



**COLORADO**

Department of Education

# Alternate Standards and Assessment Participation Guidelines

**Exceptional Student Services Unit**

March 2016

# Together We Can

## Vision

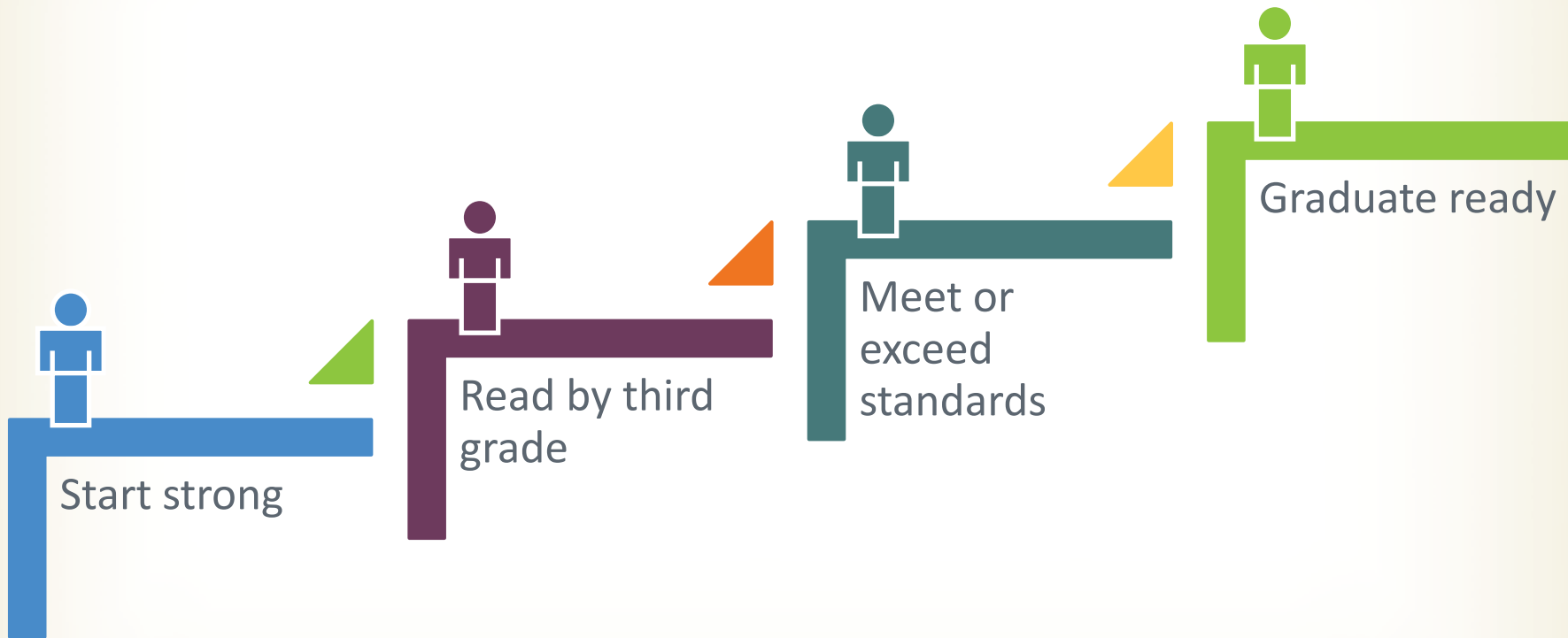
All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

## Mission

The mission of the Colorado Department of Education is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state.

# CDE Strategic Goals:

*Every Student Every Step of the Way*



# Driving Questions

What do we want students, educators, schools, and districts to know and be able to do?

How will we know if expectations are met?

How will we respond when help is needed and to support continued growth?

