



Alternate Assessment IEP Review LEA Self-Evaluation Form

Legislation/Regulation Authority

Title 1 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA) [ESEA §111(b)(2)(D) and 34 CFR 200.6(c) and (d)], modifies the provision that students with the most significant cognitive disabilities may participate in alternate assessments based on alternate academic achievement standards (alternate assessments). ESSA places a 1.0% cap on the number of students who may participate in alternate assessments.

Focus of Monitoring:

To meet the requirements of Peer Review: 5.1 Procedures for including Students with Disabilities

- Evidence that the State - Monitors implementation of guidelines for IEP teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards, if applicable.

Last Name:	First Name:	Student ID#
School District or Charter School:	School:	
Student Age: _____	Student DOB: _____	Student Grade Level on Date of Record Review: _____
Name of Representative Completing Record Review: _____		Date of Record Review: _____

Criteria #1: Evidence of Significant Cognitive Disabilities

The student has a disability or multiple disabilities that *pervasively* impacts intellectual functioning and *adaptive behavior.

**(Adaptive Behavior- essential for someone to live independently and to function safely in daily life- DLM definition)*

Criteria	Data	Data-Based Decision
1.A: The student’s cognitive disability interferes with learning grade level skills and concepts across all academic areas.		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria
1.B: The student demonstrates a pattern of being unable to participate any general state assessment even with accessibility supports .		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria

<p>1.C: Even with additional time, the student is unable to develop the skills needed to live independently or to function safely in their daily life at home, school and community.</p>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria
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Criteria #2: Intensity of Instruction

The student requires specialized direct instruction and/or a wide range of supports to acquire and transfer skills to school, home, work, and community environments.

Criteria	Data	Data-Based Decision
<p>2.A: Individualized instruction or a low student-to-teacher ratio for instruction (ex. 1:1, 1:2) leads to the best student gains.</p>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria
<p>2.B: The student receives a wide range of complex supports to acquire and transfer skills.</p>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria
<p>2.C: Even with extended time and repeated exposure, the student is unable to acquire and transfer skills to school, home and/or community environments.</p>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria

Criteria #3: Curricular Outcomes

The student requires extensively modified instruction with less complex and depth of skills and uses the Delaware Alternate Achievement Standards to access the Delaware Content Standards.

Criteria	Data	Data-Based Decision
<p>3.A: The student receives intensive instruction to learn academic content that is reduced in depth, breadth, and complexity.</p>		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria

3.B: Student is unable to meet general curricular demands even with accessibility supports.		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria
3.C: The student receives instruction using the Delaware alternate achievement standards		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria

Criteria #4 Exclusions

The decision to include the student in the DESSA-Alt is NOT based on the following:

1. existence of an IEP;
2. specific categorical label;
3. educational placement or setting;
4. English language learner status
5. socio-economic or cultural differences;
6. excessive or extended absences;
7. disruptive behavior;
8. student's reading level; or
9. the expectation that the student will not perform well on DeSSA Gen Ed assessments

Criteria	Data	Data-Based Decision
4. The IEP team discussion revealed none of the exclusions were a factor in the eligibility decision.		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria

Criteria #5: Parent Acknowledgement

Criteria	Data	Data-Based Decision
5.A: The parent/guardian initialed understanding that student's participation in the DeSSA-Alternate Assessment could lead to a Diploma of		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria



Alternate Achievement Standards, which may not be accepted by colleges and technical/trade schools.		
5.B: The parent/guardian initialed understanding that the standards assessed in the DeSSA-Alternate Assessment are less complex than the Delaware Content Standards assessed in the DeSSA general assessments.		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria
5.C: The IEP Team Leader provided the parent/guardian with the Facts About the DeSSA-Alternate.		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria

Criteria #6: General

Criteria	Data	Data-Based Decision
6.A: The IEP included the DeSSA-Alternate Decision-Making Tool.		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria
6.B: The student participated in ALL content areas of the alternate assessment		<input type="checkbox"/> Meets Criteria <input type="checkbox"/> Does Not Meet Criteria

SUMMARY

Total Meets Criteria Ratings: (____/ 15)

Total Does Not Meet Criteria Ratings: (____/15)

A review of the evidence indicates the IEP Team followed the State Guidelines and Participation Criteria when making the determination to place the student on the Alternate Assessment. Yes No

Signature of LEA Reviewer

Date