



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

The Honorable Eric Mackey, Ed.D.
State Superintendent of Education
Alabama State Department of Education
Gordon Persons Building, PO Box 302101
Montgomery, AL 36130-2101

February 24, 2020

Dear Superintendent Mackey:

I am writing in response to the Alabama State Department of Education's (ALSDE) request on December 2, 2019, to extend its waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), of the requirement that a State may not assess using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS) more than 1.0 percent of the total number of students in the State. ALSDE requested this waiver because, based on State data for the 2018-2019 school year, ALSDE has concluded that it will need to assess more than 1.0 percent of students using an AA-AAAS in the 2019-2020 school year.

After reviewing ALSDE's request, I am granting, pursuant to my authority under section 8401(b) of the ESEA, for school year 2019-2020, a one-year waiver of section 1111(b)(2)(D)(i)(I) of the ESEA so that the State may assess with an AA-AAAS more than 1.0 percent of the total number of students in the State who are assessed in reading/language arts, mathematics, and science. ALSDE has demonstrated substantial progress in carrying out the plan that was submitted when the State initially requested this waiver last year.

As part of this waiver, ALSDE assured that it:

- Will continue to meet all other requirements of section 1111 of the ESEA and implementing regulations with respect to all State-determined academic standards and assessments, including reporting student achievement and school performance, disaggregated by subgroups, to parents and the public.
- Assessed in the prior school year (2018-2019) at least 95 percent of all students and 95 percent of students with disabilities who are enrolled in grades for which an assessment is required.
- Will require that a local educational agency (LEA) submit information justifying the need of the LEA to assess more than 1.0 percent of its assessed students in any such subject with an AA-AAAS.
- Will provide appropriate oversight of an LEA that is required to submit such information to the State, and it will make such information publicly available.
- Will verify that each LEA that is required to submit such information to the State is following all State guidelines in 34 CFR § 200.6(d) (with the exception of incorporating principles of universal design) and will address any subgroup disproportionality in the percentage of students taking an AA-AAAS.

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<http://www.ed.gov/>

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

- Will implement, consistent with the plan submitted in ALSDE’s waiver request, system improvements and will monitor future administrations of the AA-AAAS to avoid exceeding the 1.0 percent threshold.

Given the significant work underway in the State, I expect to see the results of these efforts in the 2019-2020 school year and beyond. Any future requests for an extension of this waiver will be contingent on both continued progress implementing your plan and progress in reducing the percentage of students taking the AA-AAAS in all tested subjects.

In addition, I want to remind you of the requirement in 34 CFR § 200.6(c)(3)(iv) that the State must make publicly available the information submitted by an LEA justifying the need of the LEA to assess more than 1.0 percent of its students on the AA-AAAS, provided that such information does not reveal personally identifiable information about an individual student. I also encourage you to make available your State’s plan and timeline and your progress to date in reducing the percentage of students taking the AA-AAAS.

Finally, in order to help all States support implementation of the 1.0 percent participation threshold for AA-AAAS participation, the Department is supporting work by the National Center on Educational Outcomes (NCEO). I would encourage Alabama’s involvement in ongoing work in this area with NCEO. In 2019, NCEO has published several resources that may be helpful to stakeholders in your State. They may be found online at https://nceo.info/Assessments/alternate_assessments.

I appreciate the work you are doing to improve your schools and provide a high-quality education for your students. If you have any questions, please contact my staff at ESEA.Assessment@ed.gov.

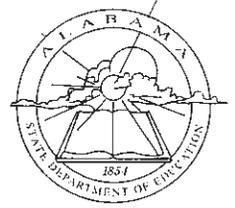
Sincerely,
/s/

Frank T. Brogan,
Assistant Secretary for
Elementary and Secondary Education

cc: Maggie Hicks, Director of Assessment



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.
 State Superintendent of Education

December 2, 2019

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Dr. Donald Peasley
 Assessment Team Lead, School Support and Accountability
 U.S. Department of Education
 Office of Elementary and Secondary Education
 400 Maryland Avenue Southwest, Room 3C112
 Washington, D.C. 20202

Dear Dr. Peasley:

The *Every Student Succeeds Act* (ESSA) amended a provision of Title I of the *Elementary and Secondary Education Act of 1965* related to students participating in alternate assessments of each State Education Agency's (SEA's) statewide assessment. The ESSA requires SEAs to submit waiver requests to the United States Department of Education (USDOE) in the event they have more than one percent (1%) of students with disabilities participating in the alternate assessment.

The Alabama State Department of Education (ALSDE) is actively engaged in following the guidance outlined in the USDOE memo titled *Requirements for the Cap on the Percentage of Students Who may be Assessed with an Alternate Assessment Aligned with Alternate Academic Achievement Standards* at the time of its release dated May 16, 2017.

The ALSDE has conducted an extensive review of the data from Alabama's statewide alternate assessment, *Alabama Alternate Assessment* (AAA), for school year 2018-2019 school year. The purpose of the review was to determine the participation rates of students participating in the alternate assessments.

For the school year 2018-2019, the data revealed that just over 1% of Alabama students participated in each of the content areas included on the AAA. Based on the data, the state anticipated and exceeded the 1% threshold enacted by the ESSA for school year 2018-2019.

Pursuant to 34 C.F.R. §200.6(c)(4), the ALSDE is seeking an extension waiver for all subject areas for the 2019-2020 school year from the secretary of the USDOE. Alabama's alternate assessment testing window is March 2-April 10, 2020.

Alabama follows the federal participation requirements for assessment and requires all students enrolled in public schools to be assessed with accommodations, without accommodations, or with the AAA. To date, Alabama has met or exceeded the federal guidelines set at 95% participation rate of all students.

The ALSDE will continue to analyze and monitor data on a quarterly basis. The ALSDE will monitor districts over the 1% cap and review all documentation of LEA training and guidance. The ALSDE will continue to provide professional learning and/or technical assistance for IEP Team members and other educators, particularly on the design of the new *Alabama Comprehensive Assessment Program (ACAP) Alternate* and the students who are eligible to participate according to state guidelines found in the *Guidance for IEP Team Decisions Regarding Appropriate Determination for Participation in Alabama's Alternate Assessment Form* and the *Guidance for IEP Team on Participation Decisions for the Alabama Alternate Assessment Program Guide*.

LEAs will be required to analyze the data by subgroup to determine whether disproportionality exists for students participating in the alternate assessment. Analysis will consist of reviewing current and previous years' alternate assessment participation rates to determine if assessment decisions are consistently made regardless of race, gender, economic status, and English Learner status.

In the event the data reveals any disproportionality in the percentage of students participating in the alternate assessment, the ALSDE will address the issues as follows:

- Determine LEAs whose data indicate disproportionality in the percentage of students participating in the alternate assessment.
- Monitor LEAs with the highest rates of disproportionality.
- Review student folders of students in the affected subgroup to determine whether the decision for a student to participate on the alternate assessment met the criteria.

In the event a decision for a student's participation in the alternate assessment did not meet the criteria pursuant to state guidance, the ALSDE will assist the LEA in a review of the student's eligibility for participation in the *ACAP Alternate* and will provide professional learning opportunities and/or technical assistance to LEAs and schools with disproportionality.

The ALSDE has collected LEA and school data on the previous years' participation rates in each subject of the alternate assessment. It is important for the ALSDE to identify whether students participating in the *ACAP Alternate* are students clustered in "subgroups," such as category of disability under the *Individuals with Disabilities Education Act (IDEA)*; racial/ethnic groups; gender; English Learners; or poverty and non-poverty. These data will help the ALSDE understand whether there are:

- LEAs or schools in which the numbers of students participating in alternate assessments are higher than expected.
- Certain grades in which participation in the alternate assessment is higher than expected.
- Potential disproportionality in specific subgroups and grade levels of students participating in the alternate assessments.

The LEAs with unusual data patterns or high rates may require additional examination to determine if there are unique reasons for higher percentages of students participating in the alternate assessment. The ALSDE will continue to monitor and provide professional learning and/or technical assistance to the LEAs that exceed the 1% cap set forth in 34 C.F.R. §200.6(c)(2).

All educators, including those who are not members of an IEP Team, must have a solid understanding of how to make appropriate instruction and assessment decisions for all students, including students who may be candidates to participate in alternate assessments. The ALSDE will continue to provide professional learning and/or technical assistance on accessibility and accommodation supports available for the general assessments as those supports enable most students with and without disabilities to meaningfully participate in the general assessment.

Continued professional learning and/or technical assistance will include:

- Using guidance provided to make state assessment participation decisions.
- Selecting, implementing, and evaluating accessibility and accommodation supports for instruction and assessments.
- Differentiating instruction and providing better access to academic content.
- Having high expectations for all students regardless of the category of their disability.
- Ensuring parents are clearly informed that their child's academic achievement will be measured based on alternate achievement standards and participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma.

The ALSDE will ensure that informational resources are available to parents of students with disabilities so they can contribute in the IEP decision-making process regarding the assessment in which their child participates. Parent informational resources will include information regarding:

- Accommodations that enable students to participate in the state assessment.
- Components of the definition of a student with a significant cognitive disability.
- Criteria for participation in the alternate assessment.
- Diploma aligned to the alternate achievement standards and its impact on postsecondary outcomes.

The ALSDE will monitor the percentage of students participating in the *ACAP Alternate* by undertaking the following activities:

- Gathering LEA and school data on current and previous years' *ACAP Alternate* participation rates in each subject.
- Analyzing the data by subgroups, such as disability, race/ethnicity, gender, English Learner, and poverty and non-poverty to determine whether disproportionality exist.
- Ongoing analysis and monitoring of current alternate assessment data.
- Requiring justification from LEAs that exceed the 1% cap.
- Providing professional learning and/or technical assistance to LEAs.
- Addressing disproportionality with LEAs and schools through professional learning and/or technical assistance

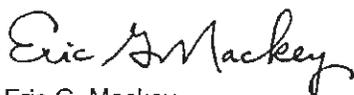
Dr. Donald Peasley
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December 2, 2019

Listed below are actions the ALSDE believes will act to reduce the percentage of Alabama students participating in the *ACAP Alternate* in the 1% cap set forth by ESSA.

- Identifying LEAs with more than 1% of its students participating in the *ACAP Alternate*.
- Identifying LEAs with subgroups that disproportionately participate in the *ACAP Alternate*.
- Monitoring LEAs with more than 1% of their students participating in the *ACAP Alternate*.
- Providing professional learning and/or technical assistance to districts to ensure appropriate decisions are made.
- Providing 1% Threshold training for schools consistently over the 1% Threshold. Personnel required to attend this training included the System Test Coordinators, Special Education Coordinators, Principals, and lead Special Education Teachers/Case Managers.

Please contact Mrs. Maggie Hicks at mhicks@alsde.edu to discuss the content of this extension waiver request or to address questions. We look forward to working with the USDOE staff to achieve a positive response to the request.

Sincerely,



Eric G. Mackey
State Superintendent of Education

EGM:MH

Attachments:

- Attachment 1: 2018-2019 Alabama Alternate Assessment and 2018-2019 State Participation
- Attachment 2: Alabama Timeline of Activities – One Percent (1%) Threshold
- Attachment 3: *Guidance for IEP Teams on Participation Decisions for the Alabama Alternate Assessment Program – March 2019*
- Attachment 4: LEAs Monitored or provided Technical Assistance
- Attachment 5: PowerPoint – HOT OFF the PRESS!!
- Attachment 6: PowerPoint – ACAP Alternate STC Webinar
- Attachment 7: SES Back-to-School Meeting Agenda
- Attachment 8: PowerPoint – Alternate Achievement Standards & ACAP Alternate with 1% Participation
- Attachment 9: System Test Coordinator Agenda – Alternate and 1% Threshold
- Attachment 10: State Superintendent Memo – 1% Threshold on Alternate Assessments
- Attachment 11: Sample LEA Superintendents' 1% Threshold Email
- Attachment 12: Exceeding the 1% Threshold Justification Forms – September 2019
- Attachment 13: PowerPoint – ALA-CASE Fall Conference
- Attachment 14: ACAP Alternate Professional Development Roadshow Agenda
- Attachment 15: PowerPoint – ACAP Alternate Professional Development Roadshow
- Attachment 16: The 1% Threshold Training Agenda
- Attachment 17: PowerPoint – The 1% Threshold Training
- Attachment 18: Sample Forms for The 1% Training

Alabama Alternate State Participation 2018-2019

System Name	Subject	Grade	Subpopulation	Total Tested	Participation Rate	Alternate Total Tested	Alternate Tested Percent
State of Alabama	Math	AG	All Students	388991	99.12	4912	1.26
State of Alabama	Reading	AG	All Students	389043	99.12	4914	1.26
State of Alabama	Science	AG	All Students	163386	98.39	2062	1.26
State of Alabama	Math	AG	Students with Disabilities	53434	98.16	4912	9.19
State of Alabama	Reading	AG	Students with Disabilities	53467	98.23	4914	9.19
State of Alabama	Science	AG	Students with Disabilities	20669	96.88	2062	9.98
State of Alabama	Math	AG	Female	189981	99.25	1760	0.93
State of Alabama	Reading	AG	Female	190005	99.25	1762	0.93
State of Alabama	Science	AG	Female	80306	98.6	761	0.95
State of Alabama	Math	AG	Male	198931	98.95	3147	1.58
State of Alabama	Reading	AG	Male	198959	98.96	3147	1.58
State of Alabama	Science	AG	Male	83005	98.1	1298	1.56
State of Alabama	Math	AG	American Indian/Alaskan Native	3846	99.17	22	0.57
State of Alabama	Reading	AG	American Indian/Alaskan Native	3844	99.2	22	0.57
State of Alabama	Science	AG	American Indian/Alaskan Native				
State of Alabama	Math	AG	Asian	5775	99.48	62	1.07
State of Alabama	Reading	AG	Asian	5773	99.29	62	1.07
State of Alabama	Science	AG	Asian	2364	99.16	18	0.76
State of Alabama	Math	AG	Black or African American	126263	98.79	1982	1.57
State of Alabama	Reading	AG	Black or African American	126351	98.86	1983	1.57
State of Alabama	Science	AG	Black or African American	52940	97.71	841	1.59
State of Alabama	Math	AG	Hispanic/Latino	34189	99.2	354	1.04
State of Alabama	Reading	AG	Hispanic/Latino	34088	98.87	354	1.04
State of Alabama	Science	AG	Hispanic/Latino	13658	98.49	150	1.1
State of Alabama	Math	AG	White	208991	99.18	2266	1.08
State of Alabama	Reading	AG	White	209056	99.21	2267	1.08
State of Alabama	Science	AG	White	88812	98.61	959	1.08
State of Alabama	Math	AG	Migrant				
State of Alabama	Reading	AG	Migrant				
State of Alabama	Science	AG	Migrant				

Alabama Alternate State Participation 2018-2019

State of Alabama	Math	AG	Students with Limited English Proficiency	14855	98.93	239	1.61
State of Alabama	Reading	AG	Students with Limited English Proficiency	14755	98.12	239	1.62
State of Alabama	Science	AG	Students with Limited English Proficiency	4778	97.57	106	2.22
State of Alabama	Math	AG	Economically Disadvantaged	206601	98.79	2978	1.44
State of Alabama	Reading	AG	Economically Disadvantaged	206636	98.8	2977	1.44
State of Alabama	Science	AG	Economically Disadvantaged	83121	97.73	1270	1.53
State of Alabama	Math	AG	All Title1	252639	99.23	3241	1.28
State of Alabama	Reading	AG	All Title1	252703	99.25	3244	1.28
State of Alabama	Science	AG	All Title1	95574	98.52	1233	1.29
State of Alabama	Math	AG	Native Hawaiian/Pacific Islander				
State of Alabama	Reading	AG	Native Hawaiian/Pacific Islander				
State of Alabama	Science	AG	Native Hawaiian/Pacific Islander				
State of Alabama	Math	AG	Two or More Races	9272	99.25	89	0.96
State of Alabama	Reading	AG	Two or More Races	9275	99.27	89	0.96
State of Alabama	Science	AG	Two or More Races	3662	98.71	31	0.85
State of Alabama	Math	AG	Homeless	8548	97.92	142	1.66
State of Alabama	Reading	AG	Homeless	8562	97.91	142	1.66
State of Alabama	Science	AG	Homeless	3279	96.19	54	1.65
State of Alabama	Math	AG	Foster	1712	96.83	65	3.8
State of Alabama	Reading	AG	Foster	1719	97.17	65	3.78
State of Alabama	Science	AG	Foster	709	95.68	30	4.23
State of Alabama	Math	AG	Military Affiliated	7147	99.11	56	0.78
State of Alabama	Reading	AG	Military Affiliated	7151	99.17	56	0.78
State of Alabama	Science	AG	Military Affiliated	2953	98.33	19	0.64

Alabama Timeline of Activities

1% Threshold

DATE	ACTIVITY	Evidence
January – May 2019 September 30 – December 2019	Monitoring/Technical Assistance to LEAs over the 1% Threshold	<ul style="list-style-type: none"> • Chart with LEAs monitored/supported
	Student Assessment and Special Education Services met to discuss the upcoming year and plan for: <ul style="list-style-type: none"> • Oversight by the ALSDE with upcoming monitoring/technical assistance • Trainings 	
July 15-19, 2019	MEGA Meeting – HOT OFF the PRESS!! – An introduction to the new Alternate Assessment – Emphasis on the 1% Threshold and identification of students	<ul style="list-style-type: none"> • PowerPoint - HOT OFF the PRESS!!
August 9, 2019	System Test Coordinator Monthly Update Webinar – 1% Threshold Information and importance of correctly identifying students	<ul style="list-style-type: none"> • PowerPoint – ACAP Alternate Webinar – Slides 3-18
August 19-21, 2019	Special Education Services Meeting/Novice Coordinators Meeting – Ensuring IEP Teams identify students with the most significant cognitive disability – 1% Threshold and the Alternate Assessment	<ul style="list-style-type: none"> • Agenda • PowerPoint – Alabama Alternate Achievement Standards & ACAP Alternate/1% Participation
August 26-29, 2019	System Test Coordinator’s Training	<ul style="list-style-type: none"> • Agenda
October 9, 2019	ALA-CASE Fall Conference for Administrators	<ul style="list-style-type: none"> • PowerPoint - Slide 16 – emphasis on correctly identifying students
August 2019	Superintendents’ Meeting	<ul style="list-style-type: none"> • Assistant Superintendent addressed Superintendents – Emphasis of 1% Threshold
September 17-18 and 24-25, 2019	Curriculum & Instructional Meeting	<ul style="list-style-type: none"> • Curriculum Supervisors were given information about the 1% Threshold and the Alternate Assessment
September 25, 2019	State Superintendent Memo – 1% Threshold on Alternate Assessments	<ul style="list-style-type: none"> • Memo was forwarded to all Superintendents
September 27, 2019	Email to Superintendents/Districts over the 1% Threshold	<ul style="list-style-type: none"> • Email
September, 2019	Exceeding the 1% Threshold Justification Forms	<ul style="list-style-type: none"> • Justification Forms that were submitted to ALSDE by October 25

DATE	ACTIVITY	Evidence
October 9, 2019	ALA-CASE Fall Conference for Administrators	<ul style="list-style-type: none"> • PowerPoint - Slide 16 – emphasis on correctly identifying students
October 7-11, 2019 and January 27-31, 2020	ACAP Alternate Professional Development Roadshow	<ul style="list-style-type: none"> • Agenda - Educators were invited to attend this professional development based on the new alternate assessment. Emphasis was placed on the importance of reviewing IEPs and identifying students
November 2019 January 2020	The 1% Threshold Training	<ul style="list-style-type: none"> • Meeting with Principals/Head Special Ed Teachers, System Test Coordinators and Special Education Coordinators of those schools over the 1% Threshold for three (3) consecutive years • Worksheets
December 2, 2019	ALSDE submits an Extension Waiver request and documentation to USDOE	<ul style="list-style-type: none"> • Letter
February 2020	ALACASE - February	<ul style="list-style-type: none"> • One Percent Threshold information will be presented at the Alabama Council of Administrators of Special Education

**Guidance for IEP Teams
on
Participation Decisions
for the
Alabama Alternate Assessment Program**



**Alabama State Department of Education
Student Assessment and Special Education Services
March 2019**

Individualized Education Program (IEP) Team Decision-Making Guidelines Regarding Student Participation in the Alabama Alternate Assessment Program

Introduction

The IEP Team makes many important decisions regarding programs and services available to students eligible for special education and related services. One important decision involves a determination of how a student will participate in the Alabama Student Assessment Program; either in (1) the general education assessment with or without allowable accommodations, or (2) an alternate assessment for students unable to participate in the general assessment, even with allowable accommodations, due to significant cognitive disabilities.

IEP Teams should begin this decision-making process with the understanding that **all** students, including all students eligible for special education, can learn grade-level content and should participate in the general education assessment to the maximum extent possible. However, there are times in which the IEP Team can determine that an alternate assessment is necessary and appropriate for a relatively small group (approximately 1%) of the *total tested* population. For example, if the *total tested* population in a school district is 4,000, then 40 students would represent 1% of the *total tested* population.

This document is intended to help guide Individualized Education Program (IEP) Teams to determine whether the Alabama Alternate Assessment Program, an alternate assessment program based on alternate achievement standards, is the appropriate assessment for a student with the most significant cognitive disabilities. The Alabama Alternate Assessment Program was developed to ensure that all students are able to participate in an assessment that is a measure of what students know and can do in relation to the grade-level state content standards. As part of a system comprised of curriculum, instruction and assessment, the assessment program allows students with the most significant cognitive disabilities the ability to participate in content instruction and assessments that are aligned to the state standards.

General Criteria

The decision about how an eligible student participates in the Alabama Student Assessment Program is an IEP Team decision, **not an administrative decision**. The IEP Team should use the following criteria for determining the extent to which a student can participate in the general education assessment, with or without allowable accommodations, or whether the student should participate in the alternate assessment.

1. The student must be eligible for special education and must have an Individualized Education Program (IEP) in effect at the time of the decision.
2. IEP Team decisions regarding a student's participation in the Alabama Student Assessment Program must be based on both current available data and consideration of historical

evaluations and instructional data relevant to the student.

3. The IEP Team's decision should be based on the student's present levels of educational performance, need for specially designed instruction, current annual goals, learner characteristics and access to the general education curriculum.
4. The IEP Team's decision regarding a student's participation in statewide assessments must be made at a scheduled IEP Team meeting that **precedes** administration of the statewide assessment.

Avoid the Following as Criteria for Participation Decisions

Other issues may affect a student's learning experience and his or her ability to learn that are **NOT** appropriate to consider during the decision-making process for the Alabama Alternate Assessment Program. These are:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Learner (EL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of test scores on the State's accountability system
12. Administrative decision
13. Anticipated emotional distress
14. Need for accommodations (e.g. assistive technology, communication device, etc.) to participate in assessment

Alabama Alternate Assessment Program

Federal law requires the use of an alternate assessment for students with the most significant cognitive disabilities receiving special education services who cannot participate in the state assessment program. Each state is required to establish the state's definition of "significant cognitive disabilities." In Alabama, the definition of a student with the most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean, which is an IQ score of 55 or below, that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a significant cognitive disability is not solely determined by an IQ test score, but rather by a holistic understanding of a student. IEP Teams should use this definition as part of the determination for a student to participate in the alternate assessment program. As determined by the student's IEP, a student receiving instruction on the alternate achievement standards, an extension of the grade-level state content standards, meets one part of the eligibility to participate in the alternate assessment program.

Additional criteria for a student with significant cognitive disability references students who require intensive or extensive levels of direct support that is not of a temporary or transient nature. A student with a significant cognitive disability may also require specially designed instruction to acquire, maintain or generalize skills in multiple settings in order to successfully transfer skills to natural settings including the home, school, workplace, and community.

For students with an IQ measured in the 55-70 range, additional factors related to the severity and impact of the disability must be taken into account. Neither the special education disability category nor a given standardized IQ score can be the sole factor considered when determining instructional standards and participation in an assessment. The disability category of Intellectual Disability itself or an IQ score below 70 does not automatically qualify the student to receive instruction based on alternate achievement standards or to take an alternate assessment based on alternate achievement standards.

For a student to be considered as having a significant cognitive disability and therefore eligible for the alternate assessment, the student's IEP Team should carefully consider **ALL** the following statements:

- The student's demonstrated cognitive functioning and adaptive behavior in school, work, home and community environments are significantly below chronological age expectations even with program accommodations.
- The student requires extensive direct instruction and/or extensive supports in multiple settings to acquire, maintain and generalize academic and functional skills necessary for application in school, work, home, and community environments.
- The student demonstrates complex cognitive disabilities concurrent with deficits in adaptive behavior that are below chronological age expectations, which prevents the student from meaningful participation in the standard academic core curriculum or achievement of the appropriate grade level expectations.

When an IEP Team determines that the student should participate in the alternate assessment program, the Team must justify **why** the student cannot participate in the general education assessment.

It is also the responsibility of the IEP Team to clearly understand the difference between assessments based on grade level standards and those based on alternate achievement standards. This includes how participation in the alternate assessment may delay or affect a student's completion of the requirements of a regular high school

diploma. The definition of a “regular high school diploma” means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E). The ALSDE and the LEA must ensure that parents of a child assessed using an alternate assessment aligned with alternate achievement standards are informed that their child’s achievement will be based on alternate achievement standards and how participation in the alternate assessment may delay or affect their child’s completion of the requirements of a regular high school diploma.

Guidance for the IEP Team on Participation Decisions for the Alabama Alternate Assessment Program

The *Individuals with Disabilities Education Act* (IDEA) Amendments of 1997 and 2004, as well as the *Every Student Succeeds Act* (ESSA), requires that all students with disabilities, even those with the most significant cognitive disabilities, participate in state and district assessments.

The IEP Team may decide that a student's knowledge and skills can best be assessed with the alternate assessment program if the student meets **all** of the following participation criteria:

Criteria

Description

The student has an IEP in effect at the time of the assessment participation decision. Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.

The student must have a documented cognitive disability that affects intellectual potential. For the purposes of the state assessment, the term "the most significant cognitive disability" is a designation used to refer to the population eligible to participate in the alternate assessment. (See definition on page 4)

The student requires extensive, direct, individualized instruction with substantial supports to achieve measureable gains in the grade and age-appropriate curriculum.

The student requires extensive, repeated, individualized instruction with support that is not of a temporary or transient nature.

The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings, including school, workplace community and home.

The student demonstrates complex cognitive disabilities and poor adaptive skill levels determined to be significantly below chronological age expectations by the student's most recent individualized eligibility determination data.

The student scores **at least** three (3) standard deviations below the mean on standardized assessments for intellectual functioning and concurrently has deficits in adaptive functioning and academic achievement.

The determination for how a student participates in the Alabama Student Assessment Program should **NOT** be based on (a) disability category or label, (b) poor attendance or extended absences, (c) native language/social/cultural or economic difference, (d) expected poor performance on the general education assessment, (e) academic and other services student receives, (f) educational environment or instructional setting, (g) percent of time receiving special education services, (h) English Learner (EL) status, (i) low reading level/achievement level, (j) anticipated disruptive behavior, (k) impact of test scores on the State's accountability system, (l) an administrative decision, (m) anticipated emotional distress, (n) need for accommodations (e.g. assistive technology, communication device, etc.) to participate in assessment.

Alabama Alternate Assessment Program Participation Decision Documentation

ALL participation criteria **MUST** be answered in order for the IEP Team to determine that the general education standards and general education assessment are **not** appropriate, even with accommodations, for a student to attain grade level achievement. Using this participation criteria, the IEP Team will determine whether the student meets the criteria for participation in the Alabama Alternate Assessment Program.

Name of Student: _____ School Year: _____

In Alabama, the definition of a student with the most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean which is an IQ score of 55 or below that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a significant cognitive disability is not solely determined by an IQ test score, but rather by a holistic understanding of a student.

Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
<p>1. A student with the most significant cognitive disability according to AAC 290-4-2-.03.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<p><input type="checkbox"/> Results of individual intellectual evaluation or a measure of cognitive functioning</p> <p><input type="checkbox"/> Results of individual adaptive behavior evaluation</p> <p><input type="checkbox"/> Results of individual educational achievement evaluation</p> <p><input type="checkbox"/> Results of informal assessments</p> <p><input type="checkbox"/> Results of individual reading assessments</p> <p><input type="checkbox"/> Results of district-wide alternate assessments</p> <p><input type="checkbox"/> Results of language assessments including English language learners (ELL) language assessments, if applicable</p>
<p>2. The student participates in or may participate in content instruction on the alternate achievement standards that are aligned to the Alabama Courses of Study.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Goals and instruction listed in the IEP are linked to the enrolled grade-level Alternate Achievement Standards (AAS) and address knowledge and skills that are appropriate and challenging for this student.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives and materials, including work samples</p> <p><input type="checkbox"/> Present levels of academic achievement and functional performance, goals, and benchmarks from the IEP</p> <p><input type="checkbox"/> Data from scientific research-based interventions</p> <p><input type="checkbox"/> Progress monitoring data</p> <p><input type="checkbox"/> Other _____</p>

Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and/or community-based instruction</p> <p><input type="checkbox"/> Teacher collected data and checklist</p> <p><input type="checkbox"/> Present levels of academic achievement and functional performance, goals, and benchmarks, post-secondary goals and transition activities from the IEP</p> <p><input type="checkbox"/> Other _____</p>

It was also determined at this IEP Team meeting that the student’s inability to participate in the general education assessment, even with accommodations, is **primarily the result of a significant cognitive disability and NOT**

- a disability category or label
- poor attendance or extended absences
- native language/social/cultural or economic difference
- expected poor performance on the general education assessment
- academic and other services students receive
- educational environment or instructional setting
- percent of time receiving special education services
- English Learner (EL) status
- low reading level/achievement level
- anticipated disruptive behavior
- impact of test scores on accountability system
- an administrative decision
- anticipated emotional distress
- need for accommodations (e.g., assistive technology, communication device) to participate in assessment

The IEP Team has determined, based on a review of the student’s educational information, that the alternate assessment, based on the alternate achievement standards, will be used to provide an evaluation of the student’s current academic achievement.

YES **NO** (the student will participate in the general education assessment)

Information from the *Guidance for IEP Teams on Participation Decisions for the Alabama Alternate Assessment Program* guide was discussed at the IEP Team meeting. The decision-making information in the guide was followed to determine the student’s participation in the Alabama Alternate Assessment Program. The parent has been informed of the difference between assessments based on grade level standards and those based on alternate achievement standards and how participation in the alternate assessment may delay or otherwise affect the student’s completion of the requirements for a regular high school diploma*. Additionally, the parent has been provided access to the guide and given an opportunity to ask questions.

*A “regular high school diploma” means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E);

Date provided to the Parent: _____

This form must be signed by the parent(s) after the IEP Team has determined that the general education assessment, even with accommodations, would not be an accurate measurement of academic achievement, and therefore, the student will participate in the alternate assessment. This document will become part of the student's IEP and filed with the current IEP record.

I understand that my child's achievement will be measured by participation in the alternate assessment which is based on the alternate achievement standards. I understand that my child's participation in the alternate assessment may delay or otherwise affect my child's completion of the requirements for a regular high school diploma.

I understand that decisions regarding participation in statewide assessments must be discussed at the student's annual IEP Team meeting and documented in the IEP.

Parent/Guardian Signature

Date

Documentation of the attempts to provide parent(s) access to the guidance and to obtain a signature.

Date	Description of attempts	Results

Purpose of this form:

This form is to help document the Individualized Education Program (IEP) Team's decision in determining whether the alternate assessment, based on the alternate achievement standards, is the most appropriate assessment for an individual student. An IEP Team's decision in determining that the general education assessment, even with accommodations, is not an appropriate measurement of achievement for a student with a significant cognitive disability, will justify the student's participation in the alternate assessment.

This form outlines criteria that an IEP Team must answer in determining that a student will not participate in the general education assessment, even with accommodations; therefore, the student will participate in the alternate assessment. To document that the alternate assessment is an appropriate assessment for a student with the most significant cognitive disability, the IEP Team must review the student's eligibility records and current academic achievement level. Documentation may include results from evaluations, progress monitoring data, IEP information, work samples, etc.

When to use this form:

- Use this form at an initial IEP Team meeting for a student the IEP Team is considering may meet the criteria to participate in the alternate assessment.
- Use this form for a student who has an IEP and currently participates in the general education assessment and the IEP Team is considering may meet the criteria to participate in the alternate assessment.
- Once the IEP Team has determined a student meets the criteria to participate in the alternate assessment, use this form at each annual review to determine whether the student continues to meet the participation criteria for the alternate assessment.
- Use this form to document that a student's learning content will be based on the alternate achievement standards.
- Use this form to document that the parent(s) was clearly informed about the difference between grade level course of study content standards and the alternate achievement standards, as well as the assessment aligned to each.
- Use this form to document that the parent(s) was clearly informed that learning content from the alternate achievement standards may delay or otherwise affect their child's completion of the requirements for a regular high school diploma.

Things to remember:

- If an IQ score is not required for a student's eligibility for special education services or an IQ score is not obtainable due to the level of functioning of a student, the IEP Team must use professional judgement when reviewing the student's results of evaluations to determine the student's disability significantly impacts his or her intellectual functioning.
- This documentation must be completed annually at the IEP Team meeting. If the student will be assessed using an alternate assessment, the parent(s) must have access to a copy of the guidance.
- Based on the ESSA requirement, this form will be signed indicating the parent is clearly informed of the difference between grade level standards and those based on alternate achievement standards and how participation in the alternate assessment may delay or otherwise affect their child in completing the requirements of a regular high school diploma. This signed form becomes part of the student's IEP and filed with the current IEP record.
- If the parent is not in attendance at the IEP Team meeting, this form must be completed and sent home with a copy of the IEP and guidance.
- The determination of the IEP Team that the student will be assessed by participating in the alternate assessment must be documented on the *Notice of Proposal or Refusal to Take Action* form indicating that the general education assessment was considered and why it was rejected for the student.
- All students who are participating in the alternate assessment must have a signed copy of this form as part of the current IEP record. If the parent(s) does not attend the IEP Team meeting, it is very important

to document your attempts to provide the parent with this information and to obtain a signature.

- If it is not a testing year for a student with the most significant cognitive disability, this form must be completed at an IEP Team meeting to determine that the student is a student with the most significant cognitive disability and the student will be receiving instruction from the alternate achievement standards.
- If your LEA is monitored regarding the percentage of students participating in the alternate assessment, this form and the supporting documentation used to determine a student's participation in the alternate assessment will be reviewed.

What happens next?

- Upon determining that a student is a student with the most significant cognitive disability and will participate in the alternate assessment, complete the *Individual Accessibility/Accommodation Supports Checklist* and justify why the student will not be participating in the general education assessment.
- If a student has been instructed on the alternate achievement standards, and it has been determined that the student will now participate in the general education assessment, please ensure that the student has a successful transition to a new course of study.
- If an IEP Team has determined that a student will not participate in the alternate assessment, the *Individual Accessibility/Accommodation Supports Checklist* must be completed for the general education assessment.

