Idaho Alternate Assessment Participation

Decision-Making Worksheet

The Idaho Alternate Assessment (IDAA) is based on the Idaho Extended Content Standards Core Content Connectors, which have been reduced in depth and complexity from the Idaho Content Standards. The IDAA is a statewide testing option intended only for those **students with the most significant cognitive impairments**, in lieu of the general education assessment with or without supports and accommodations.

Having a significant cognitive impairment is not solely determined by an IQ test score, nor based on a specific disability category, but rather a complete understanding of the complex needs of a student. Students with significant cognitive impairments have a disability or multiple disabilities that significantly impact their adaptive skills and intellectual functioning. These students have adaptive skills well below average in two or more skill areas and intellectual functioning well below average (typically associated with an IQ below 55) (Idaho Special Education Manual 2018, p.xxxiii).

Participation in the IDAA reflects the pervasive nature of a significant cognitive impairment and requires that a student meet all four participation criteria. Students with the most significant cognitive impairments represent about 1% of the total student population. The IEP team shall consider a student’s participation in the IDAA on an annual basis during the IEP team meeting.

# Purpose

The purpose of this IDAA Participation Decision-Making Worksheet is to provide guidance to IEP teams considering IDAA participation for students with the most significant cognitive impairments. IEP teams should complete the [IDAA Participation Decision-Making Matrix](#_Table_1:_) in Table 1 and review and confirm the [IDAA Non-Participation Criteria](#_Table_2:_) in Table 2.

# Student Information

Student Name: Click or tap to enter student name

Date of Birth: Click or tap to enter DOB

Student ID Number: Click or tap to enter student ID number

Teacher: Click or tap to enter teacher’s name

School: Click or tap to enter school

Date of IDAA participation determination: Click or tap to enter date of determination

IDAA participation decision (to be completed after the IEP team has completed the worksheet):

The student **qualifies** to take the IDAA. The student **does not qualify** to take the IDAA.

# IDAA Participation cRITERIA

The [IDAA Participation Decision-Making Matrix](#_Table_1:_) in Table 1 lists each participation criterion, descriptors of each criterion, and sources of evidence that IEP teams may use to document that a student has met the participation criterion. A student **must meet all four** of the participation criteria listed in Table 1 to qualify for the IDAA. Complete the table by responding **yes** or **no** to each participation criterion in the first column and checking the source(s) of evidence that apply to the student. If the response to any single criterion is **no**, then the IEP team does not discuss the remaining criteria and the student **does not qualify** for the IDAA.

## Table 1: IDAA Participation Decision-Making Matrix

| IDAA Participation Criteria | Participation Criteria Descriptors | Source(s) of Evidence (check all that apply) |
| --- | --- | --- |
| 1. The student has a significant cognitive impairment.   Yes  No | * The student has a disability or multiple disabilities that significantly impact their adaptive skills and intellectual functioning. * The student has adaptive skills well below average in two or more skill areas. * The student has intellectual functioning well below average (typically associated with an IQ below 55). | Results of cognitive assessment  Results of adaptive skills assessment  Results of individual and group administered achievement tests  Results of informal assessments  Results of district-wide alternate assessments  Results of language assessments including English language learner (ELL) language assessments if applicable  Other: Click or tap here to enter text. |
| 1. The student is receiving academic instruction that is aligned with the Idaho Extended Content Standards.   Yes  No | * The student’s instruction and IEP goals/objectives/ benchmarks address knowledge and skills that are appropriate and challenging for the student. | Examples of curriculum, instructional objectives and materials including work samples  Data from scientific research-based interventions  Progress monitoring data  IEP goals are aligned with the Idaho Extended Content Standards  IEP goals have corresponding objectives  Other: Click or tap here to enter text. |
| 1. The student’s course of study is **primarily adaptive skills oriented** typically not measured by state or district assessments.   Yes  No | * Adaptive skills are essential to living independently and functioning safely in daily life, and include, but are not limited to motor skills, socialization, communication, personal care, self-direction, functional academics, and personal health and safety. | Present levels of academic and functional performance, goals and objectives from the IEP  Examples of curriculum, instructional objectives and materials including work samples  Data from scientific research-based interventions  Progress monitoring data  Other: Click or tap here to enter text. |
| 1. The student requires extensive, direct, individualized instruction and substantial supports to achieve measureable gains in grade- and age-appropriate curriculum.   Yes  No | * The student consistently requires individualized instruction in core academic and adaptive skills at a substantially lower level relative to other peers with disabilities. * It is extremely difficult for the student to acquire, maintain, generalize, and apply academic and adaptive skills in multiple settings, across all content areas, even with high-quality extensive/intensive pervasive, frequent, and individualized instruction. * The student requires pervasive supports, substantially adapted materials, and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings. | Examples of curriculum, instructional objectives and materials including work samples from both school and community based instruction  Teacher collected data and checklists  Present levels of academic and functional performance, goals, and objectives, and post-school outcomes from the IEP and the Transition Plan  IEP instructional supports accommodations  Other: Click or tap here to enter text. |

