



MAINE DEPARTMENT  
OF EDUCATION

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# **The Intersection of English Language Acquisition and Individualized Education Programs**

## **Session 5: IEPs for MLs- Assessment and Accommodations**

Presented by: Office of Teaching and Learning & Office of Special Services and Inclusive Education





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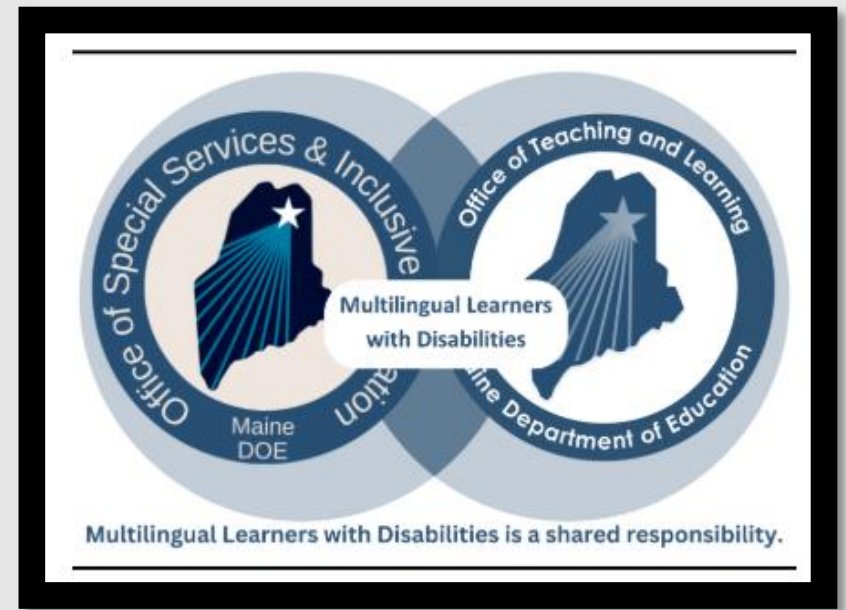
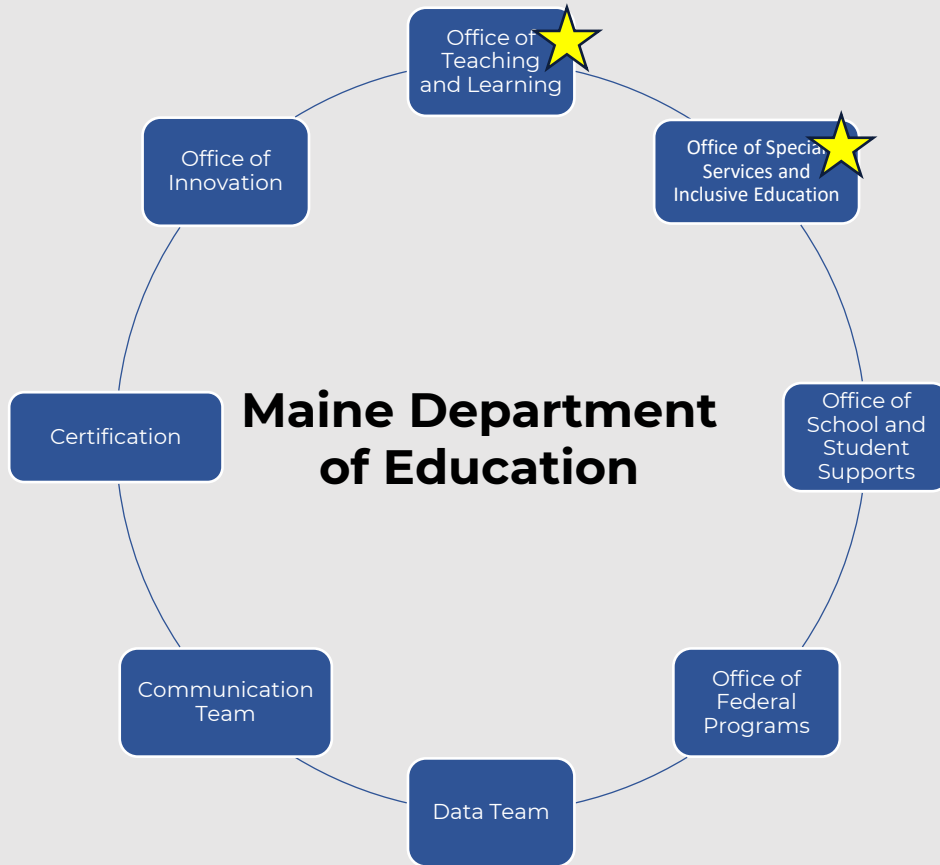
Leora Byras  
Education Specialist III  
Office of Special Services and Inclusive Education

## Meet Our Team

The Office of Teaching and Learning and The Office of Special Services and Inclusive Education partnered to develop and present this PLO.

## Mission & Vision

To promote the best learning opportunities for all Maine students by providing information, guidance, and support to our schools, educators, and leaders and by providing adequate and equitable school funding and resources.



## COLLABORATION

Supporting Maine's multilingual population is a shared responsibility.

