

Alternate Assessment



Spring 2022

Topics

Alternate
Assessment
Decision-
Making Tool



Family
Resources




Part A – Determining Initial Eligibility

- Does the student have a current IEP?
- Review the student's IDEA category

Determining Initial Eligibility

1. Complete the first two questions to determine if the student may be eligible for participation in an alternate assessment.

Does the student have a current individualized education program (IEP)?	
<input type="checkbox"/> No, the student does not have an IEP.  Stop here. The student is not eligible for alternate assessment.	<input type="checkbox"/> Yes, the student has a current IEP.  Proceed to the next statement.

Review the student's Individuals with Disabilities Education Act (IDEA) category .		
Does the student meet state eligibility criteria under the following disability category designations: Specific Learning Disability Speech or Language Impairment (only)  Stop here. The student is not eligible for participation in the alternate assessment.	Student meets state eligibility criteria under the following disability category designations: <input type="checkbox"/> Deafness/Hearing Impairment <input type="checkbox"/> Emotional Disturbance <input type="checkbox"/> Orthopedic Impairment <input type="checkbox"/> Other Health Impairment <input type="checkbox"/> Visual Impairment A student identified with these disability categories very rarely will be a student with a most significant cognitive disability and therefore rarely, if ever, qualify for the alternate assessment.  Proceed to Part B.	Student meets state eligibility criteria under the following disability category designations: <input type="checkbox"/> Autism <input type="checkbox"/> Deaf-Blindness <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Multiple Disabilities <input type="checkbox"/> Traumatic Brain Injury A student with any of these disabilities may have a most significant cognitive disability. However, for the students in these categories, the presence of these disabilities may have a most significant cognitive disability that does not qualify them for the alternate assessment.  Proceed to Part F.

Part B – Determining Most Significant Cognitive Disability

Significant deficits in all three adaptive behavior domains

The diagram features a large blue arrow pointing from left to right. The arrow's tail is inside a dark red rounded rectangle. To the right of the arrow's tip are three stacked blue rounded rectangles, each containing one of the adaptive behavior domains: Conceptual, Social, and Practical.

Conceptual

Social

Practical

Conceptual Domain

The Conceptual Domain covers skills that are needed to communicate, apply academic skills, and manage and accomplish tasks.

Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student is on grade level academically in all content areas, and</p> <p>The student has age-appropriate receptive and expressive communication skills, including conversation skills (verbally or through a communication device), and</p> <p>The student expresses and makes independent choices, exhibits self-control and takes responsibility for choices at an age-appropriate level.</p>	<p>The student has difficulty learning academic content aligned to Ohio's Learning Standards but is making progress with appropriate supports and interventions as specified in the IEP, and</p> <p>After learning new content, the student may need additional practice with direct instruction to generalize the new skills into daily living activities, and</p> <p>The student has some age-appropriate receptive and expressive communication skills (verbally or through a communication device),</p>	<p>The student has difficulty learning grade-level academic content across all subject areas and may require multiple tiers of intervention, accommodations or modifications, and</p> <p>The student may need instruction aligned to Ohio's Learning Standards – Extended to build base skills to get back to grade level, and</p> <p>The student may struggle to generalize skills outside the classroom, even with assistance and practice, and</p> <p>The student has difficulty</p>	<p>The student has significant difficulty with learning academic content and may require instruction that is designed by clustering grade-level standards into life-applied units of study with intensive accommodations for access, and</p> <p>The student requires significantly modified curriculum and instruction using Ohio's Learning Standards – Extended and likely is unable to apply or generalize skills outside the classroom setting, and</p> <p>The student may be</p>

Social Domain

The Social Domain covers behaviors needed to engage in interpersonal interactions, act with social responsibility and use leisure time. This includes social competence, self-esteem, gullibility, naiveté (wariness), social problem-solving, following rules/obeying laws and avoiding being victimized.

Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student displays age-appropriate social, communication and leisure skills, and</p> <p>The student can initiate and maintain friendships, express and recognize emotions with peers who are the same age, and</p> <p>The student engages in play and recreational activities without additional support.</p>	<p>The student may have difficulty with social interactions (for example, may misinterpret peers' social cues or others may consider the student's actions as immature), and</p> <p>The student's communication, language and conversation skills are more concrete or immature than peers who are the same age, and</p> <p>The student may have challenges in regulating emotion and behavior in an age-appropriate manner, and these challenges may be</p>	<p>The student has social, behavior and communication skills markedly different from peers who are the same age, and</p> <p>The student is able to be understood but uses a mode for communication that is much less complex than peers who are the same age, and</p> <p>The student may use behaviors to communicate, and</p> <p>The student may not perceive or interpret social cues accurately, and</p> <p>The student often needs</p>	<p>The student often uses behaviors to communicate, and</p> <p>The student's communication skills are <i>very limited</i> in terms of vocabulary and grammar, and</p> <p>The student may be in the process of developing a mode of communication, may be described as nonverbal or uses very limited non-symbolic communication, and</p> <p>The student requires significant adult assistance to communicate with peers</p>

Practical Domain

The Practical Domain covers behaviors needed to address personal and health needs; take care of home, classroom or work settings; and function in a school or community.

Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student <u>is able to</u> follow safety rules and functions in the community and classroom setting similarly to peers who are the same age, and</p> <p>The student independently performs self-care activities such as eating, dressing and taking care of personal hygiene.</p>	<p>The student often functions age-appropriately in personal care daily living activities and using community resources, and</p> <p>The student displays recreational skills typically on the same level as peers, although some additional support may be needed, and</p> <p>The student may need support in navigating the school and community and may need reminders about being mindful of safety hazards.</p>	<p>The student may need support to care for personal needs (for example, eating, dressing, toileting needs), may have needed an extended period of explicit teaching in these areas and may require prompting or cues, and</p> <p>The student often requires additional support and learning opportunities for recreational skills, and</p> <p>The student requires intensive support to safely navigate the school</p>	<p>The student requires significant support and direct instruction across all activities of daily living (meals, dressing, bathing, toileting needs) or may be dependent on others for all aspects of physical care, health and safety, and</p> <p>The student requires intensive teaching and ongoing support for recreational and navigation skills, not because of physical ability but because of significant cognitive needs. The student</p>

Part C – Determining extensive direct individualized instruction and substantial supports

Curriculum, Instruction and Assessment

Accommodations/Modifications

Assistive Technology

Curriculum, Instruction and Assessment: This section describes the student's daily learning needs as outlined in the IEP.

Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student's present levels of performance on the IEP indicates that skills are closely aligned with grade-level standards, concepts and skills with present-level data showing skill gaps represented within Ohio's Learning Standards.	The student's IEP includes annual goals and objectives aligned to Ohio's Learning Standards and may include short-term learning objectives aligned to Ohio's Learning Standards – Extended in prescriptive area(s) of data-determined need, and	The student's IEP includes goals and objectives that target modified grade-level standards within Ohio's Learning Standards – Extended in the a-c range of complexities, and Instruction and assessments are aligned to modified grade-level targets within Ohio's Learning Standards – Extended in the a-c range	The student's IEP includes present level of performance statements that align learner data with grade-level standards through Ohio's Learning Standards – Extended, building the base skills and engagement skills , and Instruction and assessments are based

Accommodations/Modifications: This section describes the accommodations and modifications needed for the student to participate meaningfully in daily instructional and assessment activities.

Column 1	Column 2	Column 3	Column 4
☐	☐	☐	☐
<p>The student's IEP outlines a list of accessibility features that are presented in Ohio's Accessibility Manual under Universal Tools and Designated Supports that are <i>provided during instruction and assessment</i> to support access.</p>	<p>The student's IEP outlines a list of accessibility features that are presented in Ohio's Accessibility Manual under Universal Tools, Designated Supports and Accommodations that are <i>provided during instruction and assessment</i> to support access.</p>	<p>The student's IEP outlines a list of accessibility features that are presented in Ohio's Accessibility Manual under Universal Tools, Designated Supports and Accommodations that are <i>provided during instruction and assessment</i> to support access, and</p> <p>The student requires additional individualized</p>	<p>The student's IEP outlines individualized supports, accommodations and modifications and materials beyond those that are presented in Ohio's Accessibility Manual to meet the cognitive and physical task demands of instruction and assessment. These additional supports address the</p>

Assistive Technology: This section describes the use of assistive technologies needed for the student to actively engage and participate meaningfully and productively in daily activities in **school, home, community and work** environments.