2017-2018 Monitoring 1% Threshold

LEAs Over 1% Threshold	LEAs Monitored Spring 2019
92 LEAs	44 LEAs

2018-2019 Monitoring 1% Threshold

LEAs Over 1% Threshold	LEAs Monitored Fall 2019
100 LEAs	7 LEAs

Monitoring 1% Threshold
By Regions

	A	B	C	D	E	F
1	Midfield City		Escambia County	S2019	Tallapoosa County	S2019
2	Birmingham City	S2019	Brewton City	S2019	Alexander City	F2019
3	Fairfield City		Mobile County		Opelika City	S2019
4	Leeds City		Chickasaw City		Tallassee City	S2019
5	Bessemer City		Washington County		Chambers County	S2019
6	Shelby County		Clarke County		Randolph County	
7	Alabaster City	S2019	Wilcox County		Barbour County	
8	Jefferson County		Choctaw County		Eufaula City	
9	Tarrant City		Monroe County		Russell County	
10	St. Clair County		Baldwin County	S2019	Lanett City	
11	Pelham City		Conechu County	S2019	Lee County	
12	Vestavia Hills City		Saraland City		Roanoke City	
13	Mountain Brook City					
14	Homewood City					
15						
16						
17	Jasper City		Sylacauga City	S2019	Sumter County	S2019
18	Walker County		Talladega City		Perry County	S2019
19	Fayette County	S2019	Clay County		Marengo County	F2019
20	Marion County		Anniston City		Linden City	S2019
21	Haleyville City		Oxford City		Selma City	S2019
22	Franklin County		Calhoun County		Dallas County	S2019
23	Pickens County		Cleburne County		Demopolis City	S2019
24	Winfield City		Jacksonville City		Greene County	F2019
25						
26						
27	Tuscaloosa City	S2019	Attalla	S2019	Dothan City	S2019
28	Tuscaloosa County	S2019	Guntersville City	S2019	Ozark City	S2019
29	Pickens County		Arab City		Henry County	S2019
30	Bibb County		Scottsboro City		Daleville City	S2019
31			Boaz City	F2019	Houston County	S2019
32			Jackson County	F2019	Elba City	
33			Cherokee County		Geneva City	
34			DeKalb County	F2019	Opp City	
35			Fort Payne City	F2019		
36			Piedmont City			
37			Cullman City			
38			Cullman County			
39			Marshall County			
40						
41						
42	Coosa County	S2019	Florence City	S2019		
43	Chilton County	S2019	Sheffield City	S2019		
44	Autauga County	S2019	Colbert County	S2019		
45	Montgomery County		Morgan County	S2019		
46	Macon County	S2019	Decatur City	S2019		

Monitoring 1% Threshold
By Regions

	A	B	C	D	E	F
47	Crenshaw County	S2019	Huntsville City	S2019		
48	Pike County	S2019	Madison County	S2019		
49	Troy City	S2019	Madison City	S2019		
50	Lowndes County		Athens City	S2019		
51	Bullock County		Limestone County			
52	Elmore County		Lawrence County	S2019		
53	Butler County					

HOT OFF the PRESS!!

An INTRODUCTION

to

The NEW ACAP Alternate

2019-2020

Nannette Pence
Student Assessment
Alabama State Department of
Education

Dena Bethel
Data Recognition Corporation



Alabama State Assessment Program

- **Alabama Comprehensive Assessment Program (ACAP)**

- ACAP Summative
- ACAP Alternate
- ACCESS for ELLs
- Alternate ACCESS
- NAEP
- Pre ACT
- The ACT with Writing
- WorkKeys

- **Alabama Alternate Assessment Program**

- Alabama Alternate Achievement Standards
- ACAP Alternate
- Alternate Performance Indicators (AMPIs)
- Alternate ACCESS

1% Threshold

- The total number of students assessed using an alternate assessment may **not** exceed 1% of the **total** number of students in the state who are **assessed** in a subject.

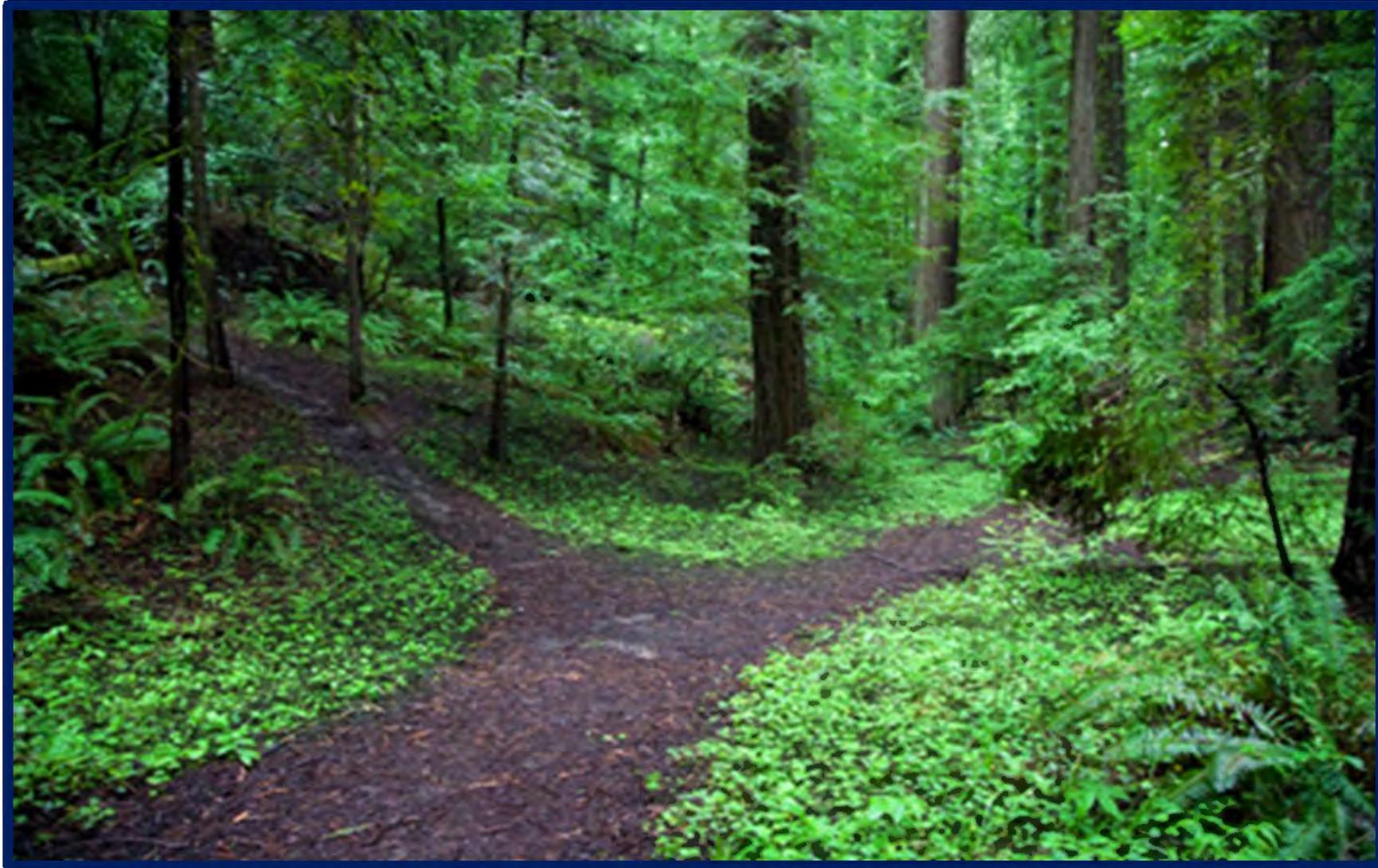
Alternate Participation Guidance

- Federal law requires the use of an alternate assessment for students with significant cognitive disabilities receiving special education services who cannot participate in the state assessment program. Each state is required to establish the state's definition of "**significant cognitive disabilities.**"
 - **NEW Definition**
 - In Alabama, the definition of a student with the **most** significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean, which is an IQ of 55 or below or that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having the most significant cognitive disability is not determined by an IQ test, but rather a holistic understanding of a student.

Alternate Participation Guidance

- Students with the **most** significant cognitive disabilities references students who require intensive or extensive levels of direct support that is **not** of a temporary or transient nature.
- Students with the **most** significant cognitive disabilities also require specially designed instruction to acquire, maintain or generalize skills in multiple settings in order to successfully transfer skills to natural settings including the home, school, workplace, and community. (24/7/365)
- For students with an IQ measured in the 55-70 range, additional factors related to the severity and impact of the disability **must** be taken into account.

Pathway General vs. Alternate



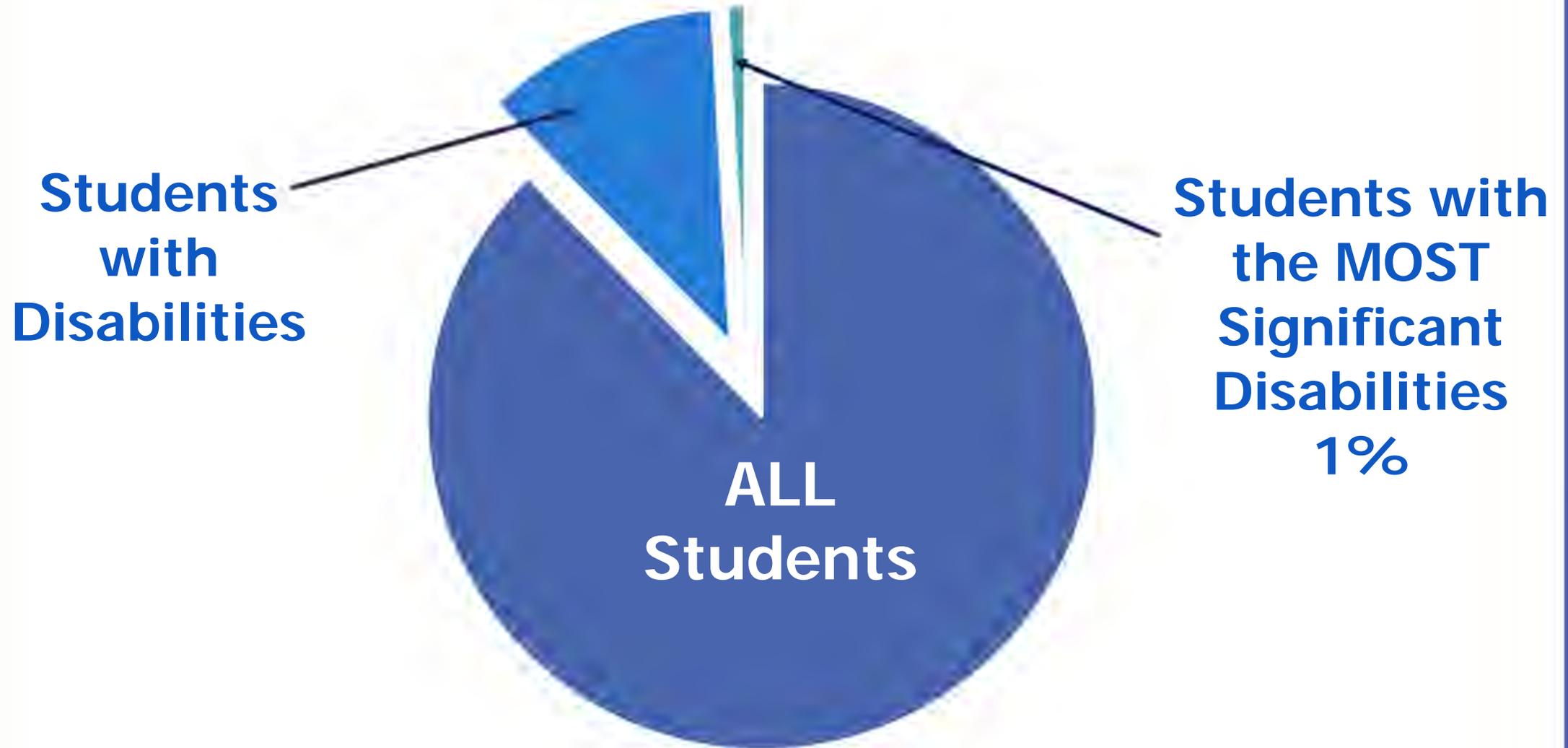
Alternate Pathway

- Designed for students who need the **most** individualized instruction
 - **Conceptual** – includes problems with skill in language, reading, writing, mathematics, reasoning, memory, knowledge retention
 - **Social** - refers to issues with empathy, judgment, communication, making and keeping friends, and other social functions
 - **Practical** – focuses on problems with self-care, such as personal hygiene, job duties, personal finance, organization

Alternate Pathway

- Communication difficulties that affect self-determination, behavior, social interactions, and participation in multiple learning environments.
- Uneven learning patterns in all domains including cognition, communication, socialization, and self-help.
- Multiple disabling conditions concurrently with an intellectual disability, including physical disabilities, sensory challenges, and medical needs, that impact health, stamina, and engagement in learning tasks.
- Motor impairments, in addition to cognitive/developmental delay, that makes participation in routine tasks challenging.
- Difficulty learning new tasks, maintaining new skills, and generalizing skills to new environments.
- Individualized methods of accessing information in alternative ways (tactile, visual, auditory, and multi-sensory).

1% Threshold



ACAP



Alabama Comprehensive Assessment Program

ALTERNATE

ACAP Alternate

- **Grades and Subjects**

- 2-3- ELA (Language and Reading) and Mathematics
- 4-8- ELA (Language, Reading, and Writing) and Mathematics
- 4, 6, & 8- Science
- 10- Reading, English, Mathematics and Science
- 11- Reading, English, Writing, Mathematics and Science

- **Grade 12- WorkKeys**

- Graphic Literacy, Workplace Documents, and Applied Mathematics

- **Local Requirements (if there is a required local assessment at either the school or district level)**

- Collect evidence for the specific subject and grade OR
- Create a test to assess the specific subject and grade

ACAP Alternate

- **Design/Format**

- Administered 1:1 (Test Administrator and Student)
- Paper Test- student booklet
- Web-based-online platform (answer document, Teacher Book)
- Test Administrator Manual (TAM)

- **Administration**

- Scheduling (individual needs)
- Breaks as needed
- Five answer choices (a, b, c, off topic, no response)
- Performance task items
- 10 Item Rule

- **Accommodations**

- Manipulatives
- Communication device

Alabama Alternate Achievement Standards

The Alabama Alternate Achievement Standards (AAAS) were developed by committees of Alabama general and special education teachers to guide and direct instruction for students with the **most** significant cognitive disabilities.

These standards guide our development of the assessment.

Alabama Alternate Achievement Standards

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

GRADE 2 ELA

General Education Standards

Alabama Alternate Achievement Standards

READING STANDARDS FOR LITERATURE

Key Ideas and Details

ELA.2.1- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

ELA.AAS.2.1- Ask and answer who, what, and where questions about a story.

ELA.2.1a-Infer the main idea and supporting details in narrative texts. (Alabama)

ELA.AAS.2.1a- Identify the main idea of a story.

ELA.2.2- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELA.AAS.2.2- Identify the central idea of fables and folktales to determine the lessons and morals.

ELA.2.3- Describe how characters in a story respond to major events and challenges.

ELA.AAS.2.3- Answer questions about the characters and events in a story.

Alabama Alternate Achievement Standards

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS GRADE 2 Mathematics

General Education Standards

Alabama Alternate Achievement Standards

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems involving addition and subtraction.

M.2.1- Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

M.AAS.2.1- Represent addition and subtraction by using objects, pictures, fingers, or sounds (within 30).

Work with equal groups of objects to gain foundations for multiplication.

M.2.3- Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

M.AAS.2.3- Separate even numbers of objects into two groups (limited to twenty total objects).

M.2.4- Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

M.AAS.2.4- Find the total number of objects in two equal groups (limit of twenty total objects).

Sample Item - Teacher View

WBTE Preview 1024625 // Albert Einstein

Question 1       Item ID 

SAY: Here is a group of buttons. Point to the group of buttons. Which group of buttons is divided into two equal groups? Point to the answer choices.

- (a) two groups of seven buttons
- (b) two groups of five and one group of four buttons
- (c) two groups of four and two groups of three buttons
- (d) no response
- (e) off topic

Review/End Test Pause Flag  Options Next 

Sample Item – Student Booklet

The image shows a sample item from a student booklet, divided into two sections by a horizontal line. Both sections contain circles, each containing a pair of dice.

Top Section: A 2x7 grid of circles. Each circle contains a pair of dice. The top row shows two dice with faces 1 and 2. The bottom row shows two dice with faces 3 and 4.

Bottom Section: Three groups of circles, each group containing a pair of dice. The first group on the left has two dice with faces 1 and 2. The middle group has two dice with faces 3 and 4. The second group on the right has two dice with faces 1 and 2. The third group on the right has two dice with faces 3 and 4.

Sample Item - Teacher View

WBTE Preview 1024623 // Albert Einstein

Question 1 Item ID ?



SAY: *Point to and read the text. Nico has fourteen toy cars. Nico's aunt gives him five more toy cars. How many toy cars does Nico have in total? Point to and read the answer choices.*

- (a) nine
- (b) fourteen
- (c) nineteen
- (d) no response
- (e) off topic

Review/End Test Pause Flag Options Next

Sample Item – Student Booklet

Nico has 14 toy cars. Nico's aunt gives him 5 more toy cars.

9

14

19

Sample Item - Teacher View

WBTE Preview

1024637 // Albert Einstein

Question 1



Line
Guide

Item ID



SAY: Follow along while I read the passage about rabbits. *Point to and read the passage. What is the main idea of the passage? Point to and read the answer choices.*

- (a) Rabbits like to snuggle.
- (b) Tails come in many sizes.
- (c) How to pick up a rabbit.
- (d) no response
- (e) off topic

Review/End Test

Pause

Flag

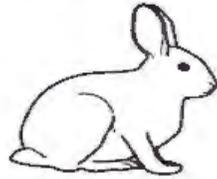


Options

Next

Sample Item – Student Booklet

Rabbits



If you want to pick up a pet rabbit, first get down to their level. Then scoop it up by placing your hand under the body and pull it close to your body. Support its hind legs. Never pick up a rabbit by its ears or tail.

Rabbits like to snuggle.

Tails come in many sizes.

How to pick up a rabbit.

Sample Item - Teacher View

WBTE Preview

1033855 // Albert Einstein

Question 1



SAY: The school would like to create a new class. Create a passage on what you think the new class should be and why. In your passage state your claim on what new class should be created, two reasons to support your claim and a conclusion. You can use the Writers Checklist and or a graphic organizer to help you create your writing.

a

b

Sample Item – Student Booklet

The school would like to create a new class. Create a passage on what you think the new class should be and why. In your passage state your claim on what new class should be created, two reasons to support your claim, and a conclusion.

Writer's Checklist

- state opinion
- 1 fact or reason
- 1 fact or reason
- conclusion

Sample Item - Teacher View

WBTE Preview

1025825 // Albert Einstein

Question 1



SAY: Clicks and whistles are two sounds that whales make. These sounds travel long distances through the water in the oceans. Why do whales likely make these sounds? *Point to and read the answer choices.*

- (a) to warn people of dangerous fish in the water
- (b) to listen to the echoes for entertainment
- (c) to communicate with other whales
- (d) no response
- (e) off topic

Review/End Test

Pause

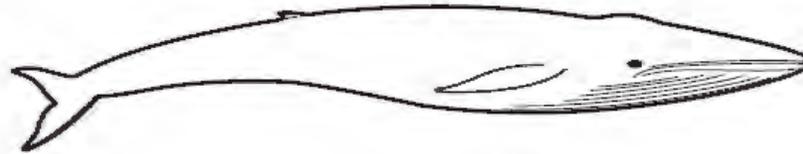
Flag



Options

Next

Sample Item – Student Booklet



to warn people of dangerous fish in the water

to listen to the echoes for entertainment

to communicate with other whales

Sample Item - Teacher View

Question 1



Item ID



SAY: The Earth rotates around an imaginary line that passes through the north pole, center, and south pole of Earth. Each rotation takes approximately twenty-four hours and determines night and day.

Question one: Which sentence describes the orientation of the Earth's axis? *Point to and read the answer choices.*

- (a) The Earth's axis is oriented vertically.
- (b) The Earth's axis is oriented horizontally.
- (c) The Earth's axis is tilted at an angle of twenty-three point five degrees.
- (d) no response
- (e) off topic

Question two: Which sentence describes the effect of the tilt of the Earth as it revolves around the sun? *Point to and read the answer choices.*

- (a) The seasons are determined by the tilt of the Earth.
- (b) The tides are determined by the tilt of the Earth.
- (c) Earthquakes and volcanoes are determined by the tilt of the Earth.
- (d) no response
- (e) off topic

Review/End Test

Pause

Flag



Options

Next

Sample Item – Student Booklet



The Earth's axis is oriented vertically.

The Earth's axis is oriented horizontally.

The Earth's axis is tilted at an angle of twenty-three point five degrees.

The seasons are determined by the tilt of the Earth.

The tides are determined by the tilt of the Earth.

Earthquakes and volcanoes are determined by the tilt of the Earth.

ACAP Alternate- Fall 2019

- Regional Assessment Trainings
- Items Specifications
- Sample Items Manual
- Student Assessment Webpage- ACAP Alternate

QUESTIONS???



Alabama Comprehensive Assessment Program

A L T E R N A T E

ACAP



Alabama Comprehensive Assessment Program

ALTERNATE

STC Webinar August 9, 2019

Alabama State Assessment Program

- **Alabama Comprehensive Assessment Program (ACAP)**

- ACAP Summative
- ACAP Alternate
- ACCESS for ELLs
- Alternate ACCESS
- NAEP
- Pre ACT
- ACT with Writing
- WorkKeys

- **Alabama Alternate Assessment Program**

- Alabama Alternate Achievement Standards
- ACAP Alternate
- Alternate Performance Indicators (AMPIs)
- Alternate ACCESS

USDOE Memorandum

- ESEA section 1111 (b)(2)(D) and 34 CFR 200.6© and(d) contain requirements for the participation of students with the most significant cognitive disabilities in the AA-AAAS.
 - Limits the total number of students with the most significant cognitive disabilities who are assessed Statewide with an AA-AAAS to 1.0 percent of the total number of students in the State who are assessed in that subject.

USDOE Memorandum

- States **must**:
 - Not **prohibit** an LEA from assessing **more than** 1% with an alternate assessment.
 - Require that an LEA submit information **justifying** the **need** of the LEA to assess more than 1% of its assessed students with an alternate assessment.
 - Provide appropriate **oversight**, as determined by the State, of an LEA that is required to submit information to the State.
 - Must make LEA justifications publicly available, provided that it does not reveal personally identifiable information and an individual student.

USDOE Memorandum

- Show the number and percentage of students in each subgroup who took or will take an alternate assessment.
- Subgroups:
 - Male or Female
 - Hispanic/Latin, White, Black or African American, American Indian, Asian, Native Hawaiian
 - Non-English Learner or English Learner
 - Poverty or Non-poverty
 - Two or More Races
 - Non-Migrant

Justification

- Notification to LEAs to be over the 1% participation in any subject on a State alternate assessment
- Letter to Superintendent
 - Explain **WHY** your LEA exceeds the 1% threshold
 - Assurance
 - Superintendent signs the form
 - Submitted to ALSDE Student Assessment

Alternate Participation Guidance

- Federal law requires the use of an alternate assessment for students with significant cognitive disabilities receiving special education services who cannot participate in the state assessment program. Each state is required to establish the state's definition of "**significant cognitive disabilities.**"
 - **NEW Definition**
 - In Alabama, the definition of a student with the **most** significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean, which is an IQ of 55 or below or that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having the most significant cognitive disability is not determined by an IQ test, but rather a holistic understanding of a student.

Alternate Participation Guidance

- Students with the **most** significant cognitive disabilities references students who require intensive or extensive levels of direct support that is **not** of a temporary or transient nature.
- Students with the **most** significant cognitive disabilities also require specially designed instruction to acquire, maintain or generalize skills in multiple settings in order to successfully transfer skills to natural settings including the home, school, workplace, and community. (24/7/365)
- For students with an IQ measured in the 55-70 range, additional factors related to the severity and impact of the disability **must** be taken into account.

English Learner with Significant Cognitive Disabilities

- **Definition of an English Learner with Significant Cognitive Disabilities**
 - English learners with the most significant cognitive disabilities are defined as individuals who have one or more disabilities that significantly limit their intellectual functioning and adaptive behavior as documented in their Individual Education Programs, who required extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.

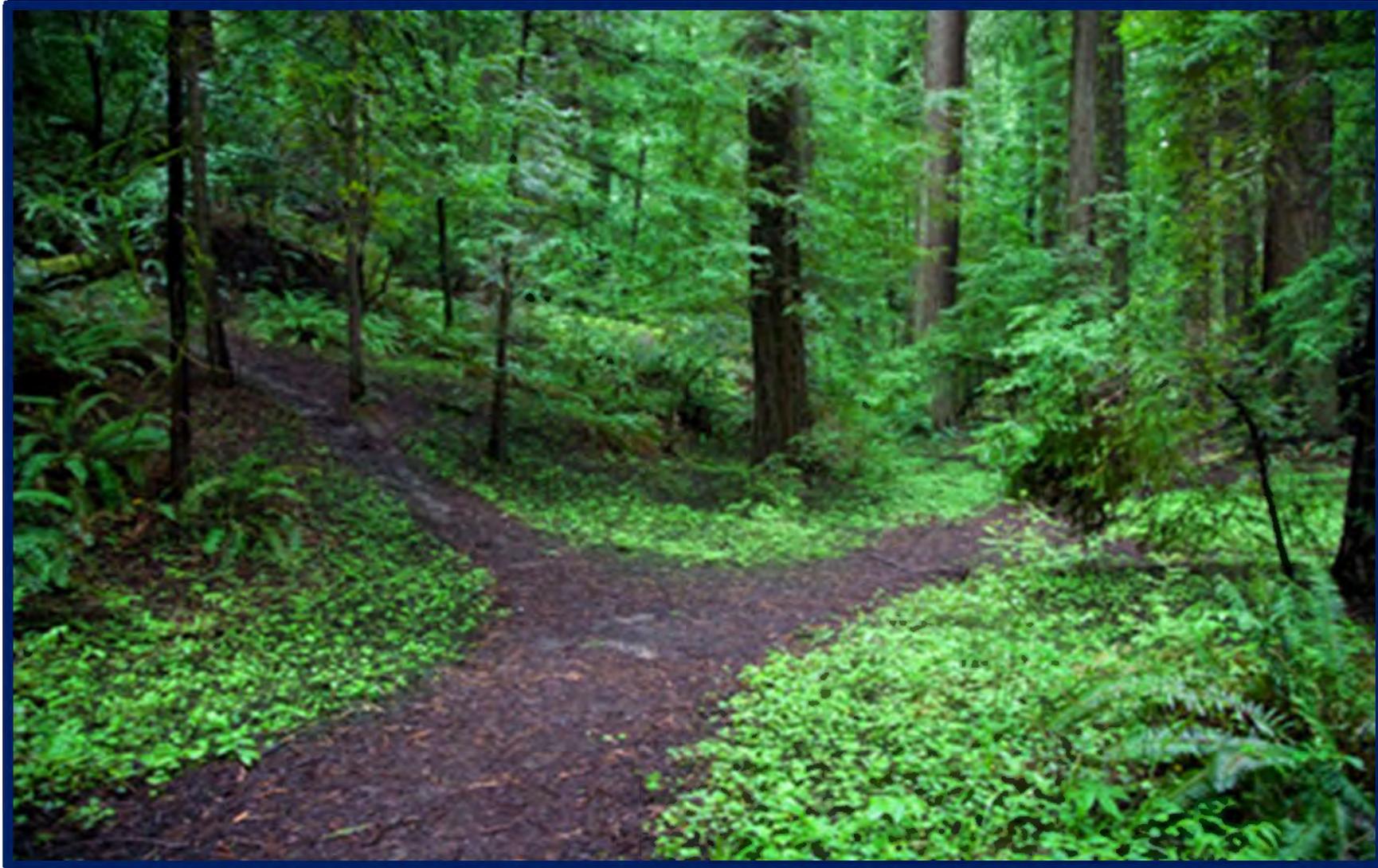
English Learner with Significant Cognitive Disabilities

- NEW FOR 2019-2020:
 - Approval is required for any student who will be participating on the *WIDA Alternate ACCESS for ELLs*. Guidance for this new procedure will be available in the near future.
 - Any Local Education Agency, who administers the *WIDA Alternate ACCESS for ELLs* assessment to a student **who has not received approval**, will be responsible for reimbursement to the Alabama State Department of Education.

English Learner with Significant Cognitive Disabilities

- Only ELLs with significant cognitive disabilities should take *WIDA Alternate ACCESS for ELLs*.
- Students demonstrating academic difficulties due to learning disabilities, speech-language impairments, and emotional-behavioral disabilities **may not necessarily qualify for participation** on *WIDA Alternate ACCESS for ELLs*, and may be better served by *WIDA ACCESS for ELLs Online* or Paper.
- The most appropriate assessment for each English learner student must be listed either in the student's IEP or 504 plan.
- Students with disabilities who can be served with accommodations on the *WIDA ACCESS for ELLs Online* and Paper assessments should continue to participate in that assessment, **NOT** *WIDA Alternate ACCESS for ELLs*.

Pathway General vs. Alternate



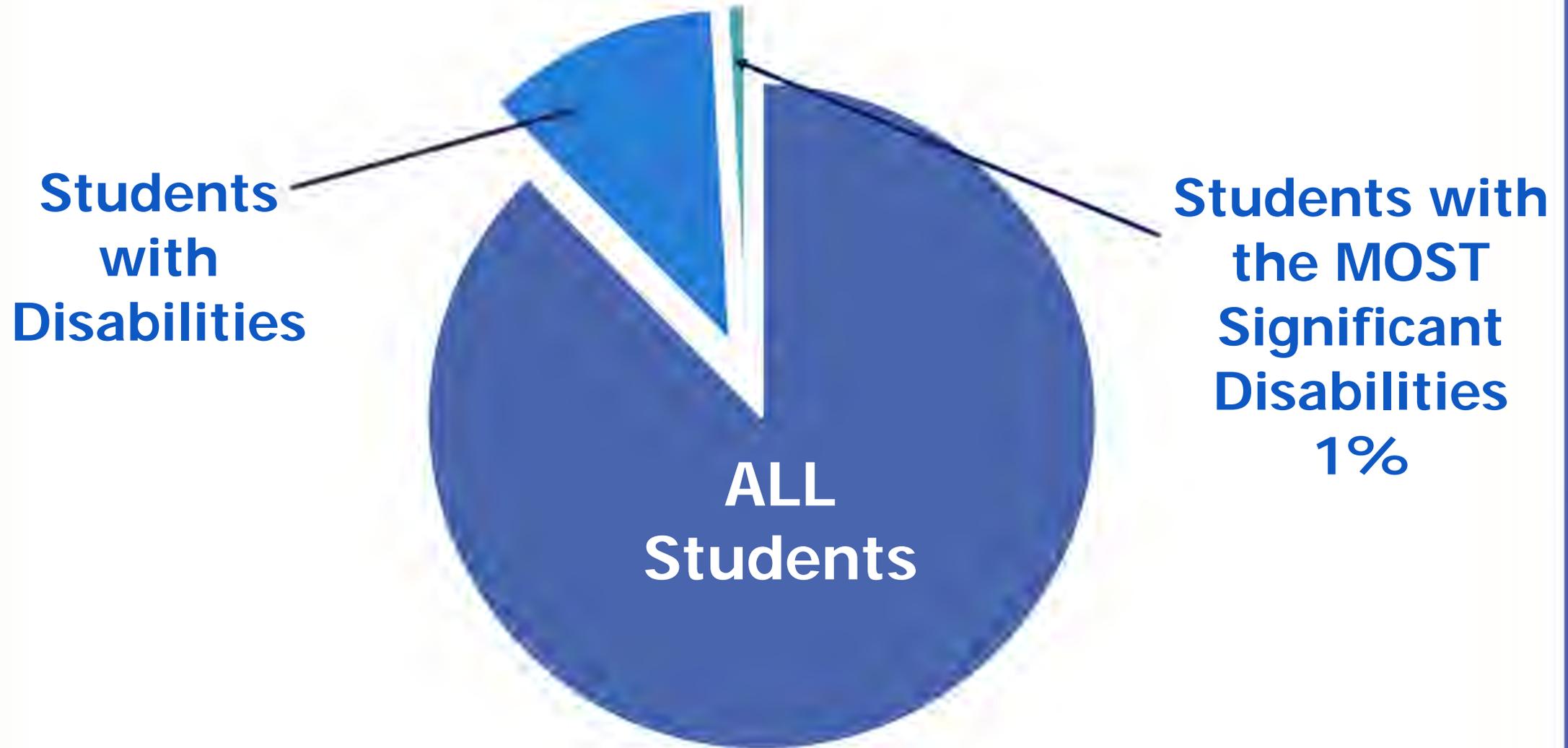
Alternate Pathway

- Designed for students who need the **most** individualized instruction
 - **Conceptual** – includes problems with skill in language, reading, writing, mathematics, reasoning, memory, knowledge retention
 - **Social** - refers to issues with empathy, judgment, communication, making and keeping friends, and other social functions
 - **Practical** – focuses on problems with self-care, such as personal hygiene, job duties, personal finance, organization

Alternate Pathway

- Communication difficulties
- Uneven learning patterns
- Multiple disabling conditions
- Motor impairments
- Difficulty learning new tasks
- Individualized methods of accessing information in alternative ways (tactile, visual, auditory, and multi-sensory).

1% Threshold



1% Threshold

- The total number of students assessed using an alternate assessment may **not** exceed 1% of the **total** number of students in the state who are **assessed** in a subject.

2018-2019 Calculation of Data

• Reading

- Total number of students who participated in **reading** on the *Alabama Alternate Assessment* in grades 3-8 and 10
- Total number of students who participated in **reading** on *Scantron grades 3-8*
- Total number of students who participated in **reading** on *ACT with Writing grade 11*
- Total number of students who participated in **reading** on *ACCESS* and *Alternate ACCESS* in grades 3-8 and 10

2018-2019 Calculation of Data

- **Math**

- Total number of students who participated in **mathematics** on the *Alabama Alternate Assessment* in grades 3-8 and 10
- Total number of students who participated in **mathematics** on *Scantron grades 3-8*
- Total number of students who participated in **mathematics** on *ACT with Writing grade 11*

2018-2019 Calculation of Data

- **Science**

- Total number of students who participated in **science** on the *Alabama Alternate Assessment* in grades 5, 7, and 10.
- Total number of students who participated in **science** on *Scantron grades 5 and 7*.
- Total number of students who participated in **science** on *ACT with Writing grade 11*.

ACAP



Alabama Comprehensive Assessment Program

ALTERNATE

ACAP Alternate

- **Grades and Subjects**

- 2-3- ELA (Language and Reading) and Mathematics
- 4-8- ELA (Language, Reading, and Writing) and Mathematics
- 4, 6, & 8- Science
- 10- Reading, English, Mathematics and Science
- 11- Reading, English, Writing, Mathematics and Science

- **Grade 12- WorkKeys**

- Graphic Literacy, Workplace Documents, and Applied Mathematics

- **Local Requirements (if there is a required local assessment at either the school or district level)**

- Collect evidence for the specific subject and grade OR
- Create a test to assess the specific subject and grade

ACAP Alternate

- **Design/Format**

- Administered 1:1 (Test Administrator and Student)
- Paper Test- student booklet
- Web-based-online platform (answer document, Teacher Book)
- Test Administrator Manual (TAM)

- **Administration**

- Scheduling (individual needs)
- Breaks as needed
- Five answer choices (student: a, b, c, teacher: off topic, no response)
- Performance task items
- 10 Item Rule

- **Accommodations**

- Braille
- Communication device

Alabama Alternate Achievement Standards

The Alabama Alternate Achievement Standards (AAAS) were developed by committees of Alabama general and special education teachers to guide and direct instruction for students with the **most** significant cognitive disabilities.

These standards guide our development of the assessment.

