

2016 -2017 DECISION MAKING WORKSHEET

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 questions need to be answered relative to how a student with disabilities will participate in statewide assessment.

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

If the answer to this question is no, the student may meet the criteria to participate in the alternate assessment program. To determine if your student meets the participation criteria for the alternate assessment program, complete the worksheet below. If it is determined that the student meets the participation criteria for the alternate assessment program, the student must participate in the alternate assessment for all assessed content areas—English Language Arts (ELA), Mathematics, and Science.

A student is eligible to participate in New Hampshire’s alternate assessment program if his/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 New Hampshire’s alternate assessment program.

3. **Can the student participate in the general 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 significant 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 grade-level proficiency standards through participation in the general 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 significant cognitive disability “ruled out” in order to identify the student 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 significant 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 state wide assessment program for the following assessment(s):

General Assessment

If it is determined that the student **DOES NOT MEET** the criteria to participate in the alternate assessment program, the following general education assessments are required:

English Language Arts (ELA) and Mathematics

- General assessment for ELA and Mathematics: Smarter Balanced. This is a computer based assessment for students in grades 3-8.
 - Without accommodations
 - With accommodations (include accommodations in student's IEP)

- General assessment for ELA and Mathematics: SAT. This is a computer based assessment for students in grade 11.
 - Without accommodations
 - With accommodations (include accommodations in student's IEP)

Science

- General assessment for Science: NECAP Science. This is a paper based assessment for students in grades 4, 8, and 11.
 - Without accommodations
 - With accommodations (include accommodations in student's IEP)

Alternate Assessment*

If it is determined that the student **DOES MEET** the criteria to participate in the alternate assessment program, the following alternate assessments are required:

English Language Arts (ELA) and Mathematics

- Alternate assessment for ELA and Mathematics: Dynamic Learning Maps (DLM). This is a computer based assessment for students in grades 3-8, and 11.

Science

- Alternate assessment for Science: NH Science Alternate Learning Progressions assessment (NH Science ALPs). This is a portfolio based assessment and requires video evidence collection to document student performance for students in grades 4, 8, and 11.

*Any student that has been found eligible to participate in the 2016-2017 alternate assessment program and has this documented in his/her IEP must be registered for **BOTH** alternate assessments listed above during the student registration window, March 1-31, 2017. Please contact your district Special Education Director and i4see Coordinator for further information.

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 assessments identified above.

Printed Name/Signature:

Role/Position:

Please contact Susan Morgan, Assessment Specialist, NH Department of Education: Susan.Morgan@doe.nh.gov or 603-271-3719 with any questions.

For further information regarding New Hampshire’s alternate assessment programs visit:
http://www.education.nh.gov/instruction/assessment/alt_assess/index.htm