Note: The assistive technology box on the IEP should be a quick reference before taking a deeper look into the supports, services and testing accommodations section of the IEP. There are more than 10 domains of assistive technology IEP teams should consider.

Column 1	Column 2	Column 3	Column 4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The student's IEP team has determined the student does not need any assistive technology.</p> <p>or</p> <p>The student had an assistive technology evaluation completed and it was determined that no assistive technology is</p>	<p>The student requires assistive technology supports and services. The IEP team is in the process of learning about assistive technology and determining specific supports for the student.</p> <p>or</p> <p>The student's IEP</p>	<p>The student's IEP outlines required assistive technology supports and services,</p> <p>and</p> <p>An assistive technology assessment was used or is in the process of being used to feature match individualized, assistive</p>	<p>The student's IEP describes complex physical, sensory or medical needs that require multiple assistive technology supports and services across most of the assistive technology domains. It may be challenging to determine</p>

Part D – Additional Considerations

Decision made after reviewing
the entire decision-making tool

Collection of evidence in
parts A, B and C

Decision to participate
NOT based solely on...

Part D – Additional Considerations

The decision to participate in the alternate assessment is made after reviewing the entire decision-making tool and the collection of evidence used in parts A, B and C. The decision to participate in the alternate assessment is NOT made based solely on any of the following considerations.

- Disability category, educational environment or instructional setting.
- Student's instructional reading level is below grade level.
- Expected poor performance on the general education assessment.
- Administration decision or anticipated impact of student scores on the accountability system.
- Anticipated disruptive behavior or emotional duress if taking general assessments.
- Poor attendance or extended absences.
- The fact the student is an [English learner](#) or other social, cultural or economic differences.
- Need for accommodations (such as assistive technology or [augmentative and alternative communication](#)) to participate in the general assessment.

Based on the review of evidence in parts A, B and C and ensuring the decision is not based solely on any of the considerations above, does the student meet all criteria for participation in the alternate assessment?

___ Yes. The student meets all criteria in parts A, B and C and will participate in the alternate assessment.

___ No, the student does not meet all criteria in parts A, B and C and is not eligible for participation in the alternate assessment.

GLOSSARY

Accommodation: Changes made to *how* a student accesses learning content, communication, environments, materials or assessments. Testing accommodations are adjustments to the testing conditions, test format or test administration that provide equitable access during assessments for students with disabilities and students who are English learners. Testing accommodations cannot change what is being measured.

Adaptive skills: Practical, everyday skills needed to function and meet the demands of one's environment, including the skills necessary to effectively and independently take care of oneself and interact with other people (American Association on Intellectual and Developmental Disabilities, 2017).

Assistive technology: An assistive technology device is any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted or the replacement of that device (Individuals with Disabilities Education Act, 2004). Visit the [Assistive Technology & Accessible Educational Materials Center](#) for more information about assistive technology.

Assistive Technology Domains: There are thousands of assistive technology supports that might assist a student to access, participate and become more independent in a variety of school activities and tasks, including both low- and high-tech options. These supports are organized into more than 10 domains.

Assistive Technology Consideration in the IEP: Beginning with the reauthorization of IDEA in 1997, the IEP team is required to "consider" the assistive technology needs of every student receiving special education services. The Assistive Technology Considerations in the IEP document helps teams navigate this process.

Augmentative and alternative communication (AAC): Includes all forms of communication (other than speech) that are used to express thought, needs, wants and ideas (American Speech-Language-Hearing Association, 2017).