	What do we want students, educators, schools, and districts to know and be able to do?	How will we know if expectations are met?	How will we respond when help is needed and to support continued growth?
<b>Students</b>	Colorado Academic Standards	Assessments	<ul style="list-style-type: none"> <li>• RTI</li> <li>• PBIS</li> <li>• Targeted interventions</li> <li>• IEPs</li> </ul>
<b>Educators</b>	Educator quality standards	Educator evaluations	<ul style="list-style-type: none"> <li>• Induction</li> <li>• Mentoring</li> <li>• Professional development plans</li> <li>• Remediation plans</li> </ul>
<b>Schools/ Districts</b>	Performance indicators	School and district performance frameworks	<ul style="list-style-type: none"> <li>• Unified planning</li> <li>• Priority</li> <li>• Turnaround</li> </ul>

# Expanding Student Learning



When we intentionally integrate...

- Coherent and rigorous academic standards
- Innovative and engaging learning options
- Supported and effective educators
- Aligned and meaningful assessments
- Statewide and district accountability

*We can personalize learning and ignite the potential of every student.*

# Who Needs Training About Alternate Standards and Assessment Participation Guidelines?

## ■ IEP Team

- Campus Administrators
- General Education/Special Education Teachers
- Speech Language Pathologists
- Related Service Personnel
- School Psychologists
- Parents

# Session Outline

- Review participation guidelines and discuss each section of the *Alternate Standards and Assessment Participation Guidelines Worksheet*
- Become familiar with the clarifying **companion document** to be used with the worksheet
- Answer **questions** from the field related to alternate standards and assessment

