



DECISION MAKING WORKSHEET

2012 -2013

Participation of Students with Disabilities in Statewide Assessment

At an IEP team meeting held as early as possible each calendar year (ideally by September 30th or as soon as possible after a new student arrives in your district), the following question needs to be answered relative to how a student with disabilities will participate in the statewide assessment program:

Can the student participate meaningfully in the general statewide assessment, with or without accommodations?

- If you do not know the answer to this question, information on the wide range of allowable accommodations that are available in NH, can be found in the *NECAP Accommodations Guidelines Document, 2010, NH- Edition* at:
<http://www.education.nh.gov/instruction/assessment/necap/admin/admin10.htm>
- If the answer to this question is no, the student may meet the criteria to participate in the New Hampshire Alternate Learning Progressions Assessment (NH ALPs) based on Alternate Achievement Standards. To determine if your student meets the participation criteria for the NH ALPs complete the worksheet below.

The NH ALPs is an assessment designed to use video evidence collection to document student performance on academic standards in Reading, Writing, Mathematics, and Science. There are very limited alternatives available for submission of a student's portfolio without video evidence collection. If you need more information regarding alternatives to video contact Santina Thibedeau, NH State Director of Special Education, at santina.thibedeau@doe.nh.gov or 603-271-6693

THIS FORM MUST BE INCLUDED WITH THE PORTFOLIO

A student is eligible to participate in the New Hampshire Alternate Learning Progressions Assessment if his or her IEP team determines that the student meets **all** of the following participation criteria:

1. **Student Name:** _____

2. **Does the student have a current IEP?**

_____ Yes. Continue to #3.

_____ No. Student is not eligible for the New Hampshire Alternate Assessment.

3. Can the student participate in the general (NECAP) assessment with allowable and appropriate accommodations?

_____ Yes. If this is the case, list appropriate testing accommodations in the student's IEP and choose General Assessment with Accommodations for state testing.

_____ No. Describe the ways in which the student's cognitive disability and deficits in adaptive behavioral skills would prevent this student from participating in the General Assessment, even with appropriate accommodation, and then continue to #4.

4. Is there documented evidence that the student's demonstrated significant cognitive disability AND deficits in adaptive behavioral skills prevent him or her from demonstrating achievement of the grade level proficiency standards, as described in the New Hampshire Curriculum Frameworks through participation in the general statewide assessment, even with appropriate accommodations?

_____ Yes. Continue to #5.

_____ No. Consider new accommodations that would enable this student to participate in grade-level general assessment.

5. Is there evidence that the student's demonstrated significant cognitive disability and deficits in adaptive behavioral skills require individualized instruction in multiple settings (school, work, home, and other environments) to acquire, generalize, and transfer skills necessary for functional application?

_____ Yes. Describe below, then continue to #6.

Describe how the student's program requires individualized instruction in multiple settings for this student to acquire, generalize and transfer skills:

_____ No. Consider new accommodations that would enable this student to participate in grade-level general assessment.

6. Does the historical data (current and longitudinal across multiple settings) confirm the individual student criteria listed above?

_____ Yes. Describe below, then continue to #7.

What historical data were used to support items #2, 3, and 4 above?

_____ No. Consider new accommodations that would enable this student to participate in grade-level general assessment.

7. Please have the team review the following list of Characteristics of Students Appropriately Served under Alternate Assessment based on Alternate Achievement Standards and check all that apply to this student:

- Limited Communication:** The student may have very limited vocabulary and language skills, or may be non-verbal. The student may use simple language structures to communicate and seldom acquires new communication skills through incidental learning;

This does not include any student with “limited communication” who has no effective communication system in place or under active development **AND**

- Very Low Levels of Academic Achievement:** Performance in the subject matters of Reading, Writing, Mathematics, and Science is significantly below that of same-aged peers

This does not include students working just 1 or 2 grade levels below grade-level, or any student who has not had full opportunity to benefit from empirically sound instructional intervention. This also does not include any student who has, as documented in IEP team meeting notes, had a cognitive disability “ruled out” in order to identify the students as a child having a specific learning disability **AND**

- Highly Specialized Instruction:** The student generally requires systematic instruction with tasks broken into small steps. In addition, the student needs deliberate instruction to apply learned skills across multiple settings (e.g., school, home, work, and other settings); **AND**

- Ample Supports:** The student requires individualized instructional, technological, or interpersonal supports to make progress in learning. The student requires accommodations to demonstrate proficiency of even the modified performance expectation levels described above, such as modeling and repeated demonstration, specially designed prompting procedures, and alternate or augmented communication systems. This does not include any student who needs ample support but has no clear evidence of severe cognitive disability.

Summary Decision of the IEP Team Members:

Based on the review of the information above, the IEP team has determined that the student will participate in the:

- General Assessment (NECAP) without accommodations
- General Assessment (NECAP) with Accommodations (include accommodations in student’s IEP)
- New Hampshire Alternate Learning Progressions (NH ALPs) Assessment - The NH ALPs is an assessment designed to use video evidence collection to document student performance on academic standards in Reading, Writing, Mathematics, and Science.

Signatures of Team Members Involved in the Assessment Decision-Making Process

By signing below you verify that you have reviewed the Decision Making Worksheet and have determined that the student meets the criteria for participation in the NH ALPs Assessment. Additionally, you understand that this assessment uses video evidence collection to document student performance.

Printed Name/Signature:

Role/Position:
