Wyoming Alternate Assessment Participation Guidance Criteria

Exclusionary Factors:
- The IEP Team affirms that annual assessment data was reviewed for each content area.
- The decision for participation in the Alternate Assessment is **NOT** based on the following:
  1. A specific disability category or label
  2. Poor attendance or extended absences
  3. Native language/social, cultural, or economic difference
  4. Expected poor performance on the general education assessment (WY-TOPP)
  5. Academic and other services student receives
  6. Educational environment or instructional setting
  7. Percent of time receiving special education services
  8. English Learner (EL) status
  9. Low reading level/achievement level
  10. Anticipated disruptive behavior
  11. Impact of student scores on the accountability system
  12. Administration and/or parental decision
  13. Anticipated emotional distress
  14. Need for accommodations (e.g., assistive technology/AAC) to participate in the assessment
  15. The decision shall not be based on graduation path (i.e., diploma or certificate of completion).

<table>
<thead>
<tr>
<th>Criterion #1</th>
<th>Considerations</th>
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<tbody>
<tr>
<td>The student has a significant cognitive disability*.</td>
<td>Does the student’s record indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior?</td>
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<tr>
<td>*Significant cognitive disability is not related to the disability category.</td>
<td>Does the student demonstrate cognitive ability and adaptive skill levels that impede progress of the general core curriculum, with or without accommodations?</td>
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<tr>
<td></td>
<td>Does the student have a disability that presents unique and significant challenges to participate productively in everyday life activities in school, home, community, and work environments?</td>
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<thead>
<tr>
<th>Criterion #2</th>
<th>Considerations</th>
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<tbody>
<tr>
<td>The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.</td>
<td>Does the student require extensive modifications to the general curriculum (classroom objectives, materials, and/or activities)?</td>
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<td>Does the student require frequent and extensive, repeated instruction presented in individualized, incremental steps that is not temporary in nature?</td>
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<td>Does the student use substantially adapted materials and individualized methods of accessing information?</td>
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<td>Does the student require substantial assistance to acquire, maintain, demonstrate, and transfer skills across multiple settings (e.g., school, workplace, community, and home)?</td>
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<tr>
<th>Criterion #3</th>
<th>Considerations</th>
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<tbody>
<tr>
<td>The student is learning content linked to (derived from) the Wyoming Content and Performance Extended</td>
<td>Is the student unable to master grade-level standards even after being provided the appropriate and allowable accommodations?</td>
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<td></td>
<td>Are the goals and instructions listed in the IEP for this student linked to the enrolled <strong>grade-level extended standards</strong> for all assessed content areas?</td>
</tr>
</tbody>
</table>
Standards, which appropriately challenge the student. | Is the student unable to participate in any other component of the statewide assessment system, even with test accommodations? |
|---|---|

**If Yes to ALL**

At this time, the evidence supports potential student participation in **alternate** assessments.

Instruction and alternate assessments will be based on the Wyoming Extended Standards.

Student may participate in:

- Alternate classroom/district assessments based on extended standards (Gr. K-12+)
- Alternate State Summative Assessments (Gr. 3-10)

Continue to Parent Note.

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.

**If No to ANY**

At this time, the evidence supports student participation in **general** assessments.

Assessments will be based on grade-level Wyoming standards.

Student will participate in:

- General classroom/district assessments based on general standards with or without accommodations (Gr. K-12+)
- State Summative Assessments with or without accommodations (Gr. 3-10)
- ACT (Gr. 11)
- WorkKeys Assessments (optional in Gr. 11-12)

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**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 Note**

**Statewide Alternate Assessment Participation**

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- I understand that continued participation in the WY-ALT assessment may lead to a certificate of completion instead of a general diploma.
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Parent/Guardian Signature_______________________________________ Date __________