# Purpose

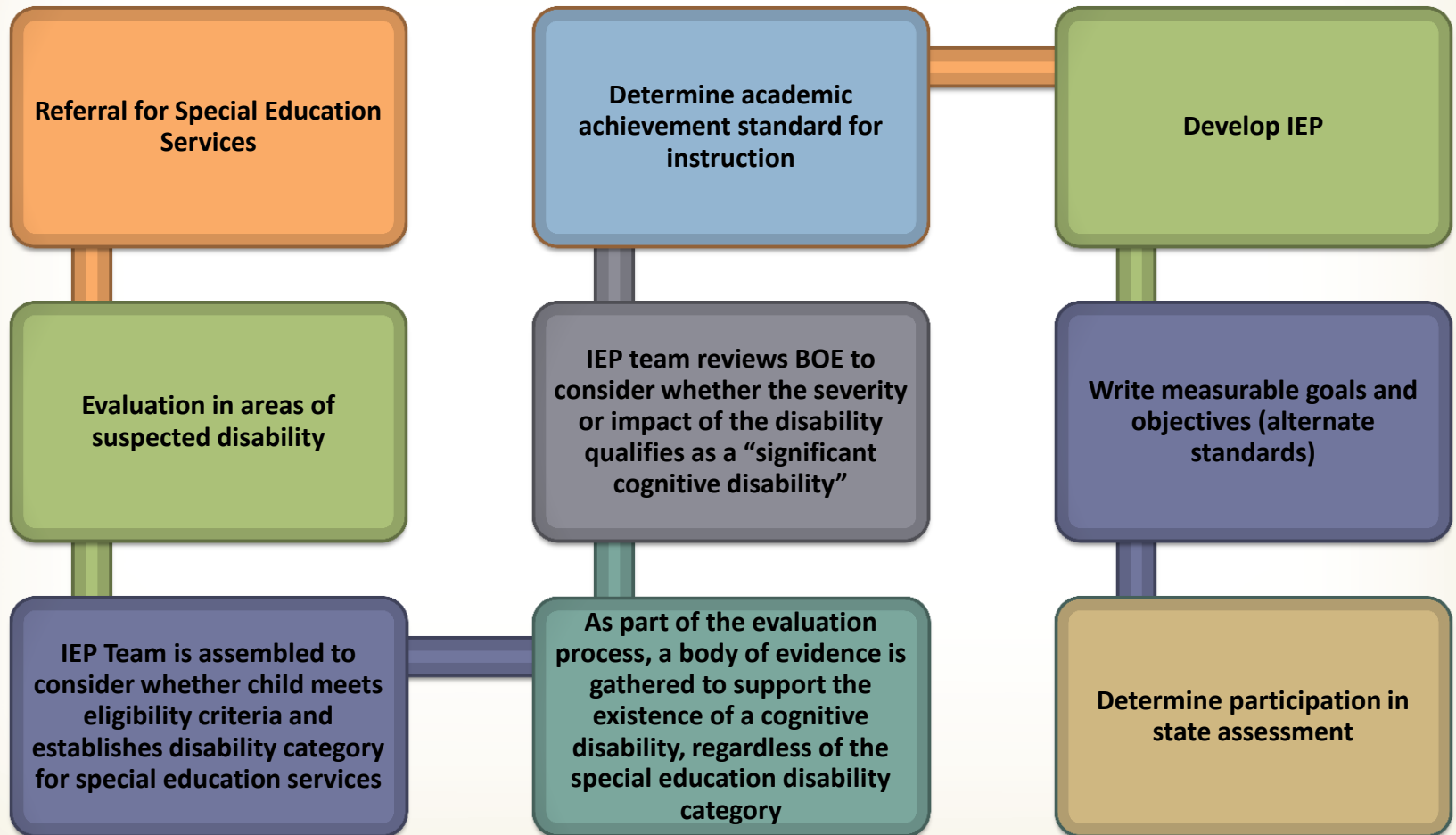


**Improved  
Student  
Performance**





# Decision-Making Process



# Evaluation

In conducting an evaluation, the public agency must—

Use a ***variety of assessment tools and strategies*** to gather *relevant* functional, developmental, and academic information...

***Not use any single measure or assessment as the sole criterion*** for determining whether a child is a child with a disability and for determining an appropriate educational program for the child... ***Applies to ANY disability category!***

# Is “the Golden Thread” evident?

- Is the documented disability associated with comprehensive cognition levels that are considered to be “within normal limits” or does the student’s cognitive and adaptive behavior fall within a range that qualifies as a student with a significant cognitive disability? (70 or below)
- What is the student’s present level of academic achievement and functional performance?

## Special Education Eligibility

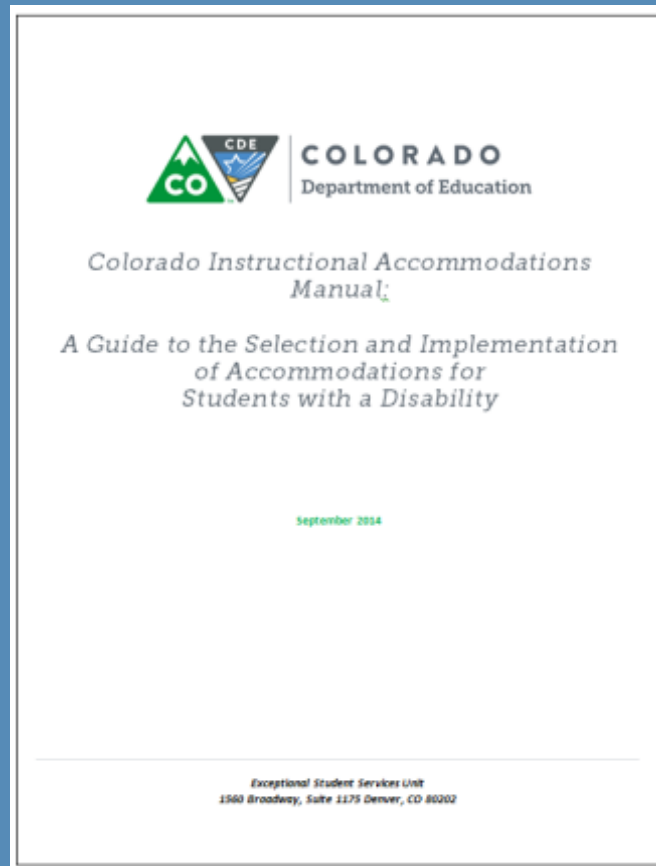
## Instruction: Academic Achievement Standard

- Student accesses enrolled grade-level curriculum and is evaluated by either
  - Grade-level academic achievement standards
  - Alternate academic achievement standards

- Instructional accommodations – provide access to content
- Accommodations for assessment
  - PARCC- ELA & Math
  - Pearson – Science & Social Studies
  - Dynamic Learning Maps (DLM )Alternate ELA and Math

## Accommodations/ Modifications

# Colorado Instructional Accommodations Manual



[Link to Manual](#)

# Purpose of the Instructional Accommodations Manual

1. Provide **decision-making guidance** for all types of educational teams
2. **Participation Guidelines for Alternate Standards for Instruction and Assessment**
3. **Instructional adaptations**

# Who will use the manual?



Various types of **educational teams** may be assembled to consider a student's educational needs.

