

North Dakota's Alternate Assessments Participation Guidelines

The criteria for participation in North Dakota's Alternate Assessment require a yes answer to each of the following questions. IEP teams must select the alternate assessment for all content areas assessed. Students who participate in North Dakota's Alternate Assessments will not participate in the North Dakota State Assessment.

The following considerations are not allowed (or acceptable) when determining a student's eligibility to participate in the Dynamic Learning Maps Alternate Assessment.

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

The student is eligible to participate in ND's Alternate Assessment if all responses to questions in the chart are answered yes.

Participation Criterion	Participation Criterion Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability	<p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	Yes / No
2. The student is primarily being instructed (or taught) using alternate achievement standards (ex. DLM Essential Elements)	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level alternate standards and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	<p>The student</p> <ol style="list-style-type: none"> a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings. 	Yes / No