

Student Participation in the Alternate Portfolio Assessment

The alternate assessment was developed to reflect the application of Tennessee's Content Standards for students with moderate, severe, and profound cognitive/adaptive disabilities. The student's IEP team determines and verifies in the student's Individual Education Program (IEP) that the student meets all of the participation criteria for the alternate assessment. Documents in the student's record are the basis for the decision and include current and longitudinal data such as:

- performance data across multiple settings,
- behavior observations in multiple settings,
- adaptive behavior, and
- continuous assessment of progress on IEP objectives.

To participate in the alternate assessment the student must meet ALL of the criteria listed on the TCAP-Alt Participation Guidelines (Addendum to the IEP) located on the next three pages. The TCAP-Alt Participation Guidelines Addendum must be completed during the IEP team meeting, documenting the student's need for participation in the TCAP-Alt. The TCAP-Alt Participation Guidelines Addendum must be reviewed annually and must be attached to the student's current IEP.

The Multimedia Permission Form is now attached to the TCAP-Alt Participation Guidelines for ease of completion.

2006-2007
TCAP-ALT Participation Guidelines
 (Addendum to the IEP)
 Page 1 of 3

Student: _____ **Assigned Grade Level:** _____ **Date:** _____

To participate in the Alternate Assessment, the student must have a current IEP and documentation to support all of the criteria listed below.

SECTION I

YES	NO	CHECK YES OR NO AND DOCUMENT BELOW
		<p>Note: The school psychologist should provide or review information regarding student evaluation and initial the document in the space indicated.</p> <p>The student demonstrates cognitive ability and adaptive skills, which prevent full involvement and completion of the state approved content standards even with program modifications.</p> <p>Cognitive Ability Test: _____ Date: _____</p> <p>Total Battery Score: _____</p> <p>Highest Component Score: _____ Area: _____</p> <p>Lowest Component Score: _____ Area: _____</p> <p>Adaptive Behavior Skills Assessment: _____ Date: _____</p> <p>Total Battery Score: _____</p> <p>Highest Component Score: _____ Area: _____ Psychologist's Initials: _____</p> <p>Lowest Component Score: _____ Area: _____</p> <p>If documentation in one of the requested areas is unavailable, explanation for participation in TCAP-Alt must be documented in the spaces provided below.</p> <p>_____</p> <p>_____</p>
		The student requires intensive, frequent individualized instruction in a variety of settings including school, community, home, or the workplace to acquire, maintain, and generalize functional academics and life skills.
		There are historical data (current and longitudinal across multiple settings) that confirm the individual student criteria listed above.
		STUDENT SAFEGUARDS
		<p>The following conditions have been ruled out as primary justification for not participating in the general Tennessee Comprehensive Assessment Program (TCAP), even with extensive accommodations and modifications:</p> <ul style="list-style-type: none"> • excessive or extended absences, • sensory impairments, • emotional-behavioral disabilities, • specific learning disabilities, • language impairment, • other health impairment • limited English proficiency, or • social, cultural, and economic differences. <p>The decision for TCAP-Alt participation is based on the needs of the student. It is not based upon anticipated impact on system/school performance scores.</p> <p>The decision for TCAP-Alt participation is an IEP TEAM DECISION based on the needs of the student. It is not an administrative decision.</p>
YES	NO	FOR A STUDENT 14 YEARS OF AGE OR OLDER
		The student is unable to complete a state approved high school diploma program, even with extended learning opportunities and/or accommodations.

If the answer to any Section I question is NO--STOP HERE.

This student does not meet criteria for participation in the Alternate Assessment. If ALL the answers to Section I are YES--PROCEED to Section II

Student: _____ Assigned Grade Level: _____ Date: _____

SECTION II Page 2 of 3

Guidelines for Determining Participation in TCAP-Alt PA or Out-of-Level Assessment

The Portfolio Assessment has been designed to measure academic progress of students with the most significant cognitive and adaptive disabilities. Based on alternate achievement standards, Proficient and Advanced scores on the TCAP-Alt PA may be included in AYP calculations.

The IEP Team must carefully consider if the student is able to meaningfully participate in the out-of-level assessment. The out-of-level assessment chosen must represent challenging academic goals for the student. Administration of an assessment that is below the ability level of the student is an inappropriate use of this option.

Check all that apply.

IEP Team Members agree that the student meets participation guidelines for the TN Alternate Assessment.

The student's participation in the TN Alternate Assessment is documented and justified annually on the IEP.

The IEP Team has determined that the student will participate in:

TCAP-Alt: PA (Check Content Areas for Assessment)

~