The role of the team is to thoughtfully determine and document appropriate accommodations needed to access instruction and assessment.

All decisions will be made and **documented** in a formal educational plan according to applicable local, state and federal guidelines.

Formal plans may include, but are not limited to:

- English Language Acquisition Plan
- Individual Literacy Plan
- RTI Plan / MTSS Plan
- Advanced Learning Plan (ALP)
- School or district document kept in the student's cumulative record
- Section 504 Plan / Individual Accommodation Plan
- Individualized Education Program IEP

# Colorado Instructional Accommodations Manual Guidance applies to....

- Any student with a documented need, including students with a disability who are served under **Section 504 of the Rehabilitation Act of 1973**, and students who are eligible to receive special education services under the **Individuals with Disabilities Education Improvement Act 2004 - IDEA**

# Instructional Accommodations

## Section I: Guidance



# Section I

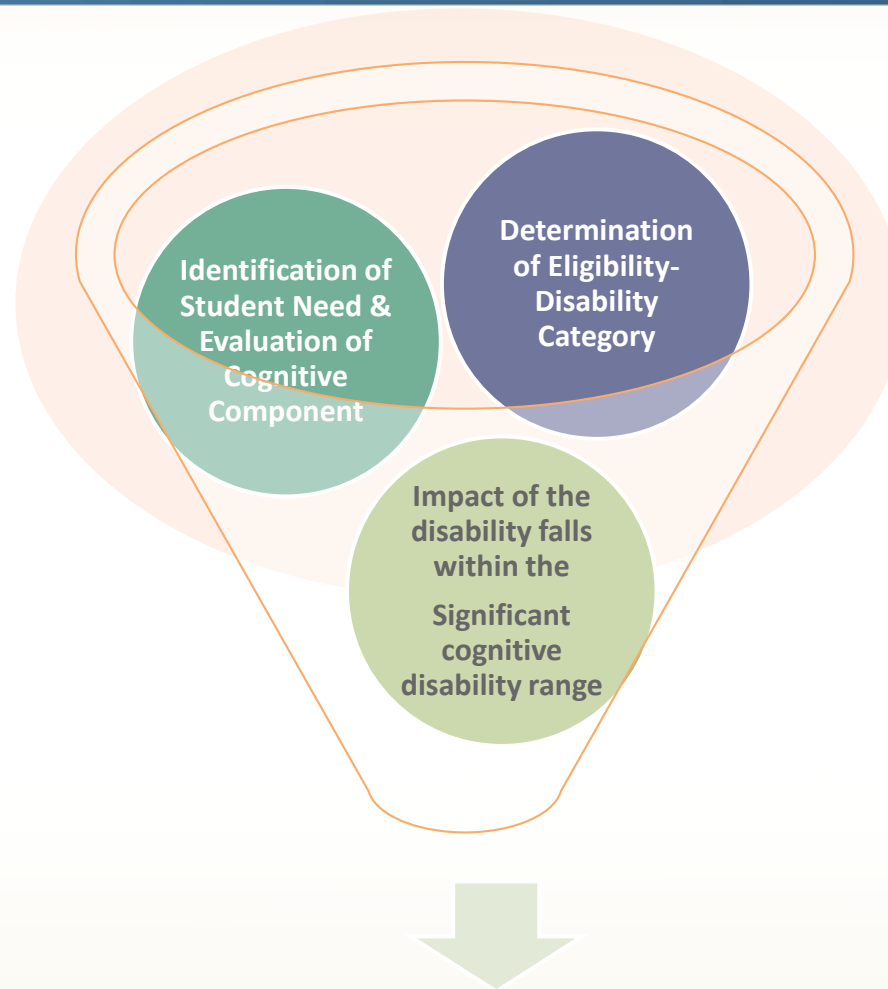
## Responsibilities of Educational Teams

