

Decision Making Worksheet

Participation of Students with Disabilities in Statewide Assessment

At an IEP team meeting held no later than **September 30th** of each calendar year, the following question relative to how a student with disabilities will participate in the statewide assessment program needs to be asked and answered: *Can the student participate in the general statewide assessment, with or without accommodations, or does evidence exist that suggests he or she need to participate in the New Hampshire Alternate Assessment based on the participation criteria?*

For assistance with this decision, refer to the NECAP Accommodations Guidelines Document (<http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/NECAP.htm>).

THIS FORM MUST BE INCLUDED WITH THE PORTFOLIO

A student is eligible to participate in the New Hampshire Alternate Assessment if his or her IEP team determines that the student meets **all** of the following participation criteria:

1. Does the student have an IEP?

_____ *Yes. Continue to #2.*

_____ *No. Student is not eligible for the New Hampshire Alternate Assessment.*

2. Can the student participate in the General Assessment with appropriate accommodations?

_____ *Yes. If this is the case, list appropriate testing accommodations in the student's IEP and choose General Assessment with Accommodations for state testing.*

_____ *No. List the ways in which the student's cognitive disability and adaptive behavioral skills would prevent this student from participating in the General Assessment, even with appropriate accommodation, and then continue to #3.*

3. Is there evidence that the student's demonstrated cognitive disability and adaptive behavioral skills prevent him or her from demonstrating achievement of the proficiency standards, as described in the *New Hampshire Curriculum Frameworks*, through participation in the general statewide assessment, even with appropriate accommodations?

_____ *Yes. Continue to #4.*

_____ *No. Consider new accommodations that would enable this student to participate in grade-level general assessment.*

AND...

4. Is there evidence that the student's demonstrated cognitive ability and adaptive behavioral skills require individualized instruction in multiple settings (school, work, home, and other environments) to acquire, generalize, and transfer skills necessary for functional application?

_____ *Yes. Describe below, then continue to #5.*

Describe how the student's program requires individualized instruction in multiple settings for this student to acquire, generalize and transfer skills:

_____ *No. Consider new accommodations that would enable this student to participate in grade-level general assessment.*

5. Does the historical data (current and longitudinal across multiple settings) confirm the individual student criteria listed above?

_____ *Yes. Describe below, then continue to the summary.*

What historical data were used to support items #2, 3, and 4 above?

_____ *No. Consider new accommodations that would enable this student to participate in grade-level general assessment.*

Characteristics of students appropriately served under Alternate Assessment (check all that apply):

- Limited Communication:** The student may have very limited vocabulary and language skills, or maybe non-verbal. The student may use simple language structures to communicate and seldom acquires new communication skills through incidental learning;

*This does not include any student with "limited communication" who has no effective communication system in place or under active development **AND***

- Very Low Levels of Academic Achievement:** Performance in the subject matters of reading, writing, and mathematics is significantly below that of same-aged peers

*This does not include students working just 1 or 2 grade levels below grade-level, or any student who has not had full opportunity to benefit from empirically sound instructional intervention. This also does not include any student who has, as documented in IEP team meeting notes, had a cognitive disability "ruled out" in order to identify the students as a child having a specific learning disability and not mental retardation **AND***

- Highly Specialized Instruction:** The student generally requires systematic instruction with tasks broken into small steps. In addition, the student needs deliberate instruction to apply learned skills across multiple settings (e.g., school, home, work, and other settings); **AND**
- Ample Supports:** The student requires individualized instructional, technological, or interpersonal supports to make progress in learning. The student *requires accommodations* to demonstrate proficiency of even the *modified* performance expectation levels described above, such as modeling and repeated demonstration, physical hand-over-hand guidance, specially designed prompting procedures, and alternate or augmented communication systems

This does not include any student who needs ample support but has not clear evidence of severe cognitive disability.

Summary Decision

Based on the review of the information above, the IEP team has determined that the student will participate in the:

- General Assessment (NECAP) without accommodations
- General Assessment (NECAP) with Accommodations (include accommodations in student's IEP)
- New Hampshire Alternate Assessment

Team Members Involved in Decision-Making Process:

Printed Name/Signature:

Role/Position:
