

Appendix B

ASSESSMENT PARTICIPATION CHECKLIST

Student: _____	Age: _____	Date: _____
Teacher: _____	School: _____	

Individual educational plan (IEP) teams are responsible for determining whether students with disabilities will be assessed with the general statewide assessment or with the Florida Alternate Assessment based on criteria outlined in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.). The IEP team should consider the student’s present level of educational performance in reference to the Florida State Sunshine Standards. The IEP team should also be knowledgeable of guidelines and the use of appropriate testing accommodations.

In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining the appropriate assessment. Check all that apply.

Questions to Guide the Decision-Making Process to Determine How a Student with Disabilities will Participate in the Statewide Assessment Program	YES	NO
1. Does the student have a significant cognitive disability?		
2. Is the student unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials?		
3. Is the student participating in a curriculum based on Sunshine State Standards Access Points for all academic areas?		
4. Does the student require extensive direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings?		

If the IEP team determines that **all four of the questions** accurately characterize a student’s current educational situation, then the **Florida Alternate Assessment** should be used to provide meaningful evaluation of the student’s current academic achievement. If “yes” is not checked in all four areas, then the student should participate in the general statewide assessment with accommodations, as appropriate.

If the decision of the IEP team is to assess the student through the Florida Alternate Assessment, the parents of the student must be informed that their child’s achievement will be measured based on alternate academic achievement standards, and that the decision must be documented on the IEP. The IEP must include a statement of why the alternate assessment is appropriate and why the student cannot participate in the general assessment.