- Documenting decisions in the Educational Plan
- **Guidelines for Determining Eligibility for Accommodations**
  - Culturally and/or Linguistically Diverse Learners
  - Students Identified as Gifted and Talented Who Also Have a Disability
  - Students with a Disability Served Under Section 504
  - Special Education Disability Categories
- **Determining Academic Standard for Instruction and Assessment**
  - Participation Guidelines Worksheet and Companion Document Graphic
- **Federal and State Laws**
- **District Policies and Procedures – \*Director of Special Education**

# Alternate Academic Achievement Standards and Alternate Assessment Participation Guidelines Worksheet

<p>Process of determining whether a student meets eligibility criteria to qualify for special education services under one of the 13 disability categories</p>	<p>Process of determining whether or not a student meets participation guidelines as a student with a significant cognitive disability, regardless of the disability category</p>
<p><a href="#"><u>ECEA Eligibility Categories</u></a></p> <p><a href="#"><u>Guidelines</u></a> for Determination of Eligibility ID/MD</p>	<p><a href="#"><u>Alternate Standards and Assessment Participation Guidelines Worksheet Companion document</u></a></p> <p>A Spanish version is also posted</p>

# Special Education Eligibility → Determining Alternate Standards for Instruction and Assessment



IEP Team considers alternate standards for instruction and alternate assessment

# Participation Guidelines Worksheet

## Alternate Academic Achievement Standards and Alternate Assessment Participation Guidelines Worksheet

\* For further clarification of terms used in this worksheet, please refer to the companion document *Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment*

### Criterion #1:

The student has been evaluated and determined to be eligible to receive special education services and has an IEP.

### Response:

Has the student been determined to be a student with a disability eligible to receive special education services under the Individuals with Disabilities Education Act (IDEA)?

Is a current Individualized Education Program (IEP) in place or being developed for the student?

No. Stop here. The student must meet Special Education *Determination of Eligibility* criteria in one or more disability categories defined in BCEA Rules [http://www.cde.state.co.us/cdesped/IEP\\_Forms.asp](http://www.cde.state.co.us/cdesped/IEP_Forms.asp)

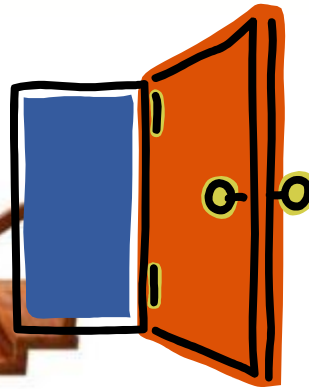
Yes. If both elements can be affirmed, continue to Criterion #2.

# Participation Guidelines Worksheet

<b>Criterion #2: The student has documented evidence of a cognitive disability.</b>	<b>Response:</b>
<input type="checkbox"/> During the process of determining eligibility for a student to receive special education services, did the IEP Team review a body of evidence that supports the existence of a cognitive disability?	<input type="checkbox"/> <b>No. Stop here.</b> The student must have documented evidence of the existence of a cognitive disability, regardless of the special education disability category.  <input type="checkbox"/> <b>Yes.</b> Empirical evidence of a cognitive disability is documented in the IEP. <b>Continue to Criterion #3.</b>

# Participation Guidelines Worksheet

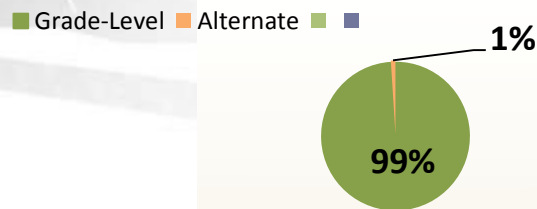
Impact of the Disability



*It is the existence of the significant cognitive disability, regardless of special education eligibility category, that allows the IEP Team to consider the option of alternate standards and assessment.*

