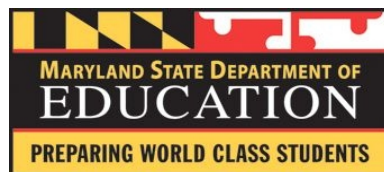


# Appendix A

## Participation Criteria and Checklist

### *Maryland Guidance for IEP Teams* on Participation Decisions for the Alternate Assessments

MARYLAND STATE DEPARTMENT OF EDUCATION  
Division of Special Education/Early Intervention Services



Date \_\_\_\_\_  
 Student Name \_\_\_\_\_ Disability Code \_\_\_\_\_ DOB \_\_\_\_\_  
 Residence School \_\_\_\_\_ Service School: \_\_\_\_\_  
 Service County \_\_\_\_\_ Grade \_\_\_\_\_  
 SASSID# \_\_\_\_\_ LEA Number \_\_\_\_\_

IEP Team Chair: \_\_\_\_\_ Signature \_\_\_\_\_  
 (Team Chair signature verifies that all established criteria were considered.)

**Team Members: Each participant should print name, provide title, and sign/date below:**

Name (Please Print)	Title	Signature	Date

*\* If the parent does not attend the meeting and does not sign this form, attach documentation of parent notification and informed consent for the meeting along with notification of the decisions of the IEP Team that were provided to the parent.*

**Parent Understanding:**

*I have been informed that if my child is determined eligible to participate in Maryland Alternate Assessments through the IEP Team Decision-Making Process:*

- 1. My child will be progressing toward a Maryland Certificate of Program Completion. If my child continues to participate in the Maryland Alternate Assessments, he/she may not be eligible for a Maryland High School Diploma. His/her continued participation in the Maryland Alternate Assessments will not prepare him/her to meet the high school diploma requirements. \_\_\_\_\_ (Parent/Guardian Initials)*
- 2. The decision for my child to participate in the Maryland Alternate Assessments must be made annually. \_\_\_\_\_ (Parent/Guardian Initials)*

IEP Teams are encouraged to use this eligibility tool when identifying students with a “significant cognitive disability” for participation in the Maryland Alternate Assessments. In order for the student to be eligible to participate in the alternate assessments, the IEP Team must answer **AGREE** to **ALL** of the criteria items. **If the IEP Team disagrees, responding with a DISAGREE for one or more questions, the IEP Team should stop using this form and consider the student eligible for participation in the general PARCC Assessment with or without accommodations.** The IEP Team must use multiple sources of information, such as the current IEP, results from formal and informal assessments, data gathered from classroom assessments, and information gathered from parent/student that document academic achievement to guide the decision-making process for participation in the appropriate statewide assessment.

The student may participate in the Maryland Alternate Assessments in English Language Arts, Mathematics, and Science if the IEP Team answers **AGREE** to **ALL** participation criteria outlined below.

Maryland Alternate Assessment Participation Criteria	Maryland Alternate Assessment Participation Criteria Descriptors	Sources of Evidence [check if used]
<p>1. The student has an Individualized Education Program (IEP).</p> <p>Agree <input type="checkbox"/></p> <p>Disagree <input type="checkbox"/></p>		
<p>2. The student has a significant cognitive disability.</p> <p>Agree <input type="checkbox"/></p> <p>Disagree <input type="checkbox"/></p>	<p>Review of student records indicates 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. See Glossary, page 11.</i></p>	<p>___ Results of Individual Cognitive Ability Test</p> <p>___ Results of Adaptive Behavior Skills Assessment</p> <p>___ Results of individual and group administered achievement tests</p> <p>___ Results of informal assessments</p> <p>___ Results of individual English Language Arts, Science, and Mathematics assessments</p> <p>___ Results of district-wide alternate assessments</p> <p>___ Results of language assessments including English Language Learner (ELL) language assessments if applicable</p>
<p>3. The student is learning content derived from the Maryland College and Career-Ready Standards (MCCRS).</p> <p>Agree <input type="checkbox"/></p> <p>Disagree <input type="checkbox"/></p>	<p>Goals and objectives listed in the IEP for this student are linked to the enrolled grade-level MCCRS and address knowledge and skills that are appropriate and challenging for this student. The grade level curriculum is significantly adapted in order for the student to access knowledge and skills that are appropriate.</p>	<p>___ Examples of curriculum, instructional objectives and materials, including work samples</p> <p>___ Present levels of academic and functional performance, goals and objectives from the IEP</p> <p>___ Data from scientific research-based interventions</p> <p>___ Progress monitoring data</p>