# Who is here today?

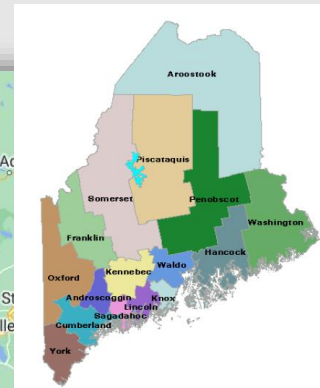
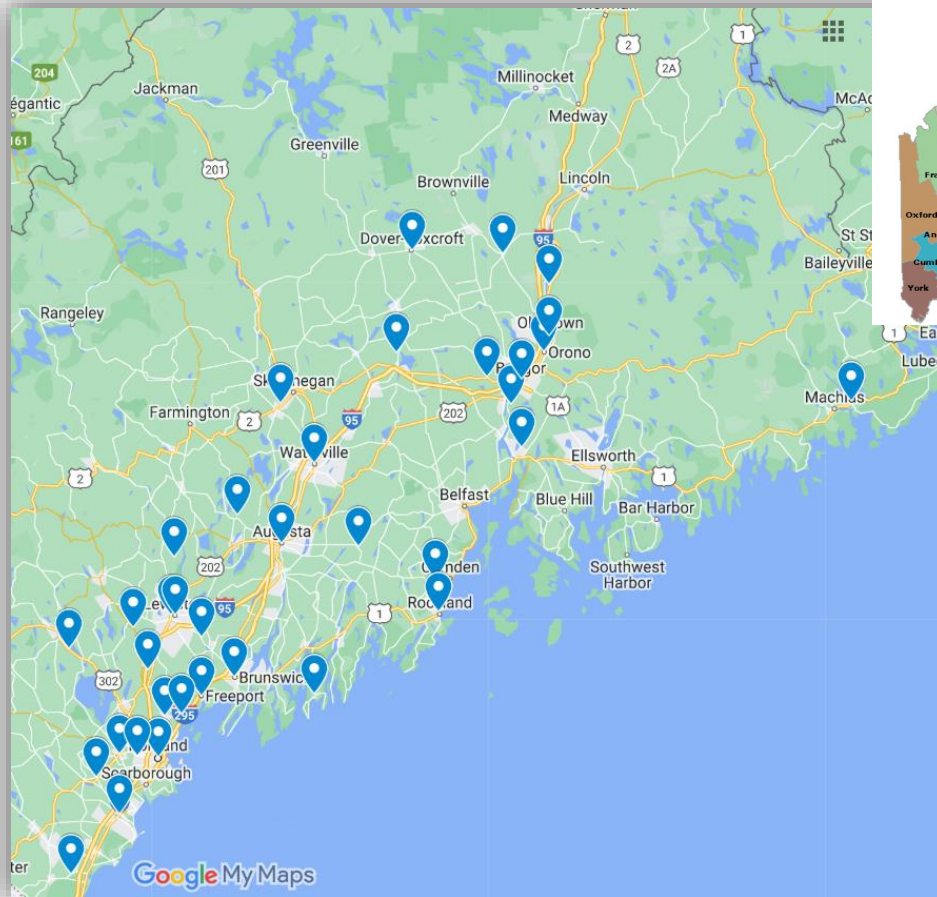
## 40 School Administrative Units (SAUs)

### 10 organizations

- Catholic Charities
- Margaret Murphy Center
- Morrison Center
- Panorama Speech Therapy
- School Psychology Associates
- Southern Maine Administrative Collaborative
- Woodfords Family Services
- Maine Health
- University of Maine
- Dirigo Consulting

### Additional Cohorts

- Child Development Services
- Maine DOE





## Group Norms

- Mute yourselves when not speaking to avoid disruptions.
- Use the chat to record questions, comments and/or wonderings.
- Collaborate with one another in the chat.
- We will respond to questions during the session or through follow-up emails.





Participation in this session and completion of suggested pre-work will receive 2 professional contact hours.

