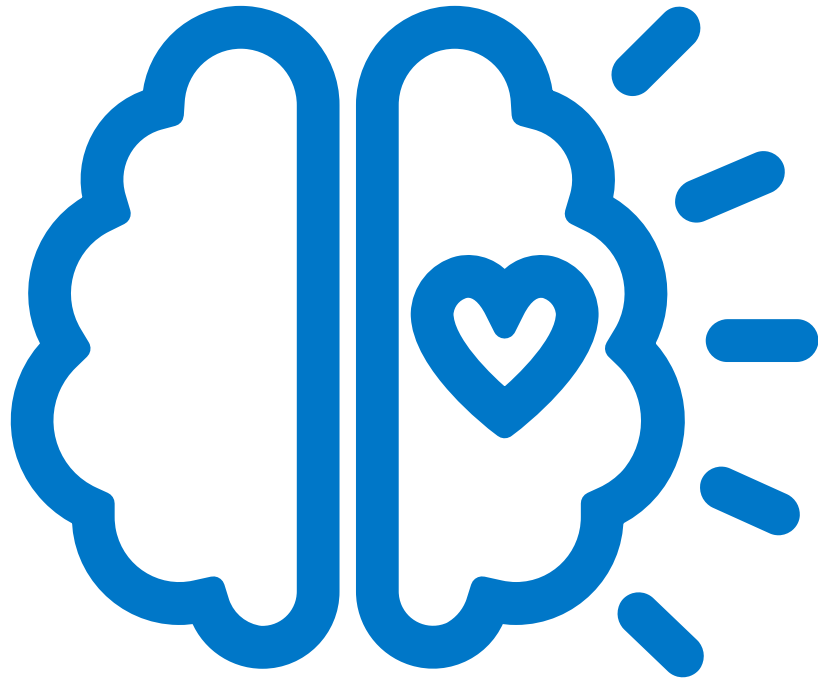


- What evidence supports eligibility?
- What evidence does not support eligibility?
- What additional information is needed?

# Intellectual Functioning – Supportive Data Dive

- Full Scale IQ = 55 (well below average)
  - Verbal = 45 (well below average)
  - Nonverbal = 65 (below average)
- Receptive and expressive language skills are low. Receptive language is stronger than expressive language.
- Academic assessment
  - Reading = 48 (well below average)
  - Writing = Unable to score
  - Math = 70 (below average)

# Intellectual Functioning – Analysis Results



- What evidence supports eligibility?
- What evidence does not support eligibility?
- What additional information is needed?

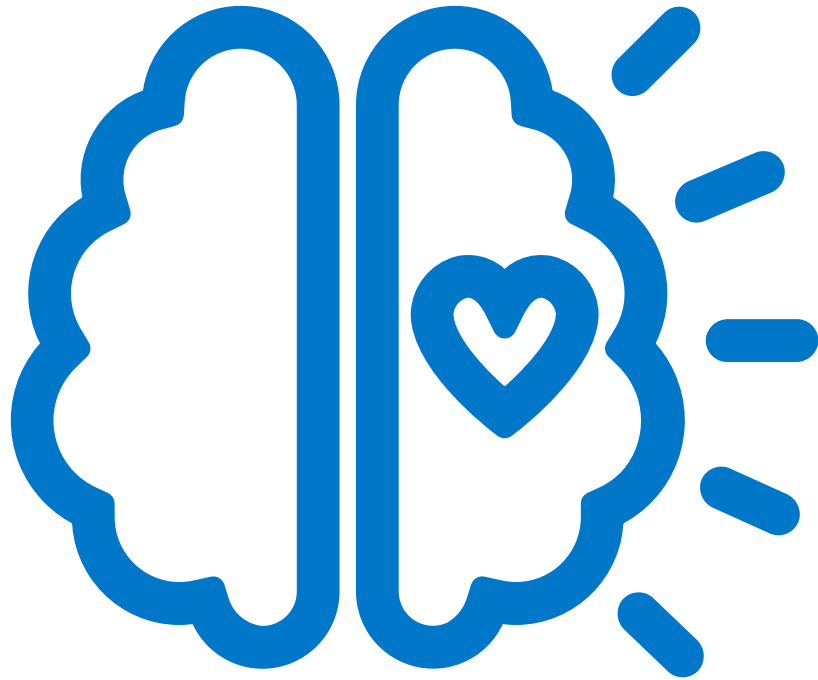
# Conceptual Domain – Supportive Data Dive

