



**Participation Criteria in Expanded Format
For Determining Student Eligibility in
Alaska's Non-Diploma Track
Alternate Assessment**

Eligibility for the Alaska Alternate Assessment is a decision made by the Individualized Education Program (IEP) team members. The following items should be considered by the IEP team to determine if a student should be assessed using the non-diploma track Alternate Assessment, and the reasons for taking the alternate assessment should be documented in the student's file.

Parents must be informed that their student's assessment will be based on alternate achievement standards, (performance descriptors and cut scores that differ from the general assessments), and the student is not eligible to receive a high school diploma. A parent signature acknowledging notification of the consequences of alternate assessment are included in the student's file.

Instructions: If any response to the criteria is "No" or "Disagree" the student must participate in regular state assessments with or without accommodations.

| Yes/ Agree | No/ Disagree | Participation Criteria |
|---------------|-----------------|---|
| Yes | No | The student has an Individualized Education Program (IEP). |
| Yes | No | The decision for using the alternate assessment is an IEP team decision, and the decision is not being made for program administration reasons. |
| Yes | No | The modifications needed by the student to participate in the regular assessment would compromise the validity of the test. |
| Agree | Disagree | Objectives written for the student in the designated content area(s) are less complex than the grade level expectations, making the regular assessment, even with accommodations, inappropriate for this student |
| Agree | Disagree | The student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize and demonstrate performance of skills. |
| Agree | Disagree | The student demonstrates cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. |
| Agree | Disagree | The decision to participate in the alternate assessment is not based solely on excessive or extended absences. |
| Agree | Disagree | The decision to participate in the alternate assessment is not based solely on language, social, cultural, or economic differences. |
| Agree | Disagree | The decision to participate in the alternate assessment is not based solely on deafness/blindness, visual, auditory, and/or motor disabilities. |
| Agree | Disagree | The decision to participate in the alternate assessment is not primarily based on a specific eligibility determination. |
| Agree | Disagree | The decision to administer the state's alternate assessment is not based on the fact that the student's instructional reading level is below the grade level of the regular assessment to be administered. |
| Agree | Disagree | The decision to administer the alternate assessment is not based solely on the fact that the student is expected to perform poorly on the regular assessment. |
| Agree | Disagree | The decision to administer the alternate assessment is not based on the fact that the student is expected to experience duress under testing conditions. |
| Agree | Disagree | The decision to administer the alternate assessment is not based on the fact that there is a high probability that the student will demonstrate disruptive behaviors during the regular assessment. |