

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 May 20



[Alternate Assessment](#)

Professional Learning Convening Alternate Assessment May 20, 2025 Tier 3 Support Level

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

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Alternate Assessment 1%
Attendance May 20



Agenda

- Housekeeping
- Review of Federal and State Regulations for Evaluation Procedures
- Reflection on District Evaluation Procedures, Policies, and Practices
- IEP Content Review for Evaluation Compliance and Application to Participation in Alternate Assessment Guidelines

Housekeeping

- **June 17 meetings are canceled except for:**
- Districts have until June 17 to have their LEA Action Plans submitted and accepted, including the completion of the justification and assurance form. If districts have not submitted their LEA Action Plans/Justification and Assurance forms, they are required to attend the meeting on June 17 to discuss their status.
- On June 10 ISBE Alternate Assessment 1% Participation is presenting at the **2025 ISBE and ISELA Special Education Directors Conference**.
- ISBE is encouraging all currently identified Alternate Assessment 1% Threshold Districts to attend our [2025 ISBE and ISELA Special Education Directors Conference](#) scheduled for June 10 at 9:00 – 9:50 in the Redbird Room G: Alternate Assessment Participation – 1% Threshold

Key Points of Federal Regulations

34 CFR 300.304: Evaluation Procedures

- Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;
- Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

Key Points Federal Regulations

- A child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities
 - 34-57BC: Parent/Guardian Consent for Evaluation - Identification of Needed Assessments (For use with Forms B & C)

Key Points of State Regulations

Section 226.110 Evaluation Procedures

- If an assessment is conducted under nonstandard conditions, a description of the extent to which the assessment varied from standard conditions shall be included in the evaluation report. This information is needed so that the team of evaluators can assess the effects of these variances on the validity and reliability of the information reported and determine whether additional assessments are needed. For example, the use of a translator when a qualified bilingual specialist is not available may create nonstandard conditions.
- If any needed portion of the evaluation cannot be completed due to lack of parental involvement, religious convictions of the family, or inability of the child to participate in an evaluative procedure, the district shall note the missing portions in the child's evaluation report and state the reasons why those portions could not be completed.

Key Points of State Regulations

Section 226.135

- Additional Procedures for Students Suspected of or Having an Intellectual Disability.

105 ILCS 5/14-8.02


- Identification, evaluation, and placement of children. In the development of an individualized education program for a student has a disability on the autism spectrum.
 - Must consider:
 - Verbal and nonverbal communication needs.
 - Social interaction skills and proficiencies.
 - Needs resulting from unusual responses to sensory experience.
 - Needs resulting from resistance to environmental change or change in daily routines.
 - Needs resulting from engagement in repetitive activities and stereotyped movements.
 - Needs for any positive behavioral interventions, strategies, and supports.
 - Other needs that impact progress in general curriculum, including social and emotional development.

Participation Guidelines – State-Required Guidelines

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: <ul style="list-style-type: none"> 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"/>	

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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100 North First Street
Springfield, Illinois 62777-0001

**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.

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

Examples of How Assessment Impacts Alternate Assessment

- District A
 - Has large autism program that continues to grow each year.
 - Multiple classrooms and different schools.
 - 50-plus students with autism.
 - Teachers questioned why some children qualified for alternate assessment while other students who appear lower functioning do not.
 - No consistent procedure for how they:
 - Assess cognitive functioning of students with autism (especially those who are nonverbal).
 - Interpret IQ assessment data (determining using full scales or subscales) and apply this to the participation. (Do they have the most significant cognitive disability, or is their score impacted by language?)
 - District determined it would develop clear assessment procedures for students with autism as part of its LEA Action Plan.
- District B
 - Noticed after completing the risk ratio analysis that a disproportionately high number of English learners (ELs) were taking the alternate assessment.
 - During the Root Cause Analysis, it made several hypotheses about assessment practices that might be contributing to this disproportionality.
 - Culturally and linguistically appropriate assessments.
 - Appropriately trained test administrators.
 - Access to multilingual test administrators.
 - Potential unconscious bias.
 - It developed goals that involved:
 - Reviewing the district assessment procedures for ELs with Individualized Education Programs (IEPs).
 - Revising procedures to address any factors that might contribute to students being identified with intellectual disabilities who should not be, or students identified as having the most significant cognitive disabilities who may have less significant cognitive disabilities and do not qualify to take the alternate assessment.

Reflection: District Policies

- Are federal and state guidelines reflected in your district's evaluation policies?
- Who are the stakeholders (e.g., district administrators, teachers, etc.) responsible for developing the district's evaluation policies?
- Who ensures that district policies for evaluation reflect federal and state regulations?
- How are district policies for evaluation communicated to all district staff and parents?
- How is fidelity of district policies for evaluation implementation monitored?
- Are policies and procedures regarding evaluation reviewed regularly?
- How does the district develop policy and procedure around “gray areas” that may not be addressed in the statutes and regulations?