- Receiving Wilson's Level 1 reading instruction daily. Working on phoneme and grapheme fluency and is beginning to decode CVC words with adult support.
- Requires adult support to trace or type words. Able to locate familiar words and make familiar basic requests using an AAC device.
- Attends the general education math class but is frequently removed for disruptive behaviors.
  - He requires a 1:1 aide in the general education setting.
  - He requires concepts to be retaught frequently in the special education setting.
  - He able to complete some grade-level math activities through rote memorization of procedure and visual prompts. However, he often does not comprehend the underlying math concepts, especially when they cannot be visually demonstrated.
  - Fluent using the four operations with whole numbers; can add and subtract fractions with a common denominator; can identify lines, angles, and shapes by properties, etc.
- Most instruction is aligned to the Essential Elements; math instruction is aligned to the Illinois Learning Standards.
- Requires frequent reteaching and extra practice to learn and maintain skills.
- Needs explicit instruction to generalize skills.

# Conceptual Domain – Supportive Data Dive

- Communication
  - Receptive language stronger than expressive language.
    - Able to follow simple and familiar 1-2 step directions with visual supports.
    - Deficits in oral comprehension and a limited vocabulary impact instruction.
    - Relies on visual supports and familiar routines. Frequently melts down when deviating from familiar routines.
    - Communicates basic needs using phrases and short sentences. Augments communication with a communication app on his Ipad.

# Conceptual Domain – Analysis Results

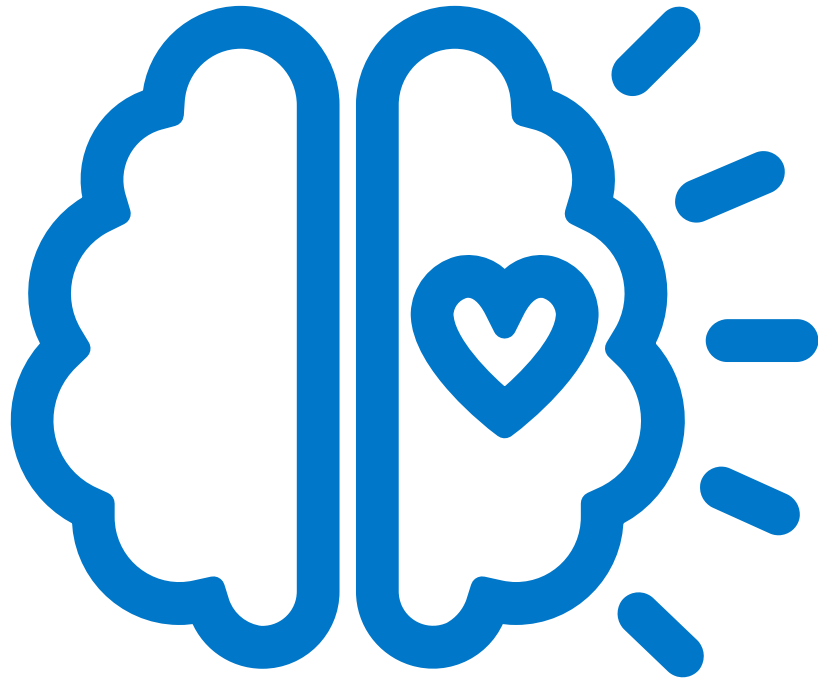


- What evidence supports eligibility?
- What evidence does not support eligibility?
- What additional information is needed?

## Social Domain – Supportive Data Dive

- Expresses frustration frequently by making loud noises, refusing to do tasks, walking away from desk, and exhibiting self-injurious behaviors (hitting the desk or wall, hitting himself in the head).
- Does not seek verbal or physical interaction with peers or adults but seems to enjoy parallel play. Engages with others when prompted. Often requires a verbal model to complete social interactions. Beginning to independently generate statements about interests using his AAC device when asked, “What do you like?”