## Today's Focus:

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### **IEPs for MLs:**

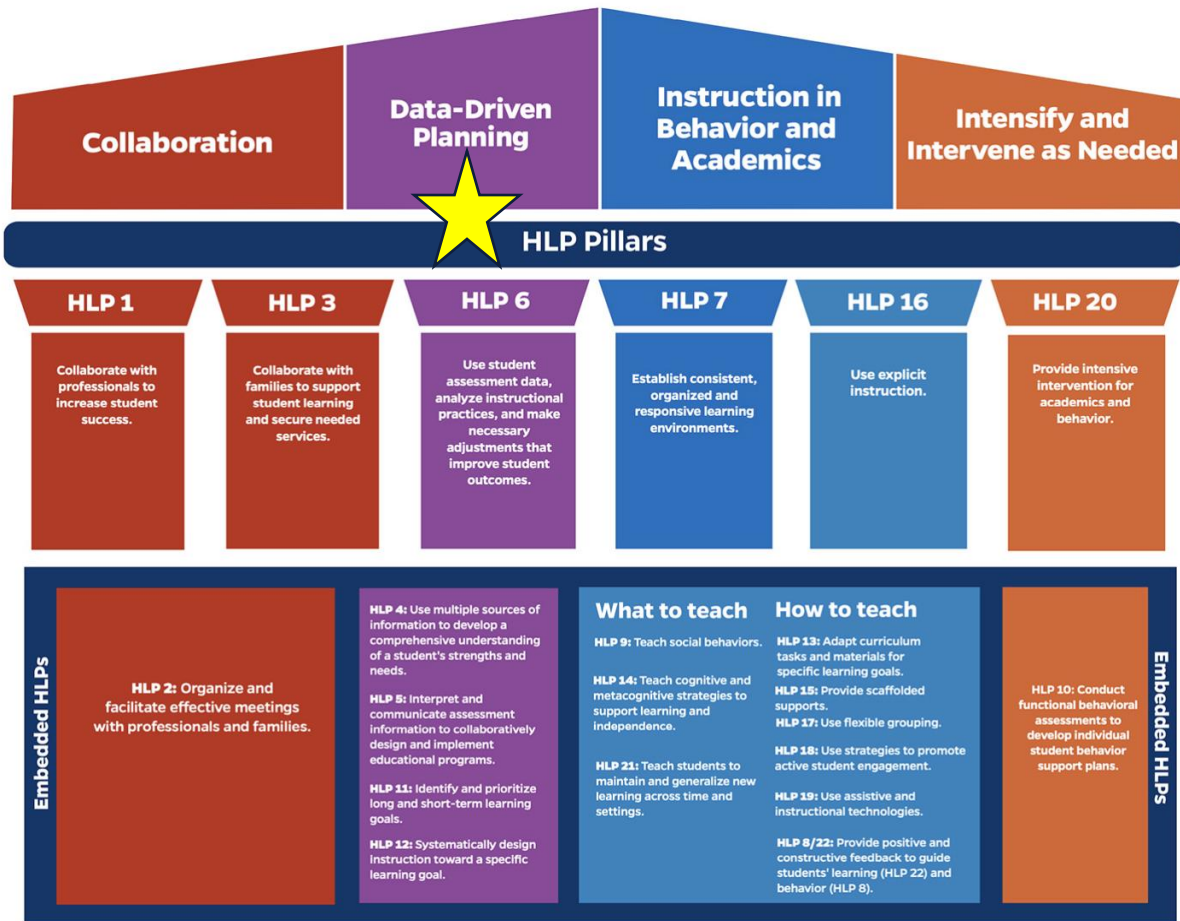
#### Assessment and Accommodations

- Presentation
- Workshop
- Discussion
- Wrap Up

# Assessment Literacy

"Assessment literacy refers to your knowledge about the basic principles of assessment practices, consisting of the design and development of measures, the interpretation of results, and subsequent data-related decisions and actions. As an extension, language assessment literacy involves understanding multilingual learners' performance on language measures, including teachers' familiarity with the theoretical and testing constructs, the application of this knowledge of language and culture to classroom practices, and paying specific attention to issues concerning multilingual learners" (Malone, 2013).

Source: *Collaborative Assessment for Multilingual Learners and Teachers* by Margo Gottlieb and Andrea Honigsfeld








- Collaboration
- **Data-Driven Planning**
- Instruction in Behavior and Academics
- Intensify and Intervene as Needed

High-Leverage Practices for Students with Disabilities (2nd Edition, 2024). Council for Exceptional Children.

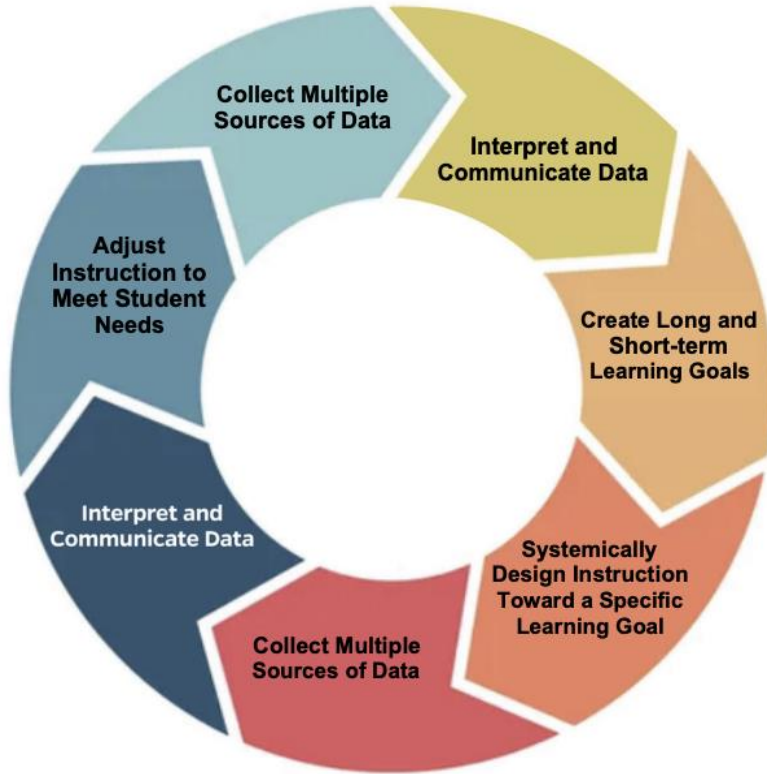


## Data-Driven Planning



-  Pillar HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.
-  Embedded HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
-  Embedded HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
-  Embedded HLP 11: Identify and prioritize long- and short-term learning goals.
-  Embedded HLP 12: Systematically design instruction toward a specific learning goal.

