

Wyoming Alternate Assessment (WY-ALT)

Participation Criteria

Participation in the WY-ALT reflects the pervasive nature of a significant cognitive disability and requires a **“YES” TO EACH** of the following questions. Wyoming requires that a student participates in the WY-ALT for all subjects tested. The IEP team should document test-taking status in the appropriate sections of the student’s IEP.

Participation Criteria	Participation Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability.	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student is learning content linked to (derived from) the Wyoming Alternate Content and Performance (Wy-CPS) Standards.	Goals and instruction listed in the IEP for this student are linked to the enrolled graded level Wy-CPS and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes / No
4. Proficiency determined by Alternate Wy-CPS does not under challenge the student or limit the educational opportunity of the student.	The student’s IEP goals and objectives are based on grade-level extended standards. These are reduced in breadth, depth, and complexity and define appropriate challenge given the students level of performance, historical data, and rate of progress.	Yes/ No
5. The student cannot participate in the general statewide assessment with or without accommodations, as appropriate, based on his/her IEP.	Documentation should support the decision.	Yes/ No

Evidence for the decision to participate in the WY-ALT is **NOT BASED** on:

1. A 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 Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of student scores on the accountability system
12. Administration decision
13. Anticipated emotional distress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in the assessment