

# Kentucky Alternate Assessment Participation Guidelines Documentation Form

**Enter District Name Here**

(Attachment to the Student’s IEP and the ARC Conference Action Form)

Student’s Full Name:	SSID:
Disability:	Grade:
Date of Birth:	Date of ARC:
School:	

**Kentucky Alternate Assessment Participation Guidelines Documentation Form**

*\*\* For further clarification of terms used in this worksheet, please refer to the Guidance for Admissions & Release Committee (ARCs) on Participation Decisions for the KY Alternate Assessment*

*\*\*All answers to Participation Criterion **must** be answered Yes in order to be eligible to participate in the KY Alternate Assessment.*

<p style="text-align: center;">Yes                  No</p>	<p>The parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions. <b><i>If yes</i></b>, indicate below when the Guide was provided to the parents. <b><i>If no</i></b>, provide a copy of the Alternate Assessment Parent Guide and an opportunity to ask questions.</p>
	<p><input type="checkbox"/> Prior to Meeting  <input type="checkbox"/> During Meeting  <input type="checkbox"/> Other</p> <p>Date Guide Provided to Parents:</p>

<p style="text-align: center;">Yes                  No</p>	<p>The Admissions and Release Committee has explained the <i>difference</i> between an <b><u>Alternative High School Diploma (704 KAR 3:305)</u></b> and a <b><u>Regular High School Diploma</u></b> to all members of the ARC.</p> <p><i>Participation in the KY Alternate Assessment is stated in the IEP and based on the annual review.</i></p>
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<b>Participation Criterion #1 (questions to determine eligibility):</b>	<b>Response (Answer to Criterion):</b>	<b>Sources of Evidence and Justification (Check and complete after sources have been reviewed and documented in the conference summary)</b>
<p>1. 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)?</p> <p style="text-align: center;">Yes                      No</p> <p>2. Is a current Individual Education Program (IEP) in place or being developed for the student?</p> <p style="text-align: center;">Yes                      No</p>	<p><input type="checkbox"/> <b>If NO to either question. Stop here.</b> The student must meet Special Education Determination for Eligibility criteria in one or more disability categories defined in Kentucky Administrative Regulations (KAR). The student is <b>not eligible</b> to participate in the KY Alternate Assessment. The ARC <b>must</b> determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.</p> <p><input type="checkbox"/> <b>If YES to both.</b> If the student meets the Special Education Determination for Eligibility criteria in one or more disability categories, <b>continue to Criterion #2.</b></p>	<p><input type="checkbox"/> Evaluation Data Date:</p> <p><input type="checkbox"/> Disability Eligibility Determination Form (required) Date:</p> <p><input type="checkbox"/> Individual Education Program (required) Date:</p> <p><input type="checkbox"/> Other:</p>

Participation Criterion #2:	Response (Answer to Criterion):	Sources of Evidence and Justification
<p>1. The student's demonstrated cognitive functioning <b>and</b> adaptive behavior in the home, school and community environments are significantly below age expectations, <b>even with</b> program modifications and accommodations.</p> <p style="text-align: center;">Yes                      No</p> <p>2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) in all academic areas AND adaptive behavior(s), to inform the ARC decision.</p> <p style="text-align: center;">Yes                      No</p>	<p><input type="checkbox"/> <b>If NO to either question. Stop Here.</b> The student does not have a significant cognitive disability. The student is <b>not eligible</b> to participate in the KY Alternate Assessment. The ARC <b>must</b> determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.</p> <p><input type="checkbox"/> <b>If YES to both. Continue to Criterion #3.</b></p>	<p><input type="checkbox"/> Evaluation Data (required) Date:</p> <p><input type="checkbox"/> Individual Education Program (required) Date:</p> <p><input type="checkbox"/> Previous IEP if available (required) Date:</p> <p><input type="checkbox"/> Progress Monitoring Data (required):</p> <p><input type="checkbox"/> Teacher Observations (optional):</p> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Supporting Comments (optional):</p>

