

Guidance for Admissions and Release Committees (ARCs) on Participation Decisions for the Kentucky Alternate Assessment aligned with Alternate Achievement Standards (AA-AAAS)



Kentucky Department of
E D U C A T I O N

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This document is intended to be informal guidance representing the interpretation of the applicable statutory or regulatory requirements in the context of the specific facts presented and is not legally binding. Revision to guidance documents occurs based on feedback the Office of Special Education and Early Learning (OSEEL) receives from the Directors of Special Education (DoSE), state shareholder groups, the Kentucky Department of Education (KDE's) interpretation of law, court cases and guidance from the Office of Special Education Programs (OSEP). The OSEEL also revises guidance documents based on onsite monitoring visits, desk audits and formal written complaints.

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Purpose of the Participation Guidelines Document

The “Guidance for Admissions and Release Committees (ARCs) on Participation Decisions for the Kentucky Alternate Assessment aligned with Alternate Academic Achievement Standards (AA-AAAS)” provides instructions and examples for ARC members, including chairpersons, teachers, related service providers and parents, to use when discussing and documenting AA-AAAS participation. The document is to be used in conjunction with the following:

- federal and state statutes and regulations, including Individuals with Disabilities Education Act (IDEA) statute and regulations
- [Kentucky Revised Statutes](#) (KRS) Title XIII Education
- [Kentucky Administrative Regulations](#) (KARs)
- [Compliance Record Review Document](#)
- local district policies and procedures

The Guidance Document is dynamic in nature. As resources emerge from the federal Office of Special Education Programs (OSEP), Kentucky Department of Education (KDE) and the Special Education Regional Technical Assistance Centers (SERTACs), updates to the document will be posted on the KDE website. The document is reviewed yearly and revised as needed.

Thanks to the document’s many contributors and reviewers, including KDE's OSEEL, Kentucky’s SERTACs, representatives of higher education, district administrators, teachers and related service providers.

Options for Inclusion in State Assessments

There are multiple options for inclusion in the state assessment. These options should be considered in this order:

- Participation in the general assessment WITHOUT accommodations
- Participation in the general assessment WITH accommodations
- Participation in the AA-AAAS with accommodations

An ARC should discuss the possible participation in the general assessment for a student first. Then review student information and decisions for considering the student for AA-AAAS only if the ARC agrees that the student is unable to participate in the general assessment with accommodations and modifications.

Guiding Questions for the ARC

1. Can the student participate in the general assessment without accommodations?
Can the student participate in the general assessment with accommodations? The ARC must review and discuss all accommodations available for the general assessment.
2. If the student CANNOT participate in the general assessment with or without accommodations, then the ARC must document that decision, and then begin review and documentation of the Kentucky Alternate Assessment Participation Guidelines.
3. Is the student an English Learner (EL)? Accommodations for ELs must be documented in their Program Service Plan (PSP). PSP accommodations should be reviewed prior to ARC.

If the student is identified as an EL with a significant cognitive disability, the student will participate in both the WIDA Alternate ACCESS Assessment for ELLs and the Alternate Kentucky Summative Assessment (AKSA).

Resources

[Inclusions of Special Populations Training Webinar and the Inclusions of Special Populations Training Document](#)

[KDE Guidance for Monitoring and Evaluating Accommodations](#)

Alternate ACCESS information for English Learner (EL) students on the [WIDA Alternate ACCESS for EL's webpage](#)

[WIDA Alternate ACCESS for ELLs Participation Decision Tree](#)

Description of the Kentucky Alternate Assessment Program

The Kentucky Alternate Assessment Program was developed in 1992 as a result of the Kentucky Educational Reform Act (KERA) of 1990 to provide schools and programs with a valid and reliable means of assessing the instruction provided to students with moderate and significant disabilities (i.e., for the less than 1.0% of the total student population for whom traditional assessments would be an inappropriate measure of progress).

All content areas of the Alternate Kentucky Summative Assessment (AKSA) were represented by attainment tasks and the transition attainment record for students in grades 3-8, 10 and 11. These assessments continue to meet federal requirements for the Individuals with Disabilities Education Improvement Act (IDEIA).

The Kentucky Alternate Assessment Program is based upon two components: Attainment Tasks (AT) and the Transition Attainment Record (TAR). These components play vital roles in the assessment of the individual student.

Attainment Tasks (AT)

Attainment tasks are performance events that require students to complete a task, working step by step as directed by the teacher.

Transition Attainment Record (TAR)

The TAR is a checklist that evaluates the student's readiness in reading, mathematics and science.

This assessment was developed to ensure that all students can participate in an assessment that measures what they know and can do in relation to the grade level Kentucky Academic Standards (KAS). This assessment was developed to be part of a system of curriculum, instructional and assessment tools, so that students with significant cognitive disabilities are able to participate in content instruction and assessments that are aligned to the KASs.

Assessment Design

With the 2009 implementation of Senate Bill 1 (SB1) requiring new assessment standards for English/Language Arts and Mathematics for the general assessment, new statements aligned to the standards were also required for the Alternate Assessment.

Low Incidence Consultants and the KDE Content Experts narrowed the KAS to 10 standards to release into the field for teachers and administrators to select the top six. KDE in conjunction with the Low Incidence Consultants worked to modify the language of the six standards selected to create less depth and breadth.

Reading, mathematics, writing, science and social studies are based on the KAS.

More information is available in the [Administration Guide Overview and Attainment Task Administration](#) on the KDE webpage.

Assessment Administration

A trained testing administrator familiar to the student (e.g., the student's teacher) facilitates the administration, presenting items via paper or manipulatives as appropriate for the student. Items are administered to the student over the course of one or more testing sessions as needed for a student to complete a content area assessment. Testing sessions are scheduled within a testing window of approximately two months in the spring and fall.

The Kentucky Alternate Assessment Program consists of two assessment types, Attainment Tasks (AT) and the Transition Attainment Record (TAR). AT are scripted, picture-based performance events that allow students to complete tasks administered by a certified, trained test administrator. The TAR is a checklist-based evaluation of a student's readiness in reading, mathematics and science at grade 11.

The AT are administered based on Kentucky assessment requirements related to specific content areas at grades 3-12. The assessment is one complete assessment split between two assessment windows, one occurring in the fall and one in the spring. Students complete both assessment windows. The TAR is an assessment type consistent with transition readiness requirements at high school and is available from September to May of an assessment year.

Participation Tools

There are several tools that may be helpful to the ARC as they collect and organize evidence before making a decision about whether a student meets all of the criteria listed above.

Participation forms and other tools designed to assist teams in collecting and reviewing evidence to determine whether it is appropriate for an individual student to participate in the AA-AAAS are provided in the appendices.

[Appendix A. Participation Guidelines](#). This is a form that ARCs use to make decisions about whether a student is eligible to participate in the AA-AAAS. This form also includes a way to indicate the evidence that was used in making decisions and the considerations that should not be the basis of making decisions.

[Appendix B. Decision Flowchart for Participation](#). This shows the sequence of decisions made by ARC when determining whether a student should participate in the AA-AAAS.

[Appendix C. Learner Characteristics Inventory \(LCI\)](#). The LCI has two primary purposes: 1) to describe the range of the characteristics of learners who participate in AA-AAAS and 2) to describe the extent to which patterns of those characteristics emerged within and across districts and within the state.

Participation Decisions

The *Kentucky Alternate Assessment Participation Guidelines Documentation Form* is provided in [Appendix A](#). This document is intended to help guide an ARC through the process of determining whether the AA-AAAS is the most appropriate assessment for an individual student with the most significant cognitive disability.

ARCs must consider a student's individual characteristics when determining whether a student with a disability should participate in the general assessment with or without accommodations, or in the AA-AAAS. This document outlines steps an ARC should take in determining whether participating in the AA-AAAS is appropriate for a student. These include: (a) reviewing student records and important information across multiple school years and settings (e.g., school, home, community), and (b) determining whether the student fits all the criteria for participating in the AA-AAAS as outlined in this document.

The AKSA is administered each year to students in grades 3-12 who meet the required criteria below. As reflected in the *guidelines*, to participate a student **must meet all four** participation

criterion. If the ARC determines that the child meets the criteria for participation in the AA-AAAS as provided in [703 KAR 5:070](#), it shall provide a statement of its decision and the reasons for the decision [[707 KAR 1:320 Section 5 \(11\)](#)].

- 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 KAS, and to maintain, generalize and demonstrate learning
- Have a significant cognitive disability that is not primarily the result of:
 - Excessive or extended absences
 - Disability related to visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, speech and language impairment
 - Native language, social, cultural and economic differences,
 - students identified as EL
 - Pre-determined poor performance on the grade-level assessment
 - The student displays disruptive behaviors or experiences emotional duress during testing
 - Administrator decision
 - Educational environment or instructional setting.

