

ALTERNATE ASSESSMENT PARTICIPATION – 1% THRESHOLD

June 10, 2025

9 – 9:50 a.m. Redbird Room G

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Agenda

- **How Evaluation Regulations Impact Alternate Assessment Participation**
- **Key Points of Federal Regulations**
- **State Regulations: Evaluation Processes and Identifying Disability**
- **Results of Recent Evaluation (Data): Individual Student IEP Content (Scenario)**
- **Developing Evaluation-Based IEP Goals for Students with Significant Disabilities**
- **Required Participation Guidelines**
- **ISBE Decision-Making Companion Tool**
- **ISBE Resources**
- **ISBE Alternate Assessment Survey**

How Evaluation Regulations Impact Alternate Assessment Participation

Key Points in Federal Evaluation Regulation

State Regulations: Evaluation Processes and Identification of disabilities



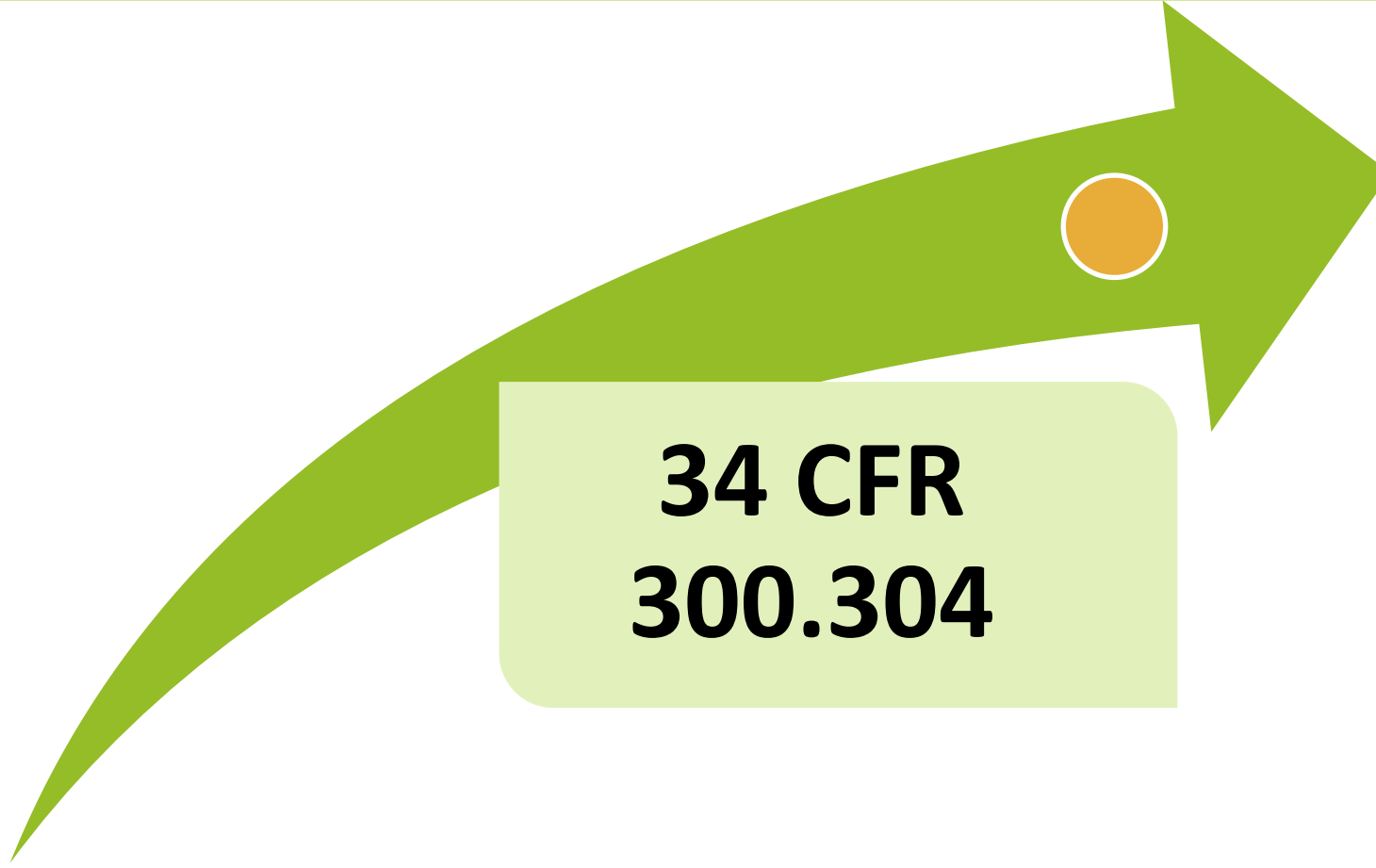
Results of Recent Evaluation: Individual Student IEP Content