## Cycle of Data-Driven Planning



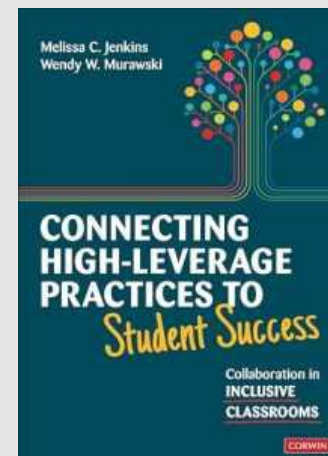
*"Effective educators engage in ongoing assessment, analysis, and action to plan for culturally inclusive pedagogies and practices (CIPP). This reflective process creates a data-driven planning cycle."*

*Culturally inclusive pedagogies and practices (CIPP) are those theories and practices that have centered multiple layers of sociocultural diversity and understanding in the educational sphere. That is, considering the wholeness of context, content, and constructs (e.g., people, resources, environments, etc.) that intersect and interact in the education space and influence life-centered outcomes. CIPP challenges deficit-based understandings of disability, "presumes competence" (Biklen & Burke, 2006), and interrogates intersectional oppressions.*

**FIGURE 7.1** Connecting UDL and Equity-Minded Assessment

<b>Engagement</b> How do assessment items promote student motivation?	<b>Representation</b> How are assessment items presented to students?	<b>Action &amp; Expression</b> How do students respond to assessment items?
<p>Consider ways to make assessments applicable to real-world experiences.</p> <p>Consider allowing student choice of topic or format.</p> <p>Consider level of rigor. Provide “just right challenges”—neither too easy nor too hard.</p>	<p>Consider options for physically accessing the test items (e.g., text, audio, images).</p> <p>Consider language complexity and vocabulary.</p> <p>Consider cultural references. Do they allow students to build on their experiences, or do they limit opportunities to demonstrate knowledge?</p>	<p>Consider response modalities that maximize accessibility (e.g., speak, write, draw, build, create).</p> <p>Consider offering students choices for responding.</p> <p>Consider when independent work or collaboration might be valuable assessment features.</p>






*"Collaborative assessment and instruction that embed high-leverage practices and evidence-based practices lead to positive student outcomes in academic and social emotional/behavioral skills"*  
(p. 4).



Jenkins, M. & Murawski, W. (2024). Connecting High-Leverage Practice to Student Success. Corwin.

as/for learning






of learning

Formative Assessment		Interim Assessment	Summative Assessment	
<b>Short-Cycle</b> 	<b>Medium Cycle</b> 	<b>Long-Cycle Formative</b> 	<b>Classroom</b> 	<b>District/State</b> 
Immediate or rapid evidence of student learning <b><i>within a lesson</i></b>	Short term evidence of student learning <b><i>across related lessons</i></b>	Medium term evidence of student learning and progress toward learning goals	Verify whether students have learned the content provided and if they are deemed proficient on the measured standards	
High utility to <b><i>students and teachers</i></b>	High utility to students, teachers <b><i>and parents</i></b>	High utility to students, teachers, parents, <b><i>and administrators</i></b>	High utility to students, teachers, parents, <b><i>and administrators</i></b>	High utility to administrators <b><i>and policy makers</i></b>
Primary use: <b><i>instructional</i></b>		Primary use: <b><i>instructional, evaluative, and/or predictive</i></b>	Primary use: <b><i>evaluative</i></b>	
Scale: single classroom	Scale: all classrooms across a course or grade level	Scale: many courses and grade levels, school or district wide	Scale: all classrooms across a course or grade	Scale: district, state or national



## as/for learning

## of learning

Formative Assessment		Interim Assessment	Summative Assessment	
<b>Short-Cycle</b> 	<b>Medium Cycle</b> 	<b>Long-Cycle Formative</b> 	<b>Classroom</b> 	<b>District/State</b> 
Administered within or between <b>class periods</b>	Administered within and between <b>instructional units</b>	Administered at <b>select intervals</b> during the course or school year	Administered at the <b>end of a unit or course</b>	Administered at a <b>point in time</b> , often the end of the school year
Results available <b>immediately or very quickly</b> (e.g., within minutes or hours)	Results must be received (and used) <b>before students have moved on to another unit</b> (e.g., within days)	Results must be received in enough time to <b>affect instruction in that course</b> (e.g., within days or weeks)	Results must be received as required by school policy (e.g. grade matriculation)	Results received as required by district/state policy (e.g., within weeks or months)
Examples: - Exit tickets - Quizzes - Checks for understanding	Examples: - Classroom writing assignments (draft, polished, or on-demand in-class writing)	Examples: - Fixed assessments, evaluating students against specific grade-level standards and learning goals	Examples: - EOC or end of unit exams	Examples - State tests - AP/IB exams - College entrance exams (ACT/SAT)

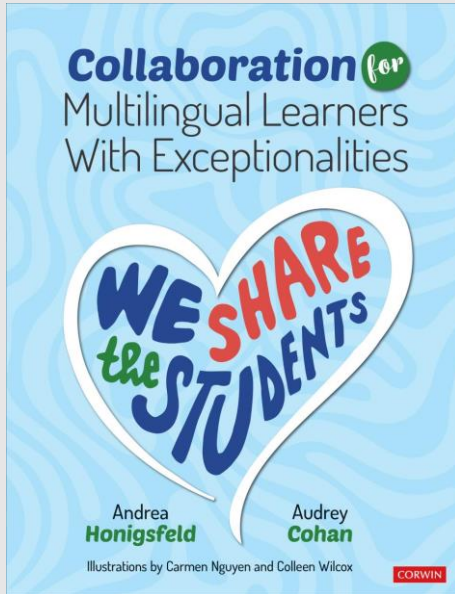
Here we will stop the recording and move to break out rooms.