Participation Criterion #3:	Response (Answer to Criterion):	Sources of Evidence and Justification
<p>1. Does the student require extensive individual direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to maintain and generalize learning</p> <p style="text-align: center;">Yes                      No</p> <p>2. ARC reviewed current and longitudinal data across settings (age appropriate home, school, and community environments) to inform the ARC decision.</p> <p style="text-align: center;">Yes                      No</p>	<p><input type="checkbox"/> <b>NO to either question. Stop Here.</b> The ARC determines that the student <b>does not</b> require direct instruction across multiple settings and/or accommodations, modifications, and supports that <b>exceed</b> what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070. The student is <b>not eligible</b> to participate in the KY Alternate Assessment. The ARC <b>must</b> determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.</p> <p><input type="checkbox"/> <b>YES to both.</b> The student requires extensive direct individual instruction in multiple settings and substantial supports to achieve measurable gains in the grade and age appropriate curriculum that <b>do exceed</b> what is allowed on the general assessments for students as described in the "Inclusion Document" and set forth in 703 KAR 5:070, <b>Continue to Criterion #4</b></p>	<p><input type="checkbox"/> Evaluation Data Date:</p> <p><input type="checkbox"/> Disability Eligibility Determination Form Date:</p> <p><input type="checkbox"/> Individual Education Program (required) Date:</p> <p><input type="checkbox"/> Progress Monitoring (required):</p> <p><input type="checkbox"/> Assistive Technology Consideration Guide (optional) Date:</p> <p><input type="checkbox"/> Documentation of Accommodations Determination (required) Date:</p> <p><input type="checkbox"/> Parent Input (required):</p> <p><input type="checkbox"/> Teacher Observations:</p> <p><input type="checkbox"/> Other:</p>

Participation Criterion #4:	Response (Answer to Criterion):	Sources of Evidence and Justification
<p>1. Did the ARC carefully consider (check as considered) each of these items:</p> <p><input type="checkbox"/> excessive or extended absences</p> <p><input type="checkbox"/> disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment</p> <p><input type="checkbox"/> native language, social, cultural, and economic differences,</p> <p><input type="checkbox"/> those identified as English Language Learners (ELL)</p> <p><input type="checkbox"/> pre-determined poor performance on the grade-level assessment</p> <p><input type="checkbox"/> the student displays disruptive behaviors or experiences emotional duress during testing</p> <p><input type="checkbox"/> administrator decision</p> <p><input type="checkbox"/> educational environment or instructional setting</p> <p>2. The ARC's decision for the student to participate in the KY Alternate Assessment <i>is not primarily</i> the result of any of the exclusions listed above.</p> <p><input type="checkbox"/> Yes (Agree) <input type="checkbox"/> No</p>	<p><input type="checkbox"/> <b>If NO to either question. Stop Here.</b> Any criterion that is not checked means that the student is not eligible to participate in the KY Alternate Assessment. The student is <b>not eligible</b> to participate in the KY Alternate Assessment. The ARC <b>must</b> determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.</p> <p><input type="checkbox"/> <b>If YES to both.</b> All necessary exclusions were considered. <b>Continue to ARC Eligibility Determination.</b></p>	<p>Supporting Comments (optional):</p>

ARC Eligibility Determination:	Response (Answer to Eligibility Determination)	Statement of Eligibility:
<p>1. The student meets the participation guidelines for KY Alternate Assessment as a student with a significant cognitive disability and is eligible to receive instruction based upon alternate academic achievement standards and participate in the KY Alternate Assessment as indicated above.</p> <p>All data sources referenced can be verified with supporting documentation.</p> <p style="text-align: center;">Yes                      No</p>	<p><input type="checkbox"/> <b>NO. Stop Here.</b> The student is <b>not eligible</b> to participate in the KY Alternate Assessment. The ARC <b>must</b> determine state approved accommodations (as set forth in 703 KAR 5:070) in the general assessment, if any, refer to the accommodations and modifications form. Document on IEP and conference summary.</p> <p><input type="checkbox"/> <b>YES.</b> All Participation Criterion #1 - #4 are answered Yes, the student is eligible to participate in the KY Alternate Assessment. <b>Continue with documentation form below.</b></p>	<p><input type="checkbox"/> Supporting Comments (required):</p>
Documentation Questions:	Response (Answer to Documentation Questions):	Sources of Evidence and Justification
<p>1. The ARC reviewed and completed the Learner Characteristics Inventory (LCI) for the individual student? (See LCI attachment below)</p> <p style="text-align: center;">Yes                      No</p> <p>2. Is receptive and expressive communication addressed in the IEP?</p> <p style="text-align: center;">Yes                      No</p>	<p><input type="checkbox"/> <b>If No to either.</b> Stop Here if the ARC has not reviewed or completed the LCI. The ARC <b>must</b> complete the LCI (below) before completing this documentation form. If student is found eligible, an ARC <b>must</b> convene to develop a (or review current) communication plan as part of the student's IEP.</p> <p><input type="checkbox"/> <b>If Yes to both. Continue with documentation form below.</b></p>	<p><input type="checkbox"/> Learner Characteristics Inventory (required) Date:</p> <p><input type="checkbox"/> Individual Education Program (required) Date:</p>