“the most significant cognitive disabilities”

## Standards and Assessment



# Participation Guidelines Worksheet

<p><b>Criterion #3:</b> The student has a <u>significant</u> cognitive disability.</p>	<p><b>Response Options:</b></p>
<p><input type="checkbox"/> The student's demonstrated cognitive functioning and adaptive behavior in the home, school, and community environments are <b>significantly below age expectations, even with program modifications, adaptations and accommodations</b> <u>and</u></p> <p><input type="checkbox"/> the School Psychologist (or other personnel trained in administering psychometric evaluation) presents evidence that the student's cognitive and adaptive functioning is consistent with that of a student with a <b>significant cognitive disability*</b>.</p> <p><i>Empirical evidence includes, but is not limited to, formal testing results, multi-disciplinary team evaluations, and other evaluative data.</i></p>	<p><input type="checkbox"/> <b>Yes.</b> Both elements affirm that the student's evaluated performance falls within range of the most <b>significant cognitive disability</b>. The student (a) requires extensive, repeated individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer academic and functional skills necessary for application in school, work, home and community environments. Daily modified instruction is linked to the enrolled grade level <b>Colorado Academic Standards Extended Evidence Outcomes (EEOs)</b>. For students receiving instruction on alternate standards and taking alternate assessment, the IEP must contain measurable annual goals <b>and</b> objectives for content areas.</p> <p><b>Continue to 4B to select <u>alternate</u> standards-based instruction and appropriate alternate assessment.</b></p> <hr/> <p><input type="checkbox"/> The documented evidence supports the existence of a significant cognitive disability. However the IEP Team determines that with appropriate adaptations (supports and accommodations), the student will receive daily instruction based on the Colorado Academic Standards enrolled <b>grade-level expectations</b>. (The student then does not qualify for instruction on alternate academic achievement standards or to take alternate assessment based on alternate academic achievement standards.)</p> <p><b>Continue to 4A to select <u>Grade-level</u> standards-based instruction and appropriate grade-level assessment.</b></p> <hr/> <p><input type="checkbox"/> <b>Yes.</b> Although the documented evidence supporting the existence of a significant cognitive disability does not fall into the lower ranges, the IEP Team has considered the impact and severity of the disability along with other related factors in order to determine that the student qualifies to receive modified daily instruction based on the Colorado Academic Standards <b>Extended Evidence Outcomes</b> (alternate academic achievement standards) and participate in alternate assessment based on alternate academic achievement standards.</p> <p><b>Continue to 4B to select <u>Alternate</u> standards-based instruction and appropriate alternate assessment.</b></p>

# Participation Guidelines Worksheet

Tested Content Areas	<b>4A</b> <b>Instruction and Assessment based on Grade-Level Academic Achievement Standards</b> (Grade-level Expectations / Evidence Outcomes)	<b>4B</b> <b>Instruction based on Extended Evidence Outcomes (EEOs) and *Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAS)</b>
CMAS: Reading/ Writing (ELA) Math Social Studies Science	<input type="checkbox"/> Grade-level classroom/ district assessments <input type="checkbox"/> with accommodation <input type="checkbox"/> without accommodation  <input type="checkbox"/> State Summative Assessment <input type="checkbox"/> with accommodations allowed for use on state assessment <input type="checkbox"/> without accommodation <input type="checkbox"/> Unique Request- pending approval by CDE Assessment Unit	<input type="checkbox"/> Alternate classroom/ district assessments based on alternate standards  <input type="checkbox"/> Alternate State Summative Assessments (Gr. 3-9 and 11)  <p><b>Note:</b> 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.</p>
Other	<input type="checkbox"/> ACCESS for ELLs (K-12) <input type="checkbox"/> with allowable accommodations  <input type="checkbox"/> Grade 10 Preparatory Exam  <input type="checkbox"/> Grade 11 College Entrance Exam	<input type="checkbox"/> Alternate ACCESS for ELLs (Gr. 1-12)  <input type="checkbox"/> 10 <sup>th</sup> Grade DLM Alternate Assessment  <input type="checkbox"/> 11 <sup>th</sup> Grade DLM Alternate Assessment