## Share:

- your experiences with formative (*as, for learning*) and summative (*of learning*) assessments for MLs with disabilities
- how you utilize data from the assessments to inform instruction for MLs with disabilities



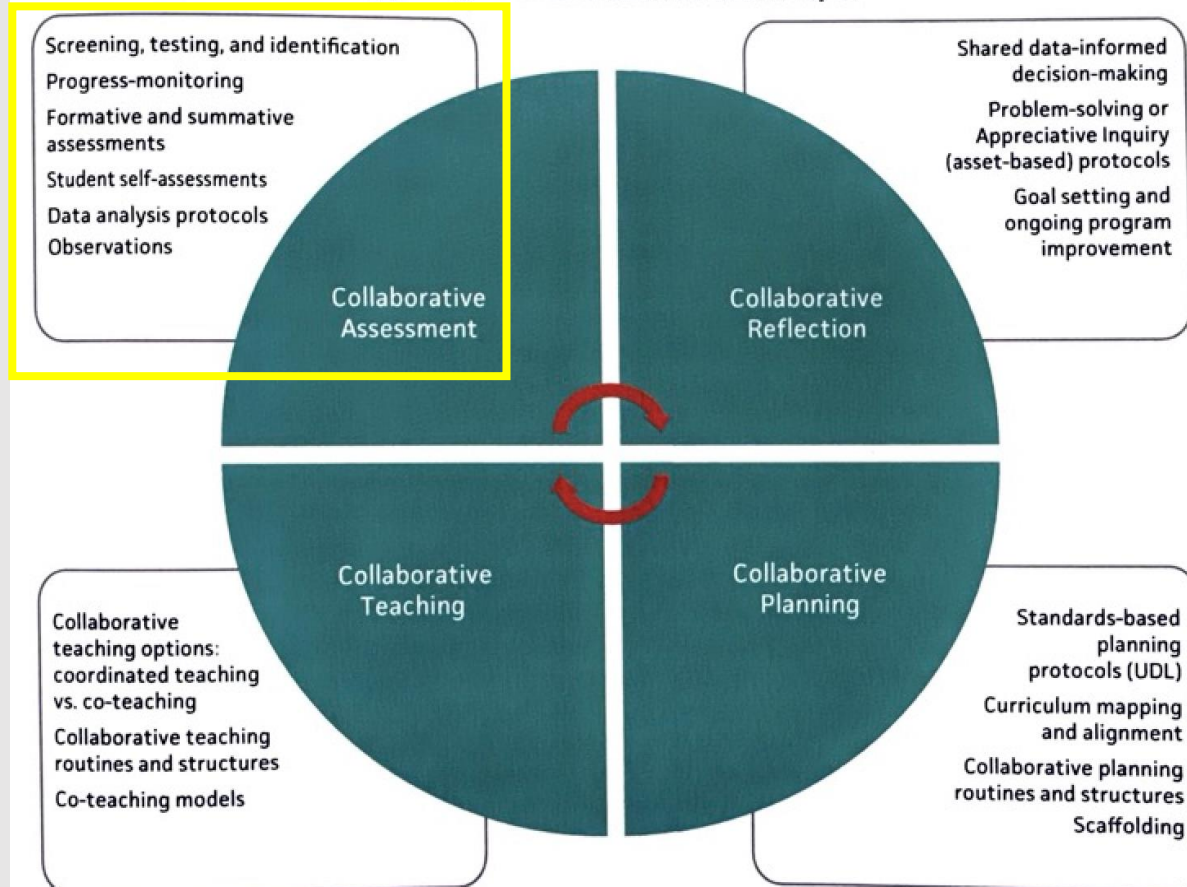


## Collaborative Assessment

*"More recently, Gottlieb (2021, 2024), Henning et al. (2022), Safir and Dugan (2021) recommend establishing a multiple-measure assessment system that includes equitable formative and summative assessment measures. For the sake of multilingual learners with exceptionalities, these assessment practices will need to address both content and language development with the types of accommodations that are most conducive to the students' language proficiency level" (p. 56).*

Honigsfeld, A. & Cohan, A. (2024). *Collaboration for Multilingual Learners with Exceptionalities*. Corwin.

**FIGURE 3.1** ● Key Protocols Supporting the Collaborative Instructional Cycle



Honigsfeld, A. & Cohan, A. (2024). *Collaboration for Multilingual Learners with Exceptionalities*. Corwin.

"Collaborative assessment *as, for and of* learning ensures a balanced, multidimensional approach not only for assessment practices but for collaborative decision-making as well. It is even more critical when we consider the importance of the IEP and how we can plan for each identified area of need based on the results of the multilingual learners with exceptionalities' assessments. When teachers systematically examine what students can do and plan accordingly, they create a more equitable learning environment for all" (Honigsfeld & Cohan, p. 76).

Honigsfeld, A. & Cohan, A. (2024). *Collaboration for Multilingual Learners with Exceptionalities*. Corwin.

# Summative Assessment



## English Language Proficiency Assessments

- ☐ ACCESS for ELLs
- ☐ Alternate ACCESS

# Maine DOE ESSA State Plan

*“English learners\* are expected to reach English language proficiency in 3-6 years, depending on their initial levels of proficiency. **The six-year maximum is based on Maine’s definition of a long-term English learner, which is an English learner who has been identified for more than five years.***

*Each English learner’s annual target for progress in English language proficiency is calculated according to their initial level of proficiency and the number of years within which they are expected to exit English learner status. **Annual targets are recalculated each year depending on the actual amount of progress achieved, allowing for variable growth trajectories.***”

Initial English Language Proficiency Level (ELP) Relative to Expected Length of Time for Reclassification



