



Maine Department of Education

Maine Alternate Assessment Participation Decision Documentation

To meet the criteria for the Maine's Alternate Assessment, the student must meet all participation criteria descriptors.

Participation Criteria	Participation Criteria Descriptors	Sources of Evidence
<p>1. The student has a significant cognitive disability.</p>	<p>Review of student records indicate 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>	<p>Results of Individual Cognitive Ability Test</p> <p>Results of Adaptive Behavior Skills Assessment</p> <p>Results of individual and group administered achievement tests</p> <p>Results of informal assessments</p> <p>Results of individual reading assessments</p> <p>Results of district-wide alternate assessments</p> <p>Results of language assessments including English learner (EL) language assessments if applicable</p>
<p>2. The student is learning content derived from the standards.</p>	<p>Goals and objectives listed in the IEP for this student are linked to the enrolled grade-level standards and address knowledge and skills that are</p>	<p>Examples of curriculum, instructional objectives, and materials including work samples</p>

	<p>appropriate and challenging for this student.</p>	<p>Present levels of academic and functional performance, goals, objectives from the IEP</p> <p>Data from scientific research-based interventions</p> <p>Progress monitoring data</p>
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.</p>	<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>	<p>Examples of curriculum, instructional objectives, and materials including work samples</p> <p>Teacher collected data and checklists</p> <p>Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students age 16 and older unless State policy or the IEP team determines a younger age is appropriate</p>