



MAINE’S ALTERNATE ASSESSMENT PARTICIPATION GUIDELINES

All students in grades 3- 8 and 3rd year high school must participate in either a general or alternate mathematics and English Language Arts/Literacy assessment. Students in grades 5, 8, and 3rd year high school must also be assessed in a general or alternate science assessment.

These criteria indicate that a student’s significant cognitive disability is pervasive across all content areas and may participate in the alternate assessments.

Eligibility Criteria	Eligibility Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student is learning content standards linked to (derived from) the Updated Maine Learning Results	The student is learning content based on grade level alternate achievement standards that are linked to Maine’s Learning Results.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student: * requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature. * uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes / No

The student is eligible to participate in Maine’s Alternate Assessment if all responses above are marked Yes.

In addition, evidence for the decision for participating in Maine’s Alternate Assessment is **Not Based** on:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting

7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

