

North Dakota's Alternate Assessment Participation Guidelines

The criteria for participation in North Dakota's Alternate Assessment requires IEP teams to consider the following questions. IEP teams must select alternate assessment for all content areas assessed (English/Language Arts, Mathematics, and Science). Students who participate in North Dakota's Alternate Assessments **will not** participate in the North Dakota State Assessment.

Yes/No	Will the most significant cognitive disability impact the student's access to the curriculum and require specialized instruction?
	<ul style="list-style-type: none"> <input type="checkbox"/> The student requires a highly specialized educational program with intensive supports and modifications/accommodations for access to the general education curriculum. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student requires daily instruction for core academic standards and functional life skills on a substantially different grade level from that of peers with disabilities. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student requires intensive instructional strategies which may include, but are not limited to, repeated drill/practice in multiple settings, skills taught in substantially smaller steps than peers with frequency prompts, and guidance from adults. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student requires information to be obtained primarily through methods other than reading due to limited reading ability. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> The student requires alternate methods to express or share oral or written ideas and information.
Yes/No	Will the student's most significant cognitive disability impact the student's post-school outcomes?
	<ul style="list-style-type: none"> <input type="checkbox"/> The student's post-secondary outcomes likely require supported or assisted living.
	The following considerations are <i>not allowed (or acceptable)</i> when determining a student's eligibility to participate in the North Dakota Alternate Assessment-Dynamic Learning Maps:
	<ul style="list-style-type: none"> <input type="checkbox"/> A disability category or label <input type="checkbox"/> Poor attendance or extended absences <input type="checkbox"/> Native language/social/cultural or economic difference <input type="checkbox"/> Expected poor performance on the general education assessment <input type="checkbox"/> Academic and other services student receives <input type="checkbox"/> Educational environment or instructional setting <input type="checkbox"/> Percent of time receiving special education <input type="checkbox"/> English Learner (EL) status <input type="checkbox"/> Low reading level/achievement level <input type="checkbox"/> Anticipated student's disruptive behavior <input type="checkbox"/> Impact of student scores on accountability system <input type="checkbox"/> Administrator decision <input type="checkbox"/> Anticipated emotional duress <input type="checkbox"/> Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process <input type="checkbox"/> Visual or auditory disabilities