# Participation Guidelines Worksheet

## Exclusionary Factors:

### The IEP Team affirms

- that annual assessment data was reviewed for each content area and
- the decision for participation in the Alternate Assessment 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 grade-level assessment
  5. Services student receives
  6. Educational environment or instructional setting
  7. Percent of time receiving special education
  8. English Language Learner (ELL) status
  9. Low reading level/academic level
  10. Anticipated student's disruptive behavior
  11. Impact of student scores on accountability system
  12. Administrator decision
  13. Anticipated student's emotional duress

### IEP Team Consensus: (Record decision on IEP Form)

- Student meets participation guidelines as a student with a significant cognitive disability and will receive instruction based upon alternate academic achievement standards and participate in alternate assessment as indicated above.**

# Alternate Standards and Assessment Participation Guidelines Worksheet Companion Document

## *Participation Guidelines: Alternate Academic Achievement Standards for Instruction and Alternate Assessment*

*This clarifying document has been prepared as a companion for the Participation Guidelines Worksheet.*



### *Evaluation and Determination of Eligibility for Special Education*

Upon referral for special education services, the school district will use “a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent...” to build the body of evidence to define a student’s characteristics as a learner. The IEP Team will review the evaluation data and follow the Determination of Eligibility Checklists to document the student’s eligibility to receive special education services under IDEA and to develop an Individualized Educational Program (IEP). During the IEP Team considerations, the academic achievement standard for instruction will be specified and how the student will participate in assessment will be documented. (20 U.S.C. 1414(b)(2)(A). [http://www.cde.state.co.us/cdesped/IEP\\_Forms.asp](http://www.cde.state.co.us/cdesped/IEP_Forms.asp))

### *Cognitive Disability*

As part of the multi-disciplinary process, the unique needs of the child will be identified and evaluated. If cognitive and adaptive delay is a suspected area, a school psychologist or other trained licensed personnel will select and administer valid and reliable instruments based upon the student’s needs. Results of testing and observational instruments shall be reported and documented as part of an empirical body of evidence. No one procedure can be the sole determiner of whether a child has a disability or to determine a specific educational plan. Multiple sources of information must be considered to define the pervasive level of support required by the student and to identify areas of strength as well as areas of need. A comprehensive review would be expected to address the following areas: academics; communication; self-care; daily living; social skills; access to the community; self-direction; health and safety; leisure; and work. Adaptive skills should be commensurate with the scores from the cognitive evaluation and must also indicate that the student is functioning in the most significant classification ranges.

### *Significant Cognitive Disability*

While the *Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities Non-regulatory Guidance* issued by the U.S. Department of Education in August 2005 states that **alternate achievement standards are intended for “...students with the most significant cognitive disabilities.”** (p.6) there is no federal definition or single method of determining if a student has a “significant cognitive disability” <http://www2.ed.gov/policy/elsec/guid/altguidance.pdf>

Available to print  
in  
Booklet format  
and in a Spanish  
Version

# Expected Outcome

As required by federal regulation, CDE is to provide state-level guidance for IEP Teams aimed at fostering consistent application of criteria to determine whether students with a cognitive disability meet participation guidelines for receiving instruction on alternate standards and participating in alternate classroom/district/state assessment.

# Parent Participation



# How to Find the CAS/EEO Templates

## [Instructional Standards for Students with a Disability webpage](#)

A screenshot of the Colorado Department of Education (CDE) website. The header features the CDE logo on the left and navigation links for "Site Index", "CDE Offices", and "Staff Directory" on the right. A search bar contains the text "extended evidence outcomes". Below the header is a navigation menu with five categories: "Data & Accountability", "Programs & Supports", "Teaching & Learning", "Policy & Funding", and "SchoolView". The main content area shows a section titled "Outstanding Schools and Districts" with a sub-headline "Build the capacity of schools and districts to meet the needs of Colorado students and their families". To the right of this text is a photograph of a group of students in a classroom.

