



100 North First Street  
Springfield, Illinois 62777

## TIER 2 - ALTERNATE ASSESSMENT SELF-REFLECTION TOOL

### SPECIAL EDUCATION DEPARTMENT

The Illinois State Board of Education (ISBE) alternate state accountability assessment is aligned to the [DLM-AA Essential Elements](#), which are aligned to the [Illinois Learning Standards](#). The Every Student Succeeds Act (ESSA) places a 1% threshold on the number of students who may participate in alternate assessments. ISBE has devised the [2025-2026 Alternate Assessment Reduction Plan](#), which is a tier-based plan for local education agencies (LEAs) who exceed the 1% threshold. Based on this reduction plan, LEAs identified as Tier 2 must complete the Tier 2 Alternate Assessment Self-Reflection Tool. The purpose of the tool is to ensure LEAs evaluate their alignment with federal regulations and state guidelines by reviewing policies, procedures, and practices for determining which students should participate in the alternate assessment. The tool is designed to support LEAs in their data review process and to ensure students who are identified to participate in the alternate assessment meet the criteria set in the [ISBE Alternate Assessment Participation Guidelines](#).

Additional resources can be found on the following webpages: [Alternate Assessment Participation -1% Threshold](#) and [Dynamic Learning Maps Alternate Assessment \(DLM-AA\)](#).

#### School District Information

NAME OF SCHOOL DISTRICT	SCHOOL YEAR
-------------------------	-------------

#### Data Analysis

The LEA reviewed data from a variety of sources, including but not limited to the data sources below, to determine a students' participation in alternate assessment.

1. Intellectual Functioning Data
  - a. Verbal and Non-Verbal Intelligence
  - b. Thinking, Reasoning, and Problem-Solving Skills
  - c. Executive Functioning/Attention/Memory
  - d. Learning Skills
2. Adaptive Functioning Data
  - a. Adaptive Behavior Skills
  - b. Conceptional Skills
  - c. Social Skills
  - d. Practical Skills
3. Communication Skills Data
  - a. Expressive Communication Skills
  - b. Receptive Communication Skills

Yes  No

## Policies, Procedures, and Practices

The LEA has written policies, procedures, and practices that align to state alternate assessment guidelines, including evaluation factors to consider for alternate assessment participation.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The LEA has written policies, procedures, and practices for ensuring that LEA staff understand, adhere to, and implement state guidelines and tools for determining alternate assessment participation.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The LEA has written policies, procedures, and practices which ensure staff routinely review/analyze assessment data (e.g., Illinois Report Card, Pearson Portal, and/or SIS) to identify patterns and trends that would indicate overidentification and/or disproportionality in one or more subgroups.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The LEA has written policies, procedures, and practices in place to ensure that all required data reported to ISBE are accurate, reliable, and timely.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The LEA has written policies, procedures, and practices for reviewing IEP content of students who are participating in alternate assessment. The IEP includes detailed data evidence, student's primary disability category, utilizing ISBE <a href="#">Alternate Assessment Participation Guidelines Form</a> and/or <a href="#">Alternate Assessment Eligibility Criteria: Decision-Making Companion Tool</a> , and review of all relevant IEP sections which determine participation in alternate assessment.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The LEA has written policies, procedures, and practices that evaluate the effectiveness of instructional programs for students with the most significant disabilities.	<input type="checkbox"/> Yes <input type="checkbox"/> No

## Staff Training

LEA staff are routinely trained on effectively implementing the alternate assessment, including utilizing <a href="#">accessibility features available</a> .	<input type="checkbox"/> Yes <input type="checkbox"/> No
LEA staff are routinely trained in linking Illinois Learning Standards to DLM Essential Elements for effective evidence-based instructional strategies.	<input type="checkbox"/> Yes <input type="checkbox"/> No
LEA staff are routinely trained on developing IEPs for students with the most significant disabilities, which contain relevant data-based evidence for alternate assessment participation, connection to PLAAFPs, goals, accommodations and modifications, and progress monitoring.	<input type="checkbox"/> Yes <input type="checkbox"/> No
LEA staff are routinely trained on properly utilizing, as an option, the <a href="#">Alternate Assessment Participation Guidelines Form</a> and the <a href="#">Alternate Assessment Eligibility Criteria: Decision-Making Companion Tool</a> .	<input type="checkbox"/> Yes <input type="checkbox"/> No
LEA staff are trained in accessing, utilizing, and referencing ISBE alternate assessment resources.	<input type="checkbox"/> Yes <input type="checkbox"/> No