The KDE definition of an EL student with the most significant cognitive disability:

- Meets all of the KDE definition of a student with the most significant cognitive disability *and*
- Meets the KDE [Definition of English Learners](#) on the ELs page of the KDE website.

Note: *If an EL is participating in the AKSA, the student will be or already is participating in the WIDA Alternate ACCESS - English Language Proficiency (ELP) assessment.*

Using Student Data for Determining AA-AAAS Participation

ARCs will review, discuss and complete the *Kentucky Alternate Assessment Participation Guidelines Documentation Form* to determine whether a student is eligible to participate in the AKSA.

This section provides instructions and examples of the process an ARC must use in discussing and completing the *Kentucky Alternate Assessment Participation Guidelines Documentation Form*.

Kentucky Alternate Assessment Participation Guidelines Documentation Form

Student Information Section

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

The ARC should complete the student information section before reviewing the guideline criteria. Enter current student information in the fields provided. Information includes:

- District Name
- Student's Full Name
- State Student Identifier (SSID)
- Disability
- Grade
- Date of Birth
- Date of ARC
- School

Notes

**For further clarification of terms used in this worksheet, please refer to the Guidelines for Admissions and Release Committee (ARCs) on Participation Decisions for the Kentucky Alternate Assessment.

**All answers to the Participation Criteria must be answered "Yes" in order to be eligible to participate in the Kentucky Alternate Assessment.

Any ARC member (including parents) who need further clarification of any terms or criteria used in the Participation Guidelines should refer to this document ***Guidance for Annual Review Committees (ARC's) on Participation Decisions for the Kentucky Alternate Assessment aligned with Alternate Academic Achievement Standards (AA-AAAS)*** or the ***Parent Guide to the Alternate Assessment*** on the [Participation Guidance](#) page on the KDE website.

All answers to participation criteria must be answered Yes to be eligible to participate in the AA-AAAS. If any criteria are answered NO, the ARC needs to document this in the conference summary. The ARC then needs to stop completing the Kentucky Alternate Assessment Participation Guidelines and discuss the general assessment with or without accommodations.

Alternate Assessment Parent Guide

<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The parent was provided a copy of the Alternate Assessment Parent Guide with an opportunity to ask questions. If yes, indicate below when the Guide was provided to the parents. If no, provide a copy of the Alternate Assessment Parent Guide and an opportunity to ask questions.</p> <p><input type="checkbox"/> Prior to the Meeting</p> <p><input type="checkbox"/> During the Meeting</p> <p><input type="checkbox"/> Other</p> <p>Date Guide Provided to Parents:</p>
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This section of the guidelines requires the ARC to provide the [*Parent Guide to Alternate Assessment*](#) ([*Guia Para Padres Alterno K-PREP*](#)) to the parent **and** allow the parent to ask questions.

Remember to document in the conference summary that the parent guide was given **and** document any discussion of questions the parent had or if they did not have any further questions.

***Note:** When sending home the invitation for the annual review, an ARC may want to include that there will be a discussion on participation in state assessment options. A copy of (in the parent's native/primary language) or link to the Parent Guide for the Alternate Assessment and the Inclusion of Special Populations in the State –required Assessment and Accountability Programs document can be sent home with the invitation.*

Guiding Questions for the ARC

1. Was the Alternate Assessment Parent Guide provided?
2. Was the parent provided the Alternate Assessment Parent Guide in their native/primary language or was the document interpreted for the parent?
3. Was the parent provided an opportunity to ask questions?
4. Did the ARC document the discussion of questions or that the parent did not have any questions?

Documentation

Check **Yes** if the parent was provided a copy of the *Parent Guide to Alternate Assessment*. Check **No** if the parent was not provided a copy of the *Parent Guide to Alternate Assessment*.

***Note:** The only time **No** should be checked is if the parent was not in attendance at the ARC. Document in the conference summary that the parent was not at the ARC and the Parent Guide will be sent home.*

Remember, the parent may request time to review the guide during the current ARC or the ARC may need to reconvene after the parent has had a chance to review the parent guide. If the parent is not in attendance of the ARC, the ARC must document in the conference summary the ARC's efforts made to contact the parent (in the parent's native/primary language).

Check when the parent was provided a copy of the Parent Guide to Alternate Assessment, **Prior to Meeting, During Meeting** or **Other**.

Date Guide Provided to Parents: Enter the date the district provided a copy of the *Parent Guide to Alternate Assessment* to the parent.

Diploma Options

<input type="checkbox"/> Yes <input type="checkbox"/> No	<p>The Admissions and Release Committee has explained the difference between an Alternative High School Diploma (704 KARC 3:305) and a Regular High School Diploma to all members of the ARC.</p> <p>Participation in the KY Alternate Assessment is stated in the IEP and based on the annual review.</p>
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If the severity of a student's disability precludes a course of study that meets the high school graduation requirements, an alternative course of study shall be offered.

A student who completes this alternative course of study shall receive an **alternative high school diploma**, which is not equivalent to a regular high school diploma.

High school diploma means the student has completed the required course of study with the minimum number of credit hours as required by [704 KAR 3:305](#) and any applicable local district requirements.

Alternative High School Diploma is provided to students with significant cognitive disabilities who are unable to meet the requirements for a regular high school diploma and complete the required alternate course of study.

[Appendix D](#) is a comparison of the requirements for each diploma option. More information is available on the [Minimum Graduation Requirements page](#) of the KDE website.

[Appendix E](#) includes an example schedule for students completing an alternate course of study including both regular and special education courses.

Documentation

Check **Yes** if the difference between an [Alternate High School Diploma \(704 KAR 3:305\)](#) and a [Regular High School Diploma](#) course of study and requirements was explained to **all** members of the ARC.

Check **No** if the difference between an Alternate High School Diploma ([704 KAR 3:305](#)) and a Regular High School Diploma was not explained to **all** members of the ARC. *The reason why it wasn't explained should be documented in the conference summary. Even if the parent is not in attendance, this should still be discussed among all members of the ARC.*

1. If Checked No, the ARC must explain the difference between the two diplomas and provide any member of the ARC an opportunity to ask questions. After the difference has been explained, then the ARC may check Yes.

Note: *If the difference between an Alternate High School Diploma ([704 KAR 3:305](#)) and a Regular High School Diploma was not explained to all members of the ARC, it is important to do so as soon as possible.*

Resources

[704 KAR 3:305 Minimum Graduation Requirements](#)

[Graduation Requirements Frequently Asked Questions](#)

[Performance-based Credit Information](#)

University of Kentucky's Human Development Institute (HDI) provide resources and information to those who work with and for individuals with moderate or severe disabilities on the [Kentucky Multiple and Severe Disabilities Portal – MSD1Stop](#)

Kentucky Academic Course Codes List - [Special Education – Alternate Diploma Course Codes](#)

Participation Criteria

The *Participation Criteria* are the criteria the student **must** meet to be found eligible to participate in the AA-AAAS.

The Response (*Answer to Criterion*) is the ARC decision for the answer to each participation criterion.

The *Sources of Evidence and Justification* are a list of sources that need to be reviewed and documented to support the ARC's decision for each Participation Criterion response. Sources are

not limited to those that are listed, but those listed as required *must* be reviewed and documented. The ARC's decision based on the sources of evidence must be documented in the guidelines or in the conference summary.

Participation Criterion #1

Participation Criterion #1 (questions to determine eligibility):	Response (Answer to Criterion):	Sources of Evidence and Justification (Check and complete after sources have been reviewed and documented in the conference summary)
<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><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2. Is current Individual Education Program (IEP) in place or being developed for the student?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>If NO to either question stop here. 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 not eligible to participate in the KY Alternate Assessment. The ARC must 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>If Yes to both. If the student meets the Special Education Determination for Eligibility criteria in one or more disability categories, continue to Criterion #2.</p>	<p>Evaluation Data</p> <p>Date:</p> <p>Disability Eligibility Determination Form (required)</p> <p>Date:</p> <p>Individual Education Program (required)</p> <p>Date:</p> <p>Other</p>

Preparing to Answer:

Before the ARC, the special education teacher or ARC chairperson must make sure the Disability Eligibility Determination form and IEP are both accessible as required in the Sources of Evidence and Justification.

