Participation Criteria Checklist for Alternate Assessments

To assist an IEP team in determining whether or student should use alternate assessments, the criteria below may be considered. If the answer to one or more of the criteria is “Disagree,” the team should consider administering the CELDT to the student with the use of any necessary test variations, accommodations, and or modifications.

Circle “Agree” or “Disagree” for each item:

Agree Disagree The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.

Agree Disagree The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum.

Agree Disagree The student cannot take the CELDT even with test variations, accommodations, and/or modifications.

Agree Disagree The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.

Agree Disagree The decision to participate in an alternate assessment is not based on excessive or extended absences.

Agree Disagree The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.

Agree Disagree The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.

Agree Disagree The decision to participate in an alternate assessment is not based primarily on a specific categorical program.

Agree Disagree The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.