Most Recent Evaluation Results– Joe’s Present Level of Academic and Functional Performance: **Actual Content of Joe's IEP**

Current Grade Placement: 11th

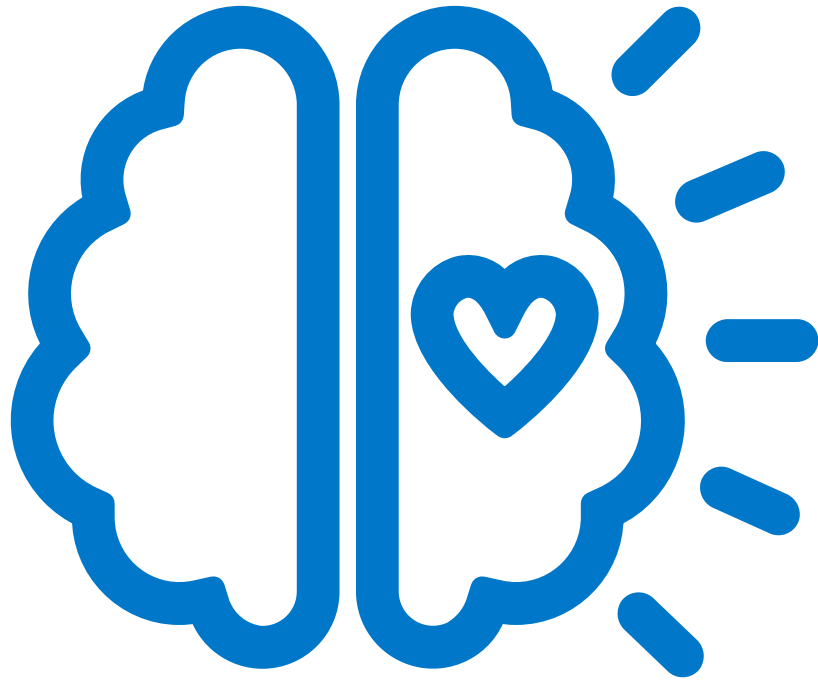
Primary Eligibility: Intellectual Disability (A)

- Noted medical diagnoses: Down syndrome, hypothyroidism and seasonal allergies.
- **Speech:** He only answers questions that are directed to him.
- **Occupational Therapy:** Demonstrates age-appropriate gross motor skills to complete a variety of classroom curriculum activities.
- **Executive Functioning:** Can formulate accurate responses to questions with a decreased need for prompting.

Joe's Present Levels of Performance

- **Independent Functioning:** Can use the restroom, get his breakfast/lunch, dress for PE, get his supplies needed for a lesson, open/close his backpack, and use the classroom fridge all independently. This past year he has learned how to microwave his lunch independently.
- **Vocational:** Able to perform all classroom jobs -- wash/dry/fold laundry, wash/dry dishes, sweep the floor, vacuum the carpet, wipe down tables, wipe down chairs, sharpen pencils, and help organize our reading nook.

Initial Thoughts



- Does any evidence support eligibility so far?
- Is there any evidence that does not support eligibility?
- What additional information is needed?
- Where in the IEP would you record that information?

Evaluation Results Recorded on IEP

Test: Wechsler Intelligence Scale for Children, Ed. 5:

- Subtest ... Standard Score ... Percentile Rank ... Description
 - Verbal Comprehension Index (VCI)=SS 45, PR <0.01, extremely low.
 - Visual Spatial Index (VSI)=SS 49, PR <0.01, extremely low.
 - Fluid Reasoning Index (FRI)=SS 45, PR <0.01, extremely low.
 - Working Memory Index (WMI)=SS 45, PR <0.01, extremely low.
 - Processing Speed Index (PSI)=SS 49, PR <0.01, extremely low.
 - Full Scale IQ (FSIQ)=SS 40, PR <0.01, extremely low – this scores falls on the border of moderate to severe range of impairment.

Evaluation Results Recorded on IEP

Test: Kaufman Test of Educational Achievement, 3rd Ed. (KTEA-3)

Examiner: School Psychologist

- Standard Scores (grade equivalents in parentheses):
 - Word Recognition: 54 (1.10)
 - Reading Comprehension: 51 (K.11)
 - Math Concepts & Applications: 48 (K.4)
 - Math Computation: 40 (K.0)