<p>4. The student requires extensive, direct, repeated, and individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.</p> <p>Agree <input type="checkbox"/></p> <p>Disagree <input type="checkbox"/></p>	<p>The student (a) requires extensive, repeated, individualized instruction and support that is not of 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>___ Examples of curriculum, instructional objectives, and materials including work samples from both school and community-based instruction</p> <p>___ Teacher collected data and checklists</p> <p>___ Present levels of academic and functional performance, goals and objectives, and post school outcomes from the IEP and the Transition Plan for students age 14 and older unless State policy or the IEP team determines a younger age is appropriate.</p>
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**The criteria for participation in the Maryland Alternate Assessments reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. A student who participates in the Maryland Alternate Assessments participates in this assessment for all content areas of English Language Arts, Mathematics, and Science.**

**Complete the following Evaluation Review of Cognitive/Adaptive Ability:**

**Individual Cognitive Ability Assessment:** \_\_\_\_\_

Name and Title of Examiner: \_\_\_\_\_

Most Recent Test Date: \_\_\_\_\_

Cognitive Test: \_\_\_\_\_

Score(s): \_\_\_\_\_

Assessment Comments:  
 \_\_\_\_\_  
 \_\_\_\_\_

**Educational Assessment:** \_\_\_\_\_

Name and Title of Examiner: \_\_\_\_\_

Most Recent Test Date: \_\_\_\_\_

Cognitive Test: \_\_\_\_\_

Score(s): \_\_\_\_\_

Assessment Comments:  
 \_\_\_\_\_  
 \_\_\_\_\_

**Adaptive Skills Assessment:** \_\_\_\_\_

Name and Title of Examiner: \_\_\_\_\_

Most Recent Test Date: \_\_\_\_\_

Cognitive Test: \_\_\_\_\_

Score(s): \_\_\_\_\_

**Please use this space to include any additional assessment data/scores that guide the IEP Team discussion (optional):**

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\*All Standard and Composite Scores shall be considered when reviewing multiple sources of data. **If documentation in one of the requested areas is not available, a detailed explanation is required below.** Please include any medical or other information that may have prevented administration of the assessment in the requested areas.

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***Evidence shows that the decision for participating in the Maryland Alternate Assessments was not based on the list below.***  
 To consider a student eligible for participation in alternate assessments, The IEP Team must also answer **AGREE** to **ALL** of the items listed below. **NOTE: A DISAGREE** response indicates the student did not meet the eligibility criteria for Maryland Alternate Assessments and, therefore, the student will participate in the MSA or PARCC assessments with or without accommodations, as appropriate, based on his/her IEP. Please refer to the Maryland Accommodations Manual for more information about accommodations and Maryland assessments.

1. A disability category or label.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
2. Poor attendance or extended absences.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
3. Native language/social/cultural or economic differences.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
4. Expected poor performance on the general education assessment.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
5. Academic and other services the student receives	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
6. Educational environment or instructional setting.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
7. Percent of time receiving special education services.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
8. English Language Learner (ELL) status.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
9. Low reading and mathematics achievement level.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
10. Anticipated disruptive behavior.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
11. The impact of test scores on accountability system.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
12. Administrator decision.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
13. Anticipated emotional stress.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
14. Need for accommodations, e.g. assistive technology/ACC to participate in the assessment process.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

**IEP Team Statement of Assurance:** *Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Maryland Alternate Assessments are the appropriate assessments for this student; that his/her academic instruction will be based on the CCCs linked to the MCCRS; that the additional considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly, including disqualification for a regular high school diploma. 34 CFR § 300.160.d.*

Name	Position		
		<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree
		<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree

**Eligibility Criteria:** As documented through the eligibility criteria and additional requirements listed above, it has been determined that the student is learning a sample of content that is linked to grade-level content standards, which does not fully represent grade level content as assessed on the MSA, HSA, or PARCC assessments. Therefore, the student cannot participate in general assessments even with the provision of accommodations.

Agree

Disagree

If the IEP Team checked Disagree above, the student **does not meet the eligibility criteria for the Maryland Alternate Assessments** as listed above and, therefore, the student will participate in the MSA, HSA, or PARCC assessment, with or without accommodations, as appropriate, based on his/her IEP. Refer to the Maryland Accommodations Manual for more information about accommodations and Maryland’s assessments.

**Assessment Participation:** The IEP Team agreed that the student met all criteria listed on this eligibility tool; therefore, the IEP Team determined the student **eligible** to participate in the Maryland Alternate Assessments.

Yes/Agree

No/Disagree

Do the historical data (current and longitudinal across multiple settings) justify the IEP Team's decision for the student to participate in the Maryland Alternate Assessments?

Yes

No

Please use the space below to provide justification of the IEP Team decision.

Please use the space below to document any disagreement with this decision by any IEP Team member.

A large, empty rectangular box with a black border, intended for documenting any disagreements with the decision by any IEP Team member.



**January 2016**

**Maryland Guidance for Individualized Education Program (IEP) Teams on Participation Decisions for the Alternate Assessments**

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