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Vermont's Alternate Assessment Criteria Checklist

Definition

Students who exhibit a significant cognitive disability are those whose records indicate a disability, or multiple disabilities, that require intensive or extensive levels of direct support that is not of a temporary or transient nature. These students require specially designed instruction that are aligned with the grade appropriate Common Core State Standards and the Next Generation Science Standards, or extensions of those standards, to acquire, maintain, or generalize skills in multiple settings including the home, school, workplace, and community. The student's disability must significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as actions essential for an individual to live independently and to function safely in daily life. Having a significant cognitive disability is not determined by an IQ test score, but rather a holistic understanding of a student.

The following are NOT allowable (or acceptable) considerations for determining participation in an alternate assessment:

1. a disability category label;
2. poor attendance or extended absences;
3. native language, social, cultural, or economic differences;
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;
8. English learner (EL) status;
9. low reading level or achievement level;
10. anticipated disruptive behavior by the student;
11. impact of student's scores on accountability system;
12. administrator decision;
13. anticipated emotional duress; or
14. need for accommodations (e.g., assistive technology) to participate in assessment.

Participation Criterion	Participation Criterion Description	Agree (yes) or Disagree (no)? Provide Documentation for each
1. Student has an active IEP	Student is currently receiving services under an active IEP.	Yes/No
2. The student program includes extensions from grade-level academic standards in ELA, Mathematics, Science, and English Proficiency (if applicable)	<p>a. Goals and instruction listed in the IEP for this student include the enrolled grade-level content standards or extensions derived from the Common Core State Standards (CCSS) for English and Math and the Next Generation Science Standards (NGSS) for science.</p>	Yes/No
	<p>b. The student's parents or guardians have been notified that the student will be assessed against extended academic achievement standards.</p> <p><i>*Alternate English Language Proficiency standards are under development. Teachers should reference Alternate Model Performance Indicators in the IEP.</i></p>	Yes/No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and-age-appropriate curriculum.	<p>The student</p> <p>a. Requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and</p>	Yes / No
	<p>b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings</p>	Yes / No
4. The student meets the criteria for participation in the alternate assessment	The IEP team has identified the need for an alternate assessment.	Yes/No