# Individual Student Report (ISR)



**ACCESS for ELLs\***  
English Language Proficiency Test

**Yang, Isabella**

Birth Date: | Grade: 04

Tier: A

District ID: WS99999 | State ID: 13118248

School: Training Reports School

District: WIDA Use Only - Sample District

State: WS

Level 1  
Entering

Level 2  
Emerging

Level 3  
Developing

Level 4  
Expanding

Level 5  
Bridging

Level 6  
Reaching



**4.5** composite is Maine's reclassification criteria for students taking ACCESS for ELLs

## Individual Student Report 2025

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
<b>Listening</b>		2.2							283			
<b>Speaking</b>		2.5							271			
<b>Reading</b>		2.9							334			
<b>Writing</b>		4.7							389			
<b>Oral Language</b> 50% Listening + 50% Speaking		2.3							277			
<b>Literacy</b> 50% Reading + 50% Writing		4.3							362			
<b>Comprehension</b> 70% Reading + 30% Listening		2.7							319			
<b>Overall*</b> 35% Reading + 35% Writing + 15% Listening + 15% Speaking		3.6							336			

\*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
<b>Listening</b>	2	understand oral language related to specific familiar topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> <li>Identify main topics in discussions</li> <li>Follow short oral directions with the help of pictures</li> <li>Categorize or sequence information presented orally using pictures or objects</li> <li>Sort facts and opinions stated orally</li> </ul>
<b>Speaking</b>	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <ul style="list-style-type: none"> <li>Share about what, when, or where something happened</li> <li>Describe steps in cycles or processes</li> <li>Compare objects, people, pictures, and events</li> <li>Express opinions</li> </ul>
<b>Reading</b>	2	understand written language related to specific familiar topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> <li>Identify main ideas in written information</li> <li>Sequence pictures, events or steps in processes</li> <li>Identify main actors and events, in stories and simple texts with pictures or graphs</li> <li>Distinguish between claim and evidence statements</li> </ul>
<b>Writing</b>	4	communicate in writing in English using language related to specific topics in school, for example: <ul style="list-style-type: none"> <li>Produce papers describing specific ideas or concepts</li> <li>Create explanatory text that includes details or examples</li> <li>Narrate stories with details of people, events, and situations</li> <li>Provide opinions supported by reasons with details</li> </ul>





# Individual Student Report (ISR)

## Appendix B: Sample Individual Student Report for Educators



WIDA Alternate  
ACCESS

CRUZ, EMILY  
Birth Date: 10/14/2009 Grade: 10  
District ID: W599999 State ID: 24910014  
School: Training Reports School  
District: WIDA Use Only - Sample District  
State: WS  
Accommodation(s):

### 2025 Individual Student Report for Educators

This report provides information about the student's scores on the WIDA Alternate ACCESS English language proficiency test. This test is based on the WIDA Alternate English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Alternate English Language Proficiency Levels and as Scale Scores.

#### Important terms

- Proficiency levels (PL)** provide an interpretation of scores that range from levels 1-5.
- Scale scores** track student growth over time and across grades. Scale scores consider differences in item difficulty; therefore, they place all students on a single continuum that stretches from kindergarten–grade 12. If the student were to test again, the student's score would likely fall within the lines on either side of the point.
- Confidence bands** are a reminder that scale scores represent just one point in a range of potential student performance outcomes. They reflect the expected score variation.
- Composite scores** describe different combinations of the language domains. The composite scores are: Overall, Comprehension, Literacy, and Oral Language.

STUDENT'S LEVEL OF ENGLISH PROFICIENCY BY LANGUAGE DOMAIN										
Language Domain	Proficiency Level					Scale Score (Possible 900–980) and Confidence Band See Interpretive Guide for Score Reports for definitions				
	1	2	3	4	5	900	920	940	960	980
Listening	1							918		
Speaking			3						956	
Reading	1							932		
Writing			3							964
Oral Language 50% Listening + 50% Speaking		2						947		
Literacy 50% Reading + 50% Writing		2							948	
Comprehension 70% Reading + 30% Listening	1							934		
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking		2							948	

\*Overall score, as shown, in the last row in the table above, is calculated only when all four domains have been assessed.

NA: Not available

Students with an **Overall Composite Score of Proficiency Level 2**, typically can:

- Understand simple words spoken in English
- Read or decode multiple elements or short phrases
- Communicate chunks of language or phrases (at least two)
- Write a single word

## Sample Individual Student Report for Educators



WIDA Alternate  
ACCESS

CRUZ, EMILY  
District ID: W599999 State ID: 24910014  
Year: 2025

At each grade level, toward the end of a given alternate level of English language proficiency, and with individualized instruction, appropriate supports\*, accommodations, and communication tools...