ACAP Alternate- Fall 2019

- Regional Assessment Trainings
- Items Specifications
- Sample Items Manual
- Student Assessment Webpage- ACAP Alternate

SES Back-to-School Meeting/ Novice Coordinators Meeting

August 19-21, 2019

August 19, 2019

8:15-8:45	Registration
9:00-9:15	Dr. Daniel Boyd, Welcome
9:15-9:55	Crystal Richardson, General Supervision Requirements
10:00-11:30	Keynote/Motivational Speaker
11:30-12:30	Boxed lunches
12:45-4:00	Susan Goldthwaite, Maggie Hicks, Nannette Pence, Crystal Richardson - Ensuring IEP Teams Identify Students with the Most Significant Cognitive Disability, 1 % Cap and the Alternate Assessment
	Short Break
	Dr. Elisabeth Davis -Office of Student Learning Updates

August 20, 2019

8:00-8:30	Registration
8:30-9:00	Dr. Eric Mackey, Welcome & ALSDE Updates
9:00-10:30	Alicia Hodge, Regina Hill-Sankey, & Tina Sanders - Monitoring and Technical Assistance
10:30-10:40	Short Break
10:40-11:10	Tina Sanders - SBMH, Multi Needs, Autism, Palliative Care
11:10-11:45	Dr. DaLee Chambers - Virtual Schools, Dispute Resolution
11:45-12:45	LUNCH (20 minutes for Vendor)
12:45-1:50	Erika Richburg - Fiscal, Part B 619 Preschool, Assistive Technology, HI/VI Updates
1:50-2:10	Short Break
2:10-3:30	Susan Williamson - State Performance Plan Indicators and Federal Reporting Reminders, State Systemic Improvement Plan (SSIP), Secondary Transition

August 21, 2019

See agenda sent out by ALACASE

The Alabama Alternate Program

Alabama Alternate Achievement Standards

+

**ACAP Alternate
1% Participation**

August 19-21, 2019

Dr. Elisabeth Davis

Crystal Richardson

Maggie Hicks

Susan Goldthwaite

Nannette Pence

WHY

USDOE- Letter May 16, 2017

- Requirements for the Cap on the Percentage of Student who may be Assessed with an Alternate Assessment Aligned with Alternate Academic Achievement Standards

USDOE LETTER – MAY 16, 2017

- **General Provisions**

- SEA **must require LEA** that assesses more than 1.0% of its assessed students in any subject with an AA-AAAs to submit information to SEA justifying the need to exceed the 1.0 threshold - *Exceeding 1% Cap Justification Form*
- SEA **must provide appropriate oversight of EACH LEA** that is required to submit such a justification

SEA Waiver Requirements of the 1.0% Cap on Participation on an AA-AAAS

- SEA may request the USDOE to waive the cap for that subject for 1 year
- Address any disproportionality in % of students in any subgroup taking AA
- Must include a plan AND timeline that outlines the following:
 - Take **additional steps** to **support and provide oversight to EACH LEA** that the state anticipates will exceed the 1.0% threshold
 - Include steps **to ensure that ONLY students** with most significant cognitive disabilities take an AA
 - Describe SEA process of **monitoring & regularly evaluating each LEA** to ensure that the LEA provides sufficient training such that school staff who participate in IEP teams understand and implement guidelines

STUDENT – IEP Profile

Profile Component	Information
Strengths	<p>Completes all tasks</p> <p>Superb work habits</p> <p>Very conscientious about assigned work</p> <p>Attentive</p> <p>Participates in class discussion</p> <p>Mom states, "... is always eager to learn and is very helpful."</p>
Parental Concerns	<p>Being able to catch up or get closer to grade level of achievement</p> <p>Being able to function independently as adult</p>
Student Interests/Preferences	<p>Security Guard</p> <p>Works well in small groups and enjoys discussions</p> <p>Likes choices</p>
Assessment Results	<p>AA (reading & math) Level IV</p> <p>Intelligence (IQ) – 83</p> <p>Adaptive Behavior – 75</p> <p>Achievement – 58</p> <p>"..has been able to easily master the Alabama alternate standards."</p>

Academic Needs	<p>“Has demonstrated the ability to learn at a level that is close to same age peers”</p> <p>Below grade level in written expression & reading comprehension</p> <p>When independently reading a grade level or lower level text, struggles with some of the words and with comprehension</p> <p>Reading level – 4th grade level</p>
Reading Goal	<p>(R.ES.7.1) ...will be able to independently read a 5.0 level passage or text and answer comprehension questions including identifying topic sentence ...</p>
Developmental & Functional Needs	<p>“..is close to a level consistent with same age peers”</p> <p>Can keep up with belongings and independently cares for self</p> <p>Continues to struggle with behaviors in general education setting</p> <p>Has made progress but continues to take responsibility and doesn't like to be criticized</p> <p>Argues and makes excuses</p> <p>Has matured and takes redirection in appropriate manner most of the time</p> <p>Able to follow rules of conversational turn taking consistently in small group setting</p> <p>Enjoys interacting with others but continues to have difficulty providing relevant information and staying on topic sometimes</p>
Transportation	<p>Regular Bus</p>

DEFINITION OF A STUDENT WITH A SIGNIFICANT COGNITIVE DISABILITY

In Alabama, the definition of a student with the most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean which is an IQ score of 55 or below that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a significant cognitive disability is not solely determined by an IQ test score, but rather by a holistic understanding of a student.

- 3 components of the definition
 1. IQ score of 55 or below
 2. Deficits in adaptive functioning
 3. Understanding of the whole child

CHARACTERISTICS OF A STUDENT WITH THE MOST SIGNIFICANT COGNITIVE DISABILITY

NATIONAL CENTER AND STATE COLLABORATIVE

Disability Categories

Intellectual Disabilities (45.2)	Autism (27.1)	Multiple Disabilities (15.3)
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Communication

Pre-Symbolic (9.9)	Symbolic or emerging symbolic (90.1)
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Evidence of receptive language (89.9)	No or minimal response to sensory stimuli (11.1%)
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Classroom Setting

Self contained classroom (64.4%)	Self-contained with inclusion (15.1%)
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CHARACTERISTICS OF A STUDENT WITH THE MOST SIGNIFICANT COGNITIVE DISABILITY

NATIONAL CENTER AND STATE COLLABORATIVE

Reading Skills

reading basic sight words and simple sentences (40.1%)

reading fluently with literal understanding (24.5%);

reading fluently with critical understanding (3.3%)

no observable awareness of text (16%)

Math Skills

counting by rote to 5 (8.6%)

counting with 1:1 correspondence to at least 10 (26.2%)

computing (46.4%) or computing to solve real-life or routine word problems (4.8%)

no observable awareness or use of numbers (14%)

- **DETERMINING A STUDENT'S PARTICIPATION
IN THE ALABAMA ALTERNATE ASSESSMENT
PROGRAM THROUGH THE IEP PROCESS**

SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

	YES	NO
• Does the student have behavior which impedes his/her learning or the learning of others?	[]	[]
• Does the student have a Behavioral Intervention Plan?	[]	[]
• Does the student have limited English proficiency?	[]	[]
• Does the student need instruction in Braille and the use of Braille?	[]	[]
• Does the student have communication needs?	[]	[]
• Does the student need assistive technology devices and/or services?	[]	[]
• Does the student require specially designed P.E.?	[]	[]
• Has the IEP Team determined the student meets the participation criteria for the Alabama Alternate Assessment and will be taught the alternate achievement standards?	[]	[]
• Are transition services addressed in this IEP?	[]	[]

Alabama Alternate Assessment Program Participation Decision Documentation

February 2019

**Alabama Alternate Assessment Program
Participation Decision Documentation**

ALL participation criteria must be assessed in order for the IEP Team to determine that the general education standards and general education assessment are not appropriate, even with accommodations, for a student to attain grade level achievement. Using the participation criteria, the IEP Team will determine whether the student meets the criteria for participation in the Alabama Alternate Assessment Program.

Name of Student: _____ School Year: _____

In Alabama, the definition of a student with the most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean, which is an IQ score of 75 or below that significantly impacts individual functioning and that exists consistently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a significant cognitive disability is not solely determined by an IQ test score, but rather by a holistic understanding of a student.

Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
1. A student with the most significant cognitive disability according to AAC 206-4-2-2.1.	Source of student records indicate a disability or test gap identified as significantly impacting individual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.	<input type="checkbox"/> Levels of individual individualized education or a measure of cognitive functioning <input type="checkbox"/> Levels of individual adaptive behavior evaluation <input type="checkbox"/> Levels of individual educational achievement evaluation <input type="checkbox"/> Levels of individual assessment <input type="checkbox"/> Levels of individual reading assessment <input type="checkbox"/> Levels of direct state alternate assessment <input type="checkbox"/> Levels of language assessment including English language learners (ELL) language assessment, if applicable
2. The student participates in or may participate in core content on the alternate achievement standards that are aligned to the Alabama Course of Study.	Grade and instruction that the IEP team listed on the alternate achievement standards (AAS) and address knowledge and skills that are appropriate and challenging for the student.	<input type="checkbox"/> Examples of curriculum, instructional objectives and materials including work samples <input type="checkbox"/> Direct levels of academic achievement and functional performance, grade and benchmarks from the IEP <input type="checkbox"/> Data from scientific research-based interventions <input type="checkbox"/> Progress monitoring data <input type="checkbox"/> Other _____

February 2019

Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
3. The student is given a written or oral individualized instruction and appropriate accommodations to the grade and age appropriate curriculum.	The student (a) requires individualized instruction, accommodations, and supports that is not of a temporary or repetitive nature and (b) uses substantially adapted materials and individualized methods of assessing information in alternative response systems, materials, formats, and/or assessment and/or enable skills across academic areas.	<input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and/or community-based instruction <input type="checkbox"/> Teacher individual data and checklists <input type="checkbox"/> Direct levels of academic achievement and functional performance, grade and benchmarks, post-secondary goals and transition services from the IEP <input type="checkbox"/> Other _____

If you also determined at this IEP Team meeting that the student's inability to participate in the general education assessment, even with accommodations, is primarily the result of a significant cognitive disability and NOT:

- a disability category or label
- past attendance or extended absence
- native language/cultural or economic differences
- irregular past performance on the general education assessment
- academic need or other services students receive
- individualized intervention or instructional writing
- presence of non-completing general education services
- English Language (ELL) status
- low reading level/development level
- undiagnosed disruptive behavior
- impact of test scores on accountability systems
- an administrative decision
- undiagnosed emotional distress
- use of low accommodations (e.g., assistive technology, communication devices) to participate in assessment

The IEP Team has determined, based on a review of the student's educational information, that the alternate assessment, based on the alternate achievement standards, will be used to provide an evaluation of the student's current academic achievement.

YES NO (the student will participate in the general education assessment)

Information from the Student's IEP Team on Participation Decisions for the Alabama Alternate Assessment Program grade was discussed at the IEP Team meeting. This decision-making information in the grade was followed to determine the student's participation in the Alabama Alternate Assessment Program. The parent has been informed of the difference between assessments based on grade level standards and those based on alternate achievement standards and how participation in the alternate assessment may delay or otherwise affect the student's completion of the requirements for a regular high school diploma*. Additionally, the parent has been provided access to the grade and given an opportunity to ask questions.

*"Regular high school diploma" means the standard high school diploma awarded to the population of students in the State that is fully aligned with this standard, or a higher diploma, award that a regular high school diploma that will be aligned to the alternate assessment achievement standard described in this section 161-4-2-2.1.

Date provided to the Parent: _____

February 2019

This form must be signed by the parent(s) after the IEP Team has determined that the general education assessment, even with accommodations, would not be an accurate measurement of academic achievement, and therefore, the student will participate in the alternate assessment. This document will become part of the student's IEP and filed with the current IEP record.

I understand that my child's achievement will be measured by participation in the alternate assessment which is based on the alternate achievement standards. I understand that my child's participation in the alternate assessment may delay or otherwise affect my child's completion of the requirements for a regular high school diploma.

I understand the decision regarding participation in alternate assessment was in discussion at the student's recent IEP Team meeting and discussed in the IEP.

Parent/Guardian Signature: _____ Date: _____

Documentation of the Approval to Provide Services to the Student and to Sign the Agreement		
Date	Description of Service	Initials

February 2019

TRAINING FOR THE IEP TEAM MEMBERS

A 4 STEP TRAINING PROCESS

1. REVIEW THE STUDENT CASE STUDY
2. CREATE A DATA ANALYSIS SNAPSHOT OF THE STUDENT
3. COMPLETE THE *ALABAMA ALTERNATE ASSESSMENT PROGRAM PARTICIPATION DECISION DOCUMENTATION* FORM
4. DISCUSS GUIDING QUESTIONS TO REFLECT

STEP 1 - CASE STUDY

- CASE STUDY
- DISABILITY AREA
- LRE
- GRADE
- AGE
- Monique
- Intellectual Disabilities
- Self- contained
- 7th
- 13

STEP 1 - CASE STUDY

Monique

Student information

- ❖ 13-year-old female in seventh grade
- ❖ Intellectual Disability
- ❖ Nonverbal – communicates through use of eye gaze, switches, and vocalizations
- ❖ Receives speech language therapy, occupational therapy, physical therapy and special transportation from the school district
- ❖ 240 minutes of specially designed instruction in a separate class setting and 60 minutes a day in a co-taught setting for reading

Communication

- ❖ With maximum prompts, Monique communicates desires (food, drink) with eye gaze or activation of switch
- ❖ Uses Tobii eye gaze system for making choices, answering questions and participation
- ❖ Expresses feelings by yelling, screaming and crying
- ❖ Expresses happiness by jumping up and down and squealing

Reading

- ❖ According to previous assessments, current teacher input, current classroom observations and progress monitoring data, Monique answers comprehension questions from a story read aloud with 10% accuracy; identifies 3 words (mom, dad, drink) with 95% accuracy using the eye gaze system.
- ❖ Reading score from most recent reevaluation was unobtainable.
- ❖ Requires hand over hand prompts to complete academic tasks
- ❖ Sits and attend to story read aloud for up to 10 minutes
- ❖ Recognizes letters A-D with 10% accuracy

Math

- ❖ According to progress data and observations, Monique is working on functional math skills, identifying numbers 0-9, coins, and shapes
- ❖ When asked, Monique correctly identifies numbers 0-3 and two real pictures of a penny and nickel
- ❖ Using her eye gaze system and two pictures of shapes, Monique identifies the circle and square with 10% accuracy

Writing

- ❖ Using simple sentence starters and real pictures, Monique independently completes sentences with less than 3 prompts using eye gaze system
- ❖ Hand over hand used to complete writing tasks
- ❖ During hand over hand assistance, Monique screams and pulls her hand away

Adaptive Behavior

- ❖ Data from most recent re-evaluation has an adaptive score in the range of 30-45 with 95% confidence
- ❖ Skills significantly below her same aged, non-disabled peers
- ❖ Experiences difficulty socializing with others
- ❖ Wears a diaper, needs assistance changing herself, brushing teeth, grooming, showering, toileting, dressing, etc.
- ❖ Walks with a modified gait with her legs out wide and up on her toes
- ❖ Adult must provide assistance when walking
- ❖ Steps are difficult and requires a ramp for independence access
- ❖ Requires rest throughout the day – cries or whines to indicate she is tired
- ❖ From observation, Monique makes eye contact with speaker, squeals when happy, and has good visual tracking skills
- ❖ High level of support for communication, functional, academic, and self-care skills

General Intelligence

- ❖ IQ test was not able to be administered due to lack of communication skills needed to follow the directions of the test- receives a SS of
- ❖ Past evaluations show general adaptive composite score of SS=40 – extremely low range
- ❖ Activities need to be significantly modified and adapted

Other Considerations

- ❖ 39 days absent in the previous school year
- ❖ Becomes sick easily and misses school often due to illnesses

Parent(s) Input

- ❖ Express concern for Monique's safety, health and lack of communication skills
- ❖ Increase her core class attendance and time in the community

STEP 2 – DATA ANALYSIS SNAPSHOT

STEP 1 – Review case study

CASE STUDY - Monique

DISABILITY AREA – Intellectual Disability

LRE CODE - 04

GRADE – 7th

AGE – 13

STEP 2 – Data analysis snapshot of the student

	DATA SOURCE	CURRENT PERFORMANCE
IQ Score Significantly impacts intellectual functioning?	Score - 43 Assessment Tool: CTONI 2	Has medical diagnosis of Rhett Syndrome Received services starting in preschool
Adaptive Behavior Concurrent deficits exist? Difficulty learning, maintaining, and generalizing skills?	Score – 54 – school 49 - home Assessment Tool: ABAS-3	High level of support for communication, functional, academic, self-help skills Skills significantly below same age non-disabled peers Wears diaper Adult assistance with walking Requires rest throughout the day Makes eye contact, squeals, good visual tracking skills
Achievement Measurable gains? Is grade level achievement gained?	Reading score/range: N/A Math score/range: N/A Previous assessments Teachers input Classroom observations Progress monitoring data Recent reevaluation	Attend to a story being read to her for approximately 10 minutes Answers comprehension questions with 10% accuracy Recognize three sight words with 95% accuracy Identify uppercase letters A-D with 10% accuracy Identify numbers 1-3 with 10% accuracy Identifies numbers 0-3 and penny and nickel from pictures Identifies circle and shape from pictures using eye gaze system with 10% accuracy Unable to write independently and frequently resists hand-over-hand assistance
Communication Pre-symbolic and emerging symbolic level? Affects interactions in multiple environments?	Observations SLP notes	Several modalities - Tobii eye gaze system, switches, vocalizations, hand-over-hand Expresses anger by yelling, screaming, crying Expresses happiness by jumping up and down and squealing Expresses a need for rest by whining and crying

<p>Supports Substantial support required? Is the support intensive and extensive? Ongoing?</p>	<p>Observations Teacher notes Paraprofessional input Parent input</p>	<p>Assistance from paraprofessional for walking, feeding, toileting, grooming, and communicating SLP, OT, PT weekly Maximum prompts</p>
<p>Additional Information Parent input Medical information Historical information</p>	<p>Conversation with parent Attendance report</p>	<p>Parents concern with safety, health and communication skills Increase inclusion and community integration Gets sick often and misses school</p>

STEP 3 – ALABAMA ALTERNATE ASSESSMENT PROGRAM PARTICIPATION DECISION DOCUMENTATION FORM

Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
<p>1. A student with the most significant cognitive disability according to AAC 290-4-2-.03.</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<p><input checked="" type="checkbox"/> Results of individual intellectual evaluation or a measure of cognitive functioning</p> <p><input checked="" type="checkbox"/> Results of individual adaptive behavior evaluation</p> <p><input type="checkbox"/> Results of individual educational achievement evaluation</p> <p><input checked="" type="checkbox"/> Results of informal assessments</p> <p><input checked="" type="checkbox"/> Results of individual reading assessments</p> <p><input type="checkbox"/> Results of district-wide alternate assessments</p> <p><input checked="" type="checkbox"/> Results of language assessments including English language learners (ELL) language assessments, if applicable</p>

<p>2. The student participates in or may participate in content instruction on the alternate achievement standards that are aligned to the Alabama Courses of Study.</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Goals and instruction listed in the IEP are linked to the enrolled grade-level Alternate Achievement Standards (AAS) and address knowledge and skills that are appropriate and challenging for this student.</p>	<p><input checked="" type="checkbox"/> Examples of curriculum, instructional objectives and materials, including work samples</p> <p><input checked="" type="checkbox"/> Present levels of academic achievement and functional performance, goals, and benchmarks from the IEP</p> <p><input type="checkbox"/> Data from scientific research-based interventions</p> <p><input checked="" type="checkbox"/> Progress monitoring data</p> <p><input checked="" type="checkbox"/> Other <u>observations; teacher inp</u></p>
--	---	--

Observations, teacher input, related service providers evaluations and input

Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.</p>	<p><input checked="" type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and/or community-based instruction</p> <p><input checked="" type="checkbox"/> Teacher collected data and checklist</p> <p><input checked="" type="checkbox"/> Present levels of academic achievement and functional performance, goals, and benchmarks, post-secondary goals and transition activities from the IEP</p> <p><input checked="" type="checkbox"/> Other <u>observations, teacher input</u></p>

Observations, teacher input, related service providers evaluations and input

It was also determined at this IEP Team meeting that the student's inability to participate in the general education assessment, even with accommodations, is **primarily the result of a significant cognitive disability and NOT**

- a disability category or label
- poor attendance or extended absences
- native language/social/cultural or economic difference
- expected poor performance on the general education assessment
- academic and other services students receive
- educational environment or instructional setting
- percent of time receiving special education services
- English Learner (EL) status
- low reading level/achievement level
- anticipated disruptive behavior
- impact of test scores on accountability system
- an administrative decision
- anticipated emotional distress
- need for accommodations (e.g., assistive technology, communication device) to participate in assessment

The IEP Team has determined, based on a review of the student's educational information, that the alternate assessment, based on the alternate achievement standards, will be used to provide an evaluation of the student's current academic achievement.

YES NO (the student will participate in the general education assessment)

Information from the *Guidance for IEP Teams on Participation Decisions for the Alabama Alternate Assessment Program* guide was discussed at the IEP Team meeting. The decision-making information in the guide was followed to determine the student's participation in the Alabama Alternate Assessment Program. The parent has been informed of the difference between assessments based on grade level standards and those based on alternate achievement standards and how participation in the alternate assessment may delay or otherwise affect the student's completion of the requirements for a regular high school diploma*. Additionally, the parent has been provided access to the guide and given an opportunity to ask questions.

*A "regular high school diploma" means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E);

Date provided to the Parent: (date of meeting)

This form must be signed by the parent(s) after the IEP Team has determined that the general education assessment, even with accommodations, would not be an accurate measurement of academic achievement, and therefore, the student will participate in the alternate assessment. This document will become part of the student's IEP and filed with the current IEP record.

I understand that my child's achievement will be measured by participation in the alternate assessment which is based on the alternate achievement standards. I understand that my child's participation in the alternate assessment may delay or otherwise affect my child's completion of the requirements for a regular high school diploma.

I understand that decisions regarding participation in statewide assessments must be discussed at the student's annual IEP Team meeting and documented in the IEP.

Parent/Guardian Signature

Date

Documentation of the attempts to provide parent(s) access to the guidance and to obtain a signature.

Date	Description of attempts	Results

IDEA AND ESSA

Explanation to IEP Teams. A State (or in the case of a district-wide assessment, an LEA) must—

(1) Provide to IEP teams a clear explanation of the differences between assessments based on grade-level academic achievement standards and those based on alternate academic achievement standards, including any effects of State and local policies on a student's education resulting from taking an alternate assessment aligned with alternate academic achievement standards, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma; and

(2) Not preclude a student with the most significant cognitive disabilities who takes an alternate assessment aligned with alternate academic achievement standards from attempting to complete the requirements for a regular high school diploma.

IDEA AND ESSA

(e) Inform parents. A State (or in the case of a district-wide assessment, an LEA) must ensure that parents of students selected to be assessed using an alternate assessment aligned with alternate academic achievement standards under the State's guidelines in paragraph (c)(1) of this section are informed, consistent with 34 CFR 200.2(e), 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.

ACTIVITY

Using Mateo's educational information,
TURN AND TALK with a partner to complete

STEP 2 – DATA ANALYSIS SNAPSHOT

STEP 3 – *ALABAMA ALTERNATE ASSESSMENT PROGRAM PARTICIPATION
DECISION DOCUMENTATION FORM*

STEP 4 – GUIDING QUESTIONS

STEP 1 – Review case study

CASE STUDY - Mateo

DISABILITY AREA – Autism

LRE CODE - 04

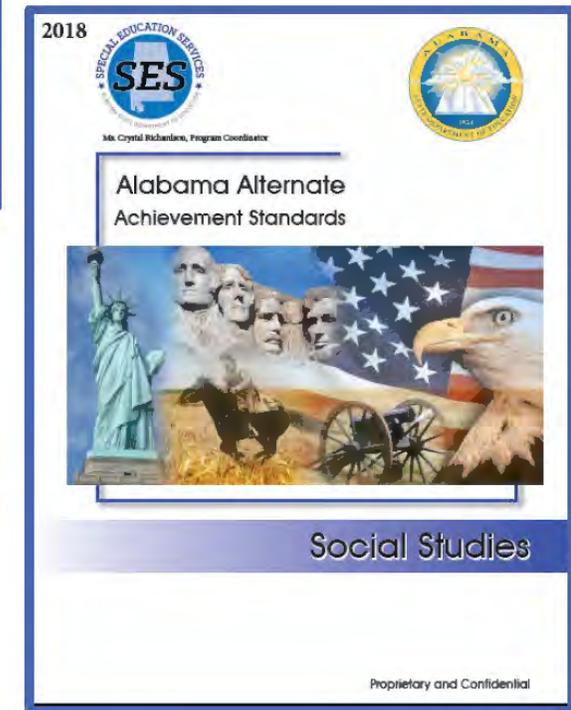
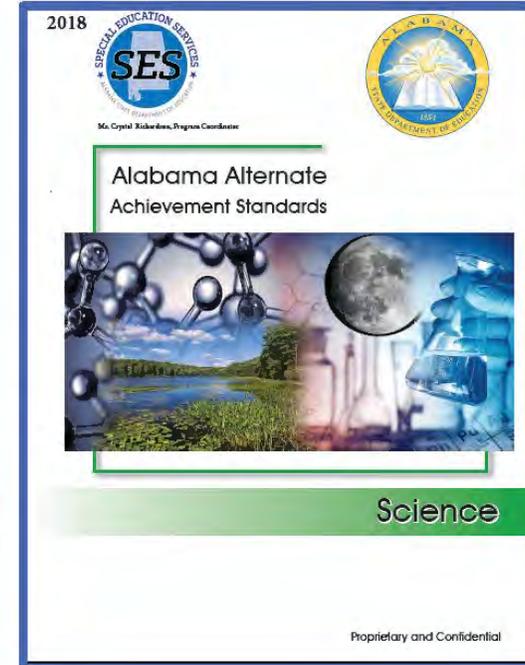
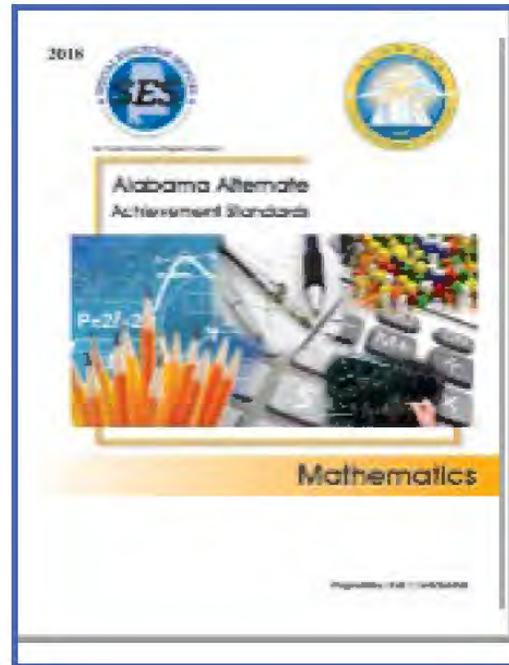
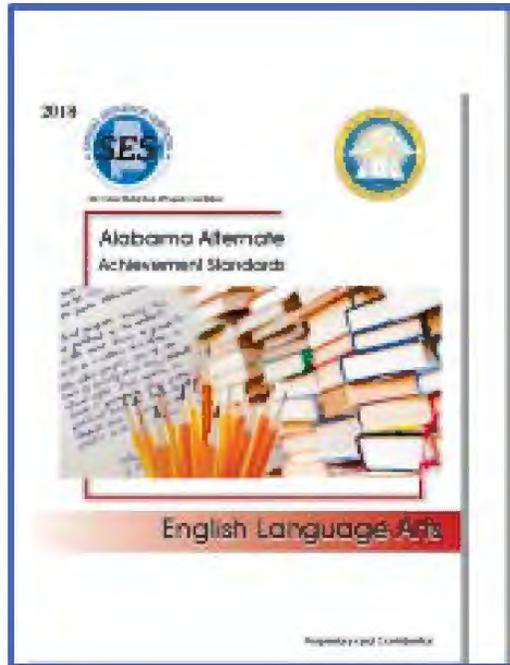
GRADE – 4th

AGE – 9

STEP 4 – GUIDING QUESTIONS

1. What were the determining factors that qualified this student for participation in the Alabama Alternate Assessment Program?
2. What were the determining factors that did not qualify this student for participation in the Alabama Alternate Assessment Program?
3. Discuss and document any practices you may change or initiate to ensure that student data is reviewed and appropriate determinations are being made.

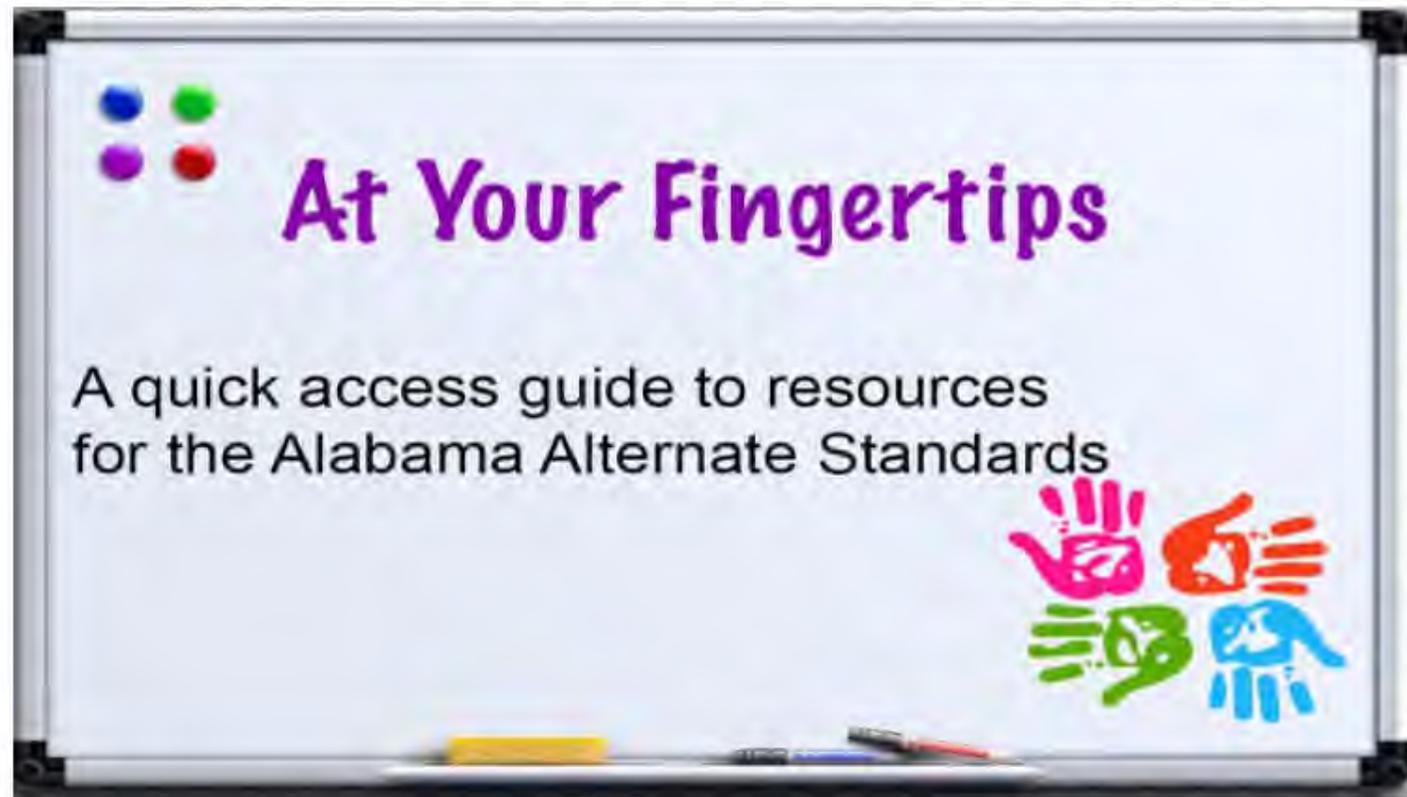
ALTERNATE ACHIEVEMENT STANDARDS



**Guidance for IEP Teams
on
Participation Decisions
for the
Alabama Alternate Assessment Program**



**Alabama State Department of Education
Student Assessment and Special Education Services
March 2019**



**LOCATED ON ALABAMA LEARNING EXCHANGE
(ALEX)**

COMING SOON.

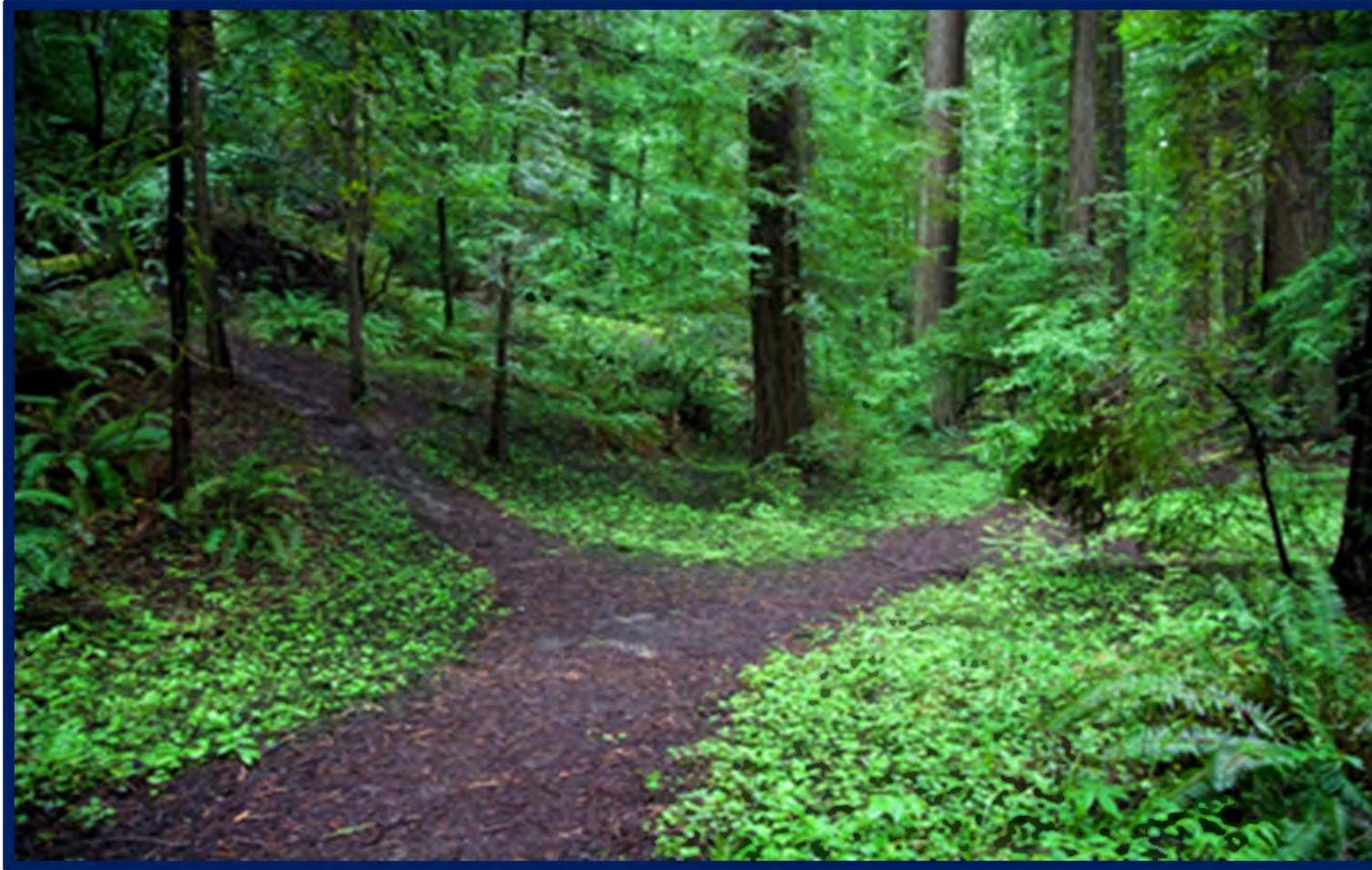
TEACHING AND LEARNING GUIDES FOR ENGLISH LANGUAGE ARTS AND
MATHEMATICS

INSTRUCTIONAL STRATEGIES DOCUMENT

AAS Resource Survey



General Courses of Study vs. Alternate Achievement Standards



Which path is BEST for the student???

General Courses of Study

- Will the student benefit from being in the general education classroom?
- Is the student able to attend classes with minimal assistance?
- What types of accommodations can be put in place for the student to take the general assessment?
 - Text-to-speech
 - Extended time
 - Breaks
 - Scribe

Alternate Program

- Designed for students who need the **most** individualized instruction
 - **Conceptual** – includes problems with skills in language, reading, writing, mathematics, reasoning, memory, knowledge retention
 - **Social** - refers to issues with empathy, judgment, communication, making and keeping friends, and other social functions
 - **Practical** – focuses on problems with self-care, such as personal hygiene, job duties, personal finance, organization

ACAP



Alabama Comprehensive Assessment Program

ALTERNATE

Alabama Student Assessment Program

- **Alabama Comprehensive Assessment Program (ACAP)**

- ACAP Summative
- ACAP Alternate
- ACCESS for ELLs
- Alternate ACCESS
- NAEP
- Pre ACT
- ACT with Writing
- WorkKeys



- **Alabama Alternate Program**

- Alabama Alternate Achievement Standards
- ACAP Alternate
- Alternate Model Performance Indicators (AMPIS)
- Alternate ACCESS

ACAP Alternate

- **Grades and Subjects**

- 2-3- ELA (Language and Reading) and Mathematics
- 4-8- ELA (Language, Reading, and Writing) and Mathematics
- 4, 6, & 8- Science
- 10- Reading, English, Mathematics and Science
- 11- Reading, English, Writing, Mathematics and Science

- **Grade 12- WorkKeys- Optional**

- Graphic Literacy, Workplace Documents, and Applied Mathematics

- **Local Requirements (if there is a required local assessment at either the school or district level)**

- Collect evidence for the specific subject and grade OR
- Create a test to assess the specific subject and grade

Alabama Alternate Achievement Standards

The Alabama Alternate Achievement Standards (AAAS) were developed by committees of Alabama general and special education teachers to guide and direct instruction for students with the **most** significant cognitive disabilities.