# IDAA Non-Participation Criteria

Students shall not qualify to participate in the IDAA **solely based** on any of the reasons listed in Table 2. Review the non-participation criteria below and complete the table by confirming that the student has not been qualified to take the IDAA based on any of the non-participation criteria.

## Table 2: IDAA Non-Participation Criteria

| The student shall not qualify to participate in the IDAA solely based on any of the criteria listed below. |
| --- |
| 1. Having a disability |
| 1. Poor attendance or extended absences |
| 1. Native language, social, cultural, or economic differences |
| 1. Expected poor performance or past basic/below basic performance on the general education assessment |
| 1. Academic and other services the student receives |
| 1. Educational environment or instructional setting |
| 1. Percent of time receiving special education services |
| 1. English Language Learner (ELL) status |
| 1. Low reading level/academic achievement |
| 1. Anticipated disruptive behavior |
| 1. Impact of student scores on the accountability system |
| 1. Administrative decision |
| 1. Anticipated emotional distress |
| 1. Need for accommodations [e.g., assistive technology/augmentative and alternative communication (AAC)] to participate in the assessment |
| Were any of the non-participation criteria listed above used to qualify the student for the IDAA?  **Yes  No** |

# IEP Team Statement of Assurance

The decision for Click or tap to enter student name to participate in the Idaho Alternate Assessment was based on multiple pieces of evidence that, when taken together, demonstrate that the student meets all four IDAA participation criteria: the student has a significant cognitive impairment; he/she receives instruction based on the Idaho Extended Content Standards; his/her course of study is primarily adaptive skills oriented; and he/she requires extensive, direct, individualized instruction and substantial supports. The non-participation criteria were not used to qualify the student to participate in the IDAA. The implications of this decision were discussed thoroughly by the IEP team and are understood by the student’s parent(s).

**Yes**, Click or tap to enter student name **meets** all four IDAA participation criteria and qualifies to take the IDAA.

**No**, Click or tap to enter student name **does not meet** all four IDAA participation criteria and does not qualify to take the IDAA.

## IEP Team Members Assurance

IEP team members affirm the IDAA participation decision and confirm the IEP Team Statement of Assurance.

| Name | Position |
| --- | --- |
| Click or tap here to enter SPED teacher’s name. | Special Education Teacher |
| Click or tap here to enter GENED teacher’s name. | General Education Teacher |
| Click or tap here to enter administrator’s name. | Administrator |
| Click or tap here to enter parent’s name. | Parent |
| Click or tap here to enter parent’s name. | Parent |
| Click or tap here to enter other’s name. | Click or tap here to enter other’s title. |
| Click or tap here to enter other’s name. | Click or tap here to enter other’s title. |
| Click or tap here to enter other’s name. | Click or tap here to enter other’s title. |

Transfer IDAA participation decision to the front page of this worksheet.

For Questions about the IDAA Participation Criteria Contact

Special Education Department

Idaho State Department of Education

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