	Expressive ... multilingual learners with significant cognitive disabilities will produce ...	Interpretive ... multilingual learners with significant cognitive disabilities will interpret and respond to ...
End of Proficiency Level 5 Bridging	<ul style="list-style-type: none"><li>Connected ideas with recognizable organization, including connectors and details</li><li>Simple and compound, connected sentence(s)</li><li>A growing selection of everyday and content-area words and phrases within and across familiar and novel social and academic contexts</li></ul>	<ul style="list-style-type: none"><li>Connected ideas with recognizable organization, including connectors and details</li><li>A variety of sentences (e.g., simple, compound, and complex sentences)</li><li>A growing selection of everyday and content-area words and phrases within and across familiar and novel social and academic contexts</li></ul>
End of Proficiency Level 4 Expanding	<ul style="list-style-type: none"><li>Connected ideas with emerging details</li><li>Simple, connected sentence(s)</li><li>A selection of everyday and content-area words and phrases applicable in familiar social and academic contexts</li></ul>	<ul style="list-style-type: none"><li>Connected ideas with emerging details</li><li>Simple and compound, connected sentence(s)</li><li>A selection of everyday and content-area words and phrases applicable in familiar and novel social and academic contexts</li></ul>
End of Proficiency Level 3 Developing	<ul style="list-style-type: none"><li>Familiar ideas with occasional details</li><li>Spoken simple sentences and written chunks of language, phrases, or simple clauses (e.g., subject + verb)</li><li>High-frequency, familiar words and phrases as part of routine and familiar social and academic contexts</li></ul>	<ul style="list-style-type: none"><li>Familiar ideas with occasional details</li><li>Simple, connected sentence(s)</li><li>High-frequency, familiar words and phrases as part of routine and familiar social and academic contexts</li></ul>
End of Proficiency Level 2 Emerging	<ul style="list-style-type: none"><li>Intentional communication of familiar ideas with attempted details</li><li>Spoken chunks of language, phrases, or simple clauses (e.g., subject + verb) and written word(s)</li><li>High-frequency, familiar words and phrases relying on concrete, immediate social and academic contexts</li></ul>	<ul style="list-style-type: none"><li>Intentional communication of familiar ideas with attempted details</li><li>Chunks of language, phrases, or simple clauses (e.g., subject + verb)</li><li>High-frequency, familiar words and phrases relying on concrete, immediate social and academic contexts</li></ul>
End of Proficiency Level 1 Entering	<ul style="list-style-type: none"><li>Intentional communication of familiar idea</li><li>Emerging expression of letters or a word</li><li>Frequently reoccurring emerging expressions based on immediate social and academic contexts</li></ul>	<ul style="list-style-type: none"><li>Intentional communication of familiar ideas</li><li>Emerging expressions of letters or word(s)</li><li>Frequently reoccurring emerging expressions based on immediate social and academic contexts</li></ul>

\*Appropriate supports included use of multimodalities and translanguaging



Maine's reclassification criteria for students taking Alternate ACCESS is pending due to WIDA assessment redesign and state data analysis.

Anticipated determination and state-wide communication is September 2025.



## Under the IDEA regulations at 34 CFR §300.320(a)(6), the IEP must include:

- (i) A statement of any individual appropriate **accommodations** that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16) of the Act; and
- (ii) If the IEP Team determines that the child must take an **alternate assessment** instead of a particular regular State or districtwide assessment of student achievement, a statement of why— (A)The child cannot participate in the regular assessment; and (B) The particular alternate assessment selected is appropriate for the child

# Accommodations

- are intended only for students with disabilities as documented in an IEP or 504 Plan
- decisions are made by a student's educational support team (IEP, 504, or Title II of the ADA)
  - for MLs, the team should include an ESOL teacher
- should never be assigned unilaterally by an individual educator outside of the IEP process
- the IEP team must first identify the barrier (area of need) affecting the student's academic performance
- should be directly related to the student's area of need
- IEP teams should use evidence and data to justify their choice of accommodation and connect the accommodation being used to the challenge the student is having

<https://wida.wisc.edu/assess/accessibility-accommodations>

# Considerations as you assign accommodations:

- ***Does the student use an accommodation regularly in the classroom?***

If not, consider carefully whether an accommodation is truly needed for testing.

- ***Does the accommodation address the student's need?***

Accommodations do not reduce expectations or compensate for a lack of knowledge, skills, or prior instruction. The sole purpose of an accommodation is to ensure that a disability does not prevent a demonstration of English language proficiency.

- ***Is the accommodation appropriate for ELP testing?***

Accommodations should never be provided that would invalidate the ELP assessment.

# Federal Requirements & ESSA

**Every Student Succeeds Act of 2015**: ESSA section 1111(b)(2)(D)(i)(I) limits the total number of students with the most significant cognitive disabilities who are assessed Statewide with an AA-AAAS to 1.0 percent of the total number of students in the State who are assessed in that subject.

- AA-AAAS = Alternate Assessment based on Alternate Academic Achievement Standards

**How is the 1% Calculated?** The total number of students by subject who participated in the Alternate Assessment divided by the total number of students who participated across the assessments.

- Example: 4 alternate participants/284 total assessment participants = 0.013888 or a participation rate of 1.39%

# **To qualify for the Alternate Assessment, the IEP Team must determine that the student exhibits a "Significant Cognitive Disability"**

A student with significant cognitive disability is a student that has been identified with one or more of the existing categories of disability under the IDEA and displays an intellectual functioning much below the average student, that exists parallel to significant deficits in adaptive behavior. Students with a significant cognitive disability require extensive instruction with goals and objectives connected to Maine's alternate achievement standards [AAAS].



# Maine Alternate Participation Guidance

1. The student has a significant cognitive disability.

2. The student is learning content linked to (derived from) state content standards (alternate academic achievement standards).