Documentation

During the ARC, for Participation Criterion #1:

1. Does the student have a disability **and** is it documented on an eligibility determination form?
 - The ARC members can reference the disability category listed in the eligibility determination form to answer question 1.
 - If Yes, check box and continue to number 2 below.
 - If NO, check box “No” because the student is not eligible to participate in the alternate assessment.
3. Does the student have an IEP?
 - The ARC members can reference the date of the current IEP or the IEP being developed.
 - If Yes, check box and continue to Response (Answer to Criterion).
 - If NO, check box “No” because the student is not eligible to participate in the alternate assessment.
4. Review, check, date and discuss specific *Sources of Evidence and Justification* required (listed in 3rd column) to determine the answer to the participation criterion. In the conference summary, document ARC discussion of the sources of evidence and the ARC’s justification for their answers to the criterion question. (remember to document any specific concerns from members of the ARC).
5. Look at answers to all of the questions in the Participation Criterion.
 - If **any** of the questions are answered NO, the student is not eligible to participate in the Kentucky Alternate Assessment and the ARC must Stop completing the form.
 - The ARC must then discuss participation in the general assessment with or without accommodations as needed for the student.
 - If the answers to **all** of the participation criterion questions are YES, then the ARC **must** answer **YES** in the Response (Answer to Criterion) section **and** document in the conference summary their decision based on the evidence. Then the ARC may continue to the next Criterion.

***Note:** If either box is checked No, the Response (Answer to Criterion) Must be checked No because the student is not eligible to participate.*

Participation Criterion #2

Participation Criterion #2	Response (Answer to Criterion):	Sources of Evidence and Justification
<p>1. The student's demonstrated cognitive functioning and adaptive behavior in the home, school and community environments are significantly below age expectations, even with program modifications and accommodations.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> 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><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>If NO to either question Stop here. The student does not have a significant cognitive disability. The student is not eligible to participate in the KY Alternate Assessment. The ARC must 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>If Yes to both continue to Criterion #3.</p>	<p>Evaluation Data (required) Date:</p> <p>Individual Education Program (required) Date:</p> <p>Previous IEP is available (required) Date:</p> <p>Progress Monitoring Data (required):</p> <p>Teacher Observation (optional):</p> <p>Other:</p> <p>Supporting Comments (optional):</p>

Preparing to Answer Question 1:

Before the ARC, the special education teacher or ARC chairperson must make sure all sources of evidence listed below are made available for the ARC members to review.

- Evaluation data and IEP data for **cognitive functioning** level of the student.
 - Compare and analyze evaluation data and document the interpretation of the student's cognitive functioning level
 - Does the student's demonstrated cognitive functioning and adaptive behavior meet the definition as a student with the most significant cognitive disability?
 - Refer to the KDE definition of a student with the most significant cognitive disability or the KDE definition of an EL student with a significant cognitive disability.

- Evaluation data, IEP data and progress monitoring data to identify the student's **adaptive behavior**.
 - Compare and analyze evaluation data, review adaptive behavior scales and document the interpretation of the student's adaptive behavior
 - Does the student perform significantly below same age peers even with modifications, adaptations and accommodations?
 - Student performance must be consistently and significantly below age-appropriate, grade-level expectations and the student's rate of progress must also be significantly below same age peers, even with modifications and accommodations
- Parent and Teacher Observations (optional) may assist in providing evidence of the student's current levels. (Prior to meeting make sure that teachers are aware that they can provide current observations to assist the ARC in reviewing current data)
- If student is an EL, a team member with knowledge of ELs and the ACCESS/WIDA Alternate ACCESS should review and discuss the student's individual ACCESS/WIDA Alternate ACCESS scores. (Can be documented as "Other" sources of evidence)

Documentation

1. Is the student's demonstrated cognitive functioning and adaptive behavior in the home, school and community environments are significantly below age expectations, even with program modifications and accommodations?
 - If NO, check box "No" because the student is not eligible to participate in the alternate assessment.
 - If Yes, check box and the ARC must document discussion of the decision and sources of evidence for supporting documentation. Then the ARC may continue to number 2 of the criterion below.

Preparing to Answer Question 2:

Before the ARC, the special education teacher or ARC chairperson must make sure all sources of evidence listed below are made available for the ARC members to review.

2. Did the ARC review and compare both current and longitudinal data in both academic areas and adaptive behaviors to inform the ARC decision?
 - Review that the progress of the student is impeded by the disability to the extent the student's educational performance is significantly and consistently below the level of similar age peers.
 - Current data = Data that are collected within the most recent 365-day time period

- Longitudinal data = Data that have been collected and analyzed overtime and are more than one year old. A dataset is longitudinal if it tracks the same type of information on the same subjects at multiple points in time.
- Did the ARC review and compare data across multiple settings in academic areas and adaptive behaviors?
 - When the student has acquired skills and can apply the skills across settings -such as different classes, at home, at a job, and in the community- with different people and with a variety of materials.
 - If NO, check box “No” because the student is not eligible to participate in the alternate assessment.
 - If Yes, check box and the ARC must document discussion of the decision. Then the ARC may continue to Response to Criterion.
- 3. Review, check, date and discuss specific *Sources of Evidence and Justification* required (listed in third column) to determine the answer to the participation criterion. In the conference summary, document ARC discussion of the sources of evidence and the ARC’s justification for their answers to the criterion question. (remember to document any specific concerns from members of the ARC)
- 4. Look at answers to all of the questions in the Participation Criterion.
 - If **any** of the questions are answered NO, the student is **not** eligible to participate in the Kentucky Alternate Assessment and the ARC must Stop completing the form.
 - The ARC must then discuss participation in the general assessment with or without accommodations as needed for the student.
 - If the answers to **all** of the participation criterion questions are YES, then the ARC **must** answer **YES** in the Response (Answer to Criterion) section **and** document in the conference summary their decision based on the evidence. Then the ARC may continue to the next Criterion.

***Note:** If either box is checked No, the Response (Answer to Criterion) Must be checked No because the student is not eligible to participate.*

Resources

[Continuous Improvement and Assessment-Review, Analyze and Apply Data](#) on the KDE website

[Data Analysis & Reflection Worksheet](#) – Green River Regional Educational Cooperative –use for student case study or adapt for use in ARC

[Alternate English Language Learning Assessment \(ALTELLA\) Classroom Observation Protocol](#)

[Alternate English Language Learning Assessment \(ALTELLA\) Resources](#)

Participation Criterion #3

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><input type="checkbox"/> Yes <input type="checkbox"/> 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><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>NO to either question.</p> <p>Stop Here. The ARC determines that the student does not require direct instruction across multiple settings and/or accommodations, modifications, and supports that exceed 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 not eligible to participate in the KY Alternate Assessment. The ARC must 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>If YES to both. The student</p>	<p>Evaluation Data</p> <p>Date:</p> <p>Disability Eligibility Determination Form</p> <p>Date:</p> <p>Individual Education Program (required)</p> <p>Date:</p> <p>Progress Monitoring (required)</p> <p>Assistive Technology Consideration Guide (optional)</p> <p>Date:</p> <p>Documentation of Accommodations Determination (required)</p> <p>Date:</p> <p>Parent Input (required):</p>

	requires extensive direct individual instruction in multiple settings and substantial supports to achieve measurable gains in the grade and age appropriate curriculum that do exceed what is allowed on the general assessments for students as described in the “Inclusion Document” and set forth in 703 KAR 5:070, Continue to Criterion #4.	Teacher Observations: Other:
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Preparing to Answer Question 1:

Criterion #3 requires that a student need 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.

Definitions:

- ***Extensive direct individualized instruction means-*** Repeated instruction and substantial supports that are not temporary in nature to achieve measurable gains in the grade and age-appropriate curriculum and uses substantially adapted materials.
- ***Intensive, accommodations, modifications and assistive technology means-*** Accommodations, modifications and assistive technology that EXCEED what is allowed on the general assessments for students as described in the “Inclusion Document” and set forth in [703 KAR 5:070](#).
- ***Acquire, maintain, generalize, demonstrate and transfer skills across multiple settings means-*** When the student has acquired skills and can apply the skills across settings- such as different classes, at home, at a job or in the community-with different people and with a variety of materials.

Note: *The student’s need for extensive direct individualized instruction is not temporary or transient. His or her need for substantial supports to achieve gains in the grade and age-appropriate curriculum requires substantially adapted materials and customized methods of accessing information in alternative ways to acquire, maintain and generalize skills across multiple settings.*

Documentation

1. Does the student require extensive individualized instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards (KAS) and to maintain and generalize learning?

Guiding Questions for the ARC (Question 1)

1. Does the student require extensive individualized instruction across all settings?
2. Does the student require intensive accommodations and modifications to make progress on the KAS?
3. Does the student require assistive technology to make progress on the KAS?

If **NO**, check box “No” because the student is not eligible to participate in the alternate assessment.

If **Yes**, check box, document ARC decision in the conference summary and continue to question 2 in the Participation Criterion column.

2. Did the ARC review current and longitudinal data across settings (age appropriate home, school and community environments) to inform the ARC decision?

Guiding Questions for the ARC (Question 2)

1. Did the ARC review and document both current and longitudinal data across all settings in academic areas?
2. Did the ARC review and document both current and longitudinal data across all settings in adaptive behaviors?

