

Alternate Assessment Participation Checklist

Criterion	Considerations	Yes	No
Criterion #1 The student demonstrates cognitive abilities that significantly impact most adaptive behavior, all academic skills, and intellectual functioning.	Does evidence indicate unique and complex cognitive needs that significantly impact some adaptive skills, all academic skills, and intellectual functioning?	<input type="checkbox"/>	<input type="checkbox"/>
	Does evidence indicate limited understanding of academic and conceptual skills; writing, language, vocabulary, and grammar skills; and numerical concepts that impede progress of the general grade level core curriculum even with extensive accommodations?	<input type="checkbox"/>	<input type="checkbox"/>
	Does evidence indicate substantial, constant supports and continued supervision in adaptive skills that are well below average in two or more areas: self-care, communication, self-direction, social skills, leisure, home or school living, functional academics, community use, work, health and safety?	<input type="checkbox"/>	<input type="checkbox"/>
Criterion #2 The student requires extensive, direct individualized instruction using adapted materials and substantial supports to achieve measurable gains at their level of challenge.	Does the student require extensive modifications to the general curriculum (classroom objectives, materials, and/or activities) and substantially adapted materials to access information?	<input type="checkbox"/>	<input type="checkbox"/>
	Does the student require extensive, repeated instruction presented in individualized, incremental steps, in multiple settings (e.g., home, school, work, community)?	<input type="checkbox"/>	<input type="checkbox"/>
	Does the student require substantial assistance to acquire, maintain, demonstrate, and transfer skills across academic content areas and across multiple settings (e.g., home, school, work, community)?	<input type="checkbox"/>	<input type="checkbox"/>
	Does the student require substantial assistance to acquire, maintain, demonstrate, and transfer skills across multiple settings (e.g., school, workplace, community, and home)?	<input type="checkbox"/>	<input type="checkbox"/>
Criterion #3 The student demonstrates learning from Wyoming Extended Standards (WYES) with substantial adjustments and supports to appropriately challenge the student.	Does the student currently show inability to achieve measurable gains on general grade-level standards (WYCPS) even with extensive accommodations?	<input type="checkbox"/>	<input type="checkbox"/>
	Does the student currently show ability to achieve measurable gains on content linked to the WYES, with adaption of complexity, depth, and breadth to appropriately challenge the student?	<input type="checkbox"/>	<input type="checkbox"/>
	Do student IEP goals and objectives link to the enrolled grade level extended standards for all assessed content areas (ELA and math, and/or writing and science)?	<input type="checkbox"/>	<input type="checkbox"/>

If Yes to ALL Ten Questions	If No to ANY
<p>At this time, the evidence supports potential student participation in alternate assessments.</p> <p>Instruction and alternate assessments will be based on the Wyoming Extended Standards (WYES).</p> <p>During the _____ School Year, Student will participate in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alternate classroom/district assessments based on WYES with or without accommodations (K-12+). <input type="checkbox"/> Alternate State Summative Assessments with or without accommodations in IEP. (WY-ALT 3-10). <input type="checkbox"/> Alternate English Learner Assessment (Alternate ACCESS K-12 if active EL Status). <p><small>Note: With the passage of IDEA in 1997 and its reauthorization in 2004, it is required that both state and districts provide an alternate assessment for students who cannot participate in general state and district assessments.</small></p>	<p>At this time, the evidence supports student participation in general assessments.</p> <p>Instruction and general assessments will be based on grade-level Wyoming Content and Performance Standards (WYCPS).</p> <p>During the _____ School Year, Student will participate in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> General classroom/district assessments based on WYCPS with or without accommodations. (K-12). <input type="checkbox"/> General State Summative Assessment with or without accommodations. (WY-TOPP 3-10). <input type="checkbox"/> General English Learner Assessment (ACCESS K-12 if active EL Status). <input type="checkbox"/> WorkKeys Assessments (optional Gr. 11-12) <input type="checkbox"/> ACT (11 grade).

IEP Team Note Statewide Alternate Assessment Participation

- I understand this student will take the WY-ALT summative assessment in place of the WY-TOPP summative assessment.
- I understand that continued participation in the WY-ALT assessment may lead to a certificate of completion instead of a general diploma.
- I understand this decision will be reviewed annually.

IEP Team District Representative's Signature _____ Date _____

Parent/Guardian Note Statewide Alternate Assessment Participation

- I understand my child will take Alternate Assessments in place of general assessments.
- I understand that continued participation in the Alternate Summative Assessment may lead to a certificate of completion instead of a general diploma.
- I understand this decision will be reviewed annually.

Parent/Guardian Signature _____ Date _____