# Social Domain – Analysis Results

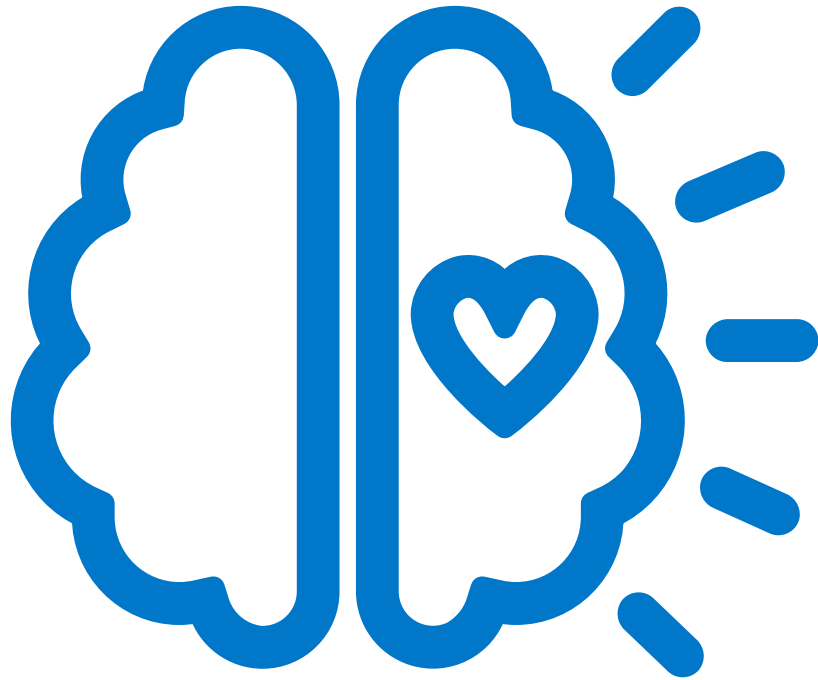


- What evidence supports eligibility?
- What evidence does not support eligibility?
- What additional information is needed?

# Practical Domain – Supportive Data Dive

- Good at memorizing routines and tasks that require following a procedure. Is able to work independently on mastered skills for up to 20 minutes. Requires adult support to practice and learn new skills.
- Can independently go to the bathroom if it is not passing time.
- Dresses and completes personal hygiene with verbal prompts.
- Reaches for an adult's hand when it is time to cross the street.
- Will wonder off if not supervised by an adult, cannot be left home alone
- Needs adult support in the community. Does not understand stranger danger. Does not know how to communicate personal information in an emergency. Does not identify community safety workers that can help in an emergency. Melts down when overstimulated.


# Practical Domain Analysis Results



- What evidence supports eligibility?
- What evidence does not support eligibility?
- What additional information is needed?

# Alternate Assessment Decision-Making Tool

- [Alternate Assessment Eligibility Criteria: Decision-Making Companion Tool](#)
- NOT required.
- Helpful for professional development, file reviews, decision-making meetings, etc.
- Provides guidance on adaptive functioning.








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**Illinois Alternate Assessment  
Participation Decision-Making Tool**

Student:  Grade:  Date:

**Part A – Determining Initial Eligibility**  
Directions: Complete the first two questions to determine if the student may be eligible for participation in the alternate assessment.

<b>1. Does the student have a current Individualized Education Program (IEP)?</b>		
<input type="checkbox"/> No, the student does not have an IEP. 		
<input type="checkbox"/> Yes, the student has a current IEP. 		
<b>Stop here. The student is not eligible for the alternate assessment.</b>		
<b>Proceed to the next statement.</b>		
<b>2. Review the student's <a href="#">Individuals with Disabilities Education Act (IDEA)</a> category.</b>		
<p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Specific Learning Disability</li><li><input type="checkbox"/> Emotional Disability</li><li><input type="checkbox"/> Speech or Language Impairment (only)</li></ul>	<p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Deafness/Hearing Impairment</li><li><input type="checkbox"/> Orthopedic Impairment</li><li><input type="checkbox"/> Other Health Impairment</li><li><input type="checkbox"/> Visual Impairment</li></ul> <p>A student identified with these disability categories very rarely will be a student with a <a href="#">most significant cognitive disability</a> and therefore rarely, if ever, qualify for the alternate assessment.</p>	<p>Student meets state eligibility criteria under the following disability category designations:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Autism</li><li><input type="checkbox"/> DeafBlind</li><li><input type="checkbox"/> Intellectual Disability</li><li><input type="checkbox"/> Developmental Delay</li><li><input type="checkbox"/> Multiple Disabilities</li><li><input type="checkbox"/> Traumatic Brain Injury</li></ul> <p>A student with any of these disabilities may have a cognitive disability. However, fewer than half of the students in these categories may have a most significant cognitive disability that would qualify them for the alternate assessment.</p>
		
<b>Stop here. The student is not eligible for the alternate assessment.</b>	<b>Proceed to Part B.</b>	<b>Proceed to Part B.</b>



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