Decision Making Tool FAQ

- ▶ Organized by part (A, B, C, D)
- ▶ 27 questions
- ▶ 8 pages

Family Resources

- ✓ General Assessment Questions
- ✓ Eligibility and Participation
- ✓ Extended Standards and Instruction

Spanish version is available.

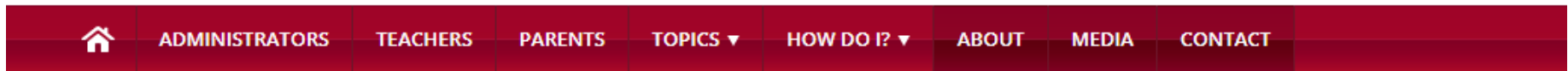
AASCD Resources

<http://education.ohio.gov>

Keyword search: *alternate assessment*



Alternate Assessment



Home > Testing > Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

QUICK LINKS

- » Ohio's Alternate Assessment FAQs
- » Evaluaciones alternativas FAQs (español)

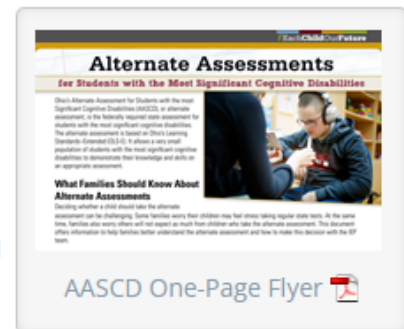
LATEST NEWS

Reviewers Sought for Tier 1 Dyslexia Screeners

Submit grade 3 paper testing

Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) is aligned to Ohio's Learning Standards–Extended (OLS-E) and designed to allow students with significant cognitive disabilities to demonstrate their knowledge and skills in an appropriately rigorous assessment. The AASCD will be administered by grade level. Students in grades 3, 4, 6 and 7 will be assessed in English language arts and mathematics. Students in grades 5 and 8 will be assessed



Why should students with the most significant cognitive disabilities participate in academic instruction and assessment?

Under IDEA, all students have the right to have the same opportunity to access academic content and demonstrate their mastery in addition to learning functional life skills such as communication, social skills and practical daily living skills.

In addition to learning functional life skills, such as communication, social skills and practical daily living skills, students with the most significant cognitive disabilities must have access to the general curriculum; be involved in the general curriculum; and make progress in the general curriculum. General curriculum means the same grade-level academic content standards curriculum that is afforded other students. Students with the most significant cognitive disability receive this content through instruction based on Ohio's Learning Standards-Extended.

What are Ohio's Learning Standards—Extended?

Ohio's Learning Standards—Extended (OLS-E), commonly referred to as the “extended standards,” **were designed to make Ohio's Learning Standards more accessible to students with the most significant cognitive disabilities.** The extended standards ensure students who take Ohio's Alternate Assessment for Students with the most Significant Cognitive Disabilities (AASCD) are **provided with multiple ways to learn and demonstrate knowledge aligned to grade-level standards.** At the same time, the extended standards are designed to **maintain the rigor and high expectations** of Ohio's Learning Standards.

How will taking the alternate assessment affect my child/child's future?

In Ohio, all students who graduate from high school receive a regular diploma. **Ohio does not have an alternate diploma, certificate of attendance or some other “lesser” diploma option for students who do not meet regular [graduation requirements](#).**

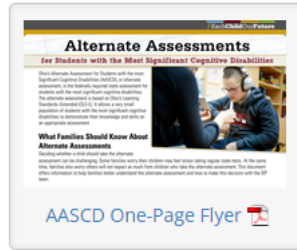
Parents must understand that while a student who takes the alternate assessment receives the same diploma as other students, **the diploma does not reflect the same level of post high school readiness.** This is because students who have taken an alternate assessment have **learned academic content that is greatly reduced in breadth, depth and rigor and they are not prepared for the same postgraduation goals as students who earn their diploma by meeting regular requirements.**

When students take the alternate assessment, the expectations about what they can learn and be able to do are significantly reduced compared to their typical peers.

