



## DC Alternate Statewide Assessment Participation Criteria

To qualify for participation in alternate statewide assessments in the District of Columbia\*, a student's IEP team must submit an application and accompanying evidence in the Special Programs database. The student must meet **all three** of the participation criteria outlined below.

Participation Criteria	Criteria Descriptors	Possible Sources of Evidence
1. The student has a significant cognitive disability	<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.</i></p>	<ul style="list-style-type: none"> <li>• Results of Individual Cognitive Ability Test</li> <li>• Results of Adaptive Behavior Skills Assessment</li> <li>• Results of individual and group administered achievement tests</li> <li>• Results of informal assessments</li> <li>• Results of individual reading assessments</li> <li>• Results of district-wide alternate assessments</li> <li>• Results of language assessments including English learner (EL) language assessments if applicable</li> </ul>
2. The student is learning content linked to (derived from) the Common Core State Standards (CCSS).	<p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS and address knowledge and skills that are appropriate and challenging for this student.</p>	<ul style="list-style-type: none"> <li>• Examples of curriculum, instructional objectives and materials including work samples</li> <li>• Present levels of academic and functional performance, goals, and objectives from the IEP</li> <li>• Data from scientific research-based interventions</li> <li>• Progress monitoring data</li> </ul>
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.	<p>The student (a) requires extensive, repeated, individualized instruction and support that is not of a 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>	<ul style="list-style-type: none"> <li>• Examples of curriculum, instructional objectives, and materials including work samples from both school and community-based instruction</li> <li>• Teacher-collected data and checklists</li> <li>• Present levels of academic and functional performance, goals, and objectives, and post-school outcomes from the IEP and the Transition Plan for students age 12 and older</li> </ul>

Please note that evidence for the decision about whether a student is eligible to participate in the DC Alternate Assessment should **NOT** be based on the following:

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| <ol style="list-style-type: none"> <li>1. A disability category or label</li> <li>2. Poor attendance or extended absences</li> <li>3. Native language/social/cultural or economic difference</li> <li>4. Expected poor performance on the general education assessment</li> <li>5. Academic and other services the student receives</li> <li>6. Educational environment or instructional setting</li> <li>7. Percent of time receiving special education services</li> <li>8. English Learner (EL) status</li> </ol> | <ol style="list-style-type: none"> <li>9. Low reading level/achievement level</li> <li>10. Anticipated disruptive behavior</li> <li>11. Impact of student scores on accountability system</li> <li>12. Administrator decision</li> <li>13. Anticipated emotional duress</li> <li>14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process</li> </ol> |
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*\*Note: The criteria for participation in alternate statewide assessments reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate. Thus, a student who participates in alternate statewide assessments does so for all content areas.*



## DC Alternate Assessment Application Criteria Flow Chart: Guidance for IEP Teams

This flow chart is a starting point for IEP teams to discuss whether participation in alternate statewide assessments may be appropriate for a student.

