



Tip Sheet: Alternate Assessment Eligibility Worksheet & Assurance

Alternate Assessment Eligibility Worksheet

The Alternate Assessment Eligibility Worksheet is designed to assist IEP Teams in making the very important decision for students to follow the NC Extended Content Standards and participate in alternate assessments. This worksheet is designed to assist teams in reviewing the criteria established by the NCDPI, and to document the decision in the IEP within the Special Factors section.

Steps to follow on the Special Factors:

Step 1: Consider the need for instruction on the Extended Content Standards:

Is the IEP Team considering instruction on the Extended Content Standards for this student?

Yes/No Additional Information

If No, there will be no further information to include.

If Yes, The Alternate Assessment Eligibility Worksheet button will appear in the center of the screen. Teams are required to complete the worksheet when considering Extended Content Standards for students.

Is the IEP Team considering instruction on the Extended Content Standards for this student?

Warning: This form must be completed if the IEP team is considering Extended Content Standards and Alternate Assessment. It must be completed for the IEP to be finalized.

ALTERNATE ASSESSMENT ELIGIBILITY WORKSHEET

Information: This form must be completed if the IEP team is considering Extended Content Standards and Alternate Assessment. It must be completed for the IEP to be finalized.

Yes/No Additional Information

Worksheet: Each section of the worksheet requires yes/no answers. If answered yes, text is required to document the “why”.



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Remember, consideration of instruction on the Extended Content Standards should be discussed at each annual review meeting. The team must make an informed decision based on the most recent data presented.

Section #1:

Significance of the Cognitive Disability and Limited Adaptive Skills:

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1. Does the student demonstrate a significant cognitive disability and limited adaptive skills that may be combined with physical or behavioral limitation?

a. The student has been determined to have cognitive abilities falling within the most significant cognitive disability range of 3+ standards deviations below the mean plus or minus one standard error of measure using standardized assessments, AND

Yes/No Additional Information

b. demonstrates adaptive skills that are 2 standard deviations below the mean in one area or one and one-half standard deviations below the mean in two or more domains

Yes/No Additional Information

Remember teams should document cognitive and adaptive evaluation results that are current and/or relevant to the student. This information should accurately reflect the student's current abilities.

Section #2:

Instructional Considerations

2. Does the students significant cognitive disability impact the level of supports and services needed to progress through the standards?

a. The student requires a highly specialized educational program with intensive supports and modifications/accommodations, AND

Yes/No Additional Information

b. requires daily instruction for core academic standards and functional life skills on a substantially lower grade level than that of other peers with disabilities, AND

Yes/No Additional Information

c. requires extensive and repeated individualized instruction and support to make meaningful gains, AND

Yes/No Additional Information

d. uses substantially adapted materials and individualized methods of accessing information in alternative ways

Yes/No Additional Information

Remember when considering statements, a-d:



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- *The level of support provided to students; the team should see documentation of support that is SIGNIFICANTLY different from the support provided routinely to all students. The information provided should be more than just accommodations/modifications.*
- *A substantially lower grade level is more significant than one or two grade levels below in one skill area. Documentation should reflect information documenting the significance of the grade level gaps in all skill areas (i.e., students cannot follow the ECS for math, but not for reading).*
- *Extensive and repeated individualized instruction is much more intensive and should be documented to reflect the needs of the student.*
- *Substantially adapted materials and individualized methods should also reflect the level of intensity that is needed for the student to access the curriculum and is also much more than testing accommodations.*

Section #3:

Post School Outcomes

3. Will the students significant cognitive disability impact the students post-school outcomes compared to same age peers?

Yes/No	Additional Information
<input type="text"/>	<input type="text"/>

Remember, all decisions made during the educational career impact the student's future and although the transition plan is completed starting at age 14, teams should consider those outcomes at all grade levels and ages.

Keep in mind, the ECS should not be a "holding place" for a middle school student that would be appropriate for the Occupational Course of Study.

Section #4:

Assessment Participation

4. Is the students inability to participate in the regular assessment primarily the result of the extent of the significant cognitive disability and NOT the result of excessive absences, visual or auditory processing, social, cultural, language or economic difference?

Yes/No	Additional Information
<input type="text"/>	<input type="text"/>

Remember, teams must carefully review each of these extenuating factors and ascertain the cognitive disability and adaptive behavior skills are the main factors.

Section #5:

Decision of Instruction



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5. Is the student receiving instruction using the Extended Content Standards?

Yes/No	Additional Information
<input type="text"/>	<input type="text"/>

This question must be considered at each Annual Review.

Remember, the answer to this question is based on the data reviewed on the eligibility worksheet. If the team concluded the student requires intensive instruction with intensive supports, at a grade level significantly below their same aged peers and with repeated/intensive instruction and substantially adapted materials the team should consider if the ECS is appropriate for the student.

Step 2: Once the worksheet is completed and the user clicks Save & Continue, users are redirected to the Special Factors Page. Scroll down and a new question will appear, and teams must answer yes/no.

Is the student instructed towards Extended Content Standards & participating in the alternate achievement assessment?

Yes/No	Additional Information
<input type="text"/>	<input type="text"/>

If “no”, there will be no further information to include.

If the team answers “yes” to this question a new box will appear in the center with the Alternate Assessment Assurance Document button:

Is the student instructed towards Extended Content Standards & participating in the alternate achievement assessment?

Yes/No	Additional Information
<input type="text" value="Yes"/>	<input type="text"/>

Once the user clicks on the green button, the Alternate Assessment Assurance will appear, and teams will need to answer each question yes/no:



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Alternate Assessment Assurance

1. The IEP Team, including the parent/guardian/student, has a clear understanding that the North Carolina Extended Content Standards are alternate academic achievement standards aligned with the North Carolina Standard Course of Study.

Yes/No

2. The IEP Team, including the parent/guardian/student, has a clear understanding that the NCEXTEND1 is the alternate assessment for students with the most significant cognitive disabilities instructed on the extended content standards.

Yes/No

3. The IEP Team, including the parent/guardian/student, has a clear understanding that instruction on the extended content standards and participation in the alternate assessment (NCEXTEND1) will not result in a high school diploma. The student will earn a certificate of completion upon graduating/exiting high school.

Yes/No

4. The IEP Team, including the parent/guardian/student, agrees that instruction on the extended content standards and participation in the alternate assessment (NCEXTEND1) is reasonable and appropriate in light of the student's significant cognitive disability.

Yes/No

i If the IEP Team is in disagreement, document the decision and reasons for the decision in the Prior Written Notice.

BACK **SAVE** **SAVE & CONTINUE >>**

If teams answer yes, teams must include at least 2 short-term objectives and/or benchmarks with goals. ECATS will trigger an error message if objectives are not included, and the user will not be able to finalize the document.

! The following errors have been found on this page:
You must list at least 2 objectives for this goal.

Also, teams must choose the alternate assessment when adding state tests and include an explanation of why the student is participating in the alternate assessment:

Alternate Assessments

If the student is participating in any alternate assessment(s), explain why the regular testing program, with or without accommodations, is not appropriate and why the selected assessment is appropriate:

Not applicable at this time