**ADDITIONAL COMMENTS HERE**

**Kentucky Department of Education definition of a student with a significant cognitive disability:**

As outlined in the Kentucky Alternate Assessment Participation Guidelines Documentation form, students with the most significant cognitive disabilities:

- Meet eligibility criterion in one or more of the existing categories of disabilities under IDEA (e.g., intellectual disabilities, autism, multiple disabilities),
- Have cognitive and adaptive behavior functioning preventing them from attaining grade level achievement standards, even with program modifications and accommodations,
- Require extensive individual instruction across multiple settings to access and make progress in the Kentucky Academic Standards, and to maintain, generalize and demonstrate learning,
- Have a significant cognitive disability that is not primarily the result of:
  - o excessive or extended absences
  - o disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
  - o native language, social, cultural, and economic differences,
  - o those identified as English Learners (EL)
  - o pre-determined poor performance on the grade-level assessment
  - o the student displays disruptive behaviors or experiences emotional duress during testing
  - o administrator decision
  - o educational environment or instructional setting

# Learner Characteristics Inventory

Kearns, J., Kleinert, H., Kleinert, J., and Towles-Reeves, E. (2006). *Learner Characteristics Inventory*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

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## 1. Student's primary IDEA disability label:

- Intellectual disability
- Multiple disabilities
- Autism
- Speech or Language Impairment
- Hearing impairment
- Visual impairment, including blindness
- Traumatic brain injury
- Emotional disability
- Deaf-blindness
- Other health impairment
- Orthopedic impairment
- Specific learning disability
- Other

## 2. Is your student's primary language a language other than English?

- Yes
- No

## 3. What is the student's primary classroom setting?

- Special school
- Regular school, self-contained special education classroom, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.
- Regular school, *primarily self-contained special education classroom*, some academic inclusion (students go to some general education academic classes (such as reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day).
- Regular school, *resource room/general education class*, students receive resource room services, but are in general education classes 40% or more of the school day.
- Regular school, *general education class inclusive/collaborative* (students based in general education classes, special education services are primarily delivered in the general education classes) – at least 80% of the school day is spent in general education classes.

## 4. Expressive Communication (check the best description)

- Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
- Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.



Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

**5. Does your student use oral speech to communicate?** (student uses his/her vocal cords to produce words)

- Yes  
 No

**6. Does your student use an augmentative communication system in addition to or in place of oral speech?**

- Yes  
 No

**7. Receptive Language** (check the best description)

- Independently follows 1-2 step directions presented through words (e.g. words may be spoken, signed, printed, or any combination) and does NOT need additional cues.  
 Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.  
 Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.  
 Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

**8. Motor** (check the best description)

- No significant motor dysfunction that requires adaptations.  
 Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).  
 Uses wheelchair, positioning equipment, and/or assistive devices for most activities.  
 Needs personal assistance for most/all motor activities.

**9. Engagement** (check the best description)

- Initiates and sustains social interactions.  
 Responds with social interaction, but does not initiate or sustain social interactions.  
 Alerts to others.  
 Does not alert to others.

**10. Health Issues/Attendance** (check the best description)

- Attends at least 90% of school days.  
 Attends approximately 75% of school days; absences primarily due to health issues.  
 Attends approximately 50% or less of school days; absences primarily due to health issues.  
 Receives Homebound Instruction due to health issues.  
 Highly irregular attendance or homebound instruction due to issues *other* than health.

**11. Reading** (check the best description)

- Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).

- Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.
- Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
- Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
- No observable awareness of print or Braille.

**12. Mathematics** (check the best description)

- Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- Does computational procedures with or without a calculator.
- Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.  
Counts by rote to 5.
- No observable awareness or use of numbers.