

Criteria for IEP Teams in Determining Student Eligibility for the Iowa Alternate Assessment 1%
(Revised 2011-2012)

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

Yes/Agree	No/Disagree	Participation Criteria
		The student has an Individualized Education Program (IEP).
		The decision for using the alternate assessment is an IEP team decision, and the decision is not being made for program administration reasons.
		The modifications needed by the student to participate in the regular assessment would compromise the validity of the test.
		IEP goals are aligned to grade level expectations but in reduced complexity.
		The student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize and demonstrate performance of skills.
		The student demonstrates cognitive ability and adaptive behavior that require substantial adjustments and modifications to the general curriculum.
		The decision to participate in the alternate assessment is not based solely on excessive or extended absences.
		The decision to participate in the alternate assessment is not based solely on language, social, cultural, or economic differences.
		The decision to participate in the alternate assessment is not based solely on deaf/blindness, visual, auditory, and/or motor disabilities.
		The decision to participate in the 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.
		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.
		The decision to administer the alternate is not based on the fact that the student is expected to experience duress under testing conditions.
		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.
		The decision to administer the alternate assessment is not based primarily on the student’s visual, auditory, physical, or emotional behavioral disabilities.