

## *Guiding Principles*

The following are guiding principles for the New Hampshire Alternate Assessment Program:

- All students can learn.
- Expectations and standards for all students should be high.
- **All students will be assessed on *academic progress made in Reading and Mathematics during grades 2-7 and 10, Writing during grades 4, 7 and 10, and Science during grades 4, 8 and 11.***
- Participation in the New Hampshire statewide assessment is considered to be a civil right for each and every student.
- The New Hampshire Department of Education supports the use of appropriate accommodations to enable the vast majority of all students to participate in the large-scale, statewide general assessment based on grade-level achievement standards.
- Alternate assessments are designed for those students with the **most severe cognitive disabilities** and are unable, even with the best instruction and with accommodations, to show proficiency on grade-level academic achievement standards.
- The alternate assessment should incorporate measurable targeted skills linked to grade-level academic activities that are *modified to a lower level of depth, breadth, and complexity* than general grade-level achievement standards.
- Although required, statewide assessment is not tied to graduation in New Hampshire.
- IEPs must document participation in the New Hampshire statewide assessment.
- The purpose of the New Hampshire statewide assessment is to confirm academic progress and to support improvement in instruction, curriculum, and program delivery.

<b>During 2009-2010 for Alternately Assessed Students in Grade:</b>	<b>What content areas are assessed?</b>			
	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Science</b>
2	Yes	Yes	-	-
3	Yes	Yes	-	-
4	Yes	Yes	Yes	Yes
5	Yes	Yes	-	-
6	Yes	Yes		
7	Yes	Yes	Yes	-
8	-	-	-	Yes
10	Yes	Yes	Yes	-
11	-	-	-	Yes