

Participation Decision Flowchart

Consider These:

Results of Individual Cognitive Ability Test, Adaptive Behavior Skills Assessment, individual administered achievement tests, and district-wide alternate assessments, and English language learner (ELL) language assessments, if applicable

Data from scientific research-based interventions, progress monitoring data, results of informal assessments, teacher collected data and checklists

Examples of curriculum, instructional objectives, and materials, work samples from school- or community-based instruction

Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan if applicable

1. Do the student records indicate a disability or multiple disabilities that most significantly impact intellectual functioning and adaptive behavior?*

*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.

Yes ↓

2. Would the student be appropriately challenged by goals and instruction linked to the enrolled grade-level state standards knowledge and skills?

Yes ↓

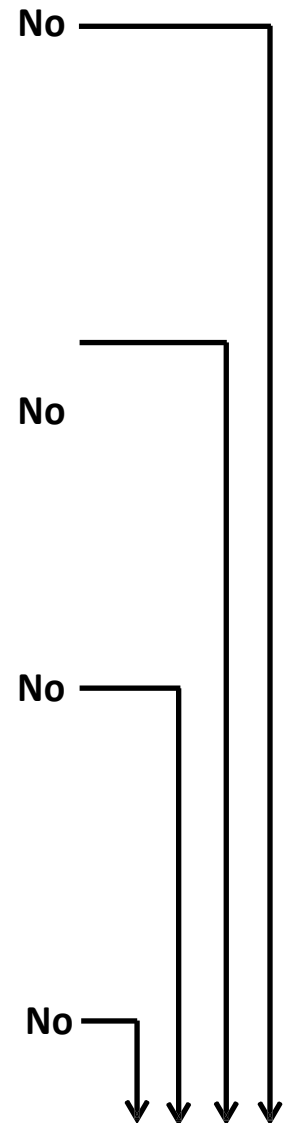
3a. Does the student require extensive, repeated, individualized instruction and support that are not of a temporary or transient nature?

Yes ↓

3b. Does the student use substantially adapted materials with individualized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content?

Yes ↓

Student may participate in alternate assessments.



Student must participate in the general assessment. Student may be eligible to use accommodations.