

Student Name \_\_\_\_\_  
 Grade \_\_\_\_\_ Date of Birth \_\_\_\_\_  
 Student Identification Number \_\_\_\_\_

Place Student ID Label here.

## Performance Dimension Determination<sup>1</sup>

The following tables are to be used as a guide to aid in decision making about the performance dimension on which a student's portfolio will be scored. Information an IEP team designee inputs into the Performance Dimension Determination will serve as the official record for the test vendor. **The Performance Dimension Determination form must be completed by an IEP team designee by January 31, 2017.**

<b>Performance Dimension A: ATTAINMENT</b>	<b>YES</b>	<b>NO</b>
1. Does the student use verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal?		
2. Does the student use intentional communication, but not at a symbolic language level: Student uses understandable communication through modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions?		
		If the answer to either is yes, then use the <b>Attainment</b> Performance Dimension

<b>Performance Dimension B: PROGRESS</b>	<b>YES</b>	<b>NO</b>
1. Does the student communicate primarily through cries, facial expressions, change in muscle tone but no clear use of objects/textures, regularized gestures, pictures, and sign to communicate?		
2. Does the student alert to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions; or is the student's response to sensory stimuli (e.g., sound/voice, sight/gesture, touch, movement; smell) is unclear?		
		If the answer to either is yes, then use the <b>Progress</b> Performance Dimension

<sup>1</sup> Adapted from Kearns, Towles-Reeves, Kleinert & Kleinert (2006) *Learner Characteristics Report*. Lexington, KY: University of Kentucky, National Alternate Assessment Center. Retrieved September 14, 2006, from [http://www.naacpartners.org/Products/Files/Research\\_Focus\\_LCI.pdf](http://www.naacpartners.org/Products/Files/Research_Focus_LCI.pdf)