NMPED Alternative Assessment Flow Chart

Student is already determined eligible for special education and has an Individualized Education Plan (IEP)?

- Yes → Student demonstrates cognitive functioning and adaptive behavior which are significantly below age expectations even with program modifications and accommodations (typically characterized as having IQ or adaptive behavior scores 2.5 or more standard deviations below the mean).
- No → Student demonstrates cognitive functioning and adaptive behavior which are significantly below age expectations even with program modifications and accommodations (typically characterized as having IQ or adaptive behavior scores 2.5 or more standard deviations below the mean).

- Yes → Student requires intensive, repeated, and direct individualized instruction and substantial supports in order to learn and generalize academic, functional, and adaptive behavior skills across multiple settings.
- No → Student requires intensive, repeated, and direct individualized instruction and substantial supports in order to learn and generalize academic, functional, and adaptive behavior skills across multiple settings.

- Yes → Student requires substantial modifications to access the general education curriculum and the student is, or needs, to be instructed using the Essential Elements standards.
- No → Student requires substantial modifications to access the general education curriculum and the student is, or needs, to be instructed using the Essential Elements standards.

- Yes → Student has a disability that results in dependence on others for meeting their daily living needs, and they are expected to require considerable ongoing support into adulthood.
- No → Student has a disability that results in dependence on others for meeting their daily living needs, and they are expected to require considerable ongoing support into adulthood.

- Yes → Student's inability to participate in the regular assessment is primarily the result of the most significant cognitive disability and **NOT** disability classification, below grade level academic achievement, anticipated impact of student scores on accountability system or disruptive behavior, poor attendance, English learner status or need for accommodation.
- No → Student's inability to participate in the regular assessment is primarily the result of the most significant cognitive disability and **NOT** disability classification, below grade level academic achievement, anticipated impact of student scores on accountability system or disruptive behavior, poor attendance, English learner status or need for accommodation.

Student must take the Alternate Assessment.

Student must participate in general statewide assessment based on IEP/504 team decisions.