Evidence-based IEP Goals

Required Alternate Assessment Participation Guidelines

Key Points in Federal Regulations



**34 CFR
300.304**

Key Points in Federal Regulations

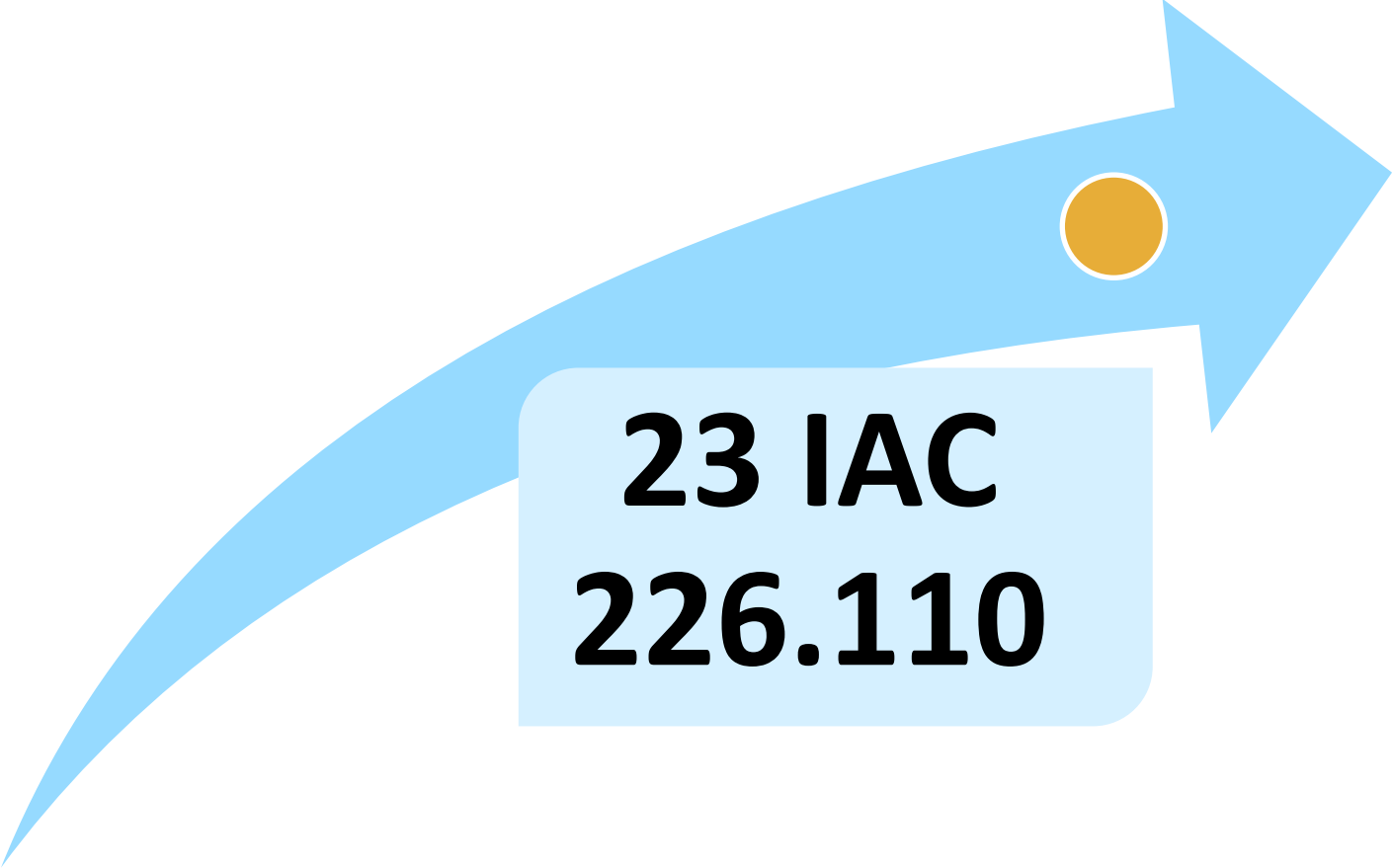
34 CFR 300.304: Evaluation Procedures

- Assessments 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 in 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)

State Regulations: Evaluation Processes and Identifying Disability



**23 IAC
226.110**

State Regulations: Evaluation Processes and Identifying Disability

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.