If **NO**, check box “No” because the student is not eligible to participate in the alternate assessment.

If **Yes**, check box, document ARC decision in the conference summary and continue to Response (Answer to Criterion).

1. Review, check date and discuss specific *Sources of Evidence and Justification* required (listed in third column) to determine the answer to the participation criterion. In the conference summary, document ARC discussion of the sources of evidence and the ARC’s justification for their answers to the criterion question. (Remember to document any specific concerns from members of the ARC.)
2. Look at the answers to all of the questions in the Participation Criterion.
 - If **any** of the questions are answered NO, the student is **not** eligible to participate in the Kentucky Alternate Assessment and the ARC must stop completing the form.
 - The ARC must then discuss participation in the general assessment with or without accommodations as needed for the student.
 - If the answers to **all** of the participation criterion questions are YES, then the ARC **must** answer YES in the Response (Answer to Criterion) section **and** document in the

conference summary their decision based on the evidence. Then the ARC may continue to the next criterion.

Note: *If either box is checked No, the Response (Answer to Criterion) must be checked “No” because the student is not eligible to participate.*

Resources

KDE [Guidance Document for Individual Education Program \(IEP\)](#)

[Essential Instructional Practices](#) - SPLASH is an initiative of the KDE in research-based practices to increase teacher skill-sets and administrator understanding of indicators of high quality teaching and learning for students with moderate/severe disabilities (MSD).

[National Center and State Collaborative Communication Toolkit](#) – Module on Progress Monitoring

[Data Analysis & Reflection Worksheet](#) – Green River Regional Educational Cooperative –use for student case study or adapt for use in ARC

Participation Criterion #4

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 auditor disabilities, emotional behavioral disabilities, specific learning disabilities, speech and language impairment</p>	<p><input type="checkbox"/> If NO to either question. Stop Here. Any criterion that is not checked means that the student is not eligible to participate in the KY Alternate Assessment. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations and modifications form. Document on IEP and conference summary.</p>	<p>Supporting Comments (optional):</p>

<input type="checkbox"/> native language, social, cultural and economic differences <input type="checkbox"/> pre-determined poor performance on the grade level assessment <input type="checkbox"/> the student displays disruptive behaviors or experiences emotional duress during testing <input type="checkbox"/> administrator decision <input type="checkbox"/> educational environments or instructional setting 2. The ARC's decision for the student to participate in the KY Alternate Assessment is not primarily the result of any of the exclusions listed above. <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> If YES to both. All necessary exclusions were considered. Continue to ARC Eligibility Determination.	
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Preparing to Answer Question 1:

Guiding Questions for the ARC

1. Has the ARC discussed the impact of the student's excessive absences?
2. Has someone with knowledge of EL discussed and reviewed the student's progress as it relates to the student's native language and culture?
3. Has the ARC discussed and analyzed the student's disruptive behavior as it pertains to the student's cognitive level, adaptive behavior and communication status?
4. Has the ARC discussed the impact of the student's Least Restrictive Environment?
5. Has the ARC reviewed longitudinal data (preschool, elementary, middle and/or high school)?
6. Has the ARC reviewed the students' progress in academics, assessment scores and IEP goals (across settings)?

In addition to the criteria for determining participation, there are other issues that may affect a student's learning experience and his/her ability to learn that are **not appropriate** for an ARC to use as the reason a student participates in an alternate assessment.

***Note:** Participation in the alternate assessment cannot be primarily based on any exclusionary factors listed in Criterion #4.*

Documentation

1. Did the ARC carefully consider all exclusionary factors listed?
 - The ARC must carefully consider each of the exclusionary factors listed and document in the conference summary or in the Supporting Comments section of the guidelines that the ARC carefully considered all exclusions listed and did not base the decision to participate in the alternate assessment on any of the descriptions.

If any of the statements in Question 1 were not checked OR the ARC answered **No** to Question 2 in **Participation Criterion #4**, then your **Response (Answer to Criterion)** should be to check the box next to the first statement **If NO to either question, Stop here**. This indicates that the student is not eligible to participate in the Kentucky Alternate Assessment. Document this in the IEP and conference summary.

If ALL of the statements in Question 1 were checked AND the ARC answered **Yes** to Question 2 in **Participation Criterion #4**, then your **Response (Answer to Criterion)** should be to check the box next to the statement **If YES to both**.

Sources of Evidence and Justification: Check and complete after sources have been reviewed and documented in the conference summary.

Supporting Comments: This is optional.

ARC Eligibility Determination

ARC Eligibility Determination:	Response (Answer to Eligibility Determination)	Statement of Eligibility:
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	<input type="checkbox"/> NO. Stop Here. The student is not eligible to participate in the KY Alternate Assessment. The ARC must determine state approved accommodations (as set forth in 703 KAR	Supporting Comments (required):

<p>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><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>5:070) in the general assessment, if any, refer to the accommodations and modifications form.</p> <p>Document on IEP and conference summary.</p> <p><input type="checkbox"/> YES. All Participation Criterion #1 - #4 are answered Yes, the student is eligible to participate in the KY Alternate Assessment.</p> <p>Continue with the documentation form below.</p>	
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After completing the four required participation criteria, the ARC must determine and document, in the conference summary, eligibility to participate in the alternate assessment.

Preparing to Answer Question 1:

For question number 1 in the ARC Eligibility Determination column, when determining if a student is eligible to participate in the alternate assessment, the ARC should ask the following questions.

Guiding Questions for the ARC

1. Does the student meet eligibility for all criteria (#1 through #4) in the participation guidelines? (all answers to the criterion must be Yes)
2. Does the ARC agree that the student will receive instruction based on alternate academic achievement standards?
3. Does the ARC agree the student will participate in alternate assessments?
4. Are all data sources referenced in the Sources of Evidence and Justification able to be verified with supporting documentation?
5. Have all of the above questions been answered and documented in the conference summary or on the participation guidelines form?

Documentation

- Check **No** if any participation criterion is checked no or if the data cannot be verified. If NO, the student is not eligible to participate in the alternate assessment.

- Check Yes if the student meets all four required participation criteria and if all data sources can be verified with supporting documentation. **The student meets the participation guidelines for Kentucky Alternate Assessment.** Document the ARC decision based on the individual student's eligibility in the conference summary or on the participation guidelines form **and** check box and continue to the Response (Answer to Criterion) column.

Response (Answer to Eligibility Determination):

- If the ARC has checked **No** in any of the Participation Criteria (#1 – 4), your Response (Answer to Eligibility Determination) will be to check NO. Stop here. **The student is not eligible to participate in the Kentucky Alternate Assessment.** The ARC must 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.
- If the ARC has checked **Yes** in each of the Participation Criteria (#1 – 4), your Response (Answer to Eligibility Determination) will be to check Yes. All Participation Criteria #1 - #4 are answered Yes, **the student is eligible to participate in the Kentucky Alternate Assessment.**
- The ARC **must** document in the conference summary the decision that the student is eligible to participate in the alternate assessment, then continue to Sources of Evidence and Justification.

***Note:** This is how a student is flagged in Infinite Campus (IC) as participating in the Kentucky Alternate Assessment.*

Sources of Evidence and Justification:

The ARC **must** have documentation in the conference summary, or in the supporting comments on the documentation form, that all items described in Participation Criteria #1-#4 have been met and documented.

Example: After reviewing all criteria for the participation guidelines, if the ARC agrees that the student is eligible for participation in the alternate assessment and that the student has a significant cognitive disability, the ARC should have documented each participation criterion discussion and decision in the conference summary and verified all supporting documentation used in making the decision (please note, this is just an example, and the ARC's documentation should be individualized per student).

After all Sources of Evidence and Justification have been reviewed and documented, the ARC may continue with the remainder of the participation guidelines documentation form below which includes Documentation Questions.

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><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2. Is receptive and expressive communication addressed in the IEP?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input type="checkbox"/> If No to either. Stop Here if the ARC has not reviewed or completed the LCI. The ARC must complete the LCI (below) before completing this documentation form. If student is found eligible, an ARC must convene to develop a (or review current) communication plan as part of the student's IEP.</p> <p><input type="checkbox"/> If Yes to both. Continue with documentation form below.</p>	<p>Learner Characteristics Inventory (required)</p> <p>Date:</p> <p>Individual Education Program (required)</p> <p>Date:</p>

If “**No**” to any criteria listed, the student is not eligible to participate in the Kentucky Alternate Assessment. The student must take the general assessment. The ARC must 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 the IEP and conference summary.

Learner Characteristics Inventory (LCI)

This LCI data will be used to create a profile of the population of students who participate in the AA-AAAS at a district, regional and state level. These data collected in the LCI will be used by districts and the KDE to provide important information about the population being assessed, disproportionality and professional development areas needed.