AASCD 1-Pager

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Alternate Assessments

for Students with the Most Significant Cognitive Disabilities

Ohio's Alternate Assessment for Students with the most Significant Cognitive Disabilities (AASCD), or alternate assessment, is the federally required state assessment for students with the most significant cognitive disabilities. The alternate assessment is based on Ohio's Learning Standards–Extended (OLS-E). It allows a very small population of students with the most significant cognitive disabilities to demonstrate their knowledge and skills on an appropriate assessment.



What Families Should Know About Alternate Assessments

Deciding whether a child should take the alternate assessment can be challenging. Some families worry their children may feel stress taking regular state tests. At the same time, families also worry others will not expect as much from children who take the alternate assessment. This document offers information to help families better understand the alternate assessment and how to make this decision with the IEP team.

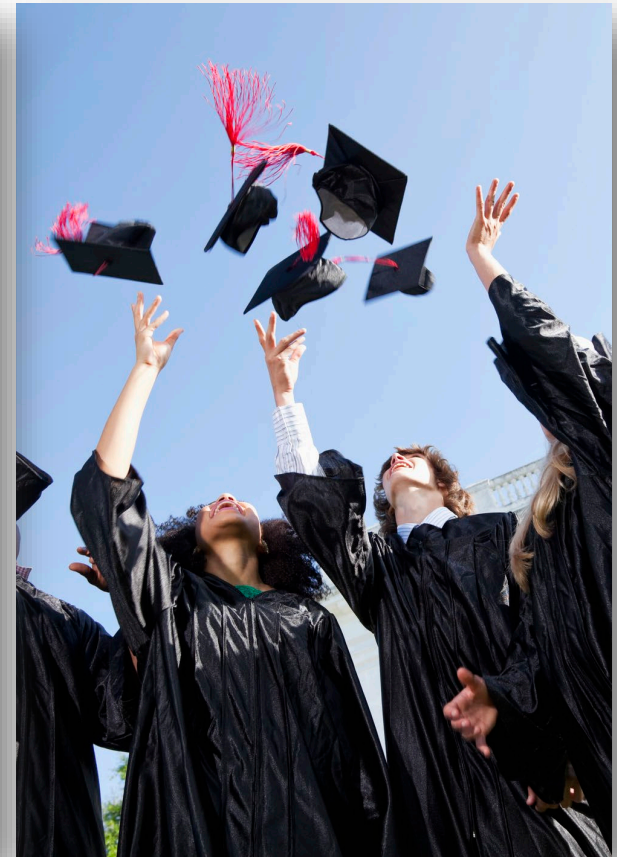
How the IEP Team Decides a Child Qualifies for the Alternate Assessment

A student's Individualized Education Program (IEP) team uses a wide range of sources to determine alternate assessment eligibility. These may include:

- Work samples;
- Results from formative assessments;
- Universal screeners and diagnostic assessments;
- Data from evidence-based interventions;
- Support needs assessments;
- Assistive technology assessment;
- The learner profile;
- Daily services and supports provided by an aide or paraprofessional; or
- Daily instructional supports provided by intervention specialists.

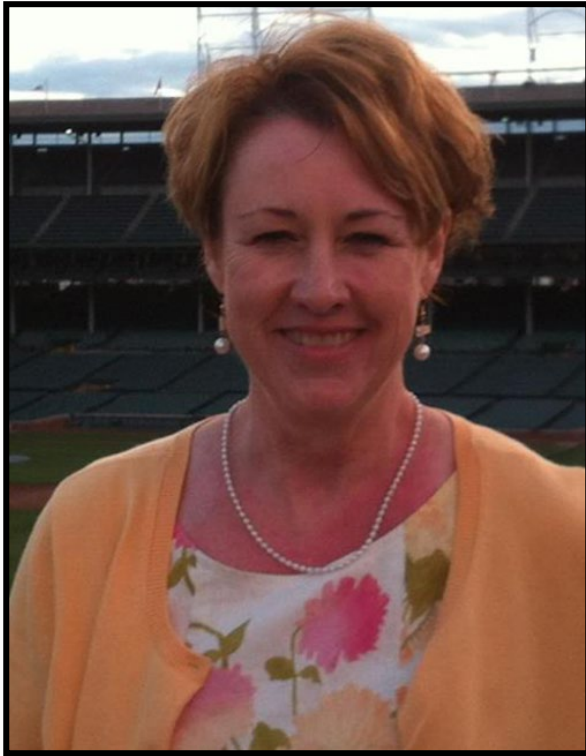
Created in 2022!