These standards guide our development of the assessment.

ACAP Alternate

- **Design/Format**

- Administered 1:1 (Test Administrator and Student)
- Paper Test- student booklet
- Web-based-online platform (answer document, Teacher Book)
- Test Administrator Manual (TAM)

- **Administration**

- Scheduling (individual needs)
- Breaks as needed
- Five answer choices (a, b, c, off topic, no response)
- Performance task items
- Manipulatives
- 10 Item Rule

- **Accommodations**

- Braille
- Communication device

ACAP Alternate Fall 2019

- Regional Trainings- October 7-11, 2019
- Items Specifications
- Sample Items Manual
- Student Assessment Webpage- ACAP Alternate

English Learner with Significant Cognitive Disabilities

- **Definition of an English Learner with Significant Cognitive Disabilities**
 - English learners with the most significant cognitive disabilities are defined as individuals who have one or more disabilities that significantly limit their intellectual functioning and adaptive behavior as documented in their Individual Education Programs, who required extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.

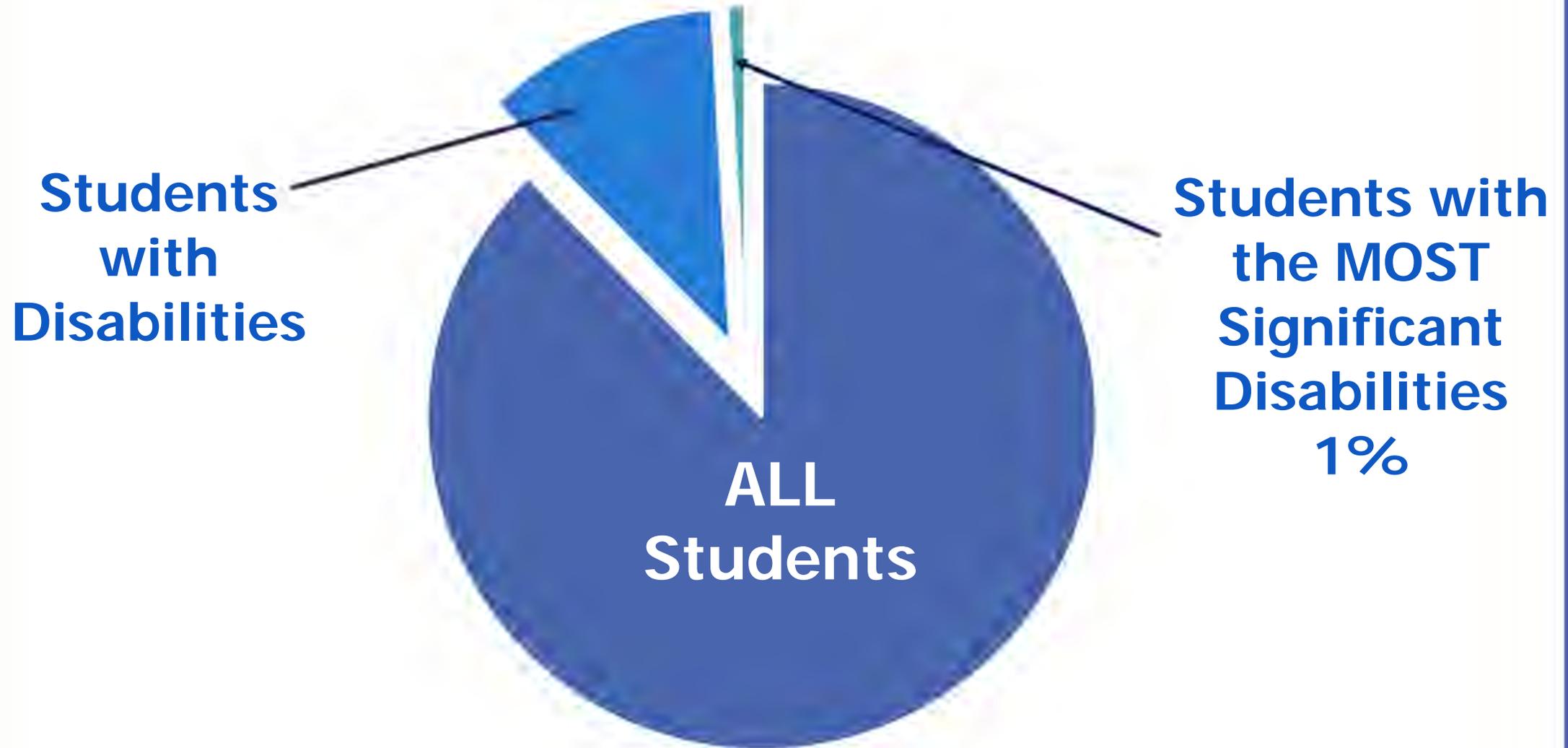
English Learner with Significant Cognitive Disabilities

- NEW FOR 2019-2020:
 - Approval is required for any student who will be participating on the *WIDA Alternate ACCESS for ELLs*. Guidance for this new procedure will be available in the near future.
 - Any Local Education Agency, who administers the *WIDA Alternate ACCESS for ELLs* assessment to a student **who has not received approval**, will be responsible for reimbursement to the Alabama State Department of Education.

English Learner with Significant Cognitive Disabilities

- Only ELLs with significant cognitive disabilities should take *WIDA Alternate ACCESS for ELLs*.
- Students demonstrating academic difficulties due to learning disabilities, speech-language impairments, and emotional-behavioral disabilities **may not necessarily qualify for participation** on *WIDA Alternate ACCESS for ELLs*, and may be better served by *WIDA ACCESS for ELLs Online* or Paper.
- The most appropriate assessment for each English learner student must be listed either in the student's IEP or 504 plan.
- Students with disabilities who can be served with accommodations on the *WIDA ACCESS for ELLs Online* and Paper assessments should continue to participate in that assessment, **NOT** *WIDA Alternate ACCESS for ELLs*.

1% Threshold



Justification

- Notification to LEAs that the ALSDE has been determined to be over the 1% participation on the AAA in any subject
- Letter to Superintendent
 - Exceeding the 1% Cap Justification Form
 - Must indicate how all persons who served on an IEP Team were trained on the AAA decision making process and participation guidelines
 - Copies of guidance
- Explain **WHY** your LEA exceeds the 1% threshold
- Assurance
- Superintendent signs the form
- Submitted to ALSDE Student Assessment

USDOE Letter-May 16, 2019

- Show the number and percentage of students in each subgroup who took or will take an alternate assessment.
- Subgroups:
 - Male or Female
 - Hispanic/Latin, White, Black or African American, American Indian, Asian, Native Hawaiian
 - Non-English Learner or English Learner
 - Poverty or Non-poverty
 - Two or More Races
 - Non-Migrant

SEA Waiver Requirements of the 1.0% Cap on Participation on an AA-AAAS

- “If a State request to extend a waiver for an additional year, it must demonstrate **substantial progress** towards achieving each component of the plan and timeline.”

Justification Form

Required for each LEA over the 1% Threshold

LEA: _____

Exceeding 1% Threshold Justification Form

The *Every Student Succeeds Act* (ESSA) requires States to ensure that the total number of students assessed in each subject using an alternate assessment for a student with a significant cognitive disability does not exceed one percent (1%) of the total number of students in the state assessed with statewide assessments. ESSA also places a one percent (1%) cap on the total number of all students in the State assessed in each content area. ESSA states that Local Education Agencies (LEAs) that contribute to the State exceeding its participation cap must submit information to the State justifying the need to exceed the one percent (1%) cap.

In Alabama, the definition of a student with the **most** significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean which is an IQ score of 55 or below that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a **most** significant cognitive disability is not solely determined by an IQ test, but rather by a holistic understanding of a student. An alternate assessment, based on alternate standards, ensures that all students are able to participate in instruction and assessments to measure what a student knows and can do in relation to the grade level course of study.

According to the **2018-2019** academic year data, your LEA has been identified as exceeding the one percent (1%) cap in reading, mathematics, and/or science for students participating in the alternate assessment. Please submit the justification information via this link: _____ by **October 25, 2019**.
Do not submit student identifiable information with this form.

JUSTIFICATION

Is this the LEA's first year over the 1% Threshold? **YES NO**

If **NO**, how many years?

Indicate all subjects the LEA is over the 1% Threshold? **Reading Mathematics Science**

Did your Individualized Education Program (IEP) Team utilize the ALSDE guidance for each student who participated in the alternate assessment program? **YES NO**

If **NO**, explain what process was used or steps taken to ensure appropriate participation in the alternate assessment program.

LEA: _____

Exceeding 1% Threshold Justification Form

The *Every Student Succeeds Act* (ESSA) requires States to ensure that the total number of students assessed in each subject using an alternate assessment for a student with a significant cognitive disability does not exceed one percent (1%) of the total number of students in the state assessed with statewide assessments. ESSA also places a one percent (1%) cap on the total number of all students in the State assessed in each content area. ESSA states that Local Education Agencies (LEAs) that contribute to the State exceeding its participation cap must submit information to the State justifying the need to exceed the one percent (1%) cap.

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Do not submit student identifiable information with this form.

JUSTIFICATION

Is this the LEA's first year over the 1% Threshold? **YES NO**

If **NO**, how many years?

Indicate all subjects the LEA is over the 1% Threshold? **Reading Mathematics Science**

Did your Individualized Education Program (IEP) Team utilize the ALSDE guidance for each student who participated in the alternate assessment program? **YES NO**

If **NO**, explain what process was used or steps taken to ensure appropriate participation in the alternate assessment program.

Select all disability categories of students in your LEA who participated in the alternate assessment:

- Autism
- Deaf-blindness
- Deafness
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impaired
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment including blindness

Indicate how all personnel, who serve on an IEP Team, were trained:

Training Method	LEA Representative	Special Education Teacher	General Education Teacher	Someone Who Can Interpret the Instructional Implications of Evaluation Results	Parents were informed of IEP decision for placement and assessment.
Face-to-face					
Provided a copy of state guidance					
Other					

If other, please explain:

Training Materials, agendas, and sign in sheets must be on file at the LEA's Central Office

All documentation (referenced in the participation guidance) is on file to support the IEP Teams decision for each student participating in the alternate assessment program? **YES NO**

Data for the district and each school has been reviewed and analyzed? **YES NO**

Data for the district and each school has been reviewed to address disproportionality? **YES NO**

All data including worksheets must be on file at the LEA's Central Office.

Please explain (including special circumstances) why your LEA exceeds the one percent (1%) cap in reading, mathematics, and/or science for students participating in the alternate assessments.

Do not submit any student identifiable information with this form.

Please explain, in detail, the steps the LEA has taken to address the number of students participating on the alternate assessment.

As, Superintendent, my signature below assures that

- The LEA will ensure IEP Team members will review and determine annually the eligibility for participation in the Alabama Student Assessment Program for a student with the most significant cognitive disability.
- The LEA will ensure training is provided to all IEP Team members utilizing the state guidance.
- The LEA will ensure parents are informed that their child's achievement will be measured based on alternate academic standards and how participation in the alternate assessment program may delay or otherwise affect the student from completing the requirements for a regular high school diploma. The parents will be provided access to the guidance documents.

The following personnel will serve as the LEA contact and has access to all documentation to be kept on file in the LEA related to the 1% Threshold.

Name: _____ Phone number: _____

Email: _____ Address: _____

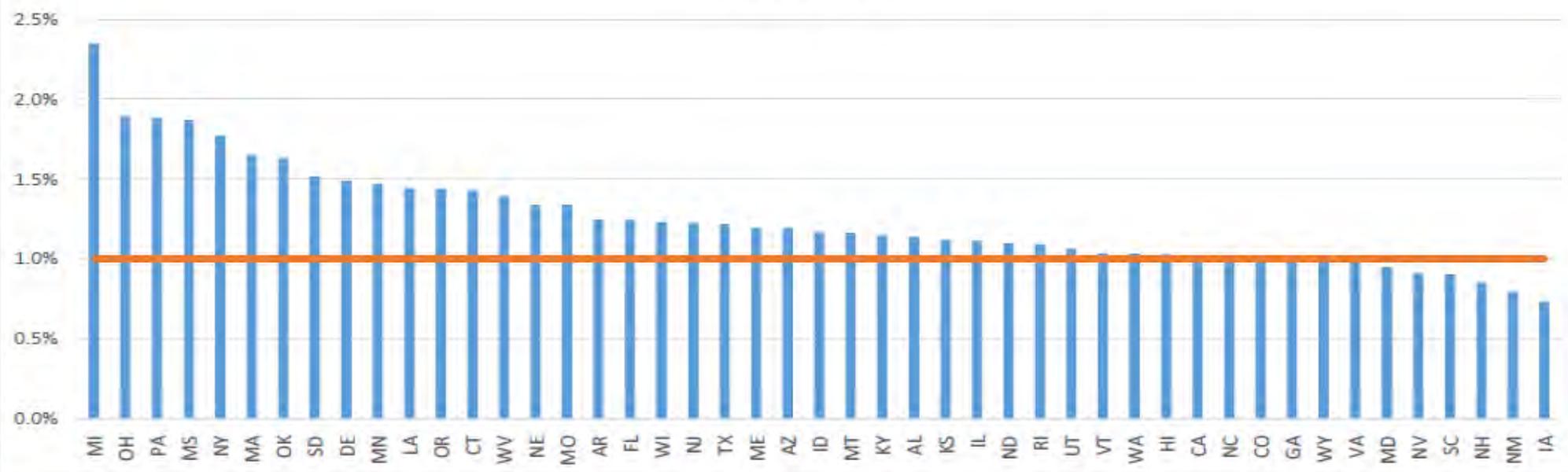
Superintendent's Signature

Date

If you have questions regarding this form, please contact Nannette Pence, Student Assessment, at npence@alsde.edu at the ALSDE. Please submit the justification information via this link: **by October 25, 2019. Do not submit student identifiable information with this form.**

2015-16 APR Data

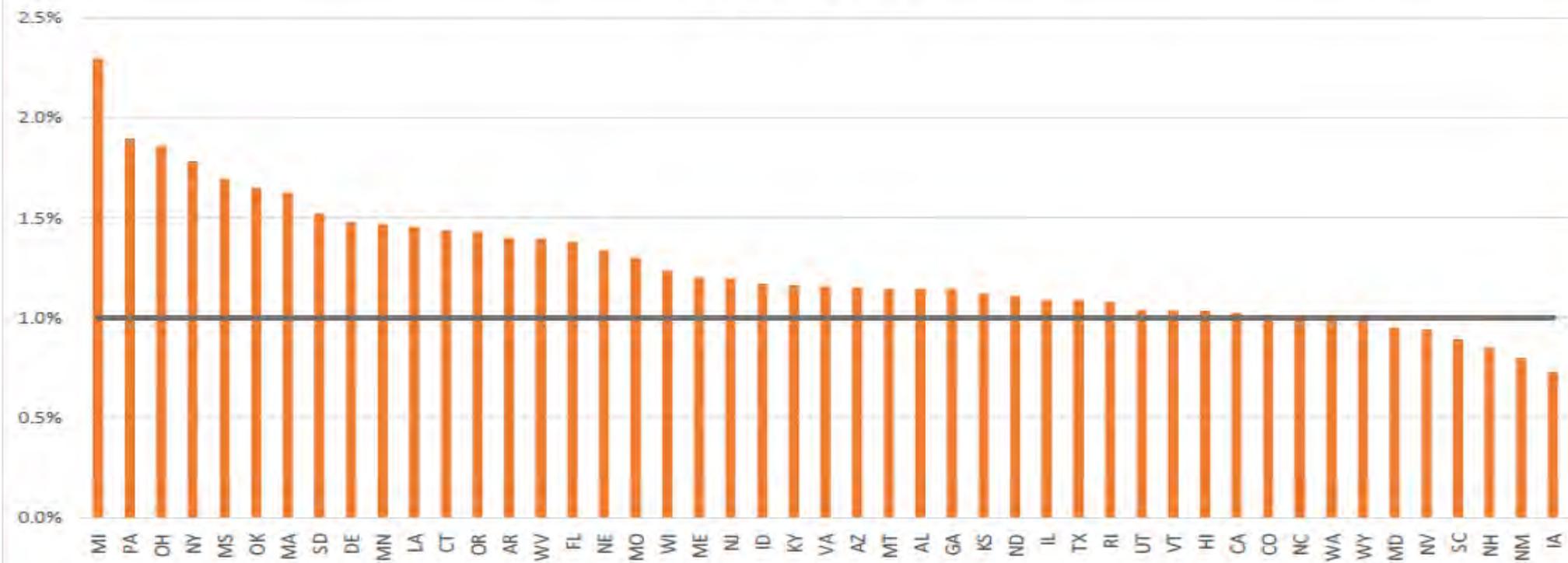
Percentage of Total Tested Students Participating in Math AA-AAS in 2015-16



Math AA-AAS Note. Eight states reported a participation rate that was less than 1%. The average rate across the states was 1.3%, with a range of 0.7% to 2.3%.

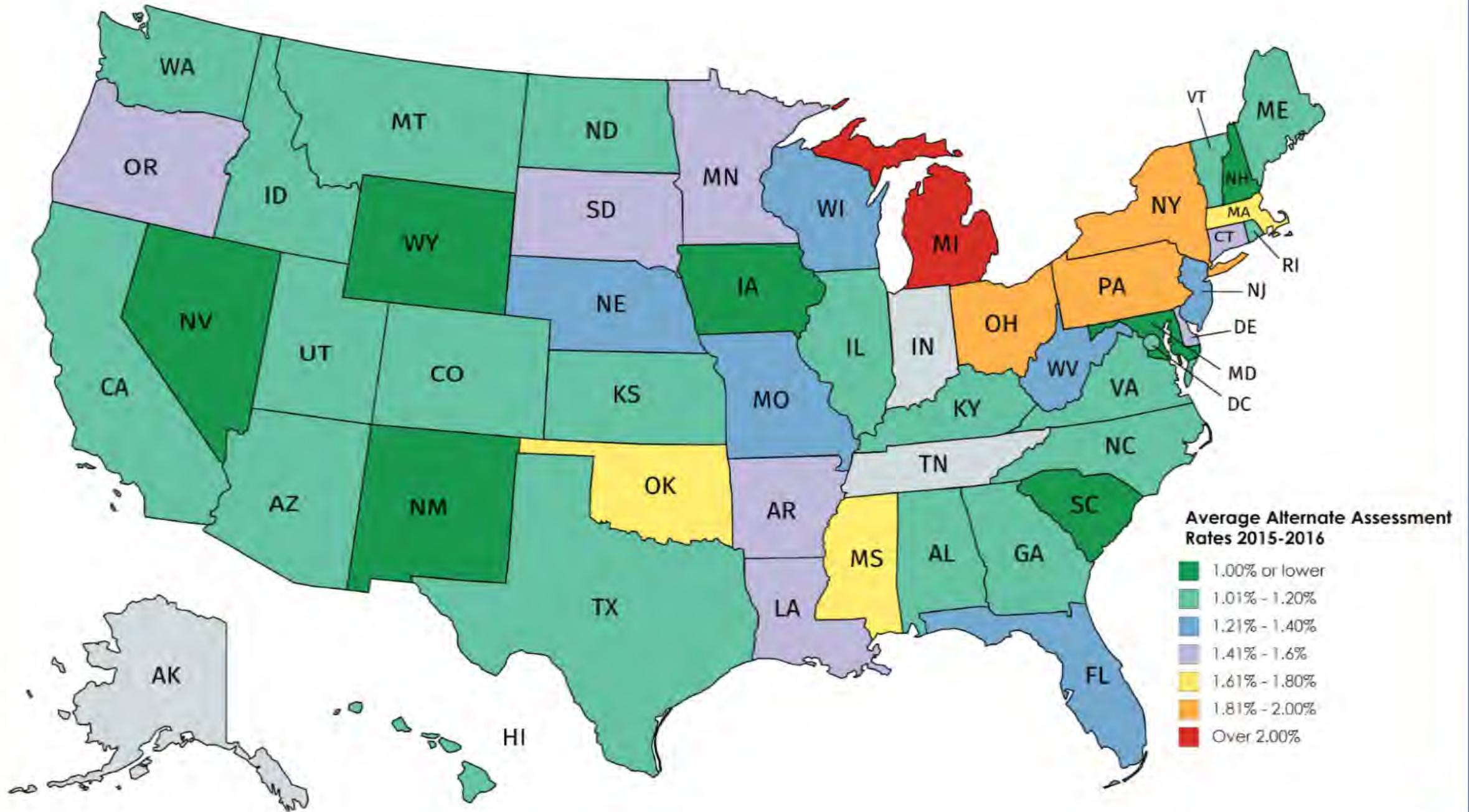
Based on NCEO 2015-16 APR snapshot #18. Citation: Thurlow, M. & Wu, Y.-C. (2018). *2015-2016 APR snapshot #18: AA-AAS participation and performance*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Percentage of Total Tested Students Participating in Reading AA-AAS in 2015-16



Reading AA-AAS Note. Eight states reported a participation rate that was less than 1%. The average rate across the states was 1.3%, with a range of 0.7% to 2.3%.

Based on NCEO 2015-16 APR snapshot #18. Citation: Thurlow, M. & Wu, Y.-C. (2018). *2015-2016 APR snapshot #18: AA-AAS participation and performance*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

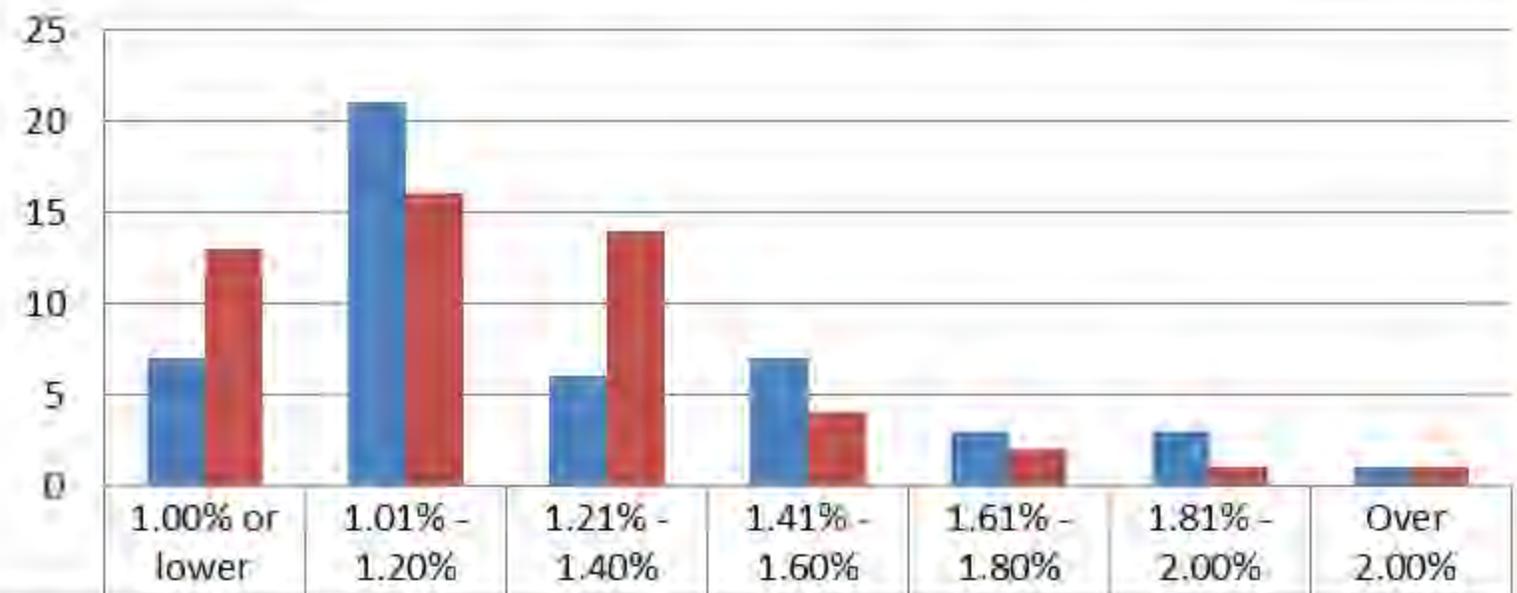


Highest and Lowest AASCD Rates (2015-2016)

Highest State AASCD Rates	Rates
Michigan	2.32%
Pennsylvania	1.89%
Ohio	1.88%
New York	1.81%
Mississippi	1.76%
Oklahoma	1.64%
Massachusetts	1.64%
South Dakota	1.52%
Delaware	1.49%
Minnesota	1.47%

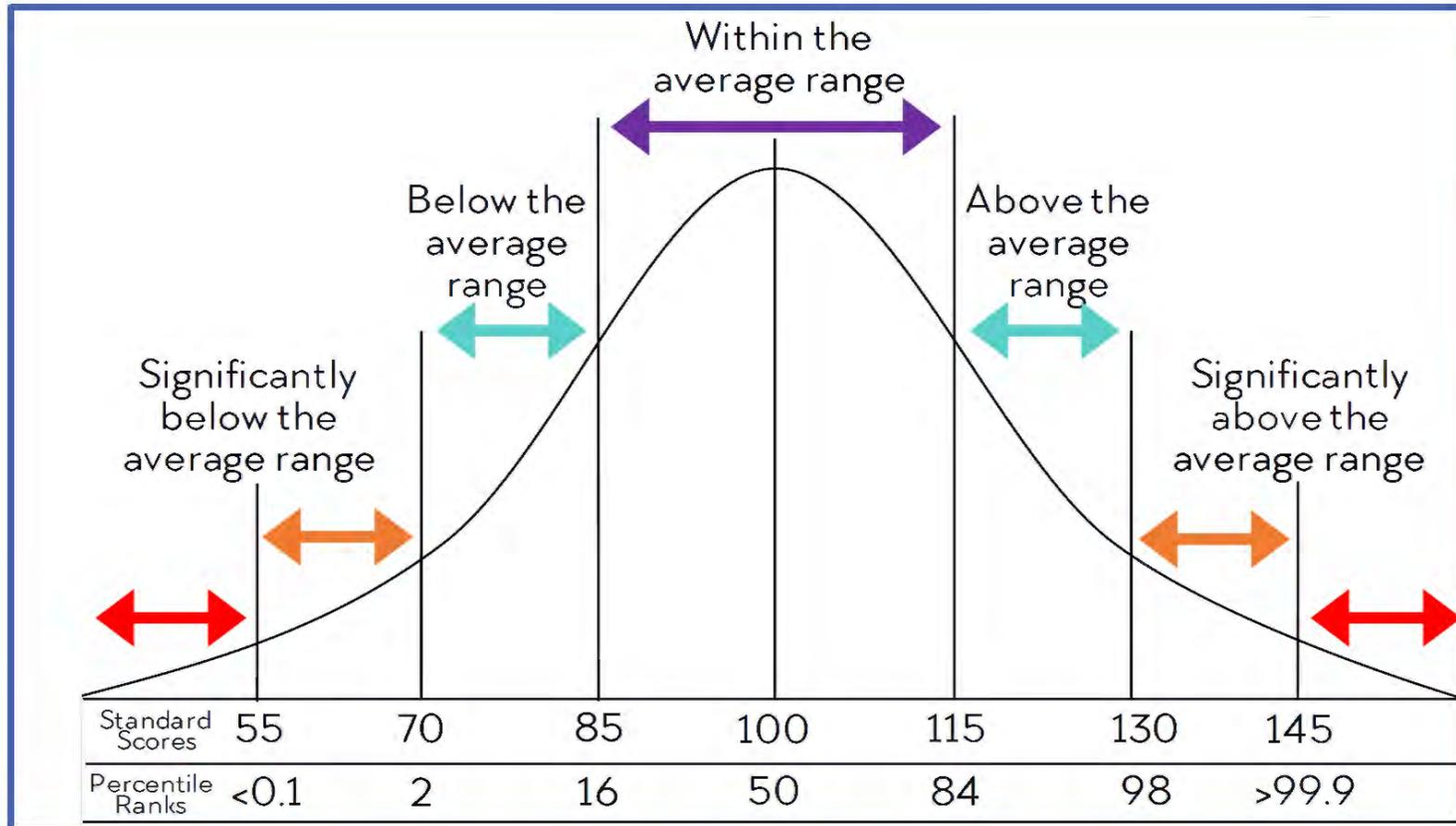
Lowest State AASCD Rates	Rates
Iowa	0.73%
New Hampshire	0.85%
New Mexico	0.86%
South Carolina	0.89%
Nevada	0.92%
Maryland	0.94%
Wyoming	0.99%
Montana	1.01%
North Carolina	1.01%
California, Colorado, Hawaii, and Washington	1.02%

Alternate Assessment Rates



	1.00% or lower	1.01% - 1.20%	1.21% - 1.40%	1.41% - 1.60%	1.61% - 1.80%	1.81% - 2.00%	Over 2.00%
■ # of States 2015-2016	7	21	6	7	3	3	1
■ # of States 2016-2017	13	16	14	4	2	1	1

Bell Curve



IQ	Cumulative Percentages
75	5.0%
70	2.3%
65	1.0%
63	0.7%
55	0.1%

District IQ Worksheet

IQ Range		Total Number of students who would be eligible	Students in each IQ range in district	IQ Range
1.68 SD or above	76 or higher			76+
1.67 SD or below	75 or below			71-75
2 SD below	70 or below			66-70
2.33 SD below	65 or below			64-65
2.5 SD below	63 or below			56-63
3 SD below	55 or below			55 or below

District IDEA Eligibility Categories

Eligibility Categories	Number of Students
Autism	
Emotional Disturbance	
Intellectual Disability	
Multiple Disabilities	
Other Health Impaired	
Orthopedic Impairment	
Specific Learning Disability	
Speech Language Impairment	
Deafness	

1% Threshold District Student Information

Number	Student Name	Grade	Eligibility Category	Placement/LRE	IQ Score	Adaptive Behavior Scores	Additional Notes
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

1% Threshold

- The total number of students assessed using an alternate assessment may **not** exceed 1% of the **total** number of students in the state who are **assessed** in a subject.

2018-2019 Calculation of Data

• Reading

- Total number of students who participated in **reading** on the *Alabama Alternate Assessment* in grades 3-8 and 10
- Total number of students who participated in **reading** on *Scantron* grades 3-8
- Total number of students who participated in **reading** on *ACT with Writing* grade 11
- Total number of students who participated in **reading** on *ACCESS* and *Alternate ACCESS* in grades 3-8 and 10

2018-2019 Calculation of Data

- **Math**

- Total number of students who participated in **mathematics** on the *Alabama Alternate Assessment* in grades 3-8 and 10
- Total number of students who participated in **mathematics** on *Scantron* grades 3-8
- Total number of students who participated in **mathematics** on *ACT with Writing* grade 11

2018-2019 Calculation of Data

- **Science**

- Total number of students who participated in **science** on the *Alabama Alternate Assessment* in grades 5, 7 and 10.
- Total number of students who participated in **science** on *Scantron* in grades 5 and 7.
- Total number of students who participated in **science** on *ACT with Writing* grade 11.

Digging into the Alternate Data

Gender	Grade	Exceptionality	Reading	Achievement	Math	Achievement	Science	Achievement
M	08	MD	514	1	540	3		
M	07	ID	574	3	512	2	522	3
M	08	MD	514	1	534	2		
F	04	ID	512	2	526	3		
M	04	AUT	533	2	508	2	522	3
F	05	ID	496	2	500	2	488	2
F	06	SLI	528	3	521	2		
M	05	SLD	547	3	521	2	508	3
F	06	MD	513	2	521	2		
F	03	AUT	400	1	400	1		
M	04	ID	600	4	600	4		
F	08	AUT	600	4	600	4		
M	07	OHI	600	4	600	4	600	4
M	07	SLD	568	3	568	4	600	4
M	03	ID	574	4	531	3	600	4

Digging into the Alternate Data

- Alabama Alternate Assessment Data 2018-2019
- AIM Portal, DRC Insight Portal, or Data Center
- Copy of student raw scores
- Export the spreadsheet
- Review the data looking for possible red flags
 - Disability
 - Scores
 - Achievement level
 - Grade

Monitoring/Support

- Special Education Coordinator
- System Test Coordinator
- Superintendent
- Principals
- Teachers
- Discuss data
- Review IEPs
- Evaluations/documentation

Training

- November 2019
- Regional sites
 - Principals
 - Special Ed Teachers
 - Special Education Coordinator
 - System Test Coordinator

System Test Coordinator Fall Training Agenda

August 26 – 1:00- 3:30 pm

1:00 – 3:30 Virtual School Guidance – Virtual School Representative and STC

August 27 – 8:00 - 4:30 pm

8:00 -4:30	Registration Alabama Comprehensive Assessment Program (ACAP) Integrity Handbook
8:30 – 10:30	<ul style="list-style-type: none"> • Roles and Responsibilities (Pgs. 1-32; 49-50) • All Students Testing (39-46; 51-65) • Monitoring including issues noted (33-38; 66-68; 72-74) • Test Security (43-46; 51-65)
10:30 – 10:45	Break
10:45 – 12:00	Scantron Performance Series/Express – Formative Assessment
12:00 – 1:00	Lunch
1:00 – 2:00	Data Dive - Excel
2:00 – 2:30	WIDA ACCESS for ELs
2:30 – 2:45	Break
2:45 – 3:15	FERPA
3:15 – 4:30	WorkKeys Paper

August 28 – 8:00 – 4:30 pm

8:30 – 9:30	PreACT
9:30 – 10:00	Medically Fragile Exemption
10:00 – 10:15	Break
10:15 – 11:30	ACAP Summative (OTTs; Updates; October Trainings)
11:30 – 12:00	ACT Updates/Peer Review
12:00 – 12:30	Lunch
12:30 – 1:00	Specialized Treatment Centers (5 to Pilot Testing all Students)
1:00 – 2:30	Caveon
2:30 – 3:30	Alternate/1% Threshold
3:30 – 4:30	ACT WorkKeys Online

9:00 – 4:00

New System Test Coordinator Meeting

The purpose of this meeting is to provide an open forum and allow participants to ask questions, gain a deeper understanding of the presentations from the previous two days, learn more about accessibility and accommodations supports for each assessment, and look more closely at the EL assessments, which are not addressed in detail during the previous days' trainings.



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.
State Superintendent of Education

September 25, 2019

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey *EGM*
State Superintendent of Education

RE: One Percent (1%) Threshold on Alternate Assessments

The *Every Student Succeeds Act* (ESSA) requires states to ensure that the total number of students assessed in each subject using an alternate assessment (for a student with a significant cognitive disability) does not exceed one percent (1%) of the total number of students in the state assessed with statewide assessments. In Alabama, *the definition of a student with the most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean which is an IQ score of 55 or below that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life).* [AAC 290-4-2-.03]

The Alabama State Department of Education (ALSDE) has compiled district data on the previous years' participation rates in each subject of the *Alabama Alternate Assessment* (AAA). The ALSDE will notify the superintendent of each school system that has exceeded the one percent (1%) participation in one or more subjects on the AAA for the 2018-2019 academic year no later than September 27, 2019. Each local education agency will be required to provide proof of training on the decision-making process of those who serve on the Individualized Education Program (IEP) Team and justification for exceeding the one percent (1%) threshold.

If you have questions, please contact Mrs. Maggie Hicks, Student Assessment, at 334-694-4817 or by email at mhicks@alsde.edu.

EGM/MH

FY19-2165

Alabama
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of Education

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District VIII

Eric G. Mackey, Ed.D.
Secretary and
Executive Officer

From: [Hicks Maggie](#)
To: [REDACTED]
Cc: [REDACTED]
Subject: 1% Threshold - Alternate Assessment
Date: Friday, September 27, 2019 5:03:00 PM
Attachments: [REDACTED].xlsx
[image003.png](#)

Dear [REDACTED]:

The *Every Student Succeeds Act* (ESSA) requires states to ensure that the total number of students assessed in each subject using an alternate assessment for a student with a significant cognitive disability does not exceed one percent (1%) of the total number of students in the state assessed with Alabama statewide assessments. ESSA also places a 1% threshold on the state participation rate for each content area of the alternate assessment. The 1% threshold is based on the total number of all students in the state assessed in each content area. This letter serves as notification that your local education agency (LEA) has exceeded the one percent (1%) participation threshold in one or more subjects on the *Alabama Alternate Assessment (AAA)* for the 2018-2019 academic year. In Alabama, the definition of a student with the most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean, which is an IQ score of 55 or below, that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a significant cognitive disability is not solely determined by an IQ test score, but rather by a holistic understanding of a student (AAC 290-4-2.03). An alternate assessment, based on alternate standards, ensures that all students are able to participate in instruction and assessments to measure what a student knows and can do in relation to the grade-level course of study.

