



100 North First Street  
Springfield, Illinois 62777

## TIER 3 - LEA IEP CONTENT REVIEW FORM FOR PARTICIPATION IN THE ALTERNATE ASSESSMENT

### SPECIAL EDUCATION DEPARTMENT

LEAs assigned to Tier 3 support must review the IEP content for student(s) participating in the alternate assessment to determine if evaluation results provide evidence that supports the student's participation in the alternate assessment. A total of five IEPs should be reviewed utilizing the IEP Content Review Form for Participation in the Alternate Assessment.

Completed IEP review forms must be submitted by **March 16, 2026**, to [AltException@isbe.net](mailto:AltException@isbe.net) with the name of the principal consultant assigned to your district included in the email subject line. **DO NOT submit student IEP files.** Files should be named using the following format: **[School District Name] [School District Number] LEA IEP Review Form**

SECTION I		
DATE OF DISTRICT REVIEW	DATE OF DISTRICT SUBMISSION	
FULL DISTRICT NAME	ISBE CONSULTANT NAME	
DISTRICT REVIEWER NAME	DISTRICT REVIEWER POSITION	
DISTRICT REVIEWER EMAIL	DISTRICT REVIEWER TELEPHONE (Include Area Code)	
STUDENT SIS #	DATE OF IEP	
STUDENT PRIMARY DISABILITY	STUDENT SECONDARY DISABILITY	
STUDENT RELATED SERVICES		
STUDENT EDUCATIONAL ENVIRONMENT	STUDENT GRADE	STUDENT AGE

SECTION II: Purpose of Conference <i>(Please check all that apply)</i>		
<input type="checkbox"/> IEP Review/Revision	<input type="checkbox"/> Review of Existing Data	<input type="checkbox"/> Reevaluation
<input type="checkbox"/> Initial IEP	Date: _____	<input type="checkbox"/> Manifestation Determination
<input type="checkbox"/> Initial Evaluation/Eligibility	<input type="checkbox"/> Secondary Transition	<input type="checkbox"/> Functional Behavioral Assessment (FBA)/Behavior Intervention Plan (BIP)
	<input type="checkbox"/> Graduation	

### SECTION III: Alternate Assessment Participation Rubric

#### Evidence of Significant Cognitive Disabilities

- The IEP indicates that the student has a disability or multiple disabilities that significantly impact intellectual and adaptive functioning.

Criteria	Response		Comments
	Yes 1 pt.	No 0 pt.	
Is the student's primary disability associated with a significant cognitive disability?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the assessment of intellectual functioning support evidence of the most significant cognitive disability or evidence that valid cognitive results could not be obtained from the student based on the student's level of functioning?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the IEP contain evidence that present levels of academic and functional performance indicate academic and functional skills that are several grades below age-appropriate peers?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the assessment of adaptive behavior functioning indicate significant deficits in adaptive behavior?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the student's IEP include goals for functional, social, and/or adaptive skills?	<input type="checkbox"/>	<input type="checkbox"/>	
Is there evidence in the IEP that even with additional time, the student will likely be unable to develop the skills needed to live independently or to function safely in their daily life at home, school, and community?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>SCORE</b>			

#### Primarily Instructed Using the DLM Essential Elements as Content Standards

- Present levels and measurable goals listed in the IEP are linked to the enrolled grade level Essential Elements and address knowledge and skills that are appropriate and challenging.

Criteria	Response		Comments
	Yes 1 pt.	No 0 pt.	
Does the student's IEP include references to the present levels of academic and functional performance and goals aligned to the DLM Essential Elements?	<input type="checkbox"/>	<input type="checkbox"/>	
Do the student's previous assessment scores support participation in the alternate assessment?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>SCORE</b>			

**Evidence of Direct Individualized Instruction and Supports to Achieve Measurable Gains in Grade and Age-Appropriate Curriculum.**

- Repeated, individualized instruction and support are required that are neither temporary nor limited to specific content areas.
- Adapted materials and individualized methods of accessing information in alternative ways are required to acquire, maintain, demonstrate, and transfer skills across multiple settings.

Criteria	Response		Comments
	Yes 1 pt.	No 0 pt.	
Does the student IEP document repeated instruction and supports in all content areas incorporating individualized and alternative methods to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the student's IEP document accommodations and modifications (layers of support, scaffolding, and/or assistive technologies) to communicate, follow directions, complete daily routines and/or complete instructional activities?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the student's IEP indicate direct special education support for the majority of the school day to make adequate progress on the Essential Elements that are at a reduced complexity as compared with the general education curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>SCORE</b>			

**Additional Supporting IEP Content for Participation in Alternate Assessment**

Criteria	Response		Comments
	Yes 1 pt.	No 0 pt.	
<p>The IEP indicates that the decision regarding participation in the DLM was not solely based on all of the following criteria:</p> <ol style="list-style-type: none"> <li>1. Student's anticipated behavioral disruptions.</li> <li>2. English learner 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 supports (assistive technology and/or alternative and augmented communication devices) to participate in the assessment process.</li> </ol>	<input type="checkbox"/>	<input type="checkbox"/>	

Additional Supporting IEP Content for Participation in Alternate Assessment			
Criteria	Response		Comments
	Yes 1 pt.	No 0 pt.	
In accordance with 34 CFR 300.320 (a)(6)(i), did the student's IEP include 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"/>	<input type="checkbox"/>	
In accordance with 34 CFR 300.320 (a)(6)(ii), did the student's IEP include a statement of why the student cannot participate in general state assessments, and why the alternate assessment is appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	
In accordance with 34 CFR 300.320 (a)(6)(ii), did the students' IEP include a statement of why the alternate assessment is appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	
In accordance with 34 CFR 300.160, did the student's IEP include 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"/>	<input type="checkbox"/>	
As an option in determining participation, the district completed the ISBE Alternate Assessment Participation Guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	
As an option in determining participation, the district utilized the ISBE Alternate Assessment Decision Making Tool.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>SCORE</b>			

<b>SCORING RUBRIC</b>
-----------------------

\_\_\_\_\_ **TOTAL Score of "Yes" pts.**

- 16 – 12pts.** IEP content **consistently verifies** student participation in alternate assessment.
- 11 – 7 pts.** IEP content **inconsistently or partially verifies** student participation in alternate assessment.
- Fewer than 7 pts.** IEP content **does not adequately verify** student participation in alternate assessment.

Each LEA should utilize the results of the **LEA IEP Content Review Form** to identify IEP areas of strength and areas of needs in determining the overall performance level of the student, ensuring that only the student with the most significant cognitive disabilities is eligible for participation in the alternate assessment. The results can also be utilized to verify if policies, practices, and procedures are compliant with assigning students for participation in the alternate assessment.