Prior to the ARC, the teacher (and/or other members of the ARC who know the student's characteristics well; for an EL student, a team member with knowledge of EL) should review the LCI to complete for the individual student.

Addressing Receptive and Expressive Communication

The ARC must verify that receptive and expressive communication is addressed in the IEP. The student must have a communication plan or the student's IEP must document that communication is not an area of concern at this time (in which a communication plan would not be necessary).

If a student's expressive communication on the LCI is rated as either *pre-symbolic* or *emerging symbolic*, then a communication plan *must* be developed and in place. See [Appendix F](#) for sample communication goals.

Guiding Questions for the ARC

1. Is communication an area of concern documented in the IEP?
2. Is receptive and expressive communication addressed in the IEP?
3. Is the student's communication plan documented in the current IEP?

Documentation

1. The ARC must review and complete all items on the LCI for the individual student.
 - If the ARC has not reviewed and completed the LCI, check No, then the ARC needs to review and complete the LCI before continuing.
 - If the ARC has reviewed and completed the LCI, check Yes, then continue to #2 in the Documentation Questions column.
2. The ARC must verify that receptive and expressive communication is addressed in the IEP. The student must have a communication plan or the student's IEP must document that communication is not an area of concern at this time (in which a communication plan would not be necessary). If a student's expressive communication on the LCI is rated as either pre-symbolic or emerging symbolic, then a communication plan must be developed and in place.
 - If No, then the ARC needs to convene to develop a (or review current existing) communication plan as part of the student's IEP.

- If Yes, the students receptive and expressive communication must be addressed in the IEP, then continue to the Response (Answer to Documentation Questions) column 2.

Note: *Compliance Record Review states:*

- *If the student meets requirements for the alternate assessment, the student's current level of communication has been determined and verified by the ARC.*
- *If the student meets requirements for the alternate assessment, documentation in the IEP shows evidence of a communication plan.*
- *The communication plan may be documented in the Present Levels, Special Factors, Measurable Annual Goal(s) or Supplementary Aids and Services of the IEP.*

Response (column 2):

- If NO to either question in the Documentation Questions column, then the ARC needs to review and complete the LCI. The ARC also needs to convene to develop a (or review current existing) communication plan as part of the student's IEP.
- After the ARC has reviewed and completed the LCI **and** reviewed or developed a communication plan, the ARC will need to complete the Documentation Questions section again by selecting yes for both questions.
- If Yes to both questions in the Documentation Questions column, then continue to the Sources of Evidence and Justification column.

Sources of Evidence and Justification (column 3):

- The LCI **must** be completed, discussed and documented in the conference summary.
- The communication plan **must** be reviewed or developed in the student's IEP and documented in the conference summary. The ARC needs to document if communication is not an area of concern at this time.
- After all Sources of Evidence and Justification have been reviewed and documented, the ARC may continue with the documentation form below.

Resources

How to create a more effective communication plan are located on the [Teaching Age Appropriate Academic Learning via Communication \(TAALC\) project](#)

[National Center and State Collaborative Communication Toolkit](#)

Assistive Technology consideration information is located on the [Wisconsin Assistive Technology Initiative \(WATI\) Assistive Technology page](#)

For ELs, considerations such as collecting information on multiple measures and a team approach to decision making can be found at [ALTELLA: Educators Serving English Learners with Significant Cognitive Disabilities](#)

Frequently Asked Questions

1. Who decides that a student should participate in the Kentucky AA-AAAS?

The ARC determines how a student will participate in statewide assessments. The ARC must follow the Kentucky Participation Guidelines if they decide a student should participate in the Kentucky AA-AAAS. No one member of the ARC makes this decision. Parents, teachers and administrators make the decision based on evidence and adherence to the Participation Guidelines and Guidance for ARC on Participation in the Kentucky Alternate Assessment. All participation criteria in the Participation Guidelines Documentation form **must** be answered YES in order for a student to be considered eligible to participate in AA-AAAS. If any participation criterion is answered NO, the student is not eligible to participate in the AA-AAAS.

2. How do we know that a student has a “significant cognitive disability”?

KDE definition of a student with 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 a 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:
 - Excessive or extended absences
 - Disability related to visual or auditory disabilities, emotional behavior disabilities, specific learning disabilities, speech and language impairment
 - Native language, social, cultural and economic differences or those identified as English Learners (EL)
 - Pre determined poor performance on the grade level assessment
 - The student displays disruptive behaviors or experiences emotional duress during testing
 - Administrator decision
 - Educational environment or instructional setting

The KDE does not define a “significant cognitive disability” in terms of a “cut off” IQ score. Most students with significant cognitive disabilities have intellectual disabilities, multiple

disabilities or autism, but not all do. Also, not all students with these disabilities are considered to have a “significant cognitive disability.” Students demonstrating academic deficits or difficulties due to learning disabilities, speech language impairments and emotional-behavioral disabilities do not qualify for participation in the AA-AAAS. Performing three to four grade levels below peers without disabilities is not, by itself, evidence of a significant cognitive disability. Academic deficits or difficulties alone do not indicate that a student has a significant cognitive disability. Further, a significant cognitive disability will be pervasive, affecting student learning across content areas and in social and community settings.

Students with autism or intellectual disabilities should be carefully considered for the AA-AAAS, but they should not automatically be assigned to the AA-AAAS based on their identified disability category. Not all students with autism or intellectual disabilities have a significant cognitive disability. Many students eligible to receive special education and related services under these categorical labels can participate in general assessments, with accommodations.

Students receiving special education services who are identified as having orthopedic impairments, other health impairments or traumatic brain injuries, do not necessarily have a significant cognitive disability. Determinations for student participation in statewide assessments must be evidence-centered and made individually for each student by the ARC.

Students demonstrating mild to moderate cognitive disabilities may be more appropriately placed in the general assessment system with accommodations Anticipated or past low achievement on the general assessment or in the classroom does not mean the student should be taking the AKSA.

3. How do I know if the AA-AAAS is appropriate for an EL with an IEP whose language proficiency makes it difficult to assess content knowledge and skills?

An EL student should be considered for the AA-AAAS if (a) his/her intellectual functioning indicates a significant cognitive disability using assessments in his/her home language as appropriate, and (b) he/she meets the other participation guidelines for the AA-AAAS.

[Intercultural Competence Considerations](#) should be considered for EL students. Assessments of adaptive behavior and communication should consider linguistic and sociocultural factors for valid interpretation of these assessments, alongside the information on goals and instruction in the student's IEP used to determine what may or may not be a significant cognitive disability. If an EL student with an IEP does not meet the criteria for the AA-AAAS, he/she should take the general assessment with accommodations as appropriate.

4. Why is it important to indicate that a student participating in the AA-AAAS is receiving instruction on the KAS and his/her performance measured against alternate academic achievement standards?

Participation in the Kentucky AA-AAAS limits a student's direct contact with the breadth of the KAS for the grade level in which he/she is enrolled. This limited or modified exposure to the grade level standards may significantly impact academic outcomes and post-secondary opportunities.

5. What if it is impossible to assess a student because the student does not appear to communicate?

All attempts should be made to find a mode of communication with the student as soon as he or she is enrolled and the student's receptive and expressive communication must be documented in the IEP. If various approaches and technologies do not appear to demonstrate a route of communication, then consider that all behavior that the student exhibits is a form of communication and use this as the starting point. A critical element in assessing all students is a focus on communicative competency as the base for student access to the KAS. Best practice would indicate that students should enter Kindergarten with a communication plan documented in the IEP that allows them to demonstrate an understanding of academic concepts before entering the third grade. However, with or without a communication plan, students may still participate in the AA-AAAS.

6. What is the student's expressive communication mode appears to limit his or her access to curriculum, instruction and assessment?

Communication skills (e.g., expressive and receptive language) are essential for curriculum and school community access. The IEP for students with communication needs should indicate goals, objectives, specially designed instruction, Alternative Augmentative Communication (AAC) technology and related services as needed. Best practice indicates that students should enter Kindergarten with a communication plan documented in the IEP that allows them to demonstrate an understanding of academic concepts before entering the third grade. If a student's expressive communication on the LCI is rated as either a (3) pre-symbolic or (2) emerging symbolic, then a communication plan must be developed and in place for any student participating in the AA-AAAS.

A student who scores a (3) on the expressive item on the LCI – pre-symbolic indicates that the student communicates primarily through cries and body movements, but does not use words, pictures or signs to communicate intent. Receptively, the student may alert to interactions. A student who scores a (2) on the LCI – emerging symbolic has limited use of words, pictures, signs, gestures and vocalizations to communicate a variety of intents. Receptively, this student may alert to communicative input and may follow simple single step directions.

See [Appendix F](#) for student communication goal samples.

7. If a student has been tested in the past on an AA-AAAS, but the current ARC determines that the student does not meet the Kentucky Participation Guidelines, can the student be assigned to the general assessment?

