

Alternate Assessment Eligibility Worksheet

The Alternate Assessment Eligibility Worksheet is designed to assist IEP Teams in making the very important decision for students to follow the NC Extended Content Standards and participate in alternate assessments. This worksheet is designed to assist teams in reviewing the criteria established by the NCDPI, and to document the decision in the IEP within the Special Factors section.

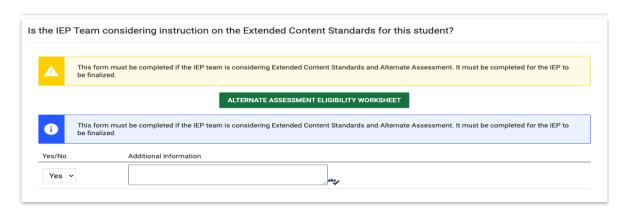
Steps to follow on the Special Factors:

Step 1: Consider the need for instruction on the Extended Content Standards:



If No, there will be no further information to include.

If Yes, The Alternate Assessment Eligibility Worksheet button will appear in the center of the screen. Teams are required to complete the worksheet when considering Extended Content Standards for students.



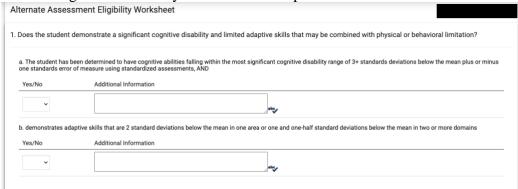
Worksheet: Each section of the worksheet requires yes/no answers. If answered yes, text is required to document the "why".



Remember, consideration of instruction on the Extended Content Standards should be discussed at each annual review meeting. The team must make an informed decision based on the most recent data presented.

Section #1:

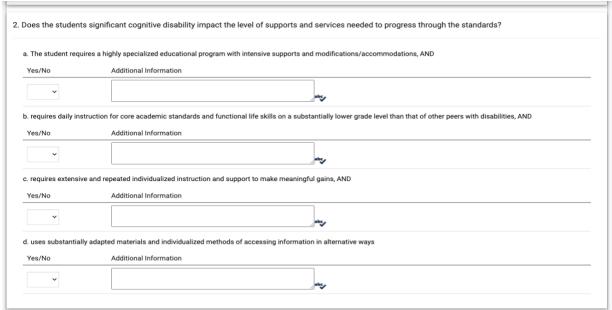
Significance of the Cognitive Disability and Limited Adaptive Skills:



Remember teams should document cognitive and adaptive evaluation results that are current and/or relevant to the student. This information should accurately reflect the student's current abilities.

Section #2:

Instructional Considerations



Remember when considering statements, a-d:



- The level of support provided to students; the team should see documentation of support that is SIGNIFICANTLY different from the support provided routinely to all students. The information provided should be more than just accommodations/modifications.
- A substantially lower grade level is more significant than one or two grade levels below in one skill area. Documentation should reflect information documenting the significance of the grade level gaps in all skill areas (i.e., students cannot follow the ECS for math, but not for reading).
- Extensive and repeated individualized instruction is much more intensive and should be documented to reflect the needs of the student.
- Substantially adapted materials and individualized methods should also reflect the level of intensity that is needed for the student to access the curriculum and is also much more that testing accommodations.

Section #3:

Post School Outcomes

3. V	3. Will the students significant cognitive disability impact the students post-school outcomes compared to same age peers?		
	Yes/No	Additional Information	
	~	alaxy.	

Remember, all decisions made during the educational career impact the student's future and although the transition plan is completed starting at age 14, teams should consider those outcomes at all grade levels and ages.

Keep in mind, the ECS should not be a "holding place" for a middle school student that would be appropriate for the Occupational Course of Study.

Section #4:

Assessment Participation

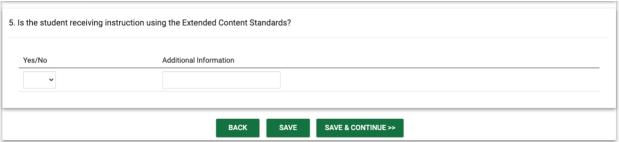
	nability to participate in the regular assessment primarily the result of the extent of the significant cognitive disability and NOT the result of se, visual or auditory processing, social, cultural, language or economic difference?
Yes/No	Additional Information
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Remember, teams must carefully review each of these extenuating factors and ascertain the cognitive disability and adaptive behavior skills are the main factors.

Section #5:

Decision of Instruction

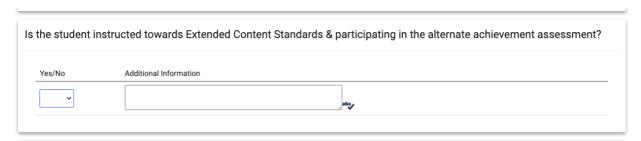




This question must be considered at each Annual Review.

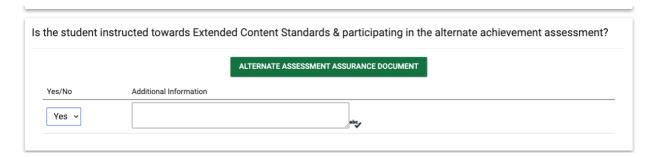
Remember, the answer to this question is based on the data reviewed on the eligibility worksheet. If the team concluded the student requires intensive instruction with intensive supports, at a grade level significantly below their same aged peers and with repeated/intensive instruction and substantially adapted materials the team should consider if the ECS is appropriate for the student.

<u>Step 2:</u> Once the worksheet is completed and the user clicks Save & Continue, users are redirected to the Special Factors Page. Scroll down and a new question will appear, and teams must answer yes/no.



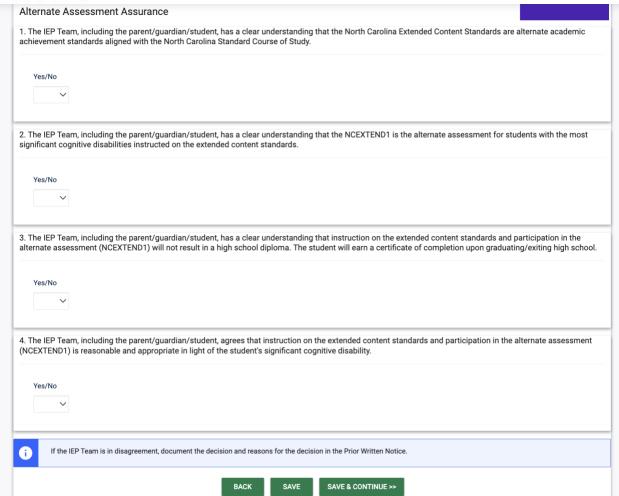
If "no", there will be no further information to include.

If the team answers "yes" to this question a new box will appear in the center with the Alternate Assessment Assurance Document button:



Once the user clicks on the green button, the Alternate Assessment Assurance will appear, and teams will need to answer each question yes/no:





If teams answer yes, teams must include at least 2 short-term objectives and/or benchmarks with goals. ECATS will trigger an error message if objectives are not included, and the user will not be able to finalize the document.



Also, teams must choose the alternate assessment when adding state tests and include an explanation of why the student is participating in the alternate assessment:



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