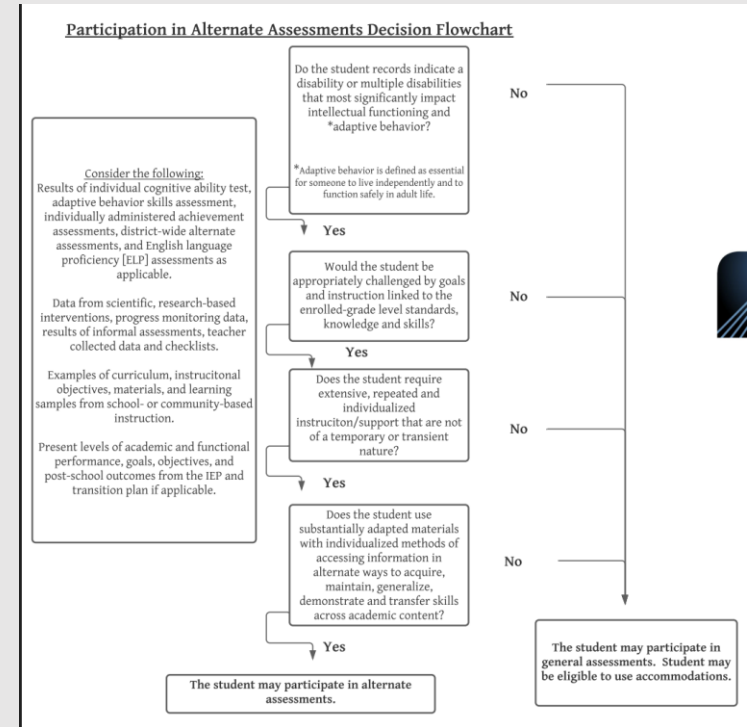
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.

The IEP is to consider the following information to determine whether an alternate assessment is appropriate for an individual student:


- Description of the student's curriculum and instruction, including data on progress
- Classroom work samples and data
- Examples of performance on assessment tasks to compare with classroom work
- Results of district-wide alternate assessments
- Results of individualized reading assessments
- IEP information including:
  - Present levels of academic achievement and functional performance (PLAAFP), goals, and short-term objectives.
  - Considerations for students with individualized and substantial communication needs or modes (from multiple data sources)
  - Considerations for students who may be learning English as a second or other language (i.e., English language learners) that may interfere with an accurate assessment of his or her academic, social, or adaptive abilities.

# MDOE Eligibility Guidance and Resources

- ❑ The [Participation Checklist](#) includes examples of evidence and documentation sources the IEP Team uses when determining whether a student is eligible to participate in alternate assessments.
- ❑ The [Participation Flowchart](#) includes the sequence of decisions made by IEP Teams when determining whether a student is eligible to participate in alternate assessments.



# Maine's alternate assessments based on alternate academic achievement standards (AA-AAAS)



<b>Assessment</b>	<b>Content Area</b>	<b>Grades Eligible</b>
MSAA	ELA and Mathematics	Grades 3-8 and 3 <sup>rd</sup> y HS
MSAA Science	Science	Grades 5, 8 and 3 <sup>rd</sup> y HS
Alternate ACCESS for ELLs	English language proficiency	Grades K-12

## **Alternate ACCESS Assessment**

- A secure large-scale English language proficiency assessment for grades K-12
- Developed for students identified as English language learners with the most significant cognitive disabilities
- Allows for a variety of communication approaches
- Measures student performance in relation to the WIDA Alternate English Language Proficiency Levels

## **Alternate ACCESS Participation Criteria**

- Classified as a Multilingual Learner
- Has the most significant cognitive disability and receives special education services under IDEA
- Requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum
- Participates (or will participate) in the Multi-State Alternate Assessment based on alternate academic achievement standards

# IEP Documentation Section 6

## 6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS (MUSER IX.3.A.(1)(d) & (g))

In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(i)).

A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel		Location	Frequency	Duration Beginning/End Date
Individual Language Plan (ILP)	<input checked="" type="checkbox"/> Classroom Instruction <input checked="" type="checkbox"/> Classroom Assessment <input checked="" type="checkbox"/> District-wide Assessment <input checked="" type="checkbox"/> State Assessment <input type="checkbox"/> Other	Spec. Ed./Gen. Ed.	as needed	3/17/2025 to 3/16/2026
Consultation ESOL Teacher to IEP team	<input checked="" type="checkbox"/> Classroom Instruction <input type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment <input type="checkbox"/> Other	all settings	per Academic Year as needed	3/17/2025 to 3/16/2026
WIDA ACCESS Accommodations: -list of ACCESS specific accommodations	<input type="checkbox"/> Classroom Instruction <input type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input checked="" type="checkbox"/> State Assessment	all settings	as needed, where permitted	per academic year 3/17/2025 to 3/16/2026

# IEP Documentation Section 6

## B. Alternate Assessments

If the IEP Team determines that the child shall take an alternate assessment on a particular State or district-wide assessment of child achievement, a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child (MUSER IX.3.A.(1)(f)(ii)(I) & (II)).

☐ Yes, the child meets qualifications outlined in the Participation Decision Flowchart.

If yes, include an explanation:

← Cannot be blank

☐ No, the child does not meet the qualification and will be participating in regular education state and district-wide assessments.

☐ Not applicable.

☐ If 'Yes', an explanation MUST be present that includes why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child (MUSER IX.3.A.(1)(f)(ii)(I) & (II)).

☐ The IEP team decides, based on the Participation Decision Flowchart, if the child participates in the Alternate Assessments.

☐ If the child does participate, their academic goals MUST have objectives.



Here we will stop the recording.



**Pause & Reflect:** What surfaced for you today  
(surprises, opportunities, challenges, questions)?

Type responses in chat or click  **Raise hand** to share out loud.

Date	Focus
January 21	Foundational Knowledge: legal regulations, civil rights and data overview
February 27	Collaboration and Integrating IEPs and ILAPs
March 18	IEPs for MLs: Section 3 Special Factors
April 29	IEPs for MLs: Section 6 (Supplementary Aids, Services, Modifications and/or Supports)
May 22	IEPs for MLs: Assessment participation guidance and accommodations
June 10	Culmination

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