Yes. The ARC must ensure that the student receives appropriate instruction on the KAS and participates in the required general assessments for his/her current grade level with or without accommodations.

8. Is it possible that a decision to participate in the Kentucky AA-AAAS could change as a student gets older?

Yes. Participating in the Kentucky AA-AAAS requires that the student has a significant cognitive impairment and interacts with content that has been significantly modified from that which is provided to the student's typically developing peers. Even though students with significant cognitive disabilities often are identified prior to starting school, they may be able to participate in the general assessment during their elementary grades. An ARC should be especially cautious about assigning students with significant cognitive disabilities to an AA-AAAS in their early school years. When the level of support needed for the student to participate in the breadth of the KAS and the general assessment increases, the ARC may determine that participation in the AA-AAAS is appropriate.

Students with significant cognitive disabilities are likely to continue to need support to live as independently as possible throughout their adult lives after high school. Students who did not need early intervention services, or who are unlikely to require substantial daily support in their adult lives, probably do not have a significant cognitive disability and would not be appropriately placed in the Kentucky AA-AAAS.

9. What is the difference between longitudinal and current data and what are some examples?

Student performance data includes information that demonstrates how the student is performing academically, behaviorally, socially and functionally on the student's IEP goals. Student performance data assists the ARC in decision-making, IEP development and implementation.

Current data: Data that are collected within the most recent 365-day time period

Examples: IEP progress monitoring data, IEP progress reports, classroom-based assessments, classroom observations, work samples, functional behavior assessment data, transition assessment, assistive technology evaluation, attendance records, etc.

Longitudinal data: Data that have been collected and analyzed over time and are more than one year old. A dataset is longitudinal if it tracks the same type of information on the same subjects at multiple points in time.

Examples: Social Developmental History, integrated assessment report, diagnostic assessments, state and districtwide assessment results, adaptive behavior rating scales, ACCESS scores, progress monitoring data, functional behavior assessment data, transition assessment, assistive technology evaluation, etc.

10. How are significant deficits in adaptive behavior defined for participation in AA-AAAS?

Deficits in adaptive behavior that fail to meet developmental and sociocultural standards for personal independence and social responsibility (i.e., actions necessary for someone to live independently and function safely in daily life). Without ongoing support, the adaptive deficits limit functioning in one or more activities of daily life, such as communication, social participation and independent living across multiple environments, such as home, school and work.

11. What does “exceed accommodations” mean?

Students with disabilities may qualify for accommodations such as assistive technology, manipulatives, reader, scribe, calculator, paraphrasing, extended time, reinforcement and behavior modification strategies and interpreters per their IEPs. Students with significant disabilities would require those accommodations PLUS additional accommodations and modifications to the curriculum and instruction to access similar content.

These additional accommodations should be documented on the IEP. Typically, the content is modified to such an extent that the instructional objective has changed. The main thing to note in this section is that this impacts both assessment and instruction.

12. What does extensive, individualized direct instruction in adaptive behavior across multiple settings mean?

Extensive direct individualized instruction means – Repeated instruction and substantial supports that are not temporary in nature to achieve measurable gains in the grade and age-appropriate curriculum and use substantially adapted materials (e.g., significantly shortening the length of reading passages or using raised dots and hand-over-hand counting when identifying a matching number in math).

Intensive, accommodations, modifications and assistive technology means-

Accommodations, modifications and assistive technology that EXCEED what is allowed on the general assessments for students as described in the “Inclusion Document” and set forth in [703 KAR 5:070](#). (Refer to question 5 above.)

Acquire, maintain, generalize, demonstrate and transfer skills across multiple settings means - when the student has acquired skills and can apply the skills across settings (different classes, at home, at a job and in the community- with different people and with a variety of materials).

13. What is the difference between a High School Diploma and an Alternative Diploma?

Students shall have a total of at least 22 credits to earn a high school diploma. Credits shall include the content standards as provided in the Kentucky Academic Standards at 704 KAR 3:303.

Students taking the AA-AAAS are eligible to receive an Alternative Diploma. The ARC must determine if a student's demonstrated cognitive ability and adaptive behavior prevent completion of the general education course of study, even with program modifications, accommodations or both.

The ARC uses a variety of data and information, such as the Participation Guidelines for the Alternate Assessment, psycho-educational integrated report, student work, student observations and any other relevant information to make this determination. The ARC must determine the student would not be able to complete the general course of study to earn a high school diploma and would therefore complete an alternative course of study to receive an Alternative Diploma as stated in the Kentucky Administrative Regulations at [704 KAR 3:305](#).

14. When should the parent guide be provided to the parent?

The Parent Guide to Alternate Assessment should be provided at the initial ARC in which consideration for participation in the AA-AAAS is being considered. A copy may be sent home with a meeting notice for parents to review prior to the meeting. After initial participation in the AA-AAAS has been considered, the Parent Guide to Alternate Assessment can be provided before each annual review. Parents must be given an opportunity to review the parent guide and be allowed the opportunity to ask questions.

15. Who can we ask if we have questions about this important decision?

Contact the KDE if you have any questions about participation decision making for the AA-AAAS.

For information about who can participate in the AA-AAAS contact: Office of Special Education and Early Learning (OSEEL) at 502-564-4970.

For information about the Alternate Kentucky Summative Assessment (AKSA) contact: Office of Assessment and Accountability (OAA) at 502-564-4394 or dacinfo@education.ky.gov

Dispute Resolution Process

If a member of the ARC disagrees with the students' eligibility to participate in the AA-AAAS, the ARC must document it in the conference summary. There are several options for the resolution of a disagreement:

- The ARC may schedule an additional meeting to further discuss and address the decision once it has been further researched.
- The director of special education (DoSE) may contact the ARC member to clarify the issue.
- The DoSE may provide the parent with a further explanation of the *Parent Guide to Alternate Assessment*.
- The ARC may review the training on guidelines for participation in the alternate assessment.

If the ARC has exhausted all available options for consensus and still is not able to agree, the district makes the final determination and **MUST** provide the parent with prior written notice of the decision. Prior written notice should be documented on the conference summary and must include ALL of the following:

- Description of the action proposed or refused by the district
- An explanation of why the district proposes or refuses to take the action
- A description of each evaluation procedure, assessment, record or report the district used as a basis for the proposed or refused action
- A statement that the parents of a child with a disability have protection under the procedural safeguards and, if the notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained
- Sources for parents to contact to obtain assistance in understanding Part B of the IDEA
- A description of other options the ARC considered and the reasons why those options were rejected
- A description of other factors relevant to the district's proposal or refusal

Should the dispute continue after the district has provided the parent with prior written notice, the parent may dispute the decision via any of the dispute resolution options. These options include mediation, formal written complaints and due process hearings. Information on each of these options can be found on KDE's website located at [Dispute Resolutions Process Page](#).

Glossary

Augmentative and Alternative Communication (AAC): Low, medium or high technology system that assists the student in expressive language (e.g., making a request, initiating and responding to questions, describing things or events, and expressing refusal). Can include speech generating devices such as text-to-speech communication aids, picture or symbol boards, etc.

Accommodation: A change in materials or procedures that facilitates access during instruction and assessment. Accommodations do not change the construct or intent of what is being taught or measured. Assessment accommodations are intended to allow the student to participate in the assessment and to produce results that indicate what a student knows and can do.

Adaptations: Changes made specific to the student's individual needs or to existing materials or instructional delivery to meet the needs of a student. Examples include head pointers, Boardmaker (Mayer Johnson) symbols, photographs, symbols paired with real objects, real objects, enlarged pictures, textured or raised pictures, high contrast color or coactive signs.

Adaptive behavior: Behaviors essential for someone to live independently and to function safely in daily life.

Admissions and Release Committee (ARC): A group of individuals responsible for developing, reviewing or revising an Individual Education Program (IEP) for a student with a disability.

Alternate English Language Learning Assessment Project (ALTELLA): Builds on the lessons learned from the past decade of research on assessing ELs and students with significant cognitive disabilities as separate groups. The project examines instructional practices and policies for ELs with significant cognitive disabilities to develop an evidence-centered design approach.

Alternate Achievement Standards: Sets an expectation of performance that differs in complexity from a grade-level achievement standard. The Dec. 9, 2003, regulations clarify that a state is permitted to use alternate achievement standards to evaluate the performance of students with the most significant cognitive disabilities. In general, alternate achievement standards must be aligned with a state's academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest achievement standards possible. (See 34 C.F.R. §200.1 (d).)

Alternative high school diploma: Provided to students with disabilities who are unable to meet requirements for a regular high school diploma. Recipients of an alternative high school diploma will participate in alternate assessments and complete the alternative course of study. The alternative high school diploma is not equivalent to a regular high school diploma.

