

Alternate Assessment Decision Confirmation Worksheet



California Assessment of
Student Performance and Progress



This document confirms the decision of the individualized education program (IEP) team that the student is eligible to participate in the California Alternate Assessments (CAAs) and the Alternate English Language Proficiency Assessments for California (Alt-ELPAC). For more information, refer to the Alternate Assessment IEP Team Guidance web page at <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>.

Participation in Alternate Assessments

Does the student have a significant cognitive disability and an IEP? Yes No

If yes, continue with this confirmation worksheet. If no, the student is not eligible to take alternate assessments.

If yes, the IEP team confirms that a review of the student's records and IEP indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as behavior that is essential for a person to live independently and to function safely in daily life. Sources of evidence may include, but are not limited to, results of the following:

- Individual cognitive ability test
- Adaptive behavior skills assessment
- Informal assessments
- Individual reading assessments
- Districtwide alternate assessments
- Achievement tests
- Language assessments, including English learner (EL) language assessments, if applicable

If yes, the student is eligible for the following assessments:

- CAA for English language arts/literacy
- CAA for Mathematics
- CAA for Science
- Initial Alt-ELPAC, if the student's Home Language Survey indicates a primary language other than English
- Summative Alt-ELPAC, if the student is identified as an EL

Alignment with Standards

Students eligible for an alternate assessment should be learning content aligned with the California Common Core State Standards (CA CCSS), the California Next Generation Science Standards (CA NGSS), or, as applicable, the *2012 California English Language Development Standards (2012 CA ELD Standards)*.

Goals and instruction listed in the IEP for this student are aligned with the enrolled grade-level CA CCSS, CA NGSS, and *2012 CA ELD Standards*.

Sources of evidence may include, but are not limited to, the following:

- Progress monitoring data
- Present levels of academic and functional performance, goals, and objectives from the IEP
- Data from scientific research-based interventions
- Examples of curriculum, instructional objectives, and materials

The IEP team confirms that the student is or will be learning content aligned with the standards listed above.

Instruction and Supports

Students eligible for an alternate assessment require 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 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 academic content.

Sources of evidence may include, but are not limited to, the following:

- Examples of curriculum, instructional objectives, and materials, including work samples from both school- and community-based instruction
- Teacher-collected data and checklists
- Present levels of academic and functional performance, goals, objectives, and post-school outcomes from the IEP and the transition plan for students aged sixteen and older

The IEP team confirms that the student is or will be receiving extensive direct individualized instruction and substantial supports to achieve measurable gain.

IEP Team Statement of Assurance: *Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Alternate Assessment is the most appropriate assessment for this student. The student has been determined to be the most significantly cognitively impaired; the student has been shown to require extensive, direct individualized instruction and substantial supports to achieve measurable gains on the challenging state alternate academic achievement/performance content standards for the grade in which the student is enrolled; the student was not identified solely on the basis of the student's previous low academic achievement or the student's previous need for accommodations to participate in general state or districtwide assessments; and that any additional implications of this decision were discussed thoroughly.*

Each of us agrees with the IEP team decision to use the Alternate Assessment:

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Parent/Guardian: _____ Date: _____