cde COLORADO DEPARTMENT of EDUCATION

[Site Index](#) | [CDE Offices](#) | [Staff Directory](#)

extended evidence outcomes

Data & Accountability | Programs & Supports | Teaching & Learning | Policy & Funding | SchoolView

### Outstanding Schools and Districts

Build the capacity of schools and districts to meet the needs of Colorado students and their families

# Extended Evidence Outcomes (EEOs)

Extended Evidence Outcomes Adopted August 3, 2011 On August 3, 2011, the State Board of Education unanimously adopted the EEO. EEO provide the alternate standards in Mathematics, Science, Social Studies and Reading, Writing and Communicating for students with significant cognitive disabilities who qualify for the alternate assessment. These alternate expectations are directly aligned to the grade level expectations for all students.

- [Mathematics with EEOs](#)
- [Reading, Writing and Communicating with EEOs](#)
- [Science with EEOs](#)
- [Social Studies with EEOs](#)
- To see alignment across the Evidence Outcomes, Extended Evidence Outcomes and the Dynamic Learning Maps Essential Elements, please see the [Standards Side-by-Side Reference Tools for ELA/Literacy and Mathematics](#)

For students receiving instruction on alternate standards, measurable goals and objectives are required in the IEP

# How do the Participation Guidelines pertain to K-2 Students?

- The child's IEP documents whether the child receives **instruction** based on grade-level or alternate academic achievement standards and how the child will participate in assessment
- If the child's IEP Team agrees that the **cognitive and adaptive functioning** of the child falls into the "significant cognitive disability" range, the student would meet the participation guidelines to receive **instruction** based on alternate academic achievement standards and participate in alternate **assessment**, such as the **Alternate ACCESS for ELLs**
- IEP Goals/objectives are based on
  - Colorado Academic Standards / Extended Evidence Outcomes
  - Colorado's Early Learning and Development Guidelines (applies to children through 3<sup>rd</sup> Grade)

# How do the Participation Guidelines pertain to Preschool Age Students?

- If the child's IEP Team agrees that the **cognitive and adaptive functioning** of the child warrants consideration for **instruction** based on alternate academic achievement standards
- IEP Goals/objectives are based on
  - Colorado Preschool Academic Standards
  - [Colorado Academic Standards / Extended Evidence Outcomes](#)

Standards Support:

[Colorado's Early Learning and Development Guidelines](#)

\*For questions related to Early Childhood, please contact Penny Dell  
[dell\\_p@cde.state.co.us](mailto:dell_p@cde.state.co.us)



# Summary

- In actuality, the federal legislation around alternate standards and assessment have not been changed. The purpose for expanding the explanation with the revised Participation Guidelines Worksheet is to help ensure districts are
  - applying the **participation guidelines consistently** across the state
  - **not over-identifying** students for alternate standards and assessment only because they meet eligibility criteria for Intellectual Disability
  - not having students take an **alternate assessment** (CoAlt) without actually basing their instruction on the **EEOs**
  - **not** using the EEOs for every student with an IEP

# Summary

- Colorado participation guidelines are in alignment with the Dynamic Learning Maps™ Alternate Assessment

**Our State guidance is:** The IEP Team is responsible to

- make the determination of the academic achievement standard for instruction and
- specify participation in state assessment based upon a body of evidence that supports the determination that for a student with a significant cognitive disability, progress is most suitably measured against alternate academic achievement standards and student achievement should be measured with alternate assessments based on alternate academic achievement standards.

# How can I get new information?

- **CDE Website**
  - Assessment Unit
  - Exceptional Student Services Unit
    - Standards
    - Instructional Accommodations
    - Assessing Students with a Disability
    - Professional Development

# CDE Contacts

## Accommodations for State Assessments

**Mindy Roden**

[Roden\\_m@cde.state.co.us](mailto:Roden_m@cde.state.co.us)

303-866-6709

## Instructional Accommodations

**Exceptional Student Services Unit**

## Significant Support Needs

**Gina Herrera – Exceptional Student Services Unit**

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303-866-6605

## School Psychology

**Julia Wigert– Exceptional Student Services Unit**

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