Questions?



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Let's stay connected!



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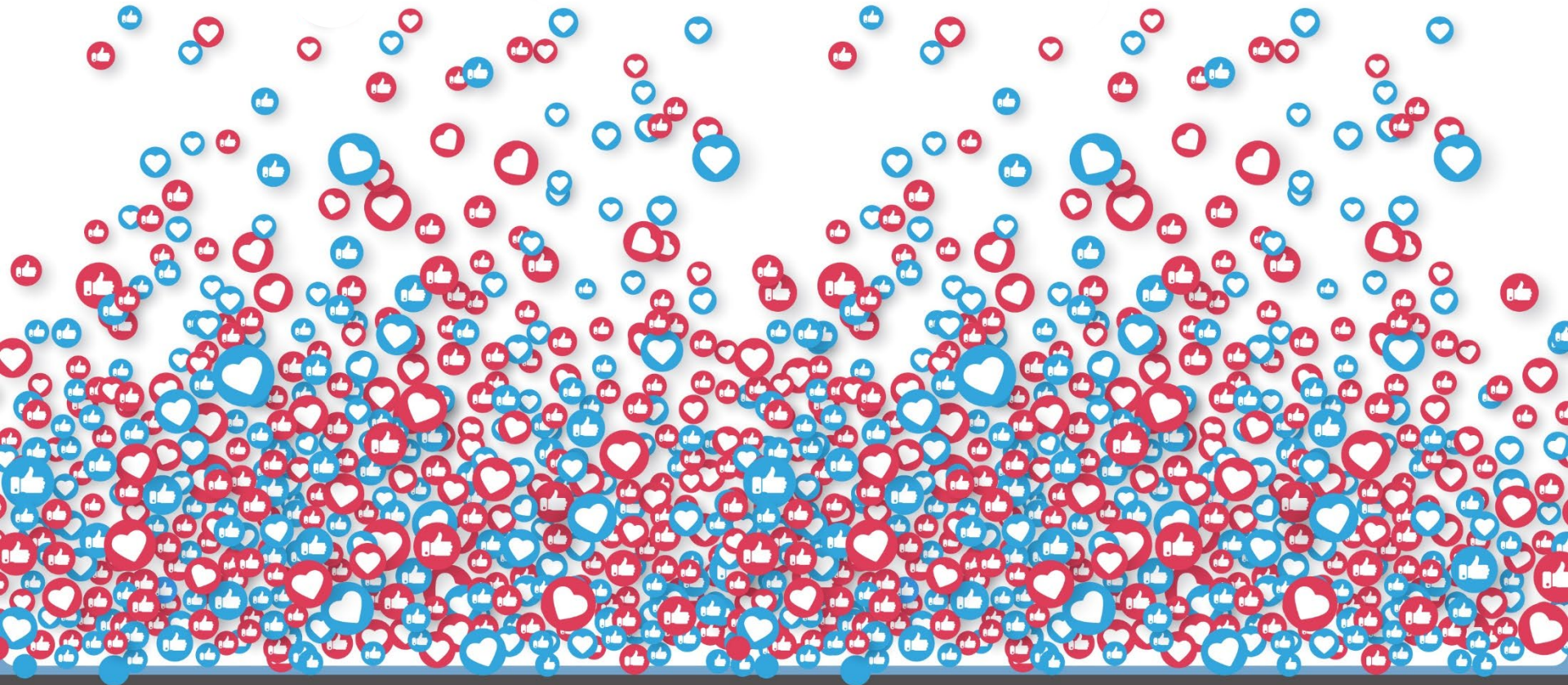
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Office For Exceptional Children

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Celebrate educators!

#OhioLovesTeachers