State Regulations: Evaluation Processes and Identifying Disability

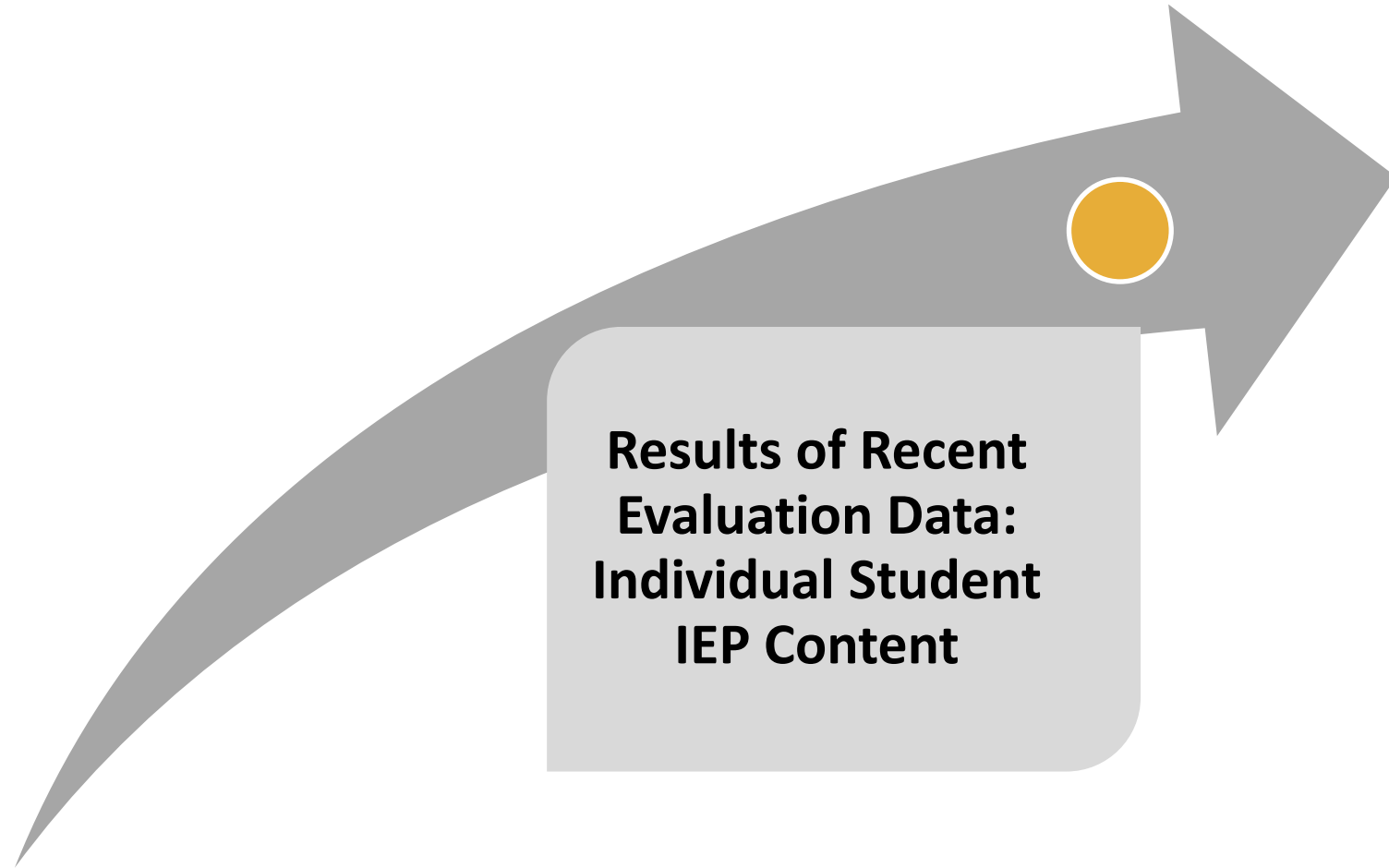
Section 226.135

- 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 (IEP) for a student who 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.

Results of Recent Evaluation Data: Individual Student IEP Content



Present Level of Academic and Functional Performance:

Actual Content of Student 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.

Present Level of Academic and Functional Performance:

Actual Content of IEP

- **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.

Present Level of Academic and Functional Performance:

Actual Content of 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.

Present Level of Academic and Functional Performance:

Actual Content of 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 and Applications: 48 (K.4)**
 - **Math Computation: 40 (K.0)**

Present Level of Academic and Functional Performance:

Actual Content of IEP

Test: 2018 Adaptive Behavior Assessment System, Ed. 3

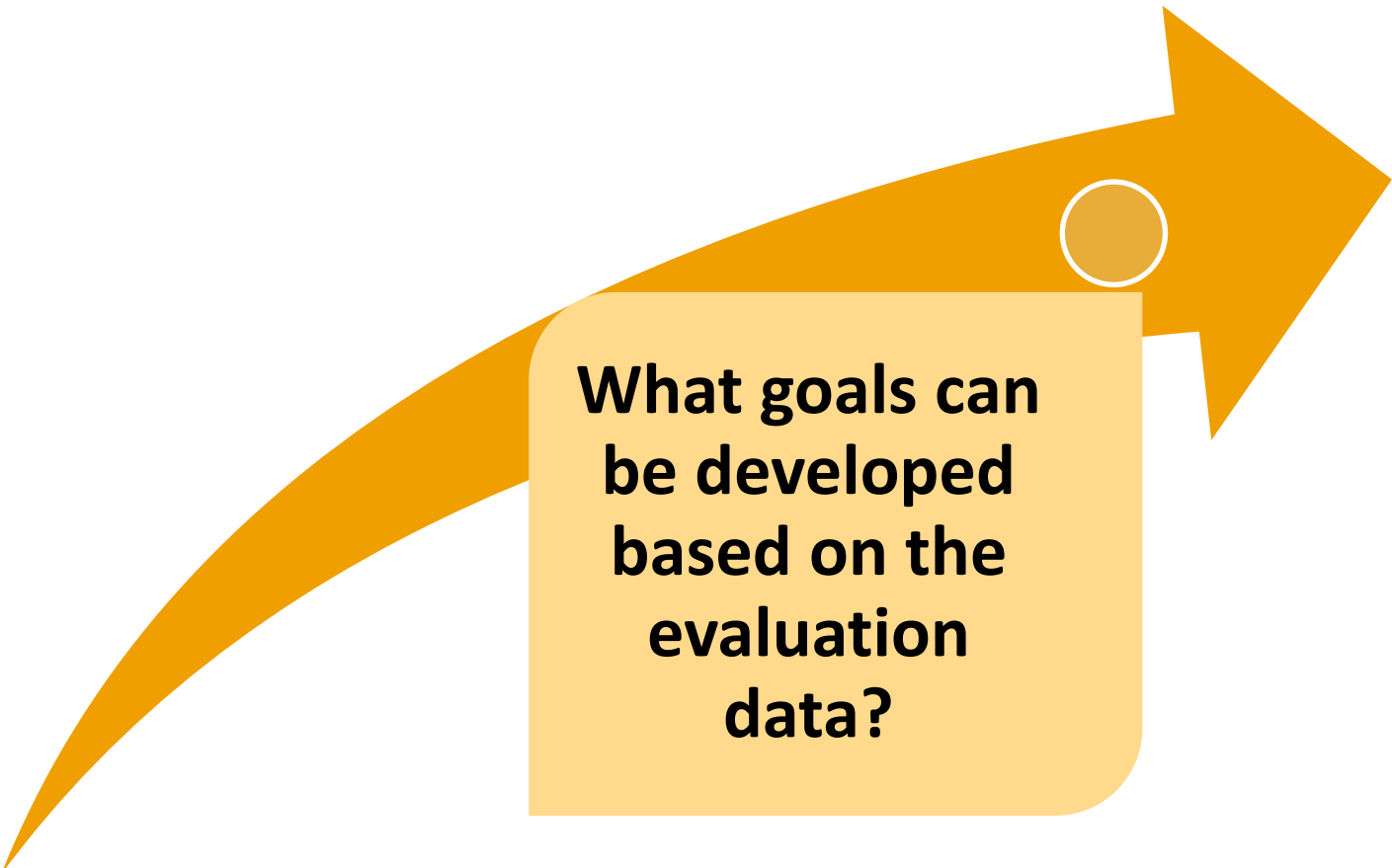
Teacher Form

- 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.**

Let's Talk About Evaluation-Based IEP Goals



**What goals can
be developed
based on the
evaluation
data?**

Independence and Self-Advocacy	Vocational Readiness	Academic Skills	Communication and Social Skills
Goals:	Goals:	Goals:	Goals:

Resources for Linking Common Core and Essential Elements Standards

- [DLM Essential Elements in English Language Arts](#)
- [DLM Essential Elements in Mathematics](#)
- [DLM Essential Elements in Science](#)
- [Essential Elements Condensed Books](#)
- [Frequently Asked Questions on Graduation Rate Coding for Students](#)
- [Updated Graduation Requirements](#)
- [WIDA Alternate ACCESS Participation Guidance 2024-25](#)

