



Idaho Alternate Assessment Participation Worksheet

IEP Team Decision-Making Worksheet

The Idaho Alternate Assessment (IDAA) is based on the *Idaho Extended Content Standards Core Content Connectors*, which have been reduced in depth and complexity from the *Idaho Content Standards*. The IDAA is a statewide testing option intended only for those **students with the most significant cognitive impairments**, in lieu of the general education assessment with or without supports and accommodations.

Having a significant cognitive impairment is not solely determined by an IQ test score, nor based on a specific disability category, but rather a complete understanding of the complex needs of a student. Students with significant cognitive impairments have a disability or multiple disabilities that significantly impact their adaptive skills and intellectual functioning. These students have adaptive skills well below average in two or more skill areas and intellectual functioning well below average (typically associated with an IQ below 55) ([Idaho Special Education Manual](#), p.xxxiii).

Participation in the IDAA reflects the pervasive nature of a significant cognitive impairment and requires that a student meet all four participation criteria. Students with the most significant cognitive impairments represent about 1% of the total student population. The IEP team shall consider a student's participation in the IDAA on an annual basis during the IEP team meeting.

PURPOSE

The purpose of this IDAA Participation Decision-Making Worksheet is to provide guidance to IEP teams considering IDAA participation for students with the most significant cognitive impairments. IEP teams should complete the [IDAA Participation Decision-Making Matrix](#) and review and confirm the [IDAA Non-Participation Criteria](#).

STUDENT INFORMATION

Student Name:

Date of Birth:

Student ID Number:

Teacher:

School:

Date of IDAA participation determination:

IDAA PARTICIPATION DECISION

(to be completed after the IEP team has completed the worksheet)

*The student **qualifies** to take the IDAA.*

*The student **does not qualify** to take the IDAA.*



IDAA PARTICIPATION CRITERIA

Use the *IDAA Participation Decision-Making Matrix* to understand and determine if a student meets the criteria to participate in the IDAA. The first column lists each IDAA participation criterion. The second column outlines descriptors that explain each IDAA participation criterion in more detail. The third column provides space for the IEP team to provide evidence that the student meets each IDAA participation criterion.

Complete the matrix by responding **yes** or **no** to each IDAA participation criterion in the first column and explaining the sources of evidence that support the assertion that the student meets or does not meet each criterion in the third column. A student **must meet all four** of the participation criteria listed in the decision-making matrix to qualify for the IDAA. If the response to any single criterion is **no**, then the IEP team does not discuss the remaining criteria and the student **does not qualify** for the IDAA.

IDAA Participation Decision-Making Matrix

IDAA Participation Criteria	Participation Criteria Descriptors	Source(s) of Evidence (include name/title of information source, test scores, and other relevant information)
<p>1. The student has a significant cognitive impairment.</p> <p>Yes</p> <p>No</p>	<ul style="list-style-type: none"> The student has a disability or multiple disabilities that significantly impact their adaptive skills and intellectual functioning. The student has adaptive skills well below average in two or more skill areas. The student has intellectual functioning well below average (typically associated with an IQ below 55). 	<ul style="list-style-type: none"> How does student's disability significantly impact their adaptive skills? What assessment(s) was/were used to determine the student's adaptive skills? What were the student's scores on the adaptive skills assessment(s)? How does student's disability significantly impact their intellectual functioning? What assessment(s) was/were used to determine the student's intellectual functioning? What was the student's IQ and/or other scores on the assessment(s) of intellectual functioning? List and explain other information that supports the assertion that the student has a significant cognitive impairment?

