

Student Name:
Student ID:

IEP Date:

Addendum for Alternate Assessment §300.320(a)(6)

34 CFR 300.320(a)(6)

If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why:

- The child cannot participate in the regular assessment; and
- The particular alternate assessment selected is appropriate for the child.

According to 20 U.S.C. § 6311(b)(2)(D), public agencies are responsible for ensuring that parents of students who will be assessed using the alternate assessment are clearly informed:

- That their child's academic achievement will be measured based on such alternate standards; and
- How participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.

This addendum must be completed for any student who demonstrates a "most significant cognitive disability," even if this is not identified as the student's primary disability. This tool assists IEP teams in determining if the student must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement and documenting that discussion and decision.

This addendum must be completed within the context of an IEP meeting. It is not appropriate for this addendum to be completed without participation of the full IEP team.

Note: IEP teams are encouraged to use the Alternate Assessment Decision-Making Tool within the Alternate Assessment Monitoring and Support Guidance Manual when determining if a student is eligible for the Alternate Assessment. (<https://webnew.ped.state.nm.us/bureaus/assessment/alternate-assessment-monitoring/>)

Did the IEP team determine that this student demonstrates a "most significant cognitive disability" as evidenced by meeting the following criteria **and not** based solely on the following factors: *disability classification, below grade level academic achievement, expected poor performance on the general assessment, anticipated impact of student scores on accountability system, anticipated disruptive behavior in student takes general assessment, poor attendance, English learner status, or need for accommodations to participate in the general assessment:*

Cognitive functioning and adaptive behavior significantly below age expectations, even with program modifications and accommodations **and not based solely on the factors listed above** (*typically characterized as having cognitive and adaptive behavior scores more than 2.5 standard deviations below the mean; and requires extensive, direct individualized instruction and substantial supports with significant needs that are likely to continue through adulthood*):

Does the student require **intensive, repeated, and direct individualized** instruction and **substantial supports** in order to **learn** and **generalize** academic, functional, and adaptive behavior skills across multiple settings?

Justification and documentation (clearly explain the yes/no response, including a summary of the data used to make the decision): Enter text

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Does the student require **substantial modifications** to access the general education curriculum?

Justification and documentation (clearly describe the support needs in a way that justifies the yes/no response): *Enter text*

Does the student have a disability that requires **dependence on others** for meeting their daily living needs and is the student expected to **require considerable ongoing support** into adulthood?

Justification and documentation (clearly describe the extensive direct instruction and substantial supports in a way that justifies the yes/no response): *Enter text*

*If the answer to **all three questions above** is “YES,” the IEP team may determine that the student is most appropriately assessed using an alternate assessment in one or more subject areas.*

Has the IEP team determined that the student will participate in the alternate assessment in one or more subject areas?



If “yes,” specify which subject areas:

English Language Arts

Mathematics

Science

If “yes,” a member of the IEP team is responsible for communicating this decision with the District Testing Coordinator prior to rostering the student for the DLM to ensure the student has access to the appropriate assessment.