Evaluation Results Recorded on IEP

Test: 2018 Adaptive Behavior Assessment System, Ed. 3

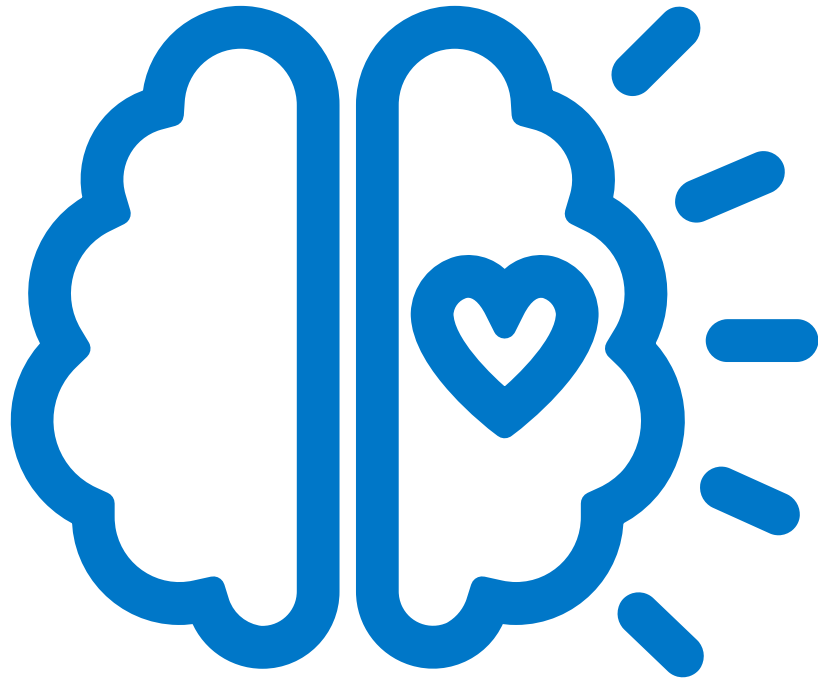
Teacher Form

- Composite/Domains...Standard Score(SS)...Percentile Rank...

Description:

- General Adaptive Composite (GAC)=SS 51, PR 0.1, extremely low.
- Conceptual=SS 50, PR <0.1, extremely low.
- Social=SS 56, PR 0.2, extremely low.
- Practical=SS 56, PR 0.2, extremely low.

Thoughts on Evaluation Results



- Do evaluation instruments and procedures comply with federal and state regulations?
- Is there evaluation rationale information you would include to meet evaluation compliance?
- What additional information is needed?

IEP Recorded Dynamic Learning Maps Alternate Assessment Participation Guidelines

Actual content of Joe's IEP

- 1). The student has a significant cognitive disability. Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.*

Yes **Reason(s) for Response:** *IQ*

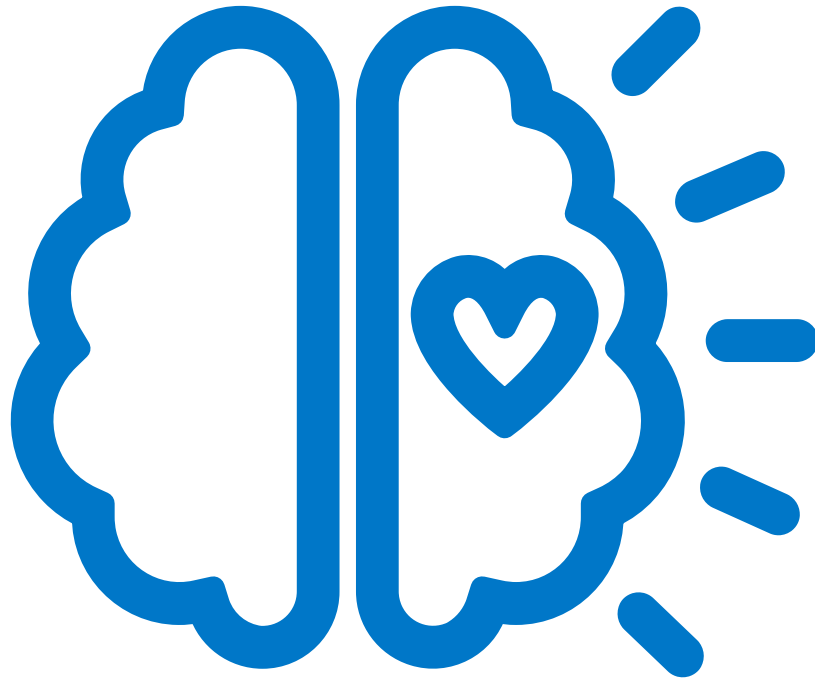
- 2). The student's instruction is linked to grade level content and reflective of the Common Core Essential Elements. Goals and instruction listed in the IEP for this student are linked to the enrolled grade level Common Core Essential Elements and address knowledge and skills that are appropriate and challenging for this student.

Yes **Reason(s) for Yes Response:** *IQ*

- 3). The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.

Yes **Reason(s) for Yes Response:** *Functional Curriculum*

Thoughts on Eligibility for the Alternate Assessment



- Are the district's reasons for participation in the alternate assessment sufficient?
- Does the student qualify for participation in alternate assessment based on participation guidelines and decision-making tool?
 - What evidence supports eligibility?
 - What evidence does not support eligibility?
 - What additional information is needed?



Contact Us

