



## Iowa's Alternate Assessments Participation Guidelines

The criteria for participation in Iowa's Alternate Assessments reflect the pervasive nature of a significant cognitive disability. IEP teams must select the alternate assessment as the only option for all subject content areas assessed. Students, whose IEP teams determine participation in Iowa's Alternate Assessments, will be assessed using the Dynamic Learning Maps Alternate Assessment (DLM), the Early Literacy Alternate Assessment (EL AA), and the Alternate English Language Proficiency Assessment (Alt ELPA21) based on assessment requirements.

The following are not allowable (or acceptable) considerations for determining participation in Iowa's Alternate Assessments.

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 Learner (EL) 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 Iowa's Alternate Assessments if all responses below are marked Yes.*

Participation Criterion	Participation Criterion Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability.	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.  <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student receives instruction on the Iowa Core Essential Elements which are aligned to the Iowa Core Standards but are of reduced breadth, depth, and complexity.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level Iowa Core Essential Elements 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 measurable gains in the grade-and age-appropriate curriculum.	The student <ol style="list-style-type: none"> <li>a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and</li> <li>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.</li> </ol>	Yes / No