Assistive Technology: Tools and strategies used to assist students in developing and participating in meaningful academics, social relationships, and employment activities; it can

range from low technology (e.g., unaided communication systems, sign language, etc.) to high technology, such as computers with switch interfaces.

Communicative competence: The use of a communication system that allows students to gain and demonstrate knowledge.

Content target: Content standards that are the focus of the assessment. For the AKSA, the content targets are defined by the Core Content Connectors in English language arts and mathematics.

Current data: Collected within the most recent 365-day time period. Examples include IEP progress monitoring data, IEP progress reports, classroom-based assessments, classroom observations, work samples, functional behavior assessment data, transition assessment, assistive technology evaluation and attendance records.

English Learner (EL): Student whose native language is a language other than English or a student who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency (ELP). An EL's difficulties in speaking, reading, writing or understanding the English language may be a barrier to learning in classrooms instructed in English and to performance on assessments presented in English.

Every Student Succeeds Act (ESSA): In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing P-12 public education. Known as the Every Student Succeeds Act (ESSA), the measure replaced No Child Left Behind and created a long-term policy that gives states additional flexibility and provides more state and local control over the accountability process.

Evidence: Specific sources of information being used to identify student characteristics that either meet or do not meet the participation criteria.

Exceeds accommodations: Accommodations, modifications and assistive technology that EXCEED what is allowed on the general assessments for students, as described in the "Inclusion Document" and set forth in [703 KAR 5:070](#).

Extensive direct individualized instruction: Concentrated instruction designed for and directed toward an individual student. This type of instruction is needed by students with significant cognitive disabilities to acquire knowledge and skills in context. Students with significant cognitive disabilities are likely to need this extensively to apply knowledge and skills in multiple contexts.

Individuals with Disabilities Education Act (IDEA): A federal law enacted in 1990 and reauthorized in 1997 and again in 2004. It is designed to protect the rights of students with disabilities by ensuring that everyone receives a free appropriate public education (FAPE),

regardless of ability. Furthermore, IDEA strives not only to grant equal access to students with disabilities but also to provide additional special education services and procedural safeguards.

Individualized Education Program (IEP): A written program for a child with a disability that is developed, reviewed and revised annually with the ARC. It consists of learner goals and objectives utilized for student success.

Kentucky Academic Standards (KAS): Contain the minimum required standards that all Kentucky students should have the opportunity to learn before graduating from Kentucky high schools. The standards address what is to be learned, but do not address how learning experiences are to be designed or what resources should be used. Helps ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels.

Learning progression: description of how typically developing students may develop and build academic competencies over time. Learning progressions can be useful tools for teachers to use to determine where a student is in the process of learning a specific skill or understanding a concept.

Learner Characteristics Inventory (LCI): A questionnaire that assists the teacher in understanding the individuality of each student in various areas: expressive communication, receptive communication, hearing, vision, motor, engagement, attendance, reading skills and mathematics skills. The LCI has two primary purposes: 1) to describe the range of the characteristics of learners who participate in alternate assessments and 2) to describe the extent to which patterns of those characteristics emerged within and across the state.

Longitudinal data: Data that have been collected and analyzed over time and are older than one year. A dataset is longitudinal if it tracks the same type of information on the same subjects at multiple points in time. Examples of longitudinal data include Social Developmental History, integrated assessment reports, diagnostic assessments, state and district-wide assessment results, adaptive behavior rating scales, progress monitoring data, functional behavior assessment data, transition assessment and technology evaluation.

Mode of communication: The predominant way a student expresses his or her thoughts, such as through words, pictures, objects, tactile cues and augmented communication/assistive technology.

Modification: A change in materials or procedures during instruction and assessment that changes the learning expectations of the grade level content. Modifications during instruction may be appropriate temporarily for scaffolding the student's understanding and skills. Assessment modifications result in invalid measures of a student's knowledge and skills and thus should be avoided.

Participation guidelines for alternate assessment: The Participation Guidelines for the AA-AAAS identify the requirements set by the state department of education for students with significant cognitive disabilities. These requirements must be agreed upon by the ARC committee and revisited at the annual meeting.

Participation criteria: These descriptors provide further information about the characteristics students would have in order to meet the four participation criteria for the Alternate Assessment.

Pervasive: Present across academic content areas and across multiple settings (including school, home and community).

Specially Designed Instruction (SDI): Adapting the content, methodology or delivery of instruction to address the individual needs of the child and to ensure access to the curriculum so that the child can meet the educational standards set in place.

Selected response items: Assessment items that are structured for students to respond by choosing an answer (e.g., multiple choice, true or false, etc.).

Substantial supports: Include support from the teachers and others (e.g., resource teacher, co-teacher, aide) and various material supports within the student's environment. Examples include adapting text for assessments and learning and extensive scaffolding of content to support learning.

Substantially adapted materials: Include various classroom and other materials that have been altered in appearance and content from the materials that peers without disabilities use for instruction or assessment. Examples include significantly shortening the length of passages or using raised dots and hand-over-hand counting when identifying a matching number in math.

WIDA Alternate ACCESS: A large-print, paper-based test individually administered to students in Grades 1-12 who are identified as ELs with significant cognitive disabilities. It is designed for ELs who have disabilities that prevent them from meaningfully participating in ACCESS for ELs Online or Paper.

Appendix A

Determination of Participation in the Kentucky Alternate Assessment

The criteria for participation in the AKSA reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. Thus, a student who participates in the AKSA participates in this assessment for all content areas.

To determine if a student meets the criterion to participate in the Kentucky Alternate Assessment, please use the [Kentucky Alternate Assessment Participation Guidelines Documentation Form](#).

Appendix B

AKSA Participation Decision Evidence

Participation Criteria	Possible Evidence
Is this student eligible to receive special education services and has a current Individualized Education Program (IEP) in place or being developed?	<ul style="list-style-type: none"> • Eligibility Determination • Integrated Assessments • Current present levels of performance • Goals/objectives
<p>Is the student's demonstrated cognitive functioning and adaptive behavior in the home, school and community environments significantly below age expectations, even with program modifications, adaptations and accommodations?</p> <p>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</p>	<ul style="list-style-type: none"> • Eligibility Determination • Integrated Assessments • Results of Individual Cognitive Ability Test • Adaptive Behavior Skills Assessment • Individual/group administered achievement tests • EL language assessments, if applicable • Community based instruction, if applicable
Does the student require extensive individualized direct instruction across multiple settings, utilizing intensive accommodations, modifications and assistive technology to access and make progress on the Kentucky Academic Standards and to main and generalize learning?	<ul style="list-style-type: none"> • Data from scientific research-based interventions • Progress monitoring data • Results of informal assessments • Parent and teacher observations • Teacher-collected data and checklists • Work samples • Instructional Objectives
The ARC's decision was not primarily based on: excessive or extended absences, visual or auditory disabilities, emotional behavior disabilities, specific learning disabilities, communication disorders or social, cultural, economic differences, those identified as English Learners (EL), pre-determined poor performance on the grade level assessment, disruptive behaviors or experiences emotional duress during testing, administrator decision or educational environment or instructional setting.	<ul style="list-style-type: none"> • Previous IEPs • Behavior Detail Reports • Teacher and parent observations • Attendance Records • Previous assessment scores • Eligibility Determination • Accommodations Documentation Form

Appendix C

Learner Characteristics Inventory

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

1. Student's primary IDEA disability label:

- ☐ Intellectual disability, previously referred to as mental retardation
- ☐ 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 (student goes to art, music, PE) but return to their special education class for most of the school day
- ☐ Regular school, *primarily self-contained special education classroom*, some academic inclusion (student goes 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* (student is 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 are not linked to the text
- ☐ No observable awareness of print or Braille

12. Mathematics (check the best description)

- ☐ Applies computational procedures with or without a calculator
- ☐ 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

Appendix D

Comparing Diploma Requirements

High School Diploma	Alternate High School Diploma
<p>Minimum Graduation Requirements</p> <p>Total of 22 Credits</p> <ul style="list-style-type: none"> • Language Arts - four credits (English I, English II, English III and English IV) to include the content contained in the Kentucky core academic standards for English and language arts. Language arts shall be taken each year of high school.* • Mathematics - three credits to include Algebra I, Geometry and Algebra II (<i>An integrated, applied, interdisciplinary or technical or occupational course that prepares a student for a career path based on the student's Individual Learning Plan may be substituted for a traditional Algebra I, Geometry or Algebra II course on an individual student basis if the course meets the content standards in the Kentucky Academic Standards (KAS).</i>) • Social Studies - 3 credits to include the content contained in the Kentucky Academic standards for social studies. • Science - 3 credits that shall incorporate lab- based scientific investigation experiences and include the content contained in the Kentucky Academic Standards for science. 	<p>Alternative Course of Study (can include a combination of regular education and special education classes)</p> <p>Total of 22 Classes</p> <ul style="list-style-type: none"> • Language Arts – four classes to include the Kentucky Alternate Assessment aligned to Kentucky Academic Standards (KAS) content strands of reading, writing, speaking, listening, observing, inquiry, conventions, analysis and using technology as a communication tool and must also include Kentucky Employability and Foundational Academic Standards. • Mathematics – four classes to include the Kentucky Alternate Assessment aligned to Kentucky Academic Standards (KAS) content standards and must also include Kentucky Employability and Foundational Academic Standards. • Social Studies – three classes to include the Kentucky Alternate Assessment aligned to Kentucky Academic Standards (KAS) content strands of historical perspective, including U.S. History, World History, and Integrated Social Studies and must also include Kentucky