## IEP Team Decision-Making Process and IEP Documentation

LEA staff ensure that only students identified with intellectual and adaptive functioning well below average, that impacts daily living, communication, and self-care skills, participate in the alternate assessment.	<input type="checkbox"/> Yes <input type="checkbox"/> No
LEA staff ensure that eligibility for taking the alternate assessment is determined by the Individualized Education Program (IEP) team, not just by a specific disability category, educational environment, or an IQ score alone.	<input type="checkbox"/> Yes <input type="checkbox"/> No
As an option when determining eligibility, LEA staff complete the DLM-AA participation guidelines and/or utilize the decision-making companion tool, which focuses on characteristics of students with significant cognitive disabilities.	<input type="checkbox"/> Yes <input type="checkbox"/> No
LEA staff ensure the IEP includes a correlation of student needs linked to annual goals, DLM ( <a href="#">Dynamic Learning Maps</a> ) Essential Elements and present levels of functional performance.	<input type="checkbox"/> Yes <input type="checkbox"/> No
LEA staff ensure the IEP includes the correlation of alternate assessment accessibility features to classroom accommodations and	<input type="checkbox"/> Yes <input type="checkbox"/> No
LEA staff ensure the IEP includes documentation of a discussion with regarding the implications of alternate assessment participation as it specifically to graduation, diploma, and post-secondary school outcomes.	<input type="checkbox"/> Yes <input type="checkbox"/> No

## Additional Reflections

The LEA ensures that the decision regarding participation in the DLM was not based solely on all of the following criteria:	<input type="checkbox"/> Yes <input type="checkbox"/> No
<ol style="list-style-type: none"> <li>1. Student's anticipated behavioral disruptions.</li> <li>2. English learner (EL) status.</li> <li>3. Poor attendance or extended absence.</li> <li>4. Educational environment or instructional setting.</li> <li>5. Percent of time receiving special education services.</li> <li>6. Expected poor performance on general education assessment.</li> <li>7. Academic or other services the student receives.</li> <li>8. Impact of student's scores on accountability system.</li> <li>9. A disability or impairment category or label.</li> <li>10. Native language, cultural, social, or economic differences.</li> <li>11. Administrator decision.</li> <li>12. Anticipated emotional distress.</li> <li>13. Low reading level or achievement level.</li> <li>14. Needs for support (assistive technology and/or alternative and augmented communication devices) to participate in the assessment process.</li> </ol>	<input type="checkbox"/> Yes <input type="checkbox"/> No
In accordance with <a href="#">34 CFR 300.320 (a)(6)(i)</a> , the LEA ensures student's IEP includes a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments consistent with Section 612(a)(16) of the Act?	<input type="checkbox"/> Yes <input type="checkbox"/> No
In accordance with <a href="#">34 CFR 300.320 (a)(6)(ii)</a> , the LEA ensures the student's IEP includes a statement of why the student cannot participate in general state assessments, and why the alternate assessment is appropriate?	<input type="checkbox"/> Yes <input type="checkbox"/> No
In accordance with <a href="#">34 CFR 300.320 (a)(6)(ii)</a> , the LEA ensures the student's IEP includes a statement of why the alternate assessment is appropriate?	<input type="checkbox"/> Yes <input type="checkbox"/> No
In accordance with <a href="#">34 CFR 300.160</a> , the LEA ensures the student's IEP includes evidence that the parent was informed that their child's achievement will be measured based on alternate academic achievement standards, and of how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma?	<input type="checkbox"/> Yes <input type="checkbox"/> No