Applying Alternate Assessment Participation Guidelines



Required Participation 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"/>	

State Required - Participation Guidelines

Actual Content of Student 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*

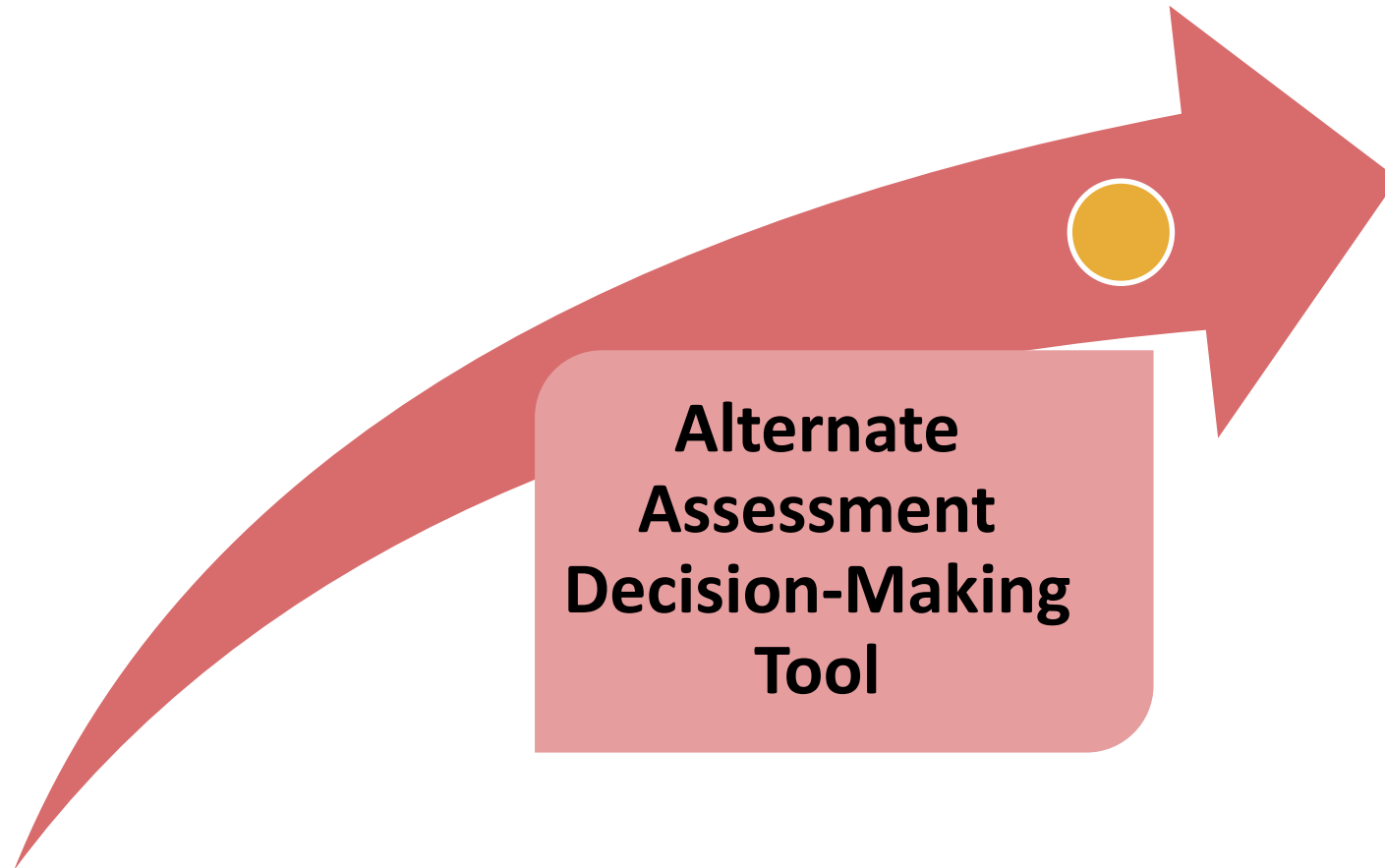
- 2). The student's instruction is linked to grade-level content and reflective of the Common Core Essential Elements. Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level Common Core Essential Elements and address knowledge and skills that are appropriate and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

ISBE's Alternate Assessment Decision-Making Tool



ISBE's Alternate Assessment Decision-Making Companion 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.

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 <u>Individuals with Disabilities Education Act (IDEA)</u> 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>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 <u>most significant cognitive disability</u> 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"><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>
		
Stop here. The student is not eligible for the alternate assessment.	Proceed to Part B.	Proceed to Part B.

ISBE Resources



**Resources and
Documents**

ISBE Resources

ISBE ALTERNATE ASSESSMENT PARTICIPATION - 1% THRESHOLD WEBPAGE



- Virtual Meetings (Dates and Meeting Link)
- Resources and Documents
- Justification and Assurances
- Presentations and Webinars

Take ISBE's Alternate Assessment Survey, Please!

ALTERNATE ASSESSMENT
PARTICIPATION – 1% THRESHOLD





Contact Us