IDAA Participation Criteria	Participation Criteria Descriptors	Source(s) of Evidence (include name/title of information source, test scores, and other relevant information)
<p>2. The student is receiving academic instruction that is aligned with the <i>Idaho Extended Content Standards</i>.</p> <p>Yes</p> <p>No</p>	<ul style="list-style-type: none"> The student's instruction and IEP goals/objectives/benchmarks address knowledge and skills that are appropriate and challenging for the student. 	<p>Are the student's IEP goals aligned with the <i>Idaho Extended Content Standards</i>? Yes No</p> <p>Do the student's IEP goals have at least two corresponding objectives? Yes No</p> <p>List and explain information that supports the assertion that the student's instruction and IEP goals and objectives address academic knowledge and skills that are appropriate and challenging for the students and aligned with the <i>Idaho Extended Content Standards</i>. Examples may include, but are not limited to: curriculum materials, evidence-based instructional practices, work samples, progress monitoring data, etc.</p>
<p>3. The student's course of study is primarily adaptive skills oriented typically not measured by state or district assessments.</p> <p>Yes</p> <p>No</p>	<ul style="list-style-type: none"> Adaptive skills are essential to living independently and functioning safely in daily life, and include, but are not limited to motor skills, socialization, communication, personal care, self-direction, functional academics, and personal health and safety. 	<p>List and explain information that supports the assertion that the student's course of study is primarily adaptive skills oriented. Examples may include, but are not limited to: adaptive skills curriculum materials, evidence-based instructional practices, work samples, progress monitoring data, etc.</p>

IDAA Participation Criteria	Participation Criteria Descriptors	Source(s) of Evidence (include name/title of information source, test scores, and other relevant information)
<p>4. The student requires extensive, direct, individualized instruction and substantial supports to achieve measurable gains in grade- and age-appropriate curriculum.</p> <p>Yes</p> <p>No</p>	<ul style="list-style-type: none"> • The student consistently requires individualized instruction in core academic and adaptive skills at a substantially lower level relative to other peers with disabilities. • It is extremely difficult for the student to acquire, maintain, generalize, and apply academic and adaptive skills in multiple settings, across all content areas, even with high-quality extensive/intensive pervasive, frequent, and individualized instruction. • The student requires pervasive supports, substantially adapted materials, and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings. 	<p>Explain the student’s difficulties related to generalization of adaptive and academic skills across multiple settings and content areas?</p> <p>List and explain the type(s) of extensive, direct, and/or individualized instruction the student needs to achieve measurable gains.</p> <p>List and explain the pervasive supports and accommodations, substantially adapted materials, and/or individualized methods of accessing information in alternate ways the student needs to acquire, maintain, generalize, demonstrate, and transfer skills across multiple setting.</p> <p>List and explain other information that supports the assertion that the student requires extensive, direct, individualized instruction and substantial supports to achieve measurable gains in grade- and age-appropriate curriculum.</p>

IDAA NON-PARTICIPATION CRITERIA

Students shall not qualify to participate in the IDAA **solely based** on any of the non-participation criteria listed below. Review the non-participation criteria and response by confirming whether the student has qualified to take the IDAA based on any of the non-participation criteria..

IDAA Non-Participation Criteria

The student shall not qualify to participate in the IDAA solely based on any of the criteria listed below.

1. Having a disability
2. Poor attendance or extended absences
3. Native language, social, cultural, or economic differences
4. Expected poor performance or past basic/below basic performance on the general education assessment
5. Academic and other services the 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/academic achievement
10. Anticipated disruptive behavior
11. Impact of student scores on the accountability system
12. Administrative decision
13. Anticipated emotional distress
14. Need for accommodations [e.g., assistive technology/augmentative and alternative communication (AAC)] to participate in the assessment

Were any of the non-participation criteria listed above used to qualify the student for the IDAA? yes no

IEP TEAM STATEMENT OF ASSURANCE

The decision for _____ to participate in the Idaho Alternate Assessment was based on multiple pieces of evidence that, when taken together, demonstrate that the student meets all four IDAA participation criteria: the student has a significant cognitive impairment; he/she receives instruction based on the Idaho Extended Content Standards; his/her course of study is primarily adaptive skills oriented; and he/she requires extensive, direct, individualized instruction and substantial supports. The non-participation criteria were not used to qualify the student to participate in the IDAA. The implications of this decision were discussed thoroughly by the IEP team and are understood by the student's parent(s).

Yes, _____ *meets all four IDAA participation criteria and qualifies to take the IDAA.*

No, _____ *does not meet all four IDAA participation criteria and does not qualify to take the IDAA.*

Transfer IDAA participation decision to the front page of this worksheet.

IEP Team Members Assurance

IEP team members affirm the IDAA participation decision and confirm the *IEP Team Statement of Assurance*.

Position	Name
Special Education Teacher	
General Education Teacher	
Administrator	
Parent	
Parent	