High School Diploma	Alternate High School Diploma
<ul style="list-style-type: none"> • Health – a half credit to include the content contained in the Kentucky Academic Standards for health. • Physical Education – a half credit to include the content contained in the Kentucky Academic Standards for physical education. • History and appreciation of visual and performing arts (or another arts course which incorporates this content) - one credit to include the content contained in the Kentucky Academic Standards for arts and humanities or a standards-based specialized arts course based on the student's individual learning plan. • Academic and career interest standards-based learning experiences - seven credits including four standards-based learning experiences in an academic or career interest based on the student's individual learning plan. • Technology - Demonstrated performance- based competency in technology 	<p>Employability and Foundational Academic Standards.</p> <ul style="list-style-type: none"> • Science – three classes to include the Kentucky Alternate Assessment aligned to Kentucky Academic Standards (KAS) content standards of Life Science (Biology), Physical Science, and Earth/Space Science concepts and must also include Kentucky Employability and Foundational Academic Standards. • Health and Physical Education – one class to include the content strands of individual well-being, consumer decision, personal wellness, mental wellness and community services as well as psychomotor and lifetime activity. • Visual and Performing Arts – one class a performing arts course (or another arts course which incorporates this content) which incorporates the content strands of arts, dance, music, theatre and visual arts or a standards-based specialized arts course based on the student's Individual Learning Plan. • Electives – three classes in academic and career interest the Kentucky Alternative Assessment aligned to Kentucky Academic Standards (KAS) and Kentucky Employability and Foundations Academic standards-based learning experiences to include standards-based learning experiences in an academic or career interest based on the student's Individual Learning Plan; and demonstrated performance based competency in technology. (See

High School Diploma	Alternate High School Diploma
	Career Work Experience Certification (optional) requirements below) <ul style="list-style-type: none"> • Technology - Demonstrated performance-based competency in technology • ILP completed for each grade level 6- 12
(ACT) – required at grade 11	Transition Attainment Record (TAR) – required at grade 11
Civics Test (required)	Not Required
Kentucky Summative Assessment (KSA)	Alternate Kentucky Summative Assessment (AKSA)
	Optional: Career Work Experience Certification and Employability Skills Attainment Record (ESAR) for career transition readiness accountability

Kentucky Accountability – More information is located on the [Accountability page](#) of the KDE website.

Appendix E

Student A Sample Schedule- includes a combination of regular education courses, special education courses and the courses required to receive a Career Work Experience (CWE) Certification.

Area/Course Title	Course Code	Recommended Grade Level											Guidance
		Middle School			High School				Grade 14				
		6	7	8	9	10	11	12	Year 5	Year 6	Year 7		
English Language Arts												English Language Arts	
Middle School Language Arts	600120	X	X	X								Select 4. Courses may also be selected from general education course codes	
English I	600121				X								
English II	600122					X							
English III	600123						X						
English IV	600124							X					
Mathematics												Mathematics	
Middle School Math	600130	X	X	X								Select 3 in grades 9-12. Courses may also be selected from general education course codes	
Math 1	600131				X								
Math 2	600132					X							
Math 3	600133						X						
Math 4	600134							X					
Science												Science	
Integrated Science	303091				X							Select 3 in grades 9-12. Courses may also be selected from general education course codes	
Life/Science/Biology	600141					X							
Earth/Space Science	600142						X						
Social Studies													Social Studies
Integrated Social Studies	600150				X							Select 3 in grades 9-12. Courses may also be selected from general education course codes	
World History	600151					X							
U.S. History	600152						X						
Humanities (Visual and Performing Arts) or a standards-based specialized arts course												Humanities (Visual and Performing Arts) or a standards-based specialized arts course	
History and Appreciation of Visual and Performing Arts Survey	500111	X	X	X	X							Select 1 year in Middle School; Select 1 year in High School	
Health and Physical Education												Health and Physical Education	
Health and Physical Education	600170	X	X	X		X						Select 1 year in Middle School; Select 1 year in High School - 0.5 Health; 0.5 PE	
Electives												Electives	
Developing Career Choices	600184	X	X	X								Select at least three in Grades 9-12. Electives may also be selected from general education course codes, including Career Technical Education (CTE) courses	
Daily Living Skills	600180				X		X						
Life Skills	600290					X		X	X	X	X		
Basic Money Skills	600181				X	X	X						
Money Skills for Independent Living	600182							X	X	X	X		
Career Work Experience (CWE) Certification Electives: 1/year Grades 9-12, Grade 14 as appropriate												CWE Certification Electives: 1/year Grades 9-12, Grade 14 as appropriate	
Developing Career Options	600184				X							1 year is recommended at either grade or in alignment with the length requirement for CTE courses. Prerequisite to last two courses	
Developing Leadership Skills	600190					X			X	X	X		
Experience in Workplace Principles	600189						X	X				1 year is recommended at either grade or in alignment with the length requirement for CTE courses.	
Individualized CWE	600185							X	X	X	X		

Appendix F

Student Sample Communication Goals

Student Example 1

Shelby has cerebral palsy, limited mobility, no speech and uncertain use of vision. She alerts to others when engaged and smiles. She learned to use a single switch to indicate “more” in a short 15-minute teaching session when engaged with peers. Currently, she would score a (3) expressively on the LCI and a (3) on the receptive item on the LCI. However, with increased instruction, she could easily move to an emerging level of communication.

Potential Goal Example

When participating in an engaging activity, Shelby will use symbolic communication including words, pictures or voice output device with words or symbols to communicate a variety of communicative intents: request, refuse, comment, affirm, greet with 80% accuracy over five consecutive engaged opportunities as measured weekly by teacher made checklist.

Benchmark/Objectives Example

- i. When participating in an engaging activity, Shelby will independently push the switch when the engaging activity stops/pauses to indicate “more” 80% of engaged opportunities as measured weekly by teacher made checklist.
- ii. When presented with less desired options, Shelby will refuse by using a voice output device to say “no” or “stop” 80% of opportunities as measured weekly by teacher made checklist.

Specially Designed Instruction Examples

1) Respond as if meaningful to all communicative gestures, facial expressions and vocalizations; 2) Implement partner assisted voice scanning to select a preference, 2) model communication using a highly flexible core word array - “more,” “go,” “like,” “stop” 3) assess and provide an accessible AAC device with voice output using the highly flexible core words where the position of the pictures/words maintains the same location; 4) provide pictures and illustrations on black backgrounds and high contrast colors; 5) provide objects or high contrast picture symbols (nouns) representing highly preferred items.

Student Example 2: Stevie uses some signs, pictures – primarily nouns, facial expressions and vocalizations to communicate a variety of intents. Currently, he would score a (2) expressively on the LCI. Receptively, he can follow 1 -2 step directions when motivated to do so, and he is beginning to indicate a response using pictures using voice output AAC device. He is emerging in his use of symbols to communicate a variety of intents.

Potential Goal Example

When participating in an engaging activity, Stevie will use symbolic communication including words, pictures or voice output device with words or symbols to communicate a variety of communicative intents: request, refuse, comment, affirm, greet with 80% accuracy over five consecutive engaged opportunities as measured weekly by teacher made checklist.

Benchmark/Objectives Example:

- i. When participating in an engaging activity, Stevie will independently use a voice output device to express a variety of intents using highly flexible core words in a static array to request, refuse and comment 80% of opportunities across the day as measured by daily checklist
- ii. Stevie will communicate using two/three words together in either a pronoun/verb/object – “want more” “I want more” for 80% of communicative opportunities as measured by daily checklist.

Specially Designed Instruction Examples

1) Respond as if meaningful to all signs, facial expressions and vocalizations; 2) Model communication on the device using a highly flexible core word array- “more,” “go,” “like,” “stop” that includes pronouns, verbs, adjective/adverbs arranged in sentence formation array; 3) Assess and provide an accessible AAC device with voice output using the highly flexible core words where the position of the pictures/words maintains the same location; 3) Provide highly specialized picture symbol words that are unique to academic content and student preferences (nouns) linked to the core words.