

Appendix B-3: DeSSA-Alternate Participation Guidelines

Student Name: _____ Date of Birth: _____ School: _____

A student with a significant cognitive disability is one whose disability *pervasively* impacts his/her intellectual functioning and adaptive behavior. Significant deficits in intellectual functioning result in the student requiring extensive direct instruction and substantial supports in order to make measurable educational gains. Significant deficits in adaptive behavior often result in the student being unable to develop the skills needed to live independently or to function safely in their daily life at home, in school and in the community. As a result, the student is learning academic content that is reduced in depth, breadth, and complexity.

A student who does not meet ALL of the criteria for ALL content areas will participate in the DeSSA/SAT general education assessments with/without accommodations. If a decision is made after the beginning of the DeSSA-Alt window, the student will continue to participate in the DeSSA assessments for the remainder of the school year.

Participation Criteria	Participation Criteria Descriptors	Agree/Disagree
Criterion #1: Evidence of Significant Intellectual Disabilities	The student has a disability or multiple disabilities that significantly impacts intellectual functioning and adaptive behavior . <i>*(Adaptive Behavior- essential for someone to live independently and to function safely in daily life- DLM definition)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Criterion #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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Criterion #3: Curricular Outcomes	The student requires extensively modified instruction with less complex and depth of skills and <u>uses</u> the Delaware Alternate Achievement Standards to access the Delaware Content Standards.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Criterion #4: Learner Characteristics Inventory (LCI)	In addition to other data sources, the LCI was completed on _____ and the information shared when making the decision of participation in the DeSSA-Alt.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Criterion #5: Exclusions	The decision to include the student in the DESSA-Alt is NOT based on the following: <ol style="list-style-type: none"> 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 	<input type="checkbox"/> Yes <input type="checkbox"/> No

Parent/Guardian: My initials below signifies that I understand that my child's participation in the DeSSA-Alternate Assessment *may* lead to a Diploma of Alternate Achievement Standards, which may not be accepted by colleges and technical/trade schools. I understand that the standards assessed in the DeSSA-Alternate Assessment are less complex than the Delaware Content Standards assessed in the DeSSA general assessments. _____

IEP team members: My signature below indicates that the student has met ALL five criteria and I agree with the decision for the student to participate in the DESSA-Alternate Assessment for ELA, Math and Science, based on alternate achievement standards.

_____	_____
(Parent/Guardian(s))	(Date)
_____	_____
(Student)	(Date)
_____	_____
(Administrator/designee)	(Date)
_____	_____
(Teacher)	(Date)
_____	_____
(Other – please specify name and position)	(Date)
_____	_____
(Other – please specify name and position)	(Date)