As described in the *Elementary and Secondary Education Act of 1965* (ESEA) 34 CFR 200.6(c)(3), a State must -

- (i) Not prohibit an LEA from assessing more than 1.0 percent of its assessed students in any subject for which assessments are administered under § 200.2(a)(1) with an alternate assessment aligned with alternate academic achievement standards;
- (ii) Require that an LEA submit information justifying the need of the LEA to assess more than 1.0 percent of its assessed students in any such subject with such an alternate assessment;
- (iii) Provide appropriate oversight, as determined by the State, of an LEA that is required to submit information to the State; and
- (iv) Make the information submitted by an LEA under paragraph (c)(3)(ii) of this section publicly available, provided that such information does not reveal personally identifiable information about an individual student.

The attached information includes your LEA's participation rates for the alternate assessment for the 2018-2019 academic year. When calculating the district's participation rate, the Alabama State Department of Education (ALSDE) considered only the grade levels factored into federal accountability for each subject area at the district level. Also included within the attachment is data for your schools.

As stated within the September 25, 2019 memorandum, each local education agency (LEA)

over the 1% threshold will be required to provide justification for exceeding the one percent (1%) threshold. The required justification form can be found at this link: [LEA Exceeding 1% Threshold Justification Form](#). The justification form should be completed and submitted by **October 25, 2019**.

In an effort to support each district over the 1% threshold, Student Assessment and Special Education Services will provide guidance and support through monitoring visits. Additionally, principals from each school within your district, that have been consistently over the 1% threshold for three years, will attend a training that is scheduled November 5-7 in locations around the state. Along with the Principal, we are requiring the Special Education Coordinator, the System Test Coordinator, and possibly a lead Special Education Teacher to attend one of the trainings listed within the chart. Please ask those attending to sign up at [1% Threshold Training](#).

Date	Location	Address
November 5	Huntsville	ADTRAN – 901 Explorer Boulevard
November 6	Alabaster	Thompson High School – 1921 Warrior Parkway
November 7	Dothan	Houston County Career Center – 662 West Main Street

If you have questions, please do not hesitate to contact me.

Sincerely,

Maggie Hicks
 Student Assessment
 Alabama State Department of Education
 50 North Ripley Street
 Montgomery, Alabama 36104
 Office (334) 694-4817



LEA: _____

Exceeding 1% Threshold Justification Form

The *Every Student Succeeds Act* (ESSA) requires States to ensure that the total number of students assessed in each subject using an alternate assessment for a student with a significant cognitive disability does not exceed one percent (1%) of the total number of students in the state assessed with statewide assessments. ESSA also places a one percent (1%) cap on the total number of all students in the State assessed in each content area. ESSA states that Local Education Agencies (LEAs) that contribute to the State exceeding its participation cap must submit information to the State justifying the need to exceed the one percent (1%) cap.

In Alabama, the definition of a student with the **most** significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean which is an IQ score of 55 or below that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a **most** significant cognitive disability is not solely determined by an IQ test, but rather by a holistic understanding of a student. An alternate assessment, based on alternate standards, ensures that all students are able to participate in instruction and assessments to measure what a student knows and can do in relation to the grade level course of study.

According to the **2018-2019** academic year data, your LEA has been identified as exceeding the one percent (1%) cap in reading, mathematics, and/or science for students participating in the alternate assessment. Please submit the justification information via this link: _____ by **October 25, 2019**.

Do not submit student identifiable information with this form.

JUSTIFICATION

Is this the LEAs first year over the 1% Threshold? **YES NO**

If **NO**, how many years?

Indicate all subjects the LEA is over the 1% Threshold? **Reading Mathematics Science**

Did your Individualized Education Program (IEP) Team utilize the ALSDE guidance for each student who participated in the alternate assessment program? **YES NO**

If **NO**, explain what process was used or steps taken to ensure appropriate participation in the alternate assessment program.

Select **all** disability categories of students in your LEA who participated in the alternate assessment:

- | | | |
|-----------------------|------------------------------|---------------------------------------|
| Autism | Intellectual disability | Speech or language impairment |
| Deaf-blindness | Multiple disabilities | Traumatic brain injury |
| Deafness | Orthopedic impairment | Visual impairment including blindness |
| Emotional disturbance | Other health impaired | |
| Hearing impairment | Specific learning disability | |

Indicate how **all** personnel, who serve on an IEP Team, were trained:

Training Method	LEA Representative	Special Education Teacher	General Education Teacher	Someone Who Can Interpret the Instructional Implications of Evaluation Results	Parents were informed of IEP decision for placement and assessment.
Face-to-face					
Provided a copy of state guidance					
Other					

If other, please explain:

Training Materials, agendas, and sign in sheets must be on file at the LEA's Central Office

All documentation (referenced in the participation guidance) is on file to support the IEP Teams decision for **each** student participating in the alternate assessment program? **YES NO**

Data for the district and each school has been reviewed and analyzed? **YES NO**

Data for the district and each school has been reviewed to address disproportionality? **YES NO**

All data including worksheets must be on file at the LEA's Central Office.

Please explain (including special circumstances) why your LEA exceeds the one percent (1%) cap in reading, mathematics, and/or science for students participating in the alternate assessments.

Do not submit any student identifiable information with this form.

Please explain, in detail, the steps the LEA has taken to address the number of students participating on the alternate assessment.

As, Superintendent, my signature below assures that

- The LEA will ensure IEP Team members will review and determine annually the eligibility for participation in the Alabama Student Assessment Program for a student with the most significant cognitive disability.
- The LEA will ensure training is provided to all IEP Team members utilizing the state guidance.
- The LEA will ensure parents are informed that their child's achievement will be measured based on alternate academic standards and how participation in the alternate assessment program may delay or otherwise affect the student from completing the requirements for a regular high school diploma. The parents will be provided access to the guidance documents.

The following personnel will serve as the LEA contact and has access to all documentation to be kept on file in the LEA related to the 1% Threshold.

Name: _____ Phone number: _____

Email: _____ Address: _____

Superintendent's Signature

Date

If you have questions regarding this form, please contact Nannette Pence, Student Assessment, at npence@alsde.edu at the ALSDE. Please submit the justification information via this link: by **October 25, 2019**. **Do not submit student identifiable information with this form.**



**ALA-CASE Fall Conference
for Administrators
October 9, 2019**

SES Updates

Crystal Richardson

Program Director

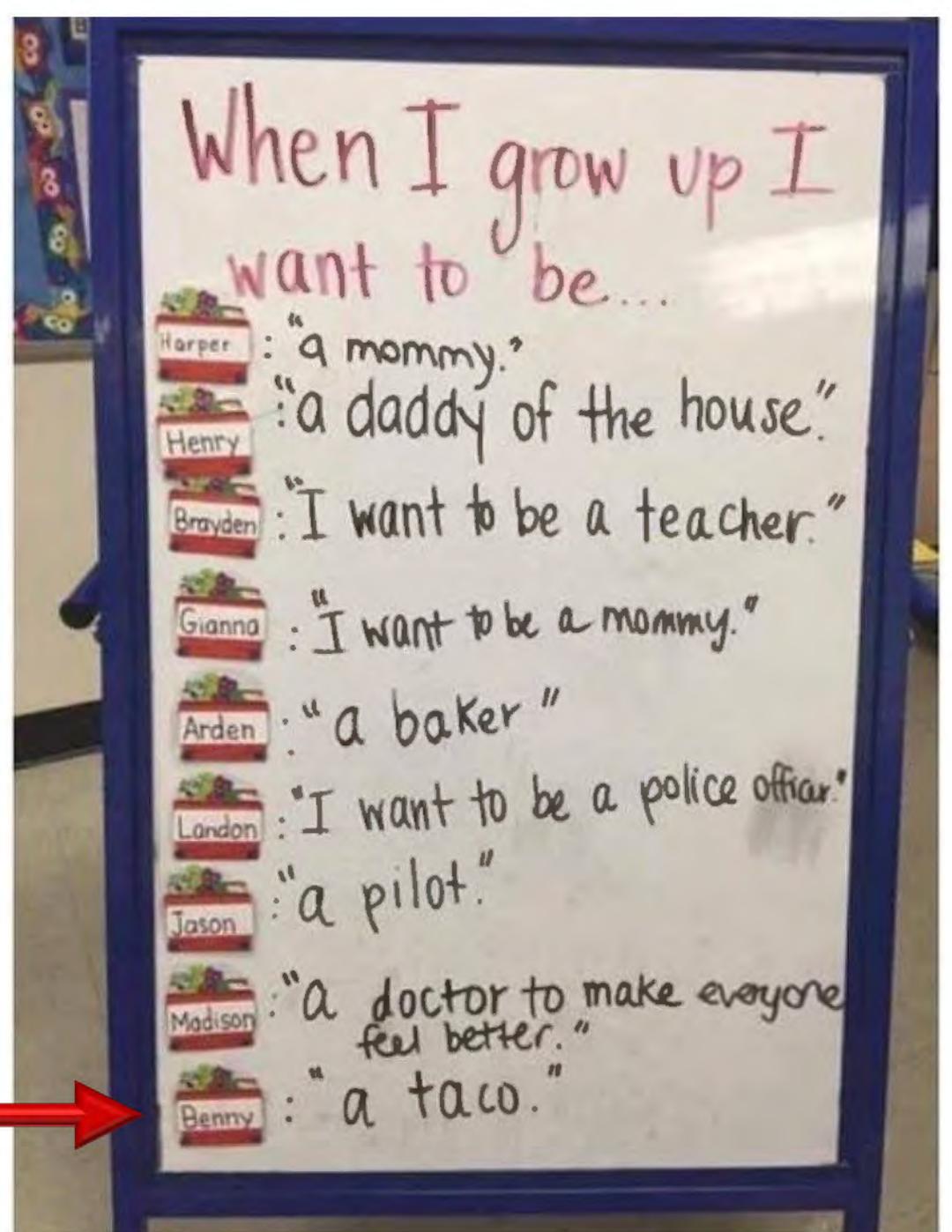
Special Education Services





"DON'T WORRY ABOUT WHAT THE TEACHER SAYS. SHE'S BEEN IN KINDERGARTEN FOR 15 YEARS."

**When you grow up,
BE like Benny!!**



Write five words you can spell (5 marks)

1 five ✓

2 words ✓

3 you ✓

4 can ✓

5 spell ✓

very clever!
+2

You ever take a nap so good that you thought you missed the school bus. But it's Sunday...and you're 32.





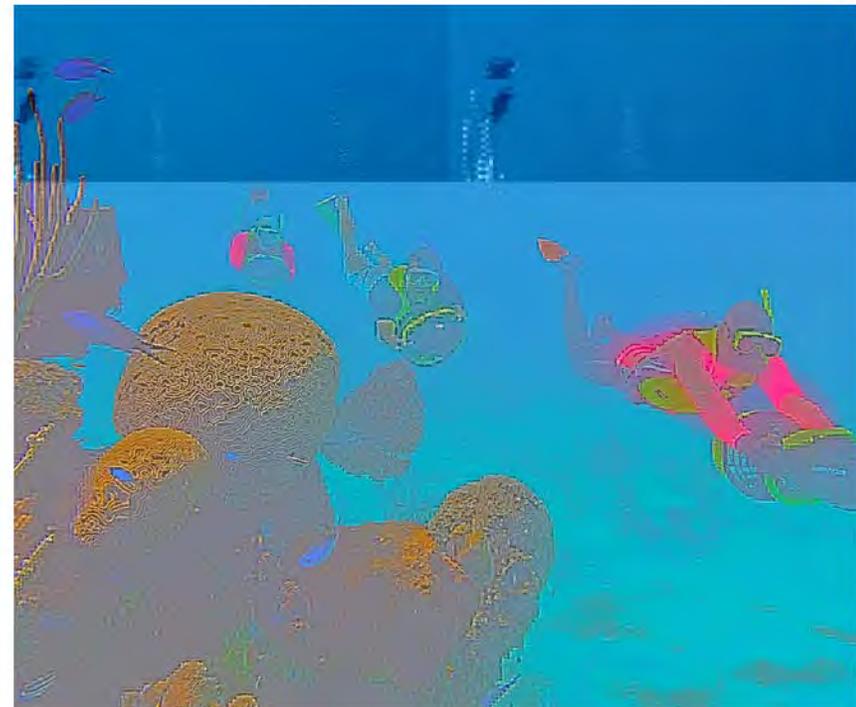
PowerSchool

Gail Comins

- **“Special Programs”
Update**

- **Training Schedule**

- **“Special Programs”
Demo**





Hot Topics

Crystal Richardson



General Supervision



Follow SES Technical
Assistance on Twitter:

@TATweets6





Accepting Out-of-District Students



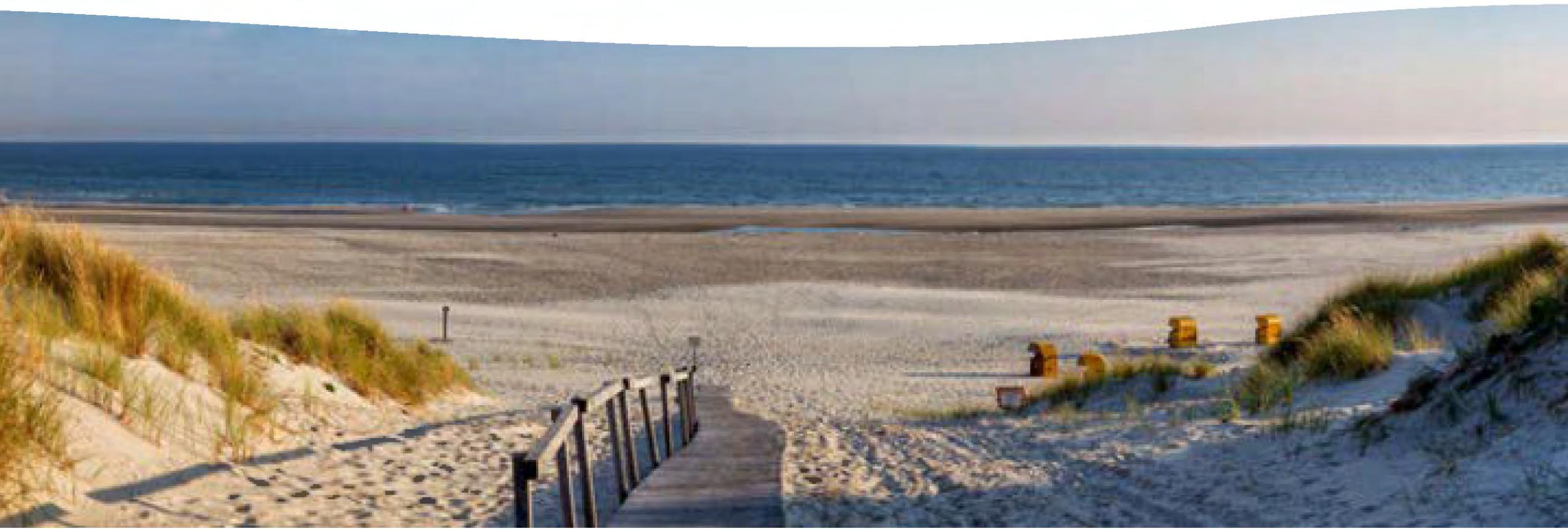
Migration of Data



LRP Direct STEP[®]

Special Education Task Force 2020 State Course of Study

- English Language Arts
- Career and Technical Education
Business Management and Administration,
Finance, Manufacturing, Marketing, Work-Based
Learning-Cooperative Education





ACAP

Alabama Comprehensive Assessment Program



Alternate 1% Participation Monitoring

Fiscal Updates

Erika Richburg &
Camilla Gibson



LET'S GET
FISCAL!



High Cost/Catastrophic Grants

**NEXT SUBMISSION WINDOW
CLOSES NOVEMBER 30, 2019**

OCTOBER 1

APPROVED

**IDEA FUNDS CONTIGENT ON
APPROVED BUDGETS**



CALCULATION and DOCUMENTATION of PROPORTIONATE SHARE and ASSURANCE STATEMENT FOR FINANCIAL MANAGEMENT

FY 20 SPECIAL EDUCATION





Residential Placement



See you next time.

ACAP ALTERNATE PROFESSIONAL DEVELOPMENT AGENDA

Registration	8:30– 9:00	<input type="checkbox"/> Participant Registration
Opening Session	9:00– 10:30	<input type="checkbox"/> Introduction and Overview of the Workshop <input type="checkbox"/> Purpose of the Workshop <input type="checkbox"/> Why? – ESSA Requirement <input type="checkbox"/> Definition of Students with the Most Significant Cognitive Disabilities <input type="checkbox"/> Participation Criteria <input type="checkbox"/> 1% Process <input type="checkbox"/> Alternate Achievement Standards <input type="checkbox"/> Resources to Guide Instruction <input type="checkbox"/> At Your Fingertips <input type="checkbox"/> Teaching and Learning Guides <input type="checkbox"/> ALEX <input type="checkbox"/> Resources – Coming Soon
Morning Break	10:30– 10:45	15-Minute Break
Morning Session	10:45– 12:00	<input type="checkbox"/> Format of the New ACAP Alternate Assessment <input type="checkbox"/> DOK and Difficulty <input type="checkbox"/> Sample Items <input type="checkbox"/> English Learner with Significant Cognitive Disabilities <input type="checkbox"/> 1% Threshold <input type="checkbox"/> Digging into the Alternate Data <input type="checkbox"/> Monitoring/Support <input type="checkbox"/> Important Notes <input type="checkbox"/> Resources – Coming Soon
Lunch Break	12:00– 12:30	Lunch Break (participants bring their own lunch; no lunch will be provided)
Afternoon Session	12:30– 1:30	<input type="checkbox"/> Small Group Activity
Wrap-Up Session	1:30– 2:00	<input type="checkbox"/> Feedback and Q & A <input type="checkbox"/> Who to Contact for Questions: <ul style="list-style-type: none"> ○ ACAP Alternate Assessment—Nannette Pence ○ Special Education Services Instruction—Susan Goldthwaite <input type="checkbox"/> Meeting Wrap-Up



ACAP Alternate Professional Development

OCTOBER 2019



Welcome and Introductions

Nannette Pence – ALSDE Student Assessment

Susan Goldthwaite – ALSDE Special Education Services

Dena Bethel – Data Recognition Corporation

Marlene Bregar – Data Recognition Corporation

Laura Stoddart – Data Recognition Corporation

Overview of the Workshop

- ESSA 1% Cap Requirement
- Definition of Students with the Most Significant Cognitive Disabilities
- ACAP Alternate Participation Decision Documentation Process
- Alternate Achievement Standards and Instructional Resources
- Format of the New ACAP Alternate
- DOK and Difficulty
- ACAP Alternate Sample Items
- Resources – Coming Soon
- English Learner with Significant Cognitive Disabilities
- 1% Threshold and Digging into the Alternate Data
- Monitoring/Support

Purpose of the Workshop

- The purpose of the workshop is to provide you with:
 - an understanding of the Alternate Achievement Standards
 - an overview of the new ACAP Alternate for spring 2020
 - an introduction to the Teaching and Learning Guides



Preparing for the Group Activity

1. Make a list of 6 to 8 of your students.
2. Think of the learning characteristics, strength and needs of these students.
3. Also, think of the supports each student needs – modifications, accommodations, and adaptations.
4. Group these students based on similar learning characteristics, needs and supports.

Determining a Student's Participation in the Alabama Alternate Assessment Program through the IEP Process



USDOE LETTER – May 16, 2017

- ESEA section 1111(b)(2)(D)(i)(I) limits the total number of students with the most significant cognitive disabilities who are assessed Statewide with an AA-AAAS to 1.0 percent of the total number of students in the State who are assessed in that subject.
- State must require an LEA that assesses more than 1.0 percent of its assessed students in any subject with an AA-AAAS to submit information to the State justifying the need to exceed the 1.0 percent threshold. States must provide appropriate oversight of each LEA.



Definition of a Student with the Most Significant Cognitive Disability

In Alabama, the definition of a student with the most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean which is an IQ score of 55 or below that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a significant cognitive disability is not solely determined by an IQ test score, but rather by a holistic understanding of a student.

Characteristics of a Student With the Most Significant Cognitive Disability

National Center and State Collaborative



Disability Categories

Intellectual Disabilities (45.2)

Autism (27.1)

Multiple Disabilities (15.3)

Communication

Pre-Symbolic (9.9)

Symbolic or emerging symbolic (90.1)

Evidence of receptive language (89.9)

No or minimal response to sensory stimuli (11.1%)

Classroom Setting

Self contained classroom (64.4%)

Self-contained with inclusion (15.1%)



Reading Skills

reading basic sight words and simple sentences (40.1%)

reading fluently with literal understanding (24.5%);

reading fluently with critical understanding (3.3%)

no observable awareness of text (16%)

Math Skills

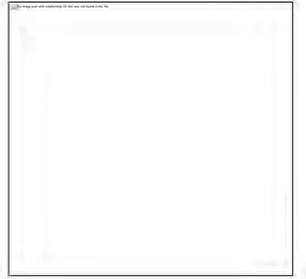
counting by rote to 5 (8.6%)

counting with 1:1 correspondence to at least 10 (26.2%)

computing (46.4%) or computing to solve real-life or routine word problems (4.8%)

no observable awareness or use of numbers (14%)

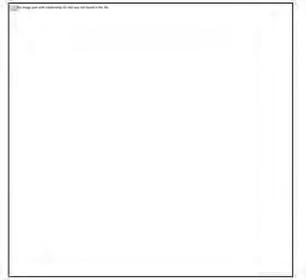
Communication Modes of Learners



Research has found that, in general, the 1% population falls into one of three categories:

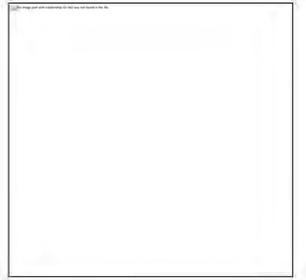
- Symbolic (about 70%) —These students use symbolic communication through verbal or written words, sign language, braille or augmentative communication systems to make requests, initiate communication, respond to questions, describe things or events, and express refusal.
- Emerging symbolic (about 20%) —These students use intentional communication, but not at the symbolic language level. Students use understandable communication through gestures, pictures, objects, pointing, etc. to clearly express a variety of intentions.
- Pre-symbolic (about 10%) —These students communicate through cries, facial expressions, and changes in muscle tone. However, there is no clear use of objects, gestures, pictures, signs, etc. to communicate.

Pre-symbolic Learners



- All students can and do learn. The students who are considered pre-symbolic learners have the following characteristics:
- They gain attention through vocalizations, body movements, cries, changes in facial expressions, or changes in body position.
- They exhibit unclear or irregular responses to stimuli from others (e.g., smell, touch, speech, or vision).
- They have wants and needs that are interpreted by others based on their vocalizations, body movements, cries, changes in facial expressions, or changes in body position

Pre-symbolic Learners



When teaching students who are pre-symbolic learners, teachers may want to include the following skills in their instruction to facilitate communication and learning:

- ❖ Communicate intentionally to continue or repeat an activity or action.
- ❖ Identify own interests.
- ❖ Seek out or request attention of others.
- ❖ Search for objects or people of interest.
- ❖ Direct attention to objects or people.
- ❖ Express a preference (e.g., likes or dislikes).
- ❖ Express an interest in something.
- ❖ Respond to something new or different.
- ❖ Express a like or dislike for a stimulus.
- ❖ Respond to a stimulus (e.g., follows a light with eyes, vocalizes when spoken to, shows interest in objects).



SPECIAL INSTRUCTIONAL FACTORS

Items checked “YES” will be addressed in this IEP:

	YES	NO
• Does the student have behavior which impedes his/her learning or the learning of others?	[]	[]
• Does the student have a Behavioral Intervention Plan?	[]	[]
• Does the student have limited English proficiency?	[]	[]
• Does the student need instruction in Braille and the use of Braille?	[]	[]
• Does the student have communication needs?	[]	[]
• Does the student need assistive technology devices and/or services?	[]	[]
• Does the student require specially designed P.E.?	[]	[]
• Has the IEP Team determined the student meets the participation criteria for the Alabama Alternate Assessment and will be taught the alternate achievement standards?	[]	[]
• Are transition services addressed in this IEP?	[]	[]

Alabama Alternate Assessment Program Participation Decision Documentation



February 2019

**Alabama Alternate Assessment Program
Participation Decision Documentation**

All participation criteria must be answered in order for the DEP Team to determine that the general education standards and general education assessment are not appropriate, even with accommodations, for a student to obtain grade level achievement. Using the participation criteria, the DEP Team will determine whether the student meets the criteria for participation in the Alabama Alternate Assessment Program.

Name of Student: _____ School Year: _____

In Alabama, the definition of a student with the most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean, which is an IQ score of 75 or below that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a significant cognitive disability is not solely determined by an IQ test score, but rather by a holistic understanding of a student.

Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
1. A student with the most significant cognitive disability according to AAC 206-4-2-2.1.	Factors of student records indicate a disability or that the student has significantly impacted intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.	<input type="checkbox"/> Levels of individual tests and subtests or a measure of cognitive functioning <input type="checkbox"/> Levels of individual adaptive behavior evaluation <input type="checkbox"/> Levels of individual educational achievement evaluation <input type="checkbox"/> Levels of informal assessments <input type="checkbox"/> Levels of individual reading assessments <input type="checkbox"/> Levels of direct state alternate assessments <input type="checkbox"/> Levels of language assessments including English language learners (ELL) language assessment, if applicable
<input type="checkbox"/> Yes <input type="checkbox"/> No		
2. The student participates in or may participate in content based on the alternate achievement standards that are aligned to the Alabama Course of Study.	Grade and instruction that a student participates in are aligned to the specified grade level alternate achievement standards (AAS) and address knowledge and skills that are appropriate and challenging for the student.	<input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples <input type="checkbox"/> Process levels of academic achievement and functional performance, goals, and benchmarks from the DEP <input type="checkbox"/> Case files scientific research-based interventions <input type="checkbox"/> Progress monitoring data <input type="checkbox"/> Other _____
<input type="checkbox"/> Yes <input type="checkbox"/> No		

February 2019

Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
3. The student is given a measure of individualized instruction and educational opportunities within reasonable goals to the grade and age appropriate curriculum.	Examples (a) require content, organized, individualized instruction and supports that is in line with a competency or content area and (b) use substantially adapted materials and individualized methods of assessing information in alternative unique requests, materials, processes, formats, and/or other skills across academic areas.	<input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and/or community-based instruction <input type="checkbox"/> Teacher reflection data and checklists <input type="checkbox"/> Process levels of academic achievement and functional performance, goals, and benchmarks, post-secondary goals and transition activities from the DEP <input type="checkbox"/> Other _____
<input type="checkbox"/> Yes <input type="checkbox"/> No		
If you also determined at this DEP Team meeting that the student's inability to participate in the general education assessment, even with accommodations, is primarily the result of a significant cognitive disability and NOT: <ul style="list-style-type: none"> - a disability category or label - past attendance or extended absence - non-linguistic or individual or economic differences - irregular past performance on the general education assessment - academic and/or other services students receive - individualized curriculum or instructional writing - presence of those receiving special education services - English Language (ELL) status - low reading level/achievement level - undiagnosed learning disability - request of test scores on accommodations system - an administrative violation - undiagnosed emotional distress - need for accommodations (e.g., assistive technology, communication device) to participate in assessment 		
The DEP Team has determined, based on a review of the student's educational information, that the alternate assessment, based on the alternate achievement standards, will be used to provide an evaluation of the student's current academic achievement. Yes <input type="checkbox"/> No <input type="checkbox"/> (the student will participate in the general education assessment)		
Information from the Student's DEP Team or Participation Decision for the Alabama Alternate Assessment Program goals are discussed at the DEP Team meeting. The decision-making information in the guide was followed to determine the student's participation in the Alabama Alternate Assessment Program. The parent has been informed of the difference between assessments based on grade level standards and those based on alternate achievement standards and how participation in the alternate assessment may delay or otherwise affect the student's completion of the requirements for a regular high school diploma ¹ . Additionally, the parent has been provided access to the guide and given an opportunity to ask questions.		
¹ "Parents (high school districts) have the student's high school diploma awarded to the population of students in the State that is fully aligned with this standard, or a higher diploma, even if a regular high school diploma that will be aligned to the alternate assessment achievement standard, has been awarded." (11/14/18)		
Data provided to the Parent: _____		

February 2019

This form must be signed by the parent(s) after the DEP Team has determined that the general education assessment, even with accommodations, would not be an accurate measurement of student achievement, and therefore, the student will participate in the alternate assessment. This document will become part of the student's DEP and filed with the current DEP record.

I understand that my child's achievement will be measured by participation in the alternate assessment which is based on the alternate achievement standards. I understand that my child's participation in the alternate assessment may delay or otherwise affect my child's completion of the requirements for a regular high school diploma.

I understand the decisions regarding participation in alternate assessment may be discussed at the student's next DEP Team meeting and discussed in the DEP.

Parent/ Guardian Signature: _____ Date: _____

Participation in the alternate assessment based on the alternate achievement standards		
Date	Description of alternate assessment	Grade

February 2019



Participation Criteria 1

Participation Criteria	Participation Criteria Descriptors	Source of Evidence (check all that apply)
<p>1. A student with the most significant cognitive disability according to AAC 290-4-2-.03.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<p><input type="checkbox"/> Results of individual intellectual evaluation or a measure of cognitive functioning</p> <p><input type="checkbox"/> Results of individual adaptive behavior evaluation</p> <p><input type="checkbox"/> Results of individual educational achievement evaluation</p> <p><input type="checkbox"/> Results of informal assessments</p> <p><input type="checkbox"/> Results of individual reading assessments</p> <p><input type="checkbox"/> Results of district-wide alternate assessments</p> <p><input type="checkbox"/> Results of language assessments including English language learners (ELL) language assessments, if applicable</p>



Participation Criteria 2

<p>2. The student participates in content instruction on the alternate achievement standards that are aligned to the Alabama Courses of Study.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Goals and instruction listed in the IEP are linked to the enrolled grade-level Alternate Achievement Standards (AAS) and address knowledge and skills that are appropriate and challenging for this student.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives and materials, including work samples</p> <p><input type="checkbox"/> Present levels of academic achievement and functional performance, goals, and benchmarks from the IEP</p> <p><input type="checkbox"/> Data from scientific research-based interventions</p> <p><input type="checkbox"/> Progress monitoring data</p> <p><input type="checkbox"/> Other _____</p>
---	---	---



Participation Criteria 3

<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and community-based instruction</p> <p><input type="checkbox"/> Teacher collected data and checklist</p> <p><input type="checkbox"/> Present levels of academic achievement and functional performance, goals, and benchmarks, post-secondary goals and transition activities from the IEP.</p> <p><input type="checkbox"/> Other _____</p>
--	--	---



Avoid the following:

It was also determined at this IEP Team meeting that the student's inability to participate in the general assessment, even with accommodations, is **primarily the result of a significant cognitive disability and NOT**

- a disability category or label
- poor attendance or extended absences
- native language/social/cultural or economic difference
- expected poor performance on the general education assessment
- academic and other services students receive
- educational environment or instructional setting
- percent of time receiving special education services
- English Learner (EL) status
- low reading level/achievement level
- anticipated disruptive behavior
- impact of test scores on accountability system
- an administrative decision
- anticipated emotional distress
- need for accommodations (e.g., assistive technology, communication device) to participate in assessment

Parent Information – Parents must be fully informed so that they understand the decision being made at that time



The IEP Team has determined, based on a review of the student’s educational information, that the alternate assessment, based on the alternate achievement standards, will be used to provide an evaluation of the student’s current academic achievement.

YES _____ NO _____ (the student will participate in the State assessment)

Information from the *Guidance for IEP Teams on Participation Decisions for the Alabama Alternate Assessment Program* guide was discussed at the IEP Team meeting with all team members including the parent. The decision-making information in the guide was followed to determine the student’s participation in the state alternate assessment program. The parent was informed of the difference between assessments based on grade level standards and those based on alternate achievement standards and how participation in the alternate assessment may delay or affect the student’s completion of the requirements for a regular high school diploma*. Additionally, the parent was provided access to the guide and given an opportunity to ask questions.

*A “regular high school diploma” means the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards, or a higher diploma, except that a regular high school diploma shall not be aligned to the alternate academic achievement standards described in section 1111(b)(1)(E);

Date provided to the Parent: _____

Parent Understanding



This form must be signed by the parent(s) after the IEP Team has determined that the general assessment, even with accommodations, would not be an accurate measurement of academic achievement, and therefore, the student will participate in the alternate assessment. This document will become part of the student's IEP and filed with the student's school IEP record.

I understand that my child's achievement will be measured by participation in the alternate assessment which is based on the alternate achievement standards. I understand that my child's participation in the alternate assessment may delay or otherwise affect my child's completion of the requirements for a regular high school diploma.

I understand that decisions regarding participation in statewide assessments must be discussed at the student's annual IEP Team meeting and documented in the IEP.

Parent/Guardian Signature

Date

Documentation of the attempts to provide parent(s) access to information and obtain a signature.

Date	Description of attempts	Results

**Guidance for IEP Teams
on
Participation Decisions
for the
Alabama Alternate Assessment Program**



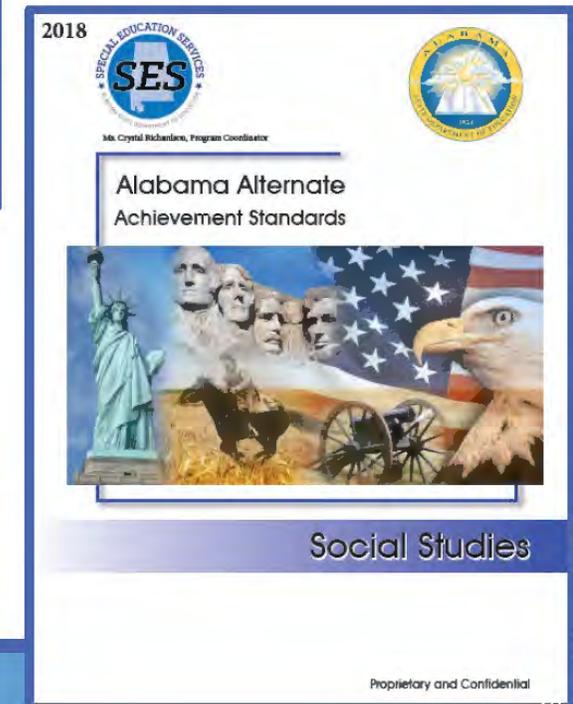
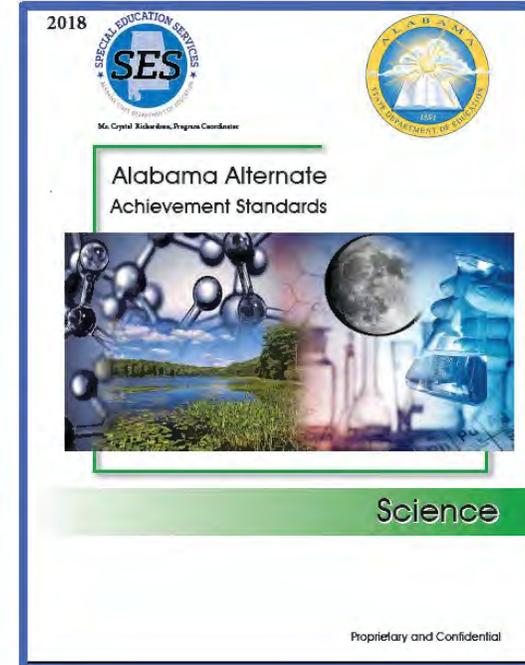
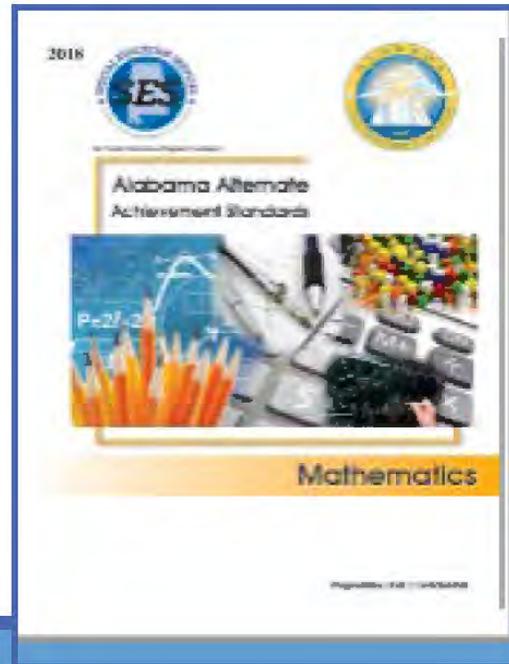
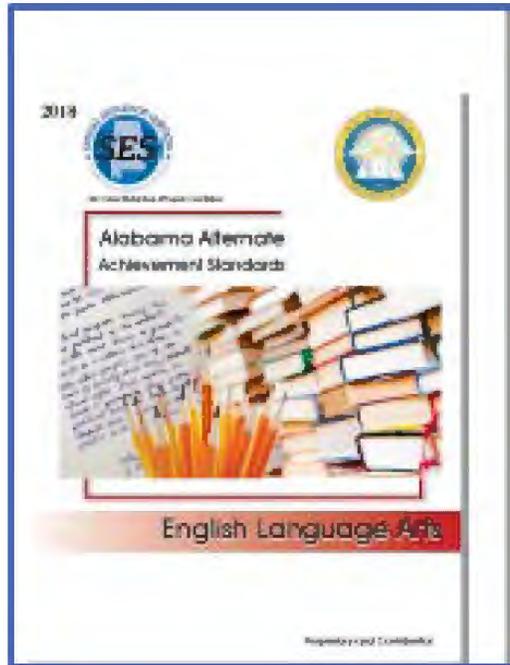
**Alabama State Department of Education
Student Assessment and Special Education Services
March 2019**



Alternate Achievement Standards and Resources to Guide Instruction



Alternate Achievement Standards





ENGLISH LANGUAGE LITERACY
FOR COLLEGE AND CAREER READINESS

LANGUAGE

SPEAKING AND LISTENING

READING LITERATURE

READING INFORMATIONAL TEXT

READING FOUNDATIONS K-5

WRITING

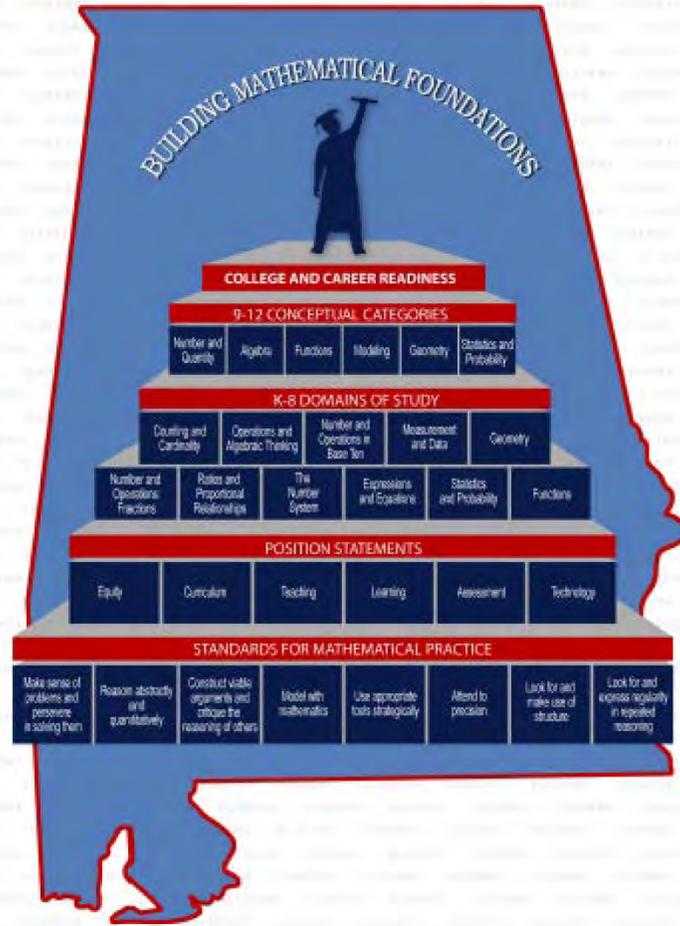
Thomas R. Bice, State Superintendent of Education · Alabama State Department of Education

The graphic features a large outline of the state of Alabama. Inside the outline, a group of diverse children are shown in a classroom setting. The state outline is divided into sections, each labeled with an ELA strand: "LANGUAGE" at the top, "SPEAKING AND LISTENING" in the upper middle, "READING LITERATURE" on the left, "READING INFORMATIONAL TEXT" on the right, "READING FOUNDATIONS K-5" at the bottom left, and "WRITING" at the bottom right. A maroon banner at the top of the graphic contains the text "ENGLISH LANGUAGE LITERACY FOR COLLEGE AND CAREER READINESS". At the bottom of the graphic, a maroon bar contains the text "Thomas R. Bice, State Superintendent of Education · Alabama State Department of Education".

ELA STRANDS

- Language
- Speaking and Listening
- Reading Literature
- Reading Informational Text
- Reading Foundations K-5
- Writing

2016 REVISED ALABAMA COURSE OF STUDY
MATHEMATICS



MATH DOMAINS

- Counting and Cardinality
- Operations and Algebraic Thinking
- Numbers and Operations in Base Ten
- Measurement and Data
- Geometry



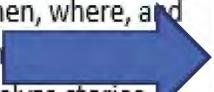
READING STANDARDS FOR LITERATURE – KEY IDEAS AND DETAILS

⊕

K	1	2	3	4	5	6
<p><u>With prompting and support</u>, ask and answer questions about key details in a text. [RL.K.1]</p> <p>a. Make predictions to determine main idea and anticipate an ending.</p>	<p>Ask and answer questions about key details in a text. [RL.1.1]</p> <p>a. Make predictions from text clues.</p>	<p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. [RL.2.1]</p> <p>a. Infer the main idea and supporting details in narrative texts.</p>	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
7	8	9	10	11	12	
<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	



AAS Reading Standards for Literature – Key Ideas and Details

K	1	2	3	4	5	6
ELA.AAS.K.1- With prompting and support, identify details about a story.	ELA.AAS.1.1- Ask and/or answer who, what, when, where, and how questions about a story.	ELA.AAS.2.1- Ask and answer who, what, and where questions about a story.	ELA.AAS.3.1- Answer who, what, and  questions to demonstrate understanding of a story.	ELA.AAS.4.1- Answer who, what, when, and where questions to demonstrate understanding of a story.	ELA.AAS.5.1- Find in the text and/or answer who, what, why, when, and where questions about a story.	ELA.AAS.6.1- Answer who, what, where, when, and why questions about stories using textual evidence for support.
7	8	9	10	11	12	
ELA.AAS.7.1- Answer who, what, when, where, and why questions of stories, using textual evidence for support.	ELA.AAS.8.1- Answer who, what, when, where, and  analyze stories, using textual evidence and inferences as support.	ELA.AAS.9.1- Answer who, what, when, where, and why questions to analyze stories, using textual evidence and inferences as support.	ELA.AAS.10.1- Answer who, what, when, where, and why questions to analyze stories, using textual evidence and inferences as support.	ELA.AAS.11.1- Answer who, what, when, where, and why questions to analyze stories, using textual evidence and inferences as support.	ELA.AAS.12.1- Answer who, what, when, where, and why questions to analyze stories, using textual evidence and inferences as support.	

GRADE 5 ELA

General Education Standards

Alabama Alternate Achievement Standards

READING STANDARDS FOR LITERATURE

Key Ideas and Details

ELA.5.1- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



ELA.AAS.5.1- Find in the text and/or answer who, what, why, when, and where questions about a story.

ELA.5.2- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

ELA.AAS.5.2- Identify the main idea of a story; identify a problem and its solution in a story; summarize a story.

ELA.5.3- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

ELA.AAS.5.3- Compare and contrast two characters or events in a story.

GRADE 4 ELA

General Education Standards

Alabama Alternate Achievement Standards

READING STANDARDS FOR LITERATURE

Key Ideas and Details

ELA.4.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELA.AAS.4.1- Answer who, what, when, and where questions to demonstrate understanding of a story.

ELA.4.2- Determine a theme of a story, drama, or poem from details in the text; summarize the text.

ELA.AAS.4.2- Identify the main idea of a story and retell the story.

ELA.4.3- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

ELA.AAS.4.3- Describe and/or identify a character, a setting, or an event in a story.

GRADE 3 ELA

General Education Standards

Alabama Alternate Achievement Standards

READING STANDARDS FOR LITERATURE

Key Ideas and Details

ELA.3.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to  as the basis for the answers.

ELA.AAS.3.1- Answer who, what, and where questions to demonstrate understanding of a story.

ELA.3.2- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

ELA.AAS.3.2- Identify the central message, lesson, or moral of a story; identify key details that support a central theme of a story.

ELA.3.3- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELA.AAS.3.3- Identify traits or feelings of a character in a story.

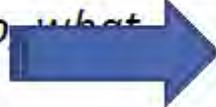
GRADE 2 ELA

General Education Standards

Alabama Alternate Achievement Standards

READING STANDARDS FOR LITERATURE

Key Ideas and Details

ELA.2.1- Ask and answer such questions as *who*, ~~*what*~~  *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

ELA.AAS.2.1- Ask and answer who, what, and where questions about a story.

ELA.2.1a- Infer the main idea and supporting details in narrative texts. (Alabama)

ELA.AAS.2.1a- Identify the main idea of a story.

ELA.2.2- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ELA.AAS.2.2- Identify the central idea of fables and folk tales to determine the lessons and morals.

ELA.2.3- Describe how characters in a story respond to major events and challenges.

ELA.AAS.2.3- Answer questions about the characters and events in a story.

GRADE 1 ELA

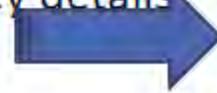
General Education Standards

Alabama Alternate Achievement Standards

READING STANDARDS FOR LITERATURE

Key Ideas and Details

ELA.1.1- Ask and answer questions about key details in a text.



ELA.AAS.1.1- Ask and/or answer who, what, when, where, and how questions about a story.

ELA.1.1a. Make predictions from text clues. (Alabama)

ELA.AAS.1.1a- Make predictions about what will happen next in a story.

ELA.1.2- Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELA.AAS.1.2- Retell key details from stories.

ELA.1.3- Describe characters, settings, and major events in a story, using key details.

ELA.AAS.1.3- Identify characters and setting in a story; identify details of characters and setting in a story.

Kindergarten ELA

General Education Standards

Alabama Alternate Achievement Standards

READING STANDARDS FOR LITERATURE

Key Ideas and Details

ELA.K.1- With prompting and support, ask and answer questions about key details in a text.



ELA.AAS.K.1- With prompting and support, identify details about a story.

ELA.K.1a- Make predictions to determine main idea and anticipate an ending. (Alabama)

ELA.K.2- With prompting and support, retell familiar stories, including key details.

ELA.AAS.K.2- With prompting and support, identify details about a story.

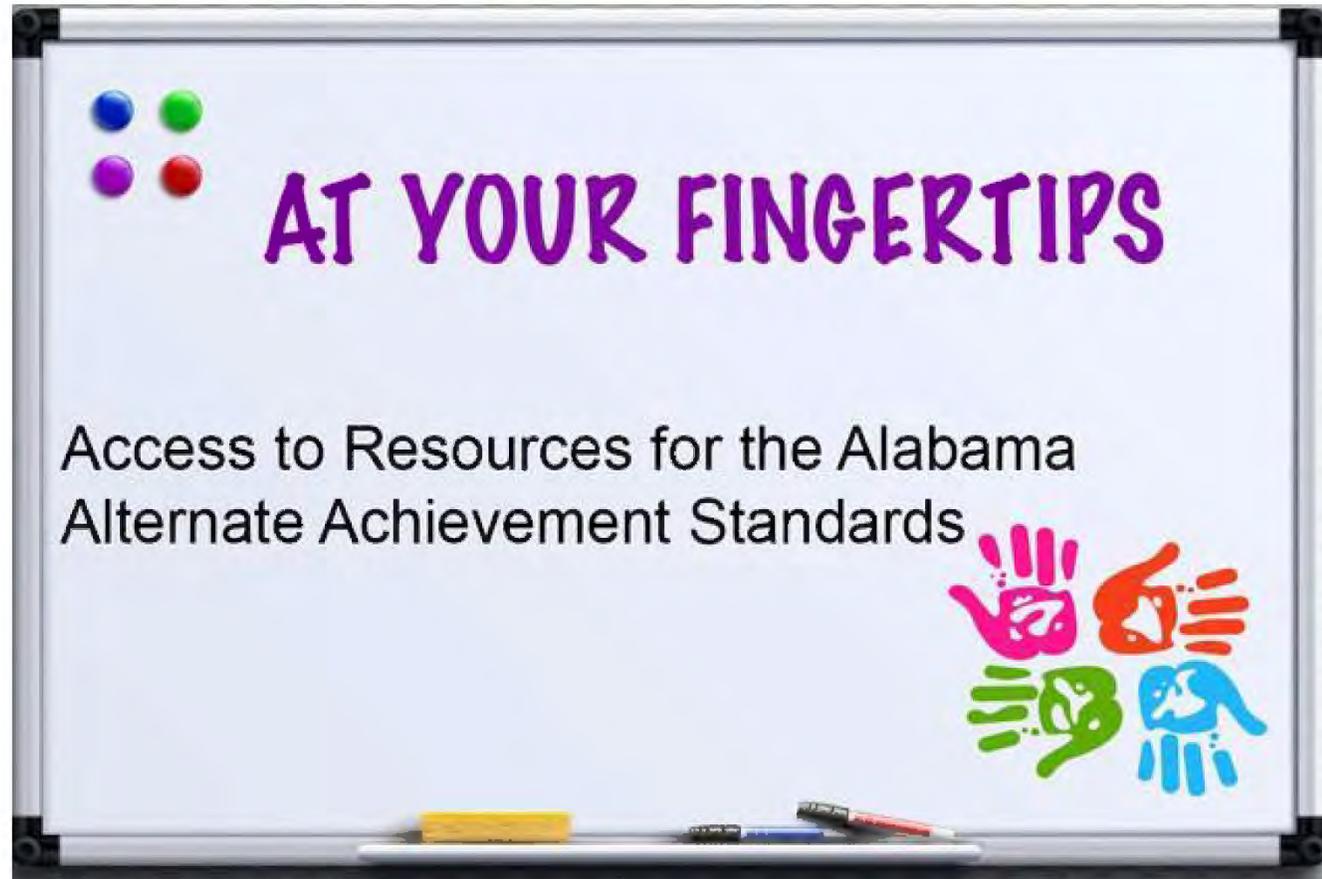
ELA.K.3- With prompting and support, identify characters, settings, and major events in a story.

ELA.AAS.K.3- With prompting and support, identify characters and setting in a story.



Resources for the Alternate Achievement Standards



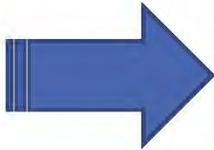


Located on Alabama Learning Exchange (ALEX)



Strand: Reading Standards for Literature

Subcategory: Key Ideas and Details



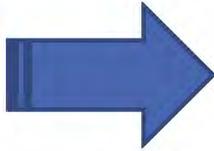
AAS and Resources		
THIRD GRADE	FOURTH GRADE	FIFTH GRADE
<p>ELA.AAS.3.1 Answer who, what, and where questions to demonstrate understanding of a story.</p> <ul style="list-style-type: none"> https://www.pinterest.com/pin/478718635388327615/ <p>ELA.AAS.3.2 Identify the central message, lesson, or moral of a story; identify key details that support a central theme of a story.</p> <ul style="list-style-type: none"> https://www.education.com/worksheet/article/find-main-idea-shark/?source=related-materials&order=3 <p>ELA.AAS.3.3 Identify traits or feelings of a character in a story.</p> <ul style="list-style-type: none"> https://www.education.com/worksheet/article/mindfulness-feelings-cards/ 	<p>ELA.AAS.4.1 Answer who, what, when, and where questions to demonstrate understanding of a story.</p> <ul style="list-style-type: none"> https://www.education.com/worksheet/article/reading-comprehension-the-serpent-and-the-eagle/ <p>ELA.AAS.4.2 Identify the main idea of a story and retell the story.</p> <ul style="list-style-type: none"> https://www.pinterest.com/pin/AVvtRx1tOrA1d8Q5gOQxiKf0N6WMONuSo8TjiKdsjtJctv9z-Z1WfNQ/ <p>ELA.AAS.4.3 Describe and/or identify a character, a setting, or an event in a story.</p> <ul style="list-style-type: none"> https://www.pinterest.com/pin/306385580885521868/ 	<p>ELA.AAS.5.1 Find in the text and/or answer who, what, why, when, and where questions about a story.</p> <ul style="list-style-type: none"> https://www.education.com/worksheet/article/write-a-simple-summary/ <p>ELA.AAS.5.2 Identify the main idea of a story; identify a problem and its solution in a story; summarize a story.</p> <ul style="list-style-type: none"> https://www.education.com/worksheet/article/story-map-organizer/ <p>ELA.AAS.5.3 Compare and contrast two characters or events in a story.</p> <ul style="list-style-type: none"> https://www.education.com/lesson-plan/el-support-lesson-comparing-character-traits/



3-5 ELA

At Your Fingertips – Access to Resources for the Alabama Alternate Achievement Standards

Adaptations/Modifications		
<ul style="list-style-type: none">• Read paragraph with student. Introduce vocabulary through pictures or objects.• Give 1-2 choices and ask key questions using yes/no response or using eye gaze/ direct selection.• Read selected passage. Use 2-4 choices for students to make a choice for what the main idea is about.• Read a text and have students answer yes/no through eye gaze, direct selection of picture choices of what the text is about.• Given 2-4 choices of emotions, student will identify how a specific character is feeling from a story.	<ul style="list-style-type: none">• Have the student answer comprehension questions as the text is being read using pictures, eye gaze or yes/no response.• Read a text aloud to students and have them draw the details from the story.• Have students create a sequenced picture representation of a story using an eye gaze, or touch pictures.	<ul style="list-style-type: none">• Have the student answer comprehension questions as the text is being read using pictures, eye gaze or yes/no response.• Read a text aloud to students and have them draw two different characters or events in the story to make a comparison.• Use a graphic organizer to help organize evidence from a story in order to compare characters or events from the story using pictures or using a yes/no response.



AAS and Resources		
KINDERGARTEN	FIRST GRADE	SECOND GRADE
<p>ELA.AAS.K.1 With prompting and support, identify main idea of a story.</p> <ul style="list-style-type: none"> • https://www.education.com/worksheet/article/color-little-red-riding-hood-1/ • https://www.education.com/worksheet/article/smith-reading-1/ <p>ELA.AAS.K.2 With prompting and support, retell a story.</p> <ul style="list-style-type: none"> • https://www.education.com/worksheet/article/the-three-little-pigs/ <p>ELA.AAS.K.3 With prompting and support, identify characters and setting in a story.</p> <ul style="list-style-type: none"> • https://www.education.com/lesson-plan/setting-characters-and-events-in-goldilocks-and-the-three-bears/ 	<p>ELA.AAS.1.1 Ask and/or answer who, what, when, where, and how questions about a story.</p> <ul style="list-style-type: none"> • https://www.education.com/lesson-plan/el-support-lesson-asking-questions-and-finding-answers/ <p>ELA.AAS.1.1a Make predictions about what will happen next in a story.</p> <ul style="list-style-type: none"> • https://www.education.com/worksheet/article/birthday-party-predictions/ <p>ELA.AAS.1.2 Retell key details from stories.</p> <ul style="list-style-type: none"> • https://www.education.com/lesson-plan/goldilocks-and-the-three-bears-key-details/ <p>ELA.AAS.1.3 Identify characters and setting in a story; identify details of characters and setting in a story.</p> <ul style="list-style-type: none"> • https://www.education.com/lesson-plan/character-detectives/ 	<p>ELA.AAS.2.1 Ask and answer who, what, and where questions about a story.</p> <ul style="list-style-type: none"> • https://www.education.com/worksheet/article/who-what-where%20?source=related_materials&order=3 <p>ELA.AAS.2.1a Identify the main idea of a story.</p> <ul style="list-style-type: none"> • https://www.education.com/worksheet/article/reading-comprehension-main-idea/ <p>ELA.AAS.2.2 Identify the central idea of fables and folk tales to determine the lessons and morals.</p> <ul style="list-style-type: none"> • https://www.education.com/lesson-plan/elements-of-traditional-literature/ <p>ELA.AAS.2.3 Answer questions about the characters and events in a story.</p> <ul style="list-style-type: none"> • https://www.education.com/lesson-plan/el-support-lesson-fairy-tale-character-traits/



K-2 ELA

At Your Fingertips – Access to Resources for the Alabama Alternate Achievement Standards

Adaptations/Modifications		
<ul style="list-style-type: none">• Student will use puppets to act out the story as it is read aloud.• Student will color the correct characters from a sheet of characters from various stories.• Student will read the story independently or retell the story using puppets.	<ul style="list-style-type: none">• Teacher will pick simple short text to read for the interview the character resource and do one together as an example.• Student will use a familiar text to interview a character.• Student can point to a character in a text or eye gaze at the main character.• Student can tell their predictions instead of writing about them.• Complete a large group Venn diagram with hula hoops.	<ul style="list-style-type: none">• Student will show the who, what and where in a book by pointing to the pictures that tell who, what or where.• Teacher will read text and have student highlight the main idea in the passage.• Pre-teach and show students examples of a folktale or fairytale story.• Use examples and non-examples for vocabulary words.• Make a vocabulary dictionary for each story to reference individually or as a class.



Alternate Achievement Standards Teaching and Learning Guides

**2019 Alabama Alternate Achievement Standards
Teaching and Learning Guide**



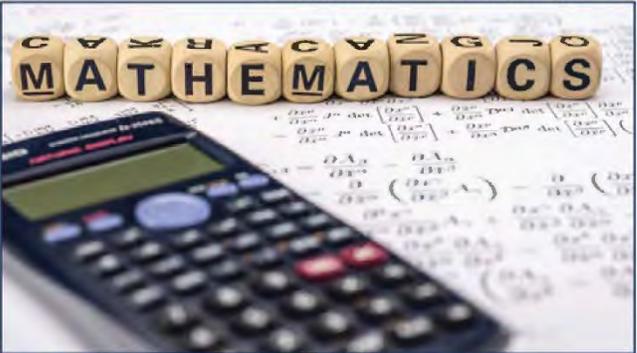
English Language Arts



Ms. Crystal Richardson, Program Coordinator

Proprietary and Confidential

**2019 Alabama Alternate Achievement Standards
Teaching and Learning Guide**



Math



Ms. Crystal Richardson, Program Coordinator

Proprietary and Confidential

**2019 Alabama Alternate Achievement Standards
Teaching and Learning Guide**



Science



Ms. Crystal Richardson, Program Coordinator

Proprietary and Confidential



Alternate Achievement Standards Teaching and Learning Guides

- Students with the most significant cognitive disabilities
- Guidance for teaching the Alternate Achievement Standards
- Content-based differentiation strategies, tools, and methodologies for instruction
- Method to delineate the skills and knowledge needed for mastery of standards
- Content based examples to aid in instruction



Grade: 5

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Key Ideas and Details

General Education Standards

- ELA.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELA.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- ELA.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Alternate Achievement Standards

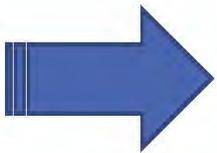
- ELA.AAS.5.1 Find in the text and/or answer who, what, why, when, and where questions about a story.
- ELA.AAS.5.2 Identify the main idea of a story; identify a problem and its solution in a story; summarize a story.
- ELA.AAS.5.3 Compare and contrast two characters or events in a story.

Achievement Elements

Students will be able to identify the main idea and the problem and solution in a story and summarize the story.
Students will be able to identify a similarity or difference between two characters in a story.

Key Vocabulary

who, what, why, when, where, main idea (begin introducing *theme*), problem and resolution, summary, similarity, difference, character, event





Teaching and Learning Progressions

- Identify a summary of a story.
- Identify the problem and the resolution to the problem in a story.
- Compare two characters and/or events in a story.
- Identify the main idea or theme of a story.
- Answer who, what, why, when, and where questions about a story.
- Identify the topic/subject of a sentence.
- Identify the main idea of a story with supporting details from the beginning, middle, and end of the story.
- Sequence the events in a story.
- Identify the characters in a story.
- Identify the setting of a story.
- Use illustrations to “read” a story.
- When asked orally, identify objects or pictures that go with a text.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a text, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- Read a text aloud to students and have them draw two different characters or events in the story to make a comparison.
- Use a graphic organizer to help organize evidence from a story in order to compare characters or events from the story.
- Read a text and fill out a problem/solution T-chart.
- When reading a text, have students answer questions as the text is read.



Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Determine a theme of a story, including how characters respond to challenges; summarize the story.	Identify the main idea and the problem and solution in a story and summarize the story.	With support, identify the main idea and the problem and its solution in a story and summarize the story.	Exhibit curiosity about a story.
Compare two or more characters, settings, or events in a story or drama.	Identify a similarity or difference between two characters in a story.	With support, identify a similarity or difference between two characters in a story.	With support, point to pictures when asked who, what, and when questions about a story.

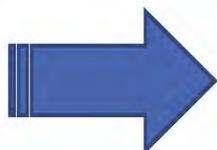


Grade: 3

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Key Ideas and Details

General Education Standards

- ELA.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- ELA.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- ELA.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.



Alternate Achievement Standards

- ELA.AAS.3.1 Answer who, what, and where questions to demonstrate understanding of a story.
- ELA.AAS.3.2 Identify the central message, lesson, or moral of a story; identify key details that support a central theme of a story.
- ELA.AAS.3.3 Identify traits or feelings of a character in a story.

Achievement Elements

Students will be able to identify the central message, lesson, or moral of a story.
Students will be able to identify key details that support a central theme of a story.

Key Vocabulary

central message, theme, who, what, where, character, setting, adjective, description, detail, retell, event, lesson, moral

Teaching and Learning Progressions

- Identify the lesson or moral of a story.
- Identify the central message of a story.
- Identify the theme of a story.



- Identify details of characters and the setting in a story.
- Answer who, what, and where questions about a story.
- Identify that characters can have feelings.
- Identify the sequence of events in a story.
- When asked orally, identify the topic/subject of a sentence.
- Identify details in a story.
- Recognize that details can be characters, descriptions, events, and setting in a story.
- Identify characters and the setting in a story.
- Understand that the setting is a place where the story's action occurs.
- Use illustrations to "read" a text.
- When asked orally, identify objects or pictures that go with a story.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- When reading a text, have students find the lesson or moral of the story.
- When reading a text, have students answer who, what, and where questions about the characters and setting of the story.
- Give students images of characters and have students identify feelings of the characters.



Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Retell a story including the central message, lesson, or moral.	Identify the central message, lesson, or moral of a story.	With support, identify the central message, lesson, or moral of a story.	Exhibit curiosity about a story.
Retell a story with key details that support a central theme of the story.	Identify key details that support a central theme of a story.	With support, identify key details that support a central theme of a story.	With support, point to pictures when asked questions about a story.



Grade: 1

Content Area: English Language Arts
Strand: Reading Standards for Literature
Objective: Key Ideas and Details

General Education Standards

- ELA.1.1 Ask and answer questions about key details in a text.
- ELA.1.1a Make predictions from text clues.
- ELA.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- ELA.1.3 Describe characters, settings, and major events in a story, using key details.

Alternate Achievement Standards

- ELA.AAS.1.1 Ask and/or answer who, what, when, where, and how questions about a story.
- ELA.AAS.1.1a Make predictions about what will happen next in a story.
- ELA.AAS.1.2 Retell key details from stories.
- ELA.AAS.1.3 Identify characters and setting in a story; identify details of characters and setting in a story.

Achievement Elements

Students will be able to retell a story, using key details with story elements.

Key Vocabulary

who, what, when, where, how, character, setting, adjective, description, detail, retell

Teaching and Learning Progressions

- Retell a story.
- Ask questions about a story.
- Answer questions about a story.
- Make a prediction about what will happen next in a story.



- Identify details of characters and the setting in a story.
- Answer who, what, when, where, and how questions about a story.
- When asked orally, identify the main idea of a story.
- Identify the sequence of a story.
- When asked orally, identify the topic/subject of a sentence.
- Identify details in a story.
- Recognize that details can be characters, descriptions, events, and setting in a story.
- Identify characters and the setting in a story.
- Understand that the setting is a place where the story's action occurs.
- Use illustrations to "read" a story.
- When asked orally, identify objects or pictures that go with a story.
- When asked orally, recognize descriptive words that describe size, shape, and other attributes for familiar nouns in a sentence.
- When asked orally, identify general familiar noun words for people, animals, objects, places, and events (e.g., girl, boy, dog, cat, bed, school, party).
- Recognize that print is read from left to right.
- Recognize that print carries a message.
- Respond to texts in ways that demonstrate engagement (e.g., look at words/pictures in a book, empathize with a character, show emotion when read a story, select a book).
- Exhibit curiosity about text (e.g., look at a book, touch a book, pick up a book, open a book).

Application of Alternate Achievement Standards

- While reading to students, pause on a page and ask students "What do you think will happen next?"
- While reading to students, encourage students to ask questions.
- While reading aloud, ask students to describe a character's clothing, actions, and features.
- Provide students with a set of pictures related to a story and ask students to sequence the events of the story.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Retell a variety of stories, using key details with story elements.	Retell a story, using key details with story elements.	With support, retell a story, using key details with story elements.	Exhibit curiosity about a story.

Grade: 8

Content Area: Mathematics

Strand: The Number System

Objective: Know that there are numbers that are not rational, and approximate them by rational numbers.

General Education Standards

- M.8.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
- M.8.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).

Alternate Achievement Standards

- M.AAS.8.1 Identify the decimal equivalents of common fractions as repeating or non-repeating (i.e., halves, thirds, fourths, fifths).
- M.AAS.8.2 Given the decimal approximation of irrational numbers located on a number line; compare the sizes of the irrational numbers.

Achievement Elements

Students be able to identify the decimal equivalents of common fractions (i.e., $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, all tenths, and all fifths).
Students will be able to give the decimal approximation of irrational numbers using a number line.

Key Vocabulary

decimal, equivalent, approximate, irrational numbers

Teaching and Learning Progressions

- Compare the decimal approximation of irrational numbers located on a number line.
- Compare decimal numbers placed on a number line to determine which one is larger or smaller.
- Identify decimal numbers placed on a number line.
- Know that when two numbers are placed on a number line, the number on the right will be the larger number and the number on the left will be the smaller number.

- Know that the scale on a number line increases as one moves from left to right on the number line.
- Determine the scale used in a given number line.
- Identify a number line.
- Use division to find the decimal equivalents for a given fraction.
- Know that to find a decimal equivalent for a fraction, the numerator is divided by the denominator.
- Be able to express a whole number in decimal form.
- Know that decimals represent parts of whole units in another form.
- Recognize that fractions represent parts of whole units.

Application of the Alternate Achievement Standards

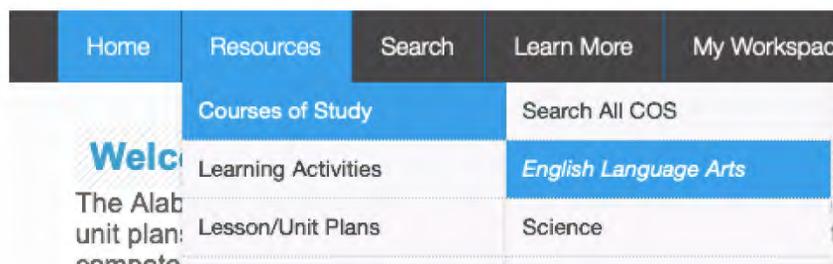
- Use transparency overlays to compare decimal equivalents of rational and irrational numbers.
- Use fraction/decimal manipulatives to identify common fraction equivalents. The manipulatives can be purchased, teacher-made, or student-made.
- Use painter's tape on the floor to create a number line to practice locating rational and irrational number equivalents.

Levels of Standards

Level 4: Exceeds Standards	Level 3: Meets Standards	Level 2: Developing	Level 1: Emerging
Identify decimal equivalents of fractions.	Identify the decimal equivalents of common fractions (i.e., $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, all tenths, and all fifths).	Identify the decimal equivalents for $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$ using money.	Identify a quarter as $\frac{1}{4}$ of a dollar, two quarters as $\frac{1}{2}$ of a dollar, and three quarters as $\frac{3}{4}$ of a dollar.
Using a number line, give the approximate decimal value for mixed numbers up to 5.	Using a number line, give the approximate decimal for an irrational number.	Locate a point between two given points on a number line.	Locate a point on a number line given a verbal cue.
Compare decimal approximations for mixed numbers up to 5.	Compare the decimal approximations for irrational numbers using a number line.	Compare decimal equivalents for common fractions using a number line.	Compare whole numbers up to 20 using a number line.



Alternate Achievement Standards Resources



Go to ELA or math course of study areas and click "Special Education Resources" to access AAS Resources. The "At Your Fingertips" and Teaching Guides can be found there.



SPECIAL EDUCATION RESOURCES

Alabama Alternate Achievement Standards (AAS)



At Your Fingertips: Access to Resources for the AAS

[At Your Fingertips Help Guide Presentation](#)

[ELA: At Your Fingertips](#)

[Math: At Your Fingertips](#)

Teaching and Learning Guides for the AAS

[ELA Teaching and Learning Guide](#)

[Math Teaching and Learning Guide](#)

[Science Teaching and Learning Guide](#)

Reading Standards for Literature

Key Ideas and Details

English Language Arts (2015)

Grade(s): 5

All Resources: 2

Classroom Resources: 2

1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1]

Alabama Alternate Achievement Standards

English Language Arts (2015)

Grade(s): 5

All Resources: 7

Learning Activities: 1

Classroom Resources: 6

2) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. [RL.5.2]

Alabama Alternate Achievement Standards

English Language Arts (2015)

Grade(s): 5

All Resources: 1

Learning Activities: 1

3) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). [RL.5.3]

Alabama Alternate Achievement Standards





English Language Arts (2015)

Grade(s): 5

All Resources:

1

Learning Activities:

1



3) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). [RL.5.3]

+ Alabama Alternate Achievement Standards

AAS Standard:

ELA.AAS.5.3- Compare and contrast two characters or events in a story.



English Language Arts (2015)

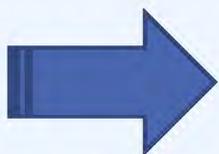
Grade(s): 4

All Resources: 12

Learning Activities: 3

Lesson Plans: 3

Classroom Resources: 6



3) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). [RL.4.3]

NAEP Framework

Alabama Alternate Achievement Standards

AAS Standard:

ELA.AAS.4.3- Describe and/or identify a character, a setting, or an event in a story.



ALEX Lesson Plans

[View Standards](#) 

Subject: English Language Arts (1), or Mathematics (2)

Title: [Pat Brisson's Benny's Pennies](#)

Description:

Students will listen to the book *Benny's Pennies* and demonstrate their ability to count pennies, understand proper sequence and rewrite a story.



Vertical Alignment for Reading Standards for Literature – Key Ideas and Details

ELA.AAS.2.3- Answer questions about the characters and events in a story

ELA.AAS.3.3- Identify traits or feelings of a character in a story.

ELA.AAS.4.3- Describe and/or identify a character, a setting, or an event in a story

ELA.AAS.5.3- Compare and contrast two characters or events in a story.



The Alternate Achievement Standards and the *At Your Fingertips* resource are live!

Math COS

(<https://alex.state.al.us/browseMath.php>)

ELA COS

(<https://alex.state.al.us/browseEnglish.php>)



COMING SOON..... to ALEX

Alternate Achievement Standards Teaching and Learning Guides

2019 Alabama Alternate Achievement Standards
Teaching and Learning Guide



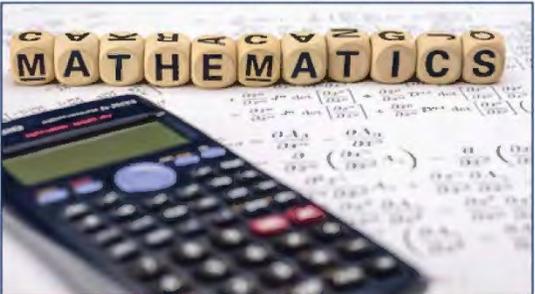
English Language Arts



Ms. Crystal Richardson, Program Coordinator

Proprietary and Confidential

2019 Alabama Alternate Achievement Standards
Teaching and Learning Guide



Math



Ms. Crystal Richardson, Program Coordinator

Proprietary and Confidential

2019 Alabama Alternate Achievement Standards
Teaching and Learning Guide



Science



Ms. Crystal Richardson, Program Coordinator

Proprietary and Confidential



COMING SOON.....

Education.com

A K-5 online resource



Break



ACAP

Alabama Comprehensive Assessment Program

ALTERNATE

ACAP Decision Chart 2019-2020



Alabama Student Assessment Program Decision Chart

Below is a chart to help clarify the general progression of students through the state assessments. This chart, which is offered as a general guide, may not address all situations. If you have questions concerning special situations, please contact Student Assessment at (334) 694-4817.

Grade 2-3	Grade 4-8	Grade 10	Grade 11	Grade 12
<p>ACAP Summative ELA (Language and Reading)</p> <p>AND</p> <p>Mathematics</p>	<p>ACAP Summative ELA (Language, Reading, and Writing)</p> <p>AND</p> <p>Mathematics</p> <p>AND</p> <p>Science (Grades 4, 6, and 8)</p>	<p>PreACT Reading, Mathematics, English, and Science</p>	<p>ACT with Writing Reading, Mathematics, English, Writing and Science</p>	<p>ACT WorkKeys (Optional) Graphic Literacy, Workplace Documents, and Applied Math</p>
OR	OR	OR	OR	Evidence Collected or Locally Created Assessment
<p>ACAP Alternate ELA (Language and Reading)</p> <p>AND</p> <p>Mathematics</p>	<p>ACAP Alternate ELA (Language, Reading, and Writing)</p> <p>AND</p> <p>Mathematics</p> <p>AND</p> <p>Science (Grades 4, 6, and 8)</p>	<p>ACAP Alternate Reading, Mathematics, English, and Science</p>	<p>ACAP Alternate Reading, Mathematics, English, Writing and Science</p>	<p>(Optional) Graphic Literacy, Workplace Documents, and Applied Math</p> <p>Evidence must be collected or a locally created assessment must be administered.</p>

In order to meet federal and state guidelines, teachers will need to provide a locally created alternate assessment for **any** test administered in the Local Education Agency (LEA) for which there is **not** a formal alternate assessment.

Collect evidence for the specific subject area.

No minimum requirement of evidence per subject.

OR

Create a test to assess the specific subject area.

No minimum requirement of test items per subject.

Assessments are subject to change.



Alabama Student Assessment Program Decision Chart

Below is a chart to help clarify the general progression of students through the state assessments. This chart, which is offered as a general guide, may not address all situations. If you have questions concerning special situations, please contact Student Assessment at (334) 694-4817.

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<p><i>ACAP Summative</i> ELA (Language and Reading)</p> <p>AND</p> <p>Mathematics</p>	<p><i>ACAP Summative</i> ELA (Language, Reading, and Writing)</p> <p>AND</p> <p>Mathematics</p> <p>AND</p> <p>Science (Grades 4, 6, and 8)</p>	<p><i>PreACT</i> Reading, Mathematics, English, and Science</p>	<p><i>ACT with Writing</i> Reading, Mathematics, English, Writing and Science</p>	<p><i>ACT WorkKeys</i> (Optional) Graphic Literacy, Workplace Documents, and Applied Math</p>

OR	OR	OR	OR	Evidence Collected or Locally Created Assessment
<p><i>ACAP Alternate ELA (Language and Reading)</i></p> <p>AND</p> <p>Mathematics</p>	<p><i>ACAP Alternate ELA (Language, Reading, and Writing)</i></p> <p>AND</p> <p>Mathematics</p> <p>AND</p> <p>Science (Grades 4, 6, and 8)</p>	<p><i>ACAP Alternate Reading, Mathematics, English, and Science</i></p>	<p><i>ACAP Alternate Reading, Mathematics, English, Writing and Science</i></p>	<p>(Optional) Graphic Literacy, Workplace Documents, and Applied Math</p> <p>Evidence must be collected or a locally created assessment must be administered.</p>

In order to meet federal and state guidelines, teachers will need to provide a locally created alternate assessment for **any** test administered in the Local Education Agency (LEA) for which there is **not** a formal alternate assessment.

- Collect evidence for the specific subject area.**
No minimum requirement of evidence per subject.
- OR**
- Create a test to assess the specific subject area.**
No minimum requirement of test items per subject.

Assessments are subject to change.





ACAP Alternate

Grades and Subjects

- 2-3 ELA (Language and Reading) and Mathematics
- 4-8 ELA (Language, Reading, and Writing) and Mathematics
- 4, 6, & 8 Science
- 10 Reading, English, Mathematics and Science
- 11 Reading, English, Writing, Mathematics and Science





ACAP Alternate

Grade 12 WorkKeys

- Graphic Literacy, Workplace Documents, and Applied Mathematics

Local Requirements (if there is a required local assessment at either the school or district level)

- Collect evidence for the specific subject and grade OR
- Create a test to assess the specific subject and grade





ACAP Alternate

Design/Format

- Administered 1:1 (Test Administrator and Student)
- Paper Test-student booklet (all subjects)
- Web-based-online platform (answer document, Teacher Book)
- Test Administrator Manual (TAM)





ACAP Alternate

Administration

- Scheduling (individual needs)
- Breaks as needed
- Five answer choices (a, b, c, off topic, no response)
- Performance task items
- 10 Item Rule
- Manipulatives

Accommodations

- Communication device
- Braille



Administration

- Proctors – NOT required, but strongly encouraged
 - Protection for both test administrator as well as student
- Each subject test will be approximately 30+ questions
 - Multiple Choice and Performance Tasks
 - One large student booklet – all subjects
- Students **MUST** be assigned a homeroom teacher in Student Information System (SIS) in order to test



DRC INSIGHT
ONLINE LEARNING SYSTEM

Username

Password
 Show Text

Sign in

[Forgot your password?](#)

Welcome to the DRC INSIGHT Portal

Data Recognition Corporation (DRC) welcomes Alabama educators to the DRC INSIGHT Portal.

This website enables you to quickly and easily access links to online testing tools and program information for the Alabama Comprehensive Assessment Programs (ACAP).

To access training materials including training videos, checklists, and test administration manuals available without a login, click [here](#).

To access testing management tools, such as test session setup and software downloads, you must have a login for this site.

If you have questions, please contact your System Test Coordinator.

Online Tools Training

Publicly accessible versions of the AL Online Tools Training (OTTs) are available. Click or copy the link below into Google Chrome. Note that Google Chrome is the only supported browser for this public version of the DRC INSIGHT online testing software. The full versions of the Alabama Online Assessment Software can be accessed via secure DRC INSIGHT Portal login.

<https://wbte.drccdirect.com/AL/portals/al>

DRC System Status

This webpage provides indicators and messaging for the operations/status of DRC INSIGHT Online Testing and Portal. If a problem or outage occurs, DRC will post periodic updates to this site to keep users informed of progress and resolution.

<http://status.drccdirect.com/AL/>

Alabama
WIDA

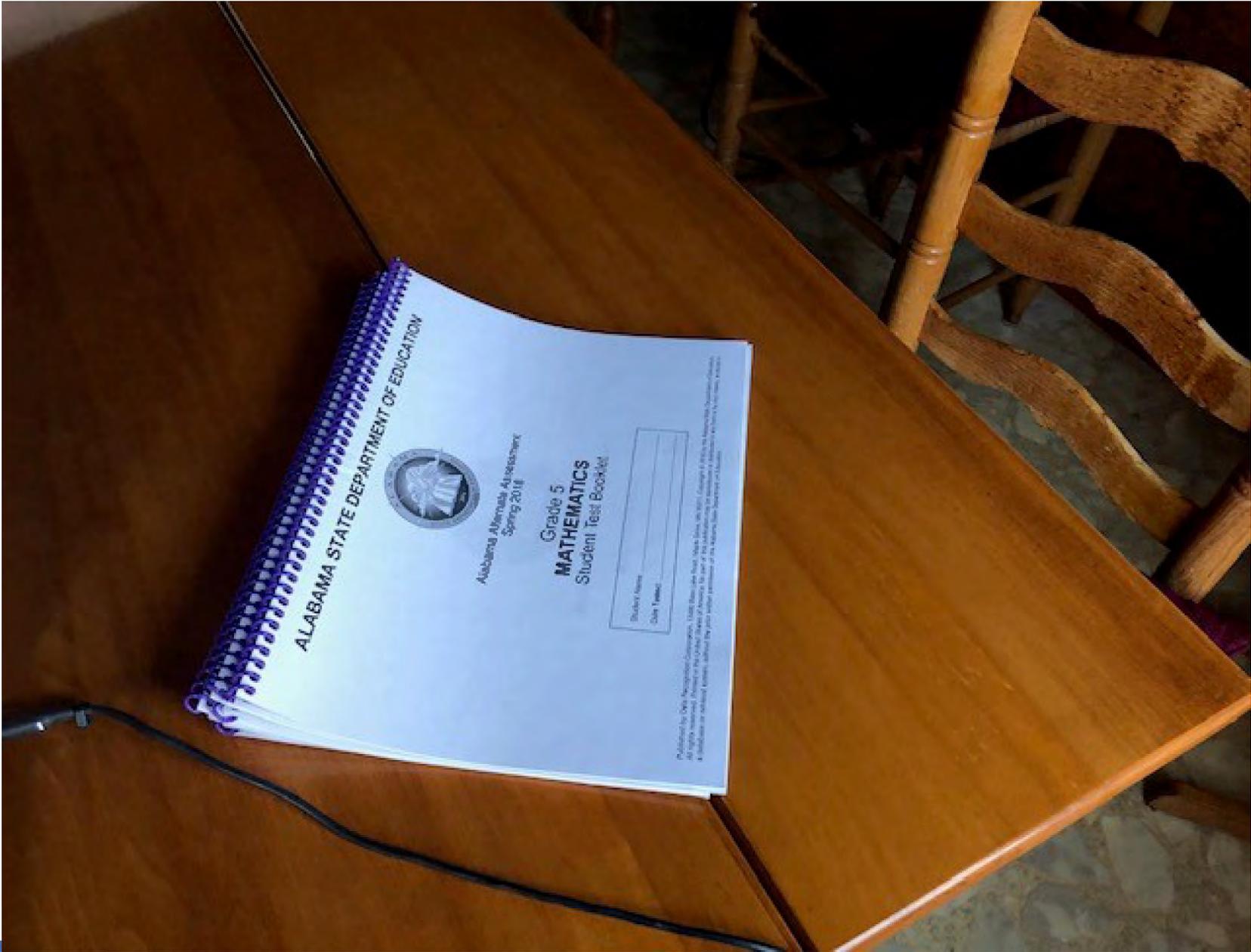
Welcome to the DRC INSIGHT Portal

Congratulations, you have successfully logged on.

Several helpful links are just a click away. Please take time to familiarize yourself with the **My Applications** menu at the top of the screen. It provides access to online testing tools, **User Management**, and **Student Management**.

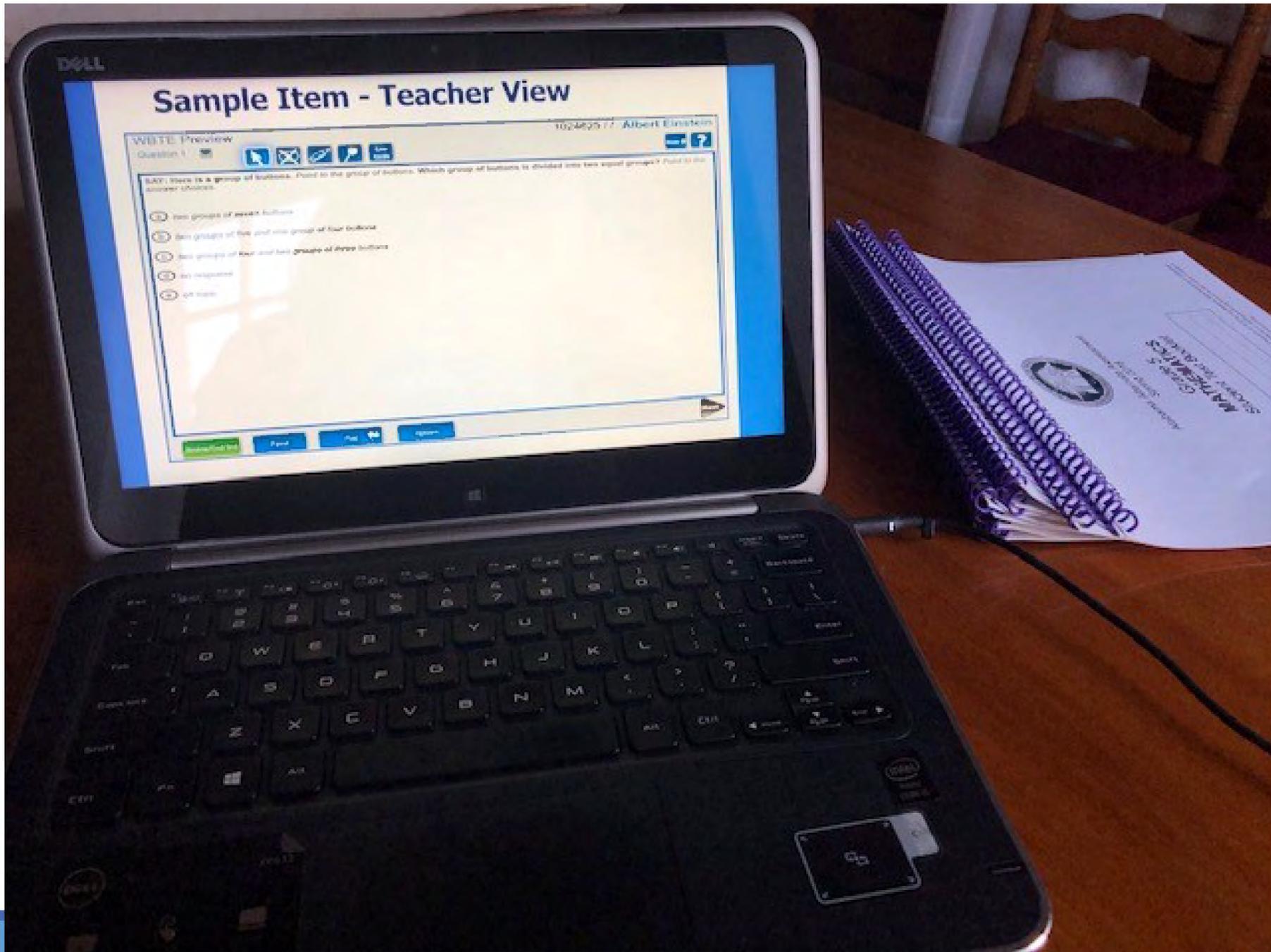
If you are having difficulty navigating through the site, a link to the User's Manual can be found in **Documents** under the **General Information** heading along with a series of short videos. You can also contact your System Test Coordinator for further inquiries.





Alabama Comprehensive Assessment Program

ALTERNATE



Sample Item - Teacher View

WRITE Preview

102462577: Albert Einstein

Question 1

SAY: There is a group of buttons. Point to the group of buttons. Which group of buttons is divided into two equal groups? Point to the correct choice.

- Two groups of seven buttons
- Two groups of five and one group of four buttons
- Two groups of four and two groups of three buttons
- No response
- Get more

Alignment of the ACAP Alternate

The ACAP Alternate is aligned to:

- The Alabama Course of Study
- The Alabama Alternate Achievement Standards
- Depth of Knowledge

Depth of Knowledge

- Depth of Knowledge (DOK) consistency between standards and tests indicates alignment if what is elicited from students on the test is as demanding cognitively as what students are expected to know and do as stated in the standards.
- DOK is not about item difficulty. Each level of DOK will include items representing a range of difficulty.

Depth of Knowledge: Level 1 Recall

Level 1 (recall) requires simple recall of such information as a fact, definition, term, or simple procedure.

Depth of Knowledge: Level 2 Skills and Concepts

Level 2 (skills and concepts) involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity.

Depth of Knowledge: Level 3 Comprehension

Level 3 (comprehension) requires reasoning, planning, using evidence, and thinking at a higher level.



Sample Items

Sample Item – Teacher View

WBTE Preview 1024649 // Albert Einstein

Question 1 Item ID ?

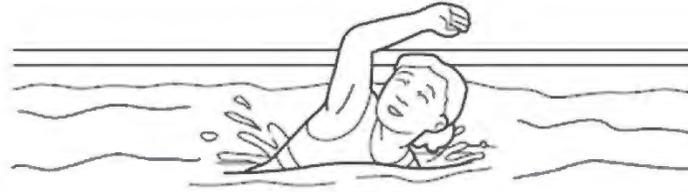


SAY: Follow along while I read the story. *Point to and read the story. What is the main idea of the story? Point to and read the answer choices.*

- (a) My summers are fun.
- (b) I play at the park.
- (c) She rides her bike.
- (d) no response
- (e) off topic

Review/End Test Pause Flag Options Next

Sample Item – Student Booklet



My summers are fun. I play at the park. I ride my bike.
I go swimming. I wish summer never ended.

My summers are fun.

I play at the park.

She rides her bike.



ACAP Alternate Fall 2019

Regional Trainings—October and January

System Test Coordinator Training— February

Resources ALEX Website

- Item Specifications
- Sample Items Document



English Learner with Significant Cognitive Disabilities



Definition of an English Learner with Significant Cognitive Disabilities

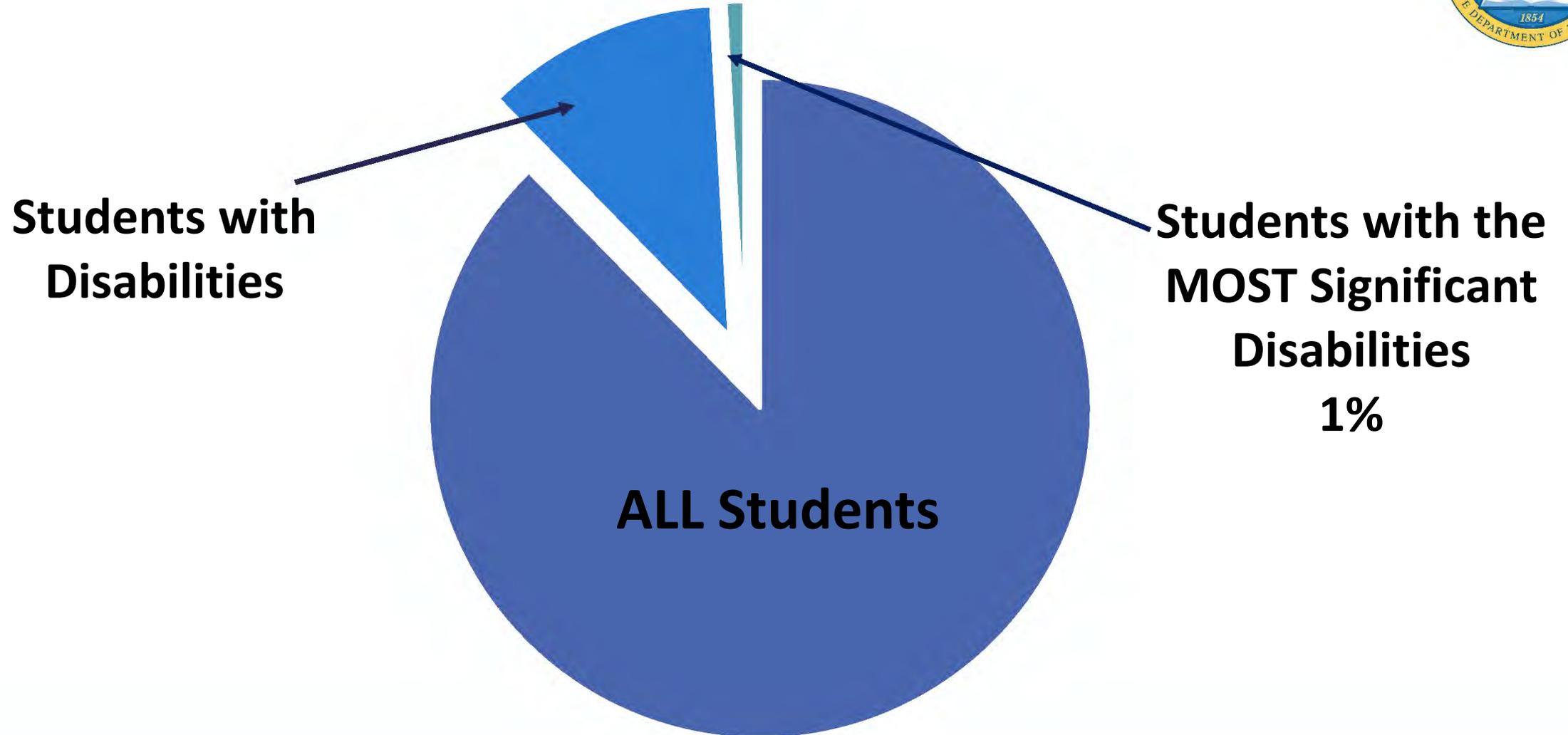
- English learners with the most significant cognitive disabilities are defined as individuals who have one or more disabilities that significantly limit their intellectual functioning and adaptive behavior as documented in their Individual Education Programs, who required extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.

English Learner with Significant Cognitive Disabilities



- Only ELLs with significant cognitive disabilities should take WIDA Alternate ACCESS for ELLs.
- Students demonstrating academic difficulties due to learning disabilities, speech-language impairments, and emotional-behavioral disabilities may not necessarily qualify for participation on WIDA Alternate ACCESS for ELLs, and may be better served by WIDA ACCESS for ELLs Online or Paper.
- The most appropriate assessment for each English learner student must be listed either in the student's IEP or 504 plan.
- Students with disabilities who can be served with accommodations on the WIDA ACCESS for ELLs Online and Paper assessments should continue to participate in that assessment, NOT WIDA Alternate ACCESS for ELLs.

1% Threshold



Students with Disabilities

Students with the MOST Significant Disabilities
1%

ALL Students



USDOE Letter-May 16, 2017

- Show the number and percentage of students in each subgroup who took or will take an alternate assessment.
- Subgroups:
 - Male or Female
 - Hispanic/Latin, White, Black or African American, American Indian, Asian, Native Hawaiian
 - Non-English Learner or English Learner
 - Poverty or Non-poverty
 - Two or More Races
 - Non-Migrant



SEA Waiver Requirements of the 1.0% Cap on Participation on an AA-AAAS

“If a State requests to extend a waiver for an additional year, it must demonstrate **substantial progress** towards achieving each component of the plan and timeline.”



1% Threshold

The total number of students assessed using an alternate assessment may **not** exceed 1% of the **total** number of students in the state who are **assessed** in a subject.



Digging into the Alternate Data

Gender	Grade	Exceptionality	Reading	Achievement	Math	Achievement	Science	Achievement
M	08	MD	514	1	540	3		
M	07	ID	574	3	512	2	522	3
M	08	MD	514	1	534	2		
F	04	ID	512	2	526	3		
M	04	AUT	533	2	508	2	522	3
F	05	ID	496	2	500	2	488	2
F	06	SLI	528	3	521	2		
M	05	SLD	547	3	521	2	508	3
F	06	MD	513	2	521	2		
F	03	AUT	400	1	400	1		
M	04	ID	600	4	600	4		
F	08	AUT	600	4	600	4		
M	07	OHI	600	4	600	4	600	4
M	07	SLD	568	3	568	4	600	4
M	03	ID	574	4	531	3	600	4



Monitoring/Support

- Special Education Coordinator
- System Test Coordinator
- Superintendent
- Principals
- Teachers
- Discuss data
- Review IEPs
- Evaluations/documentation



Small Group Activity

Activity



Looking at your groups of students

1. Using all the resources (At Your Fingertips, Teaching and Learning Guides, ALEX) use the template to develop 1 or 2 ELA lessons plans built around the month of November (e.g., Thanksgiving, Harvest, football).
2. Using the same lesson plan, adapt the lesson for the other group of your students.

Remember to incorporate writing, speaking and listening, math, and/or science and social studies standards.

Wrap-Up

ALABAMA STATE DEPARTMENT OF EDUCATION

THE 1% THRESHOLD TRAINING



Training Component	Information	ALSDE Staff Member	Time
Welcome	Today's Agenda	Maggie Hicks Elisabeth Davis	9:00 – 9:10
USDOE Requirements for States Exceeding the 1% Threshold	USDOE Letter(s) General Provisions Exceeding 1% Threshold Justification Form Alternate Assessment Program Participation Decision Document	Maggie Hicks Elisabeth Davis	9:10 – 9:55
Alabama Comprehensive Assessment Program (ACAP)	ACAP Overview 1% Threshold Visuals 2018-2019 Alabama Alternate Participation Rate 2018-2019 Calculation of Data ACAP Alternate Determination Factors	Nanette Pence Susan Goldthwaite	9:55 – 10:20
LEA Roles & Responsibilities	Superintendents System Test Coordinator (STC) Principal Special Education Coordinators Special Education Teacher/Case Manager	Maggie Hicks/Elisabeth Davis Crystal Richardson	10:20 – 10:50
SEA & LEA Planning	ALSDE Training Components Training Resources SEA Consequences for Exceeding USDOE 1% Threshold ALSDE Monitoring Components LEA Data Analysis & Next Steps	Maggie Hicks	10:50 – 11:15
BREAK			11:15
School Tasks & Data Analysis	LEA Team Work Time		11:25 – 1:20
Wrap-up & Next Steps	Create a portfolio of required trainings Complete thorough data analysis Reconvene IEP Team(s) if needed	Maggie Hicks	1:20 – 1:30



Alabama State Department of Education

The 1% Threshold Training

November 2019



Division of Instruction



Student Assessment

Maggie Hicks

Nannette Pence

Student Learning

Dr. Elisabeth Davis

Special Education Services

Crystal Richardson

Susan Goldthwaite

Today's Agenda

- **USDOE Requirements for States Exceeding the 1% Threshold**
- **Alabama's Alternate Achievement Assessment Participation Rates**
- **ACAP – Alternate Decision Chart**
- **LEA Roles and Responsibilities**
 - **Superintendent**
 - **System Coordinator**
 - **Special Education Director/Coordinator**
 - **Principal**
 - **Special Education Teacher/Case Manager**
- **SEA & LEA Planning**
 - **Training, Resources, & Oversight**
- **LEA School Team Data Analysis**

USDOE- Letter May 16, 2017

- Requirements for the Cap on the Percentage of Students who may be Assessed with an Alternate Assessment Aligned with Alternate Academic Achievement Standards

1% Threshold

The total number of students assessed using an alternate assessment may **not** exceed 1% of the **total** number of students in the state who are **assessed** in a subject.

General Provisions

USDOE Provision	ALSDE Action
SEA must require LEA that assesses more than 1.0% of its assessed students in any subject with an AA-AAAs to submit information to SEA justifying the need to exceed the 1.0 threshold	Exceeding 1% Cap Justification Form
SEA must provide appropriate oversight of each LEA that is required to submit such a justification	Assessment Monitoring ALSDE Compliance Monitoring
Request for waiver	Oversight and monitoring
Address any disproportionality in %s of students in any subgroup taking ACAP Alternate	

Justification

- Notification to LEAs that the ALSDE has been determined to be over the 1% participation on the AAA in any subject
- Letter to Superintendent
 - Exceeding the 1% Cap Justification Form
 - Must indicate how all persons who served on an IEP Team were trained on the AAA decision making process and participation guidelines
 - Copies of guidance
- Explain **WHY** your LEA exceeds the 1% threshold
- Assurance
- Superintendent signs the form
- Submitted to ALSDE Student Assessment

Justification Form

Required for each LEA over the 1% Threshold

LEA: _____

Exceeding 1% Threshold Justification Form

The *Every Student Succeeds Act* (ESSA) requires States to ensure that the total number of students assessed in each subject using an alternate assessment for a student with a significant cognitive disability does not exceed one percent (1%) of the total number of students in the state assessed with statewide assessments. ESSA also places a one percent (1%) cap on the total number of all students in the State assessed in each content area. ESSA states that Local Education Agencies (LEAs) that contribute to the State exceeding its participation cap must submit information to the State justifying the need to exceed the one percent (1%) cap.

In Alabama, the definition of a student with the **most** significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean which is an IQ score of 55 or below that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a **most** significant cognitive disability is not solely determined by an IQ test, but rather by a holistic understanding of a student. An alternate assessment, based on alternate standards, ensures that all students are able to participate in instruction and assessments to measure what a student knows and can do in relation to the grade level course of study.

According to the **2018-2019** academic year data, your LEA has been identified as exceeding the one percent (1%) cap in reading, mathematics, and/or science for students participating in the alternate assessment. Please submit the justification information via this link: _____ by **October 25, 2019**.
Do not submit student identifiable information with this form.

JUSTIFICATION

Is this the LEA's first year over the 1% Threshold? **YES NO**

If **NO**, how many years?

Indicate all subjects the LEA is over the 1% Threshold? **Reading Mathematics Science**

Did your Individualized Education Program (IEP) Team utilize the ALSDE guidance for each student who participated in the alternate assessment program? **YES NO**

If **NO**, explain what process was used or steps taken to ensure appropriate participation in the alternate assessment program.

Exceeding 1% Threshold Justification Form

- Is this the LEA's first year over the 1% Threshold? **YES NO**
- If **NO**, how many years?
- Indicate all subjects the LEA is over the 1% Threshold? **Reading Mathematics Science**
- Did your Individualized Education Program (IEP) Team utilize the ALSDE guidance for each student who participated in the alternate assessment program? **YES NO**
- If **NO**, explain what process was used or steps taken to ensure appropriate participation in the alternate assessment program.
- **Training Materials, agendas, and sign in sheets must be on file at the LEA's Central Office**
- All documentation (referenced in the participation guidance) is on file to support the IEP Teams decision for **each** student participating in the alternate assessment program? **YES NO**
- Data for the district and each school has been reviewed and analyzed? **YES NO**
- Data for the district and each school has been reviewed to address disproportionality? **YES NO**
- **All data including worksheets must be on file at the LEA's Central Office.**
- Please explain (including special circumstances) why your LEA exceeds the one percent (1%) cap in reading, mathematics, and/or science for students participating in the alternate assessments.
- **Do not submit any student identifiable information with this form.**

“If a State request to extend a waiver for an additional year, it must demonstrate substantial progress towards achieving each component of the plan and timeline.”

- SEA must include a plan AND timeline that outlines the following:
 - Take **additional steps** to **support and provide oversight to EACH LEA** that the state anticipates will exceed the 1.0% threshold
 - Include steps **to ensure that ONLY students** with most significant cognitive disabilities take an AA
 - Describe SEA process of **monitoring & regularly evaluating each LEA** to ensure that the LEA provides sufficient training such that school staff who serve on IEP teams understand and implement guidelines

Disproportionality

- **What is Disproportionality?**

- Disproportionality exists when there are atypical differences in the proportions of participants from a student group who take the alternate assessment in comparison to the general assessment.

- **Subgroups:**

- Male or Female
- Hispanic/Latin, White, Black or African American, American Indian, Asian, Native Hawaiian
- Non-English Learner or English Learner
- Poverty or Non-poverty
- Two or More Races
- Non-Migrant

USDOE Letter-February 2019: Wavier Requirements

USDOE Requirements

- Will continue to meet all other requirements of section 1111 of the ESEA and implementing regulations with respect to all State-determined academic standards and assessments, including reporting student achievement and school performance, disaggregated by subgroups, to parents and the public.
- Assessed in the prior school year at least 95 percent of ALL students and 95 percent of students with disabilities who are enrolled in grades for which an assessment is required.

ALSDE Action

- Will require that a local educational agency (LEA) submit information justifying the need of the LEA to assess more than 1.0 percent of its assessed students in any such subject with an AA-AAAS.
- Will provide appropriate oversight of an LEA that is required to submit such information to the State, and it will make such information publicly available.

Alabama Alternate Assessment Program Participation Decision Documentation

February 2019



**Alabama Alternate Assessment Program
Participation Decision Documentation**

ALL participation criteria **MUST** be answered in order for the IEP Team to determine that the general education standards and general education assessment are not appropriate, even with accommodations, for a student to assess grade level achievement. Using this participation criteria, the IEP Team will determine whether the student meets the criteria for participation in the Alabama Alternate Assessment Program.

Name of Student: _____ School Year: _____

In Alabama, the definition of a student with the most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean, which is an IQ score of 33 or below that significantly impacts intellectual functioning and that exists consistently with deficits in adaptive functioning (defined as essential for success in life) substantially and in functionally in their life. As a rule, a student having a significant cognitive disability is not solely determined by an IQ test score, but rather by a holistic understanding of a student.

Participation Criteria	Participation Criteria Descriptions	Source of Evidence (check all that apply)
1. The student has the most significant cognitive disability according to AAC 261-2-2-2.1.	Score of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for success in the community and is independently used to determine eligibility in July 2018.	<input type="checkbox"/> Levels of individual educational evaluation in a number of cognitive functioning <input type="checkbox"/> Levels of individual adaptive behavior evaluation <input type="checkbox"/> Levels of individual educational achievement evaluation <input type="checkbox"/> Levels of individual assessment <input type="checkbox"/> Levels of individual reading assessment <input type="checkbox"/> Levels of district-wide alternate assessment <input type="checkbox"/> Levels of language assessment including English Language Learner (ELL) language assessment, if applicable
2. The student participates in or may participate in content instruction in the alternate achievement standards that are aligned to the Alabama Course of Study.	Grade and instruction listed in the IEP are listed in the alternate achievement standards (AAAS) and address knowledge and skills that are appropriate and challenging for the student.	<input type="checkbox"/> Examples of curriculum, instructional objectives and materials including work samples <input type="checkbox"/> Teacher reports of academic achievement and functional performance, goals and benchmarks from the IEP <input type="checkbox"/> Data from scientific research-based interventions <input type="checkbox"/> Progress monitoring data <input type="checkbox"/> Other _____

Participation Criteria	Participation Criteria Descriptions	Source of Evidence (check all that apply)
3. The student requires a substitute or alternative response to achieve academic goals in the grade and age appropriate curriculum.	The student requires substitute or alternative response, individualized instruction and support due to one of a sensory or attention issue and (3) uses individualized adapted materials and individualized methods of acquiring information to alternative response, substitute, modification, accommodation and/or other academic content.	<input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and/or community-based instruction <input type="checkbox"/> Teacher-referred data and observations <input type="checkbox"/> Teacher reports of academic achievement and functional performance, goals and benchmarks, progress monitoring data and monitoring activities from the IEP <input type="checkbox"/> Other _____

If you also determine on this IEP Team meeting that the student's inability to participate in the general education assessment, even with accommodations, is primarily the result of a significant cognitive disability and NEXT:

- is a disability category or label
- your observations or extended observations
- written language/individualized or academic differences
- extended prior performance on the general education assessment
- academic and other services students receive
- individualized assessment or instructional strategy
- patterns of their existing special education services
- English Language (ELL) status
- level resulting from achievement level
- extended period of negative behavior
- impact of test scores on accountability systems
- an administrative decision
- extended academic status
- need for accommodations (e.g., assistive technology, accommodations) to participate in assessment

The IEP Team has determined based on a review of the student's educational information, that the alternate assessment, based on the alternate achievement standards, will be used to provide an indication of the student's current academic achievement.

YES NO (the student will participate in the general education assessment)

Information from the Student's IEP Team on Participation Decision for the Alabama Alternate Assessment Program guide was disseminated to the IEP Team meeting. The decision-making information in the guide was reviewed to determine the student's participation in the Alabama Alternate Assessment Program. The parent has been informed of the difference between assessment based on grade level standards and those based on alternate achievement standards and how participation in the alternate assessment may delay or otherwise affect the student's completion of the requirements for a regular high school diploma. Additionally, the parent has been provided access to the guide and given an opportunity to ask questions.

The "regular high school diploma" from the public high school is provided to the appropriate students in the state that is fully aligned with the standards of a high diploma, except that a regular high school diploma shall not be issued to the alternate assessment achievement students based on the criteria in 16-1-202-1(b).

Date provided to the Parent: _____

This form must be signed by the parent(s) after the IEP Team has determined that the general education assessment, even with accommodations, would not be an accurate assessment of student achievement, and therefore, the student will participate in the alternate assessment. This document will become a part of the student's IEP and filed with the current IEP team.

I understand that my child's achievement will be measured by participation in the alternate assessment which is based on the alternate achievement standards. I understand that my child's participation in the alternate assessment may delay or otherwise affect my child's completion of the requirements for a regular high school diploma.

I understand the factors regarding participation in alternate assessment need to be discussed in the student's current IEP Team meeting and documented in the IEP.

Parent/Teacher Signature: _____ Date: _____

Documentation of a Student's Ability to Access Instruction in the Alternate Assessment Program		
Date	Department of Education	Initials

SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

	YES	NO
• Does the student have behavior which impedes his/her learning or the learning of others?	[]	[]
• Does the student have a Behavioral Intervention Plan?	[]	[]
• Does the student have limited English proficiency?	[]	[]
• Does the student need instruction in Braille and the use of Braille?	[]	[]
• Does the student have communication needs?	[]	[]
• Does the student need assistive technology devices and/or services?	[]	[]
• Does the student require specially designed P.E.?	[]	[]
• Has the IEP Team determined the student meets the participation criteria for the Alabama Alternate Assessment and will be taught the alternate achievement standards?	[]	[]
• Are transition services addressed in this IEP?	[]	[]

Alabama State Assessment Program

Alabama Comprehensive Assessment Program (ACAP)

- ACAP Summative
- ACAP Alternate
- ACCESS for ELLs
- Alternate ACCESS
- NAEP
- Pre ACT
- The ACT with Writing
- WorkKeys

Alabama Alternate Assessment Program

- Alabama Alternate Achievement Standards
- ACAP Alternate
- Alternate Performance Indicators (AMPIs)
- Alternate ACCESS

**ALL
STUDENTS**

100

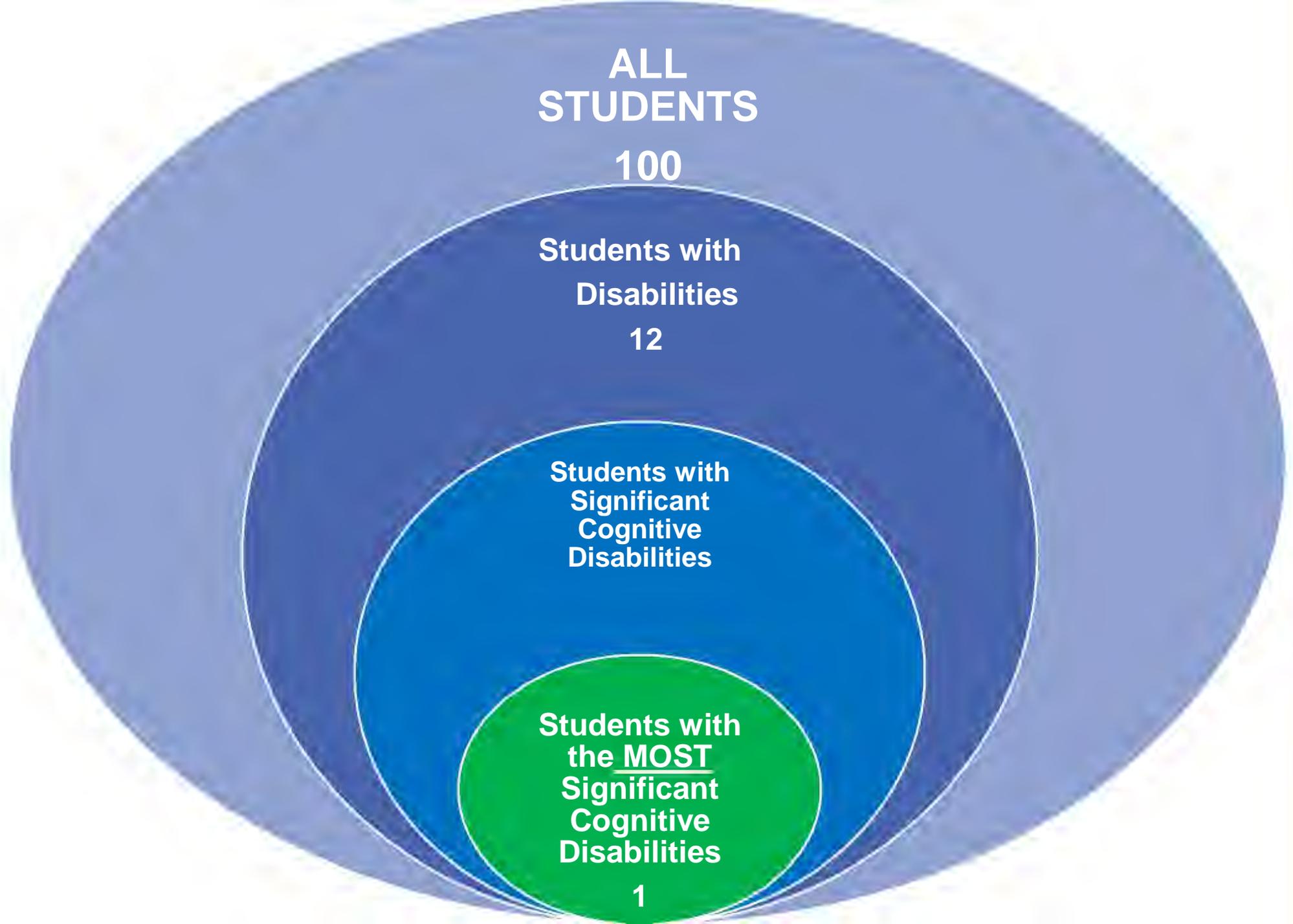
**Students with
Disabilities**

12

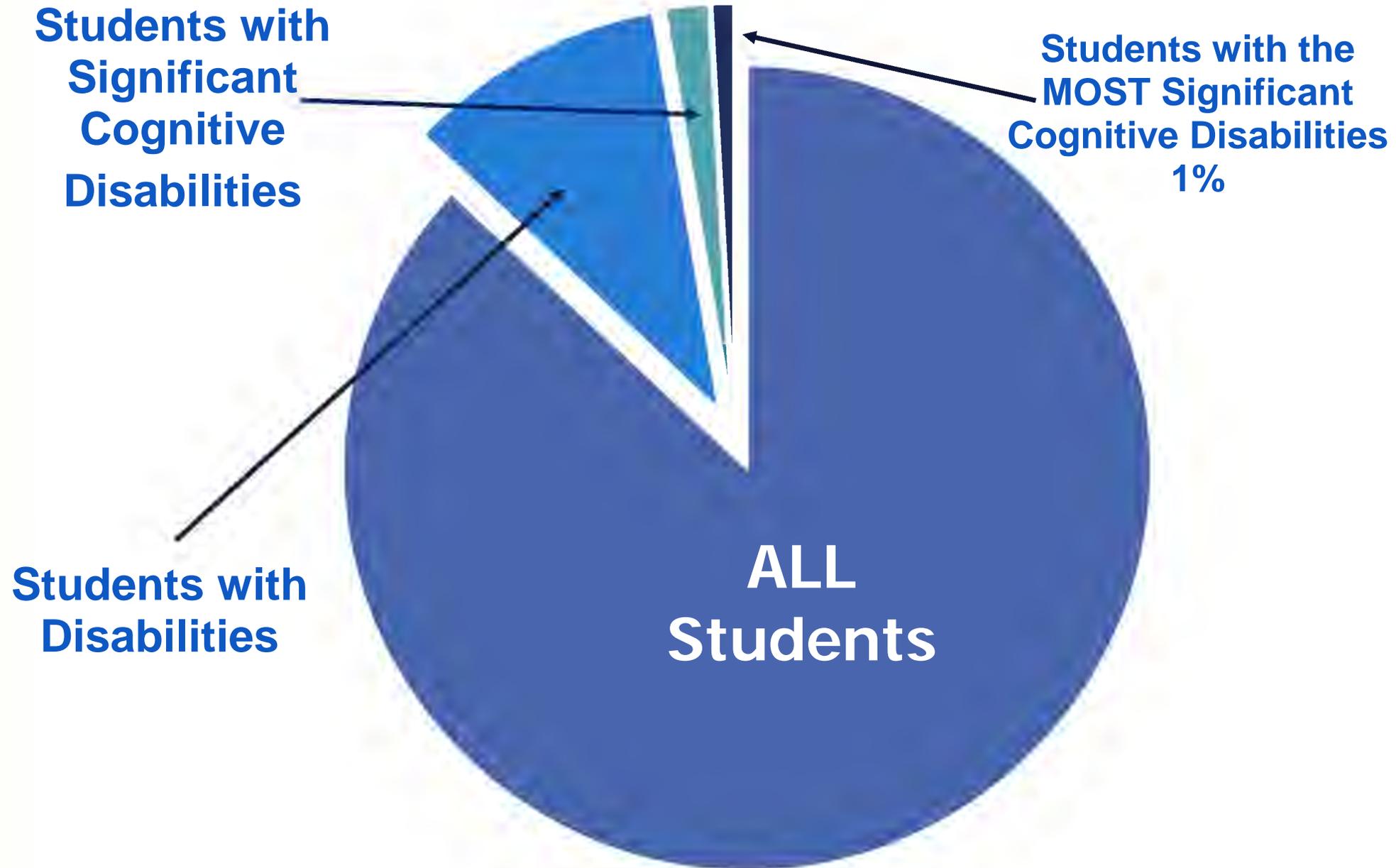
**Students with
Significant
Cognitive
Disabilities**

**Students with
the MOST
Significant
Cognitive
Disabilities**

1



1% Threshold



Alabama Alternate State Participation Rate 2018-2019

Alabama Alternate State Participation 2018-2019

System Name	Subject	Grade	Subpopulation	Total Tested	Participation Rate	Alternate Total Tested	Alternate Tested Percent
State of Alabama	Math	AG	All Students	388991	99.12	4912	1.26
State of Alabama	Reading	AG	All Students	389043	99.12	4914	1.26
State of Alabama	Science	AG	All Students	163386	98.39	2062	1.26

Alabama Participation by Subject and Grade for 2018-2019

Year	Grade	Subject	Number Tested	Percentage Level I	Percentage Level II	Percentage Level III	Percentage Level IV	
2019	3	Reading	676	32.1	35.9	26.4	5.6	
2019	4	Reading	715	18.5	37.7	39.2	4.6	
2019	5	Reading	737	22.7	40.8	29.2	7.3	
2019	6	Reading	743	22.7	31.3	41.9	4	
2019	7	Reading	670	34.3	23.5	34.1	8	
2019	8	Reading	717	37.5	32.4	27.9	2.2	
2019	10	Reading	656	34.8	23.5	39.6	2.1	
		Total	4,912					1.26
2019	3	Mathematics	674	34.2	25.3	24.1	16.3	
2019	4	Mathematics	714	20.1	36.9	34.2	8.8	
2019	5	Mathematics	737	25.4	37.3	28.5	8.8	
2019	6	Mathematics	743	26.5	38.8	31.9	2.8	
2019	7	Mathematics	671	36.5	29.2	30.8	3.6	
2019	8	Mathematics	717	36.3	36.1	22.7	4.9	
2019	10	Mathematics	656	24.5	55.9	15.4	4.1	
		Total	4,914					1.26
2019	5	Science	737	11.5	38.8	49.3	0.4	
2019	7	Science	669	13.2	26.5	56.1	4.3	
2019	10	Science	656	10.5	26.8	61.4	1.2	
		Total	2,062					1.26

2018-2019 Calculation of Data

Reading

- Total number of students who participated in **reading** on the *Alabama Alternate Assessment* in grades 3-8 and 10
- Total number of students who participated in **reading** on *Scantron* grades 3-8
- Total number of students who participated in **reading** on *ACT with Writing* grade 11
- Total number of students who participated in **reading** on *ACCESS* and *Alternate ACCESS* in grades 3-8 and 10

2018-2019 Calculation of Data

Math

- Total number of students who participated in **mathematics** on the *Alabama Alternate Assessment* in grades 3-8 and 10
- Total number of students who participated in **mathematics** on *Scantron* grades 3-8
- Total number of students who participated in **mathematics** on *ACT with Writing* grade 11

2018-2019 Calculation of Data

Science

- Total number of students who participated in **science** on the *Alabama Alternate Assessment* in grades 5, 7 and 10.
- Total number of students who participated in **science** on *Scantron* in grades 5 and 7.
- Total number of students who participated in **science** on *ACT with Writing* grade 11.

ACAP Alternate Determination Factors



DEFINITION OF A STUDENT WITH A SIGNIFICANT COGNITIVE DISABILITY

In Alabama, the definition of a student with the most significant cognitive disability is a student with an intelligence quotient (IQ) of three standard deviations below the mean which is an IQ score of 55 or below that significantly impacts intellectual functioning and that exists concurrently with deficits in adaptive functioning (defined as essential for someone to live independently and to function safely in daily life). As a rule, a student having a significant cognitive disability is not solely determined by an IQ test score, but rather by a holistic understanding of a student.

CHARACTERISTICS OF A STUDENT WITH THE MOST SIGNIFICANT COGNITIVE DISABILITY

NATIONAL CENTER AND STATE COLLABORATIVE

Disability Categories

Intellectual Disabilities (45.2)

Autism (27.1)

Multiple Disabilities (15.3)

Communication

Pre-Symbolic (9.9)

Symbolic or emerging symbolic (90.1)

Evidence of receptive language (89.9)

No or minimal response to sensory stimuli (11.1%)

Classroom Setting

Self contained classroom (64.4%)

Self-contained with inclusion (15.1%)

Reading Skills

reading basic sight words and simple sentences (40.1%)

reading fluently with literal understanding (24.5%);

reading fluently with critical understanding (3.3%)

no observable awareness of text (16%)

Math Skills

counting by rote to 5 (8.6%)

counting with 1:1 correspondence to at least 10 (26.2%)

computing (46.4%) or computing to solve real-life or routine word problems (4.8%)

no observable awareness or use of numbers (14%)

ACAP Decision Chart 2019-2020



Alabama Student Assessment Program Decision Chart

Below is a chart to help clarify the general progression of students through the state assessments. This chart, which is offered as a general guide, may not address all situations. If you have questions concerning special situations, please contact Student Assessment at (334) 694-4817.

Grade 2-3	Grade 4-8	Grade 10	Grade 11	Grade 12
<p>ACAP Summative ELA (Language and Reading)</p> <p>AND</p> <p>Mathematics</p>	<p>ACAP Summative ELA (Language, Reading, and Writing)</p> <p>AND</p> <p>Mathematics</p> <p>AND</p> <p>Science (Grades 4, 6, and 8)</p>	<p>PreACT Reading, Mathematics, English, and Science</p>	<p>ACT with Writing Reading, Mathematics, English, Writing and Science</p>	<p>ACT WorkKeys (Optional) Graphic Literacy, Workplace Documents, and Applied Math</p>
OR	OR	OR	OR	Evidence Collected or Locally Created Assessment
<p>ACAP Alternate ELA (Language and Reading)</p> <p>AND</p> <p>Mathematics</p>	<p>ACAP Alternate ELA (Language, Reading, and Writing)</p> <p>AND</p> <p>Mathematics</p> <p>AND</p> <p>Science (Grades 4, 6, and 8)</p>	<p>ACAP Alternate Reading, Mathematics, English, and Science</p>	<p>ACAP Alternate Reading, Mathematics, English, Writing and Science</p>	<p>(Optional) Graphic Literacy, Workplace Documents, and Applied Math</p> <p>Evidence must be collected or a locally created assessment must be administered.</p>

In order to meet federal and state guidelines, teachers will need to provide a locally created alternate assessment for **any** test administered in the Local Education Agency (LEA) for which there is **not** a formal alternate assessment.

Collect evidence for the specific subject area.

No minimum requirement of evidence per subject.

OR

Create a test to assess the specific subject area.

No minimum requirement of test items per subject.

Assessments are subject to change.



Alabama Student Assessment Program Decision Chart

Below is a chart to help clarify the general progression of students through the state assessments. This chart, which is offered as a general guide, may not address all situations. If you have questions concerning special situations, please contact Student Assessment at (334) 694-4817.

Grade 2-3	Grade 4-8	Grade 10	Grade 11	Grade 12
<p data-bbox="257 704 494 868"><i>ACAP Summative</i> ELA (Language and Reading)</p> <p data-bbox="328 918 417 953">AND</p> <p data-bbox="275 1003 499 1039">Mathematics</p>	<p data-bbox="580 704 1024 825"><i>ACAP Summative</i> ELA (Language, Reading, and Writing)</p> <p data-bbox="759 875 848 911">AND</p> <p data-bbox="695 961 912 996">Mathematics</p> <p data-bbox="759 1046 848 1082">AND</p> <p data-bbox="657 1139 947 1218">Science (Grades 4, 6, and 8)</p>	<p data-bbox="1149 704 1386 918"><i>PreACT</i> Reading, Mathematics, English, and Science</p>	<p data-bbox="1498 704 1844 918"><i>ACT with Writing</i> Reading, Mathematics, English, Writing and Science</p>	<p data-bbox="1939 704 2234 968"><i>ACT WorkKeys</i> (Optional) Graphic Literacy, Workplace Documents, and Applied Math</p>

OR	OR	OR	OR	Evidence Collected or Locally Created Assessment
<p><i>ACAP Alternate ELA</i> (Language and Reading)</p> <p>AND</p> <p>Mathematics</p>	<p><i>ACAP Alternate ELA</i> (Language, Reading, and Writing)</p> <p>AND</p> <p>Mathematics</p> <p>AND</p> <p>Science (Grades 4, 6, and 8)</p>	<p><i>ACAP Alternate Reading, Mathematics, English, and Science</i></p>	<p><i>ACAP Alternate Reading, Mathematics, English, Writing and Science</i></p>	<p>(Optional) Graphic Literacy, Workplace Documents, and Applied Math</p> <p>Evidence must be collected or a locally created assessment must be administered.</p>

In order to meet federal and state guidelines, teachers will need to provide a locally created alternate assessment for **any** test administered in the Local Education Agency (LEA) for which there is **not** a formal alternate assessment.

Collect evidence for the specific subject area.
No minimum requirement of evidence per subject.

OR

Create a test to assess the specific subject area.
No minimum requirement of test items per subject.

Assessments are subject to change.

What Are Your Roles and Responsibilities?



Alabama Comprehensive Assessment Program Test Integrity Handbook

Superintendent

- Has overall responsibility for all Alabama Comprehensive Assessment Program (ACAP) activities within the LEA.
- Ensures that **ALL** students attending public schools in the system are included in ACAP. Home-school and private school students **do not** participate in ACAP.
- Ensures that Individualized Education Programs (IEP), Individualized English Language Plans (I-ELP), and /or 504 Plans **clearly specify** any approved accessibility supports and accommodation supports available to students participating in the administration of standardized state assessments.
- Ensures that students with an IEP, I-ELP, and/or 504 Plan **receive** appropriate accessibility supports and accommodations as indicated in each individual plan.
- Ensures that test results are distributed to appropriate personnel in a timely manner and informs the public of test results.

Alabama Comprehensive Assessment Program Test Integrity Handbook

System Test Coordinator

- Serves as liaison between LEA and the ALSDE.
- Coordinates all ACAP activities within the LEA.
- Attends ALSDE trainings related to ACAP.
- Works with the Special Education Coordinator, System 504 Coordinator, ESL Coordinator, BTCs, and Principals to ensure that students with IEPs, I-ELPs, and /or 504 Plans clearly specify any approved accessibility supports and accommodation supports available to students participating in the administration of standardized state assessments.
- Works with the Special Education Coordinator, System 504 Coordinator, ESL Coordinator, BTCs, and Principals to ensure that students with IEPs, I-ELPs, and/or 504 Plans receive appropriate accessibility supports and accommodations as indicated in each individual plan.
- Conducts training for the Superintendent, BTCs, TACs, System Special Education Coordinator, System 504 Coordinator, System ESL Coordinator, Technology Coordinator, and Monitors, to ensure a clear understanding of the information provided in the current *Alabama Comprehensive Assessment Program Test Integrity Handbook*, published by the ALSDE.
- Provides technical assistance regarding the Alabama Comprehensive Assessment Program to school personnel, including test interpretation and utilization.

Alabama Comprehensive Assessment Program Test Integrity Handbook

Special Education Coordinator

- Ensures that all students with disabilities receiving special education services participate in the ACAP.
- **Works with the STC, the BTC, and Principals to ensure that IEPs, I-ELPs, and /or 504 Plans clearly specify any approved accessibility and accommodation supports available to students participating in the administration of standardized assessments.**
- Ensures that students with an IEP, I-ELP, and/or 504 Plans **receive** the appropriate accessibility and accommodation supports as indicated in each individual plan.
- Works with the STC and Principals on test administration for all students with disabilities receiving special education services.
- Is knowledgeable of the ACAP procedures.
- Attends training sessions concerning the ACAP.
- Provides technical assistance to special education teachers.
- Provides technical assistance to IEP Teams regarding appropriate decisions pertaining to the assessments and accommodations, if needed.

Special Education Coordinator General Supervision Requirements

- Ensure all students with disabilities participate in the state assessment program
- Ensure IEP Team members are trained on the 1% requirement how to make appropriate decisions about participation in the state assessment program
- Ensure that the parent is clearly informed that their child's academic achievement will be measured based on instruction from alternate achievement standards and how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma.
- Provide internal monitoring to ensure appropriate decisions are being made regarding participation especially in the alternate assessment
- Monitor the 1% threshold requirement

Alabama Comprehensive Assessment Program Test Integrity Handbook

Principals

- Takes responsibility for all ACAP activities in the school, including test security, instruction, administration, remediation, and written documentation.
- Ensures that **ALL** students attending the public school assigned to the Principal are included in the Alabama Comprehensive Assessment Program. Home-school and private school students **do not** participate in the Alabama Comprehensive Assessment Program.
- **Works with the BTC to ensure that IEPs, I-ELPs, and /or 504 Plans clearly specify any approved accessibility and accommodation supports available to students participating in the administration of standardized assessments and that students receive those accessibility and/or accommodations supports.**
- Attends all appropriate training sessions concerning the ACAP.
- **Works with the BTC to ensure that students of special populations are tested and accommodated according to the decisions of the IEP Team, 504 Committee, ESL Committee, or ACT.**
- Ensures that school reports/home reports are distributed to appropriate personnel and released to students and parents in a timely manner.

Principals' R & Rs Continued

1. Who, in the school setting, should monitor the services that students with disabilities are receiving? How do we hold special education teachers accountable for providing services that are included in an IEP?

The school's principal is the instructional leader of the school and is considered to be its site-based manager. As such, the principal has the overall responsibility for monitoring and supervising his/her staff in such a way to ensure that appropriate instruction and support are provided to all students at the school.

As discussed previously and in Alabama, the principal and/or other school administrator designee typically participates in and serves as the LEA Representative at IEP meetings. The LEA is responsible for ensuring that the services set forth in every student's IEP are provided. In carrying out this responsibility, it is critical that the principal communicate closely with the school district's Special Education Coordinator for problem-solving, collaboration and compliance, which will demonstrate a unity of effort throughout the entire district. Effective procedures for monitoring the delivery of services to students with disabilities must be developed and implemented locally.

Special Education Teacher/Case Manager

R & Rs

- Follow the 5-step process to prepare for the meeting
- Complete the participation form during the meeting- this is an IEP Team decision
- The special education teacher must obtain the parent's signature, if in attendance
- If the parent is not in attendance, then the requirement to "clearly inform" the parent must still be met.
- Ensure the parent understands that their child's academic achievement will be measured based on instruction from *Alternate Achievement Standards (AAS)* and how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma.
- Responsible for teaching the *Alternate Achievement Standards* for English Language Arts, math, science and social studies or ensuring the content teacher's instruction covers the alternate standards - this requires collaboration and co-planning.

Special Education Teacher

- The special teacher for any child being considered for the alternate assessment, should follow the 5-step process to prepare for the meeting.
- The special education teacher must complete the participation form during the meeting- this is an IEP Team decision. The special education teacher must obtain the parent's signature, if in attendance. If the parent is not in attendance, then the requirement to "clearly inform" the parent must still be met.
- The special education teacher must ensure the parent understands that their child's academic achievement will be measured based on instruction from alternate achievement standards and how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma.
- The special education teacher is responsible for teaching the alternate standards for English language arts, math, science and social studies or ensuring the content teacher is teaching the alternate standards.

Preparation for IEP Team Meeting To Consider ACAP Alternate Assessment

STEP ONE – GATHER APPROPRIATE DATA

STEP TWO – REVIEW STUDENT INFORMATION

STEP THREE – REVIEW INSTRUCTIONAL FOCUS

STEP FOUR – COMPLETE THE AAAP PARTICIPATION
DECISION DOCUMENTATION PROCESS

STEP FIVE – DOCUMENT ELIGIBILITY DECISION

ALSDE Oversight: “Monitor, Regularly Evaluate, & Provide Training...”



ALSDE Training Components

GROUP

TRAINING RESOURCES

Special Education Directors/Coordinators

Special Education Services – Back-to-School Meeting – August 20, 2019

- Turn around training for the Alabama Alternate Assessment Program Participation Decision Process

Special Education Directors/Coordinators, Principals, Local Special Education Teachers/Case Managers

Regional Trainings by ALSDE Assessment, Special Education Services, and Office of Student Learning - November 2019

IEP Team Members

Fall 2019/Winter 2020 at local schools

- Facilitator's Guide
- Scripted power point
- Example Case Studies – Monique & Mateo

Training Resources

- Facilitator's Guide: Guide for IEP Teams on Participation Decisions for the ACAP-Alternate
- Scripted Power Point Presentation
- Example Case Studies

Example – Monique

Case Study

Data Review Template

AAAP Participation Decision Documentation

Independent Activity - Mateo

Case Study

Data Review Template - Blank

AAAP Participation Decision Documentation - Blank

- District IQ Worksheet

**Guidance for IEP Teams
on
Participation Decisions
for the
Alabama Alternate Assessment Program**



**Alabama State Department of Education
Student Assessment and Special Education Services
March 2019**

LEA Team Resources

District Worksheet

District IQ Ranges

District Name: _____

IQ Range		Total Number of students who would be eligible	Students in each IQ range in district	IQ Range
1.68 SD or above	76 or higher			76+
1.67 SD or below	75 or below			71-75
2 SD below	70 or below			66-70
2.33 SD below	65 or below			64-65
2.5 SD below	63 or below			56-63
3 SD below	55 or below			55 or below

District IDEA Eligibility Categories

IDEA Eligibility Categories	Number of Students
Autism	
Deaf-Blindness	
Developmental Delay	
Emotional Disability	
Intellectual Disability	
Multiple Disabilities	
Hearing Impairments	
Other Health Impairments	
Orthopedic Impairments	
Specific Learning Disabilities	
Speech or Language Impairments	
Traumatic Brain Injury	
Visual Impairments	

School Worksheet

School Name: _____

School IQ Ranges

IQ Range		Total Number of students who would be eligible	Students in each IQ range in school	IQ Range
1.68 SD or above	76 or higher			76+
1.67 SD or below	75 or below			71-75
2 SD below	70 or below			66-70
2.33 SD below	65 or below			64-65
2.5 SD below	63 or below			56-63
3 SD below	55 or below			55 or below

SEA Consequences for Exceeding USDOE 1% Threshold

- If a State did not receive a waiver for the 2017-2018 SY and assessed more than 1.0 percent of assessed students in reading/language arts, mathematics, and/or science, in the State with the AA-AAAS, the State is **out of compliance with ESSA**. Based on the State's context and information, such as the extent to which the State exceeded the 1.0 percent threshold, the Department will consider one of the following actions:
 - Sending a letter notifying the State that it has assessed more than 1.0 percent of tested students with an AA-AAAS and requiring the State to submit a plan to come into compliance with the 1.0 threshold.
 - **Placing a condition on the State's Title I Part A grant award**. As part of the condition, a State would be required to submit a plan to assess no more than 1.0 percent of students with an AA-AAAS in each subject.
 - Imposing high risk status on the State's Title Part A grant award.
 - Withholding Title I Part A State administrative funds.
- The USDOE will determine which of these consequences to apply, the Department will consider multiple factors, including the extent to which a State assessed more than 1.0 percent of tested students with an AA-AAAS and the State's improvement over time in reducing participation of students in alternate assessments.

USDOE Monitoring Requirement

“How the State will monitor and regularly evaluate each LEA to ensure that the LEA provides sufficient training such that school staff who participate as members of an IEP Team or other placement team understand and implement the guidelines established by the State participation for the school year is required to demonstrate substantial progress towards achieving each component of the prior year’s plan and timeline to ensure the State is making progress towards meeting the 1.0 percent cap and assessing only students with the most significant cognitive disabilities with an AA-AAAS.”

ALSDE Monitoring Supports

- Special Education Coordinator
- System Test Coordinator
- Superintendent
- Principals
- Teachers
- Discuss data
- Review IEPs
- Evaluations/documentation

SES MONITORING THE 1% PARTICIPATION DECISION – DESK AUDIT

- LEAs will be given the names of 5 students who the IEP Team has determined will participate in the ACAP-Alternate.
- The *Alabama Alternate Assessment Program Participation Decision Documentation* form and supporting evidence used to make the decision will be uploaded into the student's record.
- The Compliance Monitoring Team will review the uploaded information and will use professional judgement to agree or disagree with the decision by the IEP Team.



SES MONITORING THE 1% PARTICIPATION DECISION – ON SITE

The Technical Assistance Team will discuss the desk audit findings for any student that the State reviewer did not agree with the IEP Team decision based on the uploaded supporting documents.

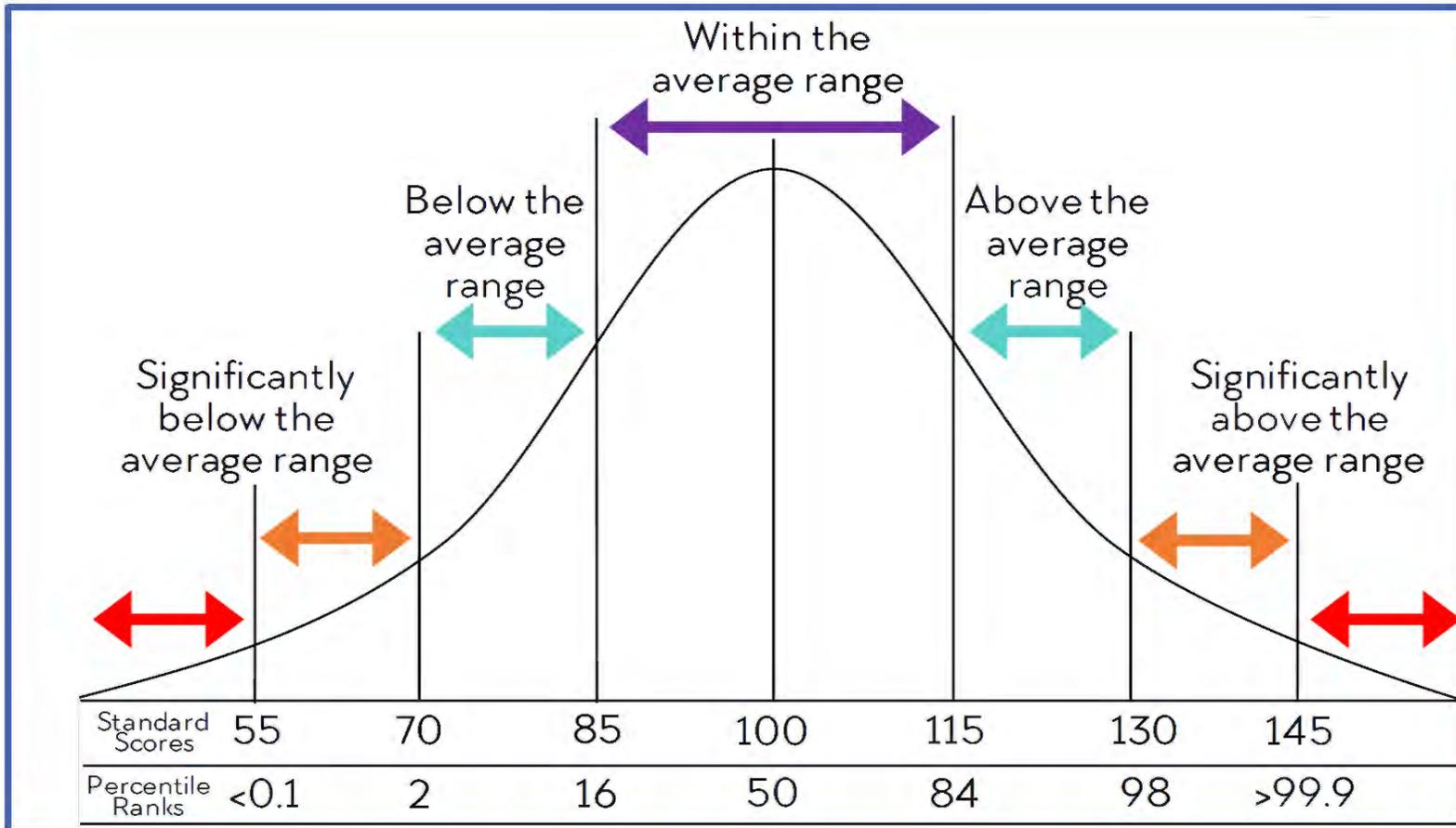
The Technical Assistance Team will review the supporting documents and the SY 18-19 assessment test scores with the LEA staff and assist with a plan of action for the LEA to review the student's information.



Digging into your school's alternate data

- Alternate Data
- AIM Portal
- Copy of student raw scores
- Export the spreadsheet
- Review the data looking for possible **discussion points**
 - Disability
 - Scores
 - Achievement level
 - Grade

Bell Curve



IQ	Cumulative Percentages
75	5.0%
70	2.3%
65	1.0%
63	0.7%
55	0.1%

Digging into the Alternate Data

Gender	Grade	Exceptionality	Reading	Achievement	Math	Achievement	Science	Achievement
M	08	MD	514	1	540	3		
M	07	ID	574	3	512	2	522	3
M	08	MD	514	1	534	2		
F	04	ID	512	2	526	3		
M	04	AUT	533	2	508	2	522	3
F	05	ID	496	2	500	2	488	2
F	06	SLI	528	3	521	2		
M	05	SLD	547	3	521	2	508	3
F	06	MD	513	2	521	2		
F	03	AUT	400	1	400	1		
M	04	ID	600	4	600	4		
F	08	AUT	600	4	600	4		
M	07	OHI	600	4	600	4	600	4
M	07	SLD	568	3	568	4	600	4
M	03	ID	574	4	531	3	600	4



Alabama Department of Education
SETS Web App



<http://stiweb/districts.html>

1% Threshold Monitoring – Next Steps

Use the link below to create a check list to ensure that the next steps for your LEA/school monitoring will be completed.

[1% Threshold Monitoring Next Steps](#)

Create a portfolio of trainings
Complete data analysis
Reconvene IEP Team if needed

School Worksheet

School Name: _____

School IQ Ranges

IQ Range		Total Number of students who would be eligible	Students in each IQ range in school	IQ Range
1.68 SD or above	76 or higher			76+
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2.33 SD below	65 or below			64-65
2.5 SD below	63 or below			56-63
3 SD below	55 or below			55 or below

School IDEA Eligibility Categories

IDEA Eligibility Categories	Number of Students
Autism	
Deaf-Blindness	
Developmental Delay	
Emotional Disability	
Intellectual Disability	
Multiple Disabilities	
Hearing Impairments	
Other Health Impairments	
Orthopedic Impairments	
Specific Learning Disabilities	
Speech or Language Impairments	
Traumatic Brain Injury	
Visual Impairments	

District Worksheet

District IQ Ranges

District Name: _____

IQ Range		Total Number of students who would be eligible	Students in each IQ range in district	IQ Range
1.68 SD or above	76 or higher			76+
1.67 SD or below	75 or below			71-75
2 SD below	70 or below			66-70
2.33 SD below	65 or below			64-65
2.5 SD below	63 or below			56-63
3 SD below	55 or below			55 or below

District IDEA Eligibility Categories

IDEA Eligibility Categories	Number of Students
Autism	
Deaf-Blindness	
Developmental Delay	
Emotional Disability	
Intellectual Disability	
Multiple Disabilities	
Hearing Impairments	
Other Health Impairments	
Orthopedic Impairments	
Specific Learning Disabilities	
Speech or Language Impairments	
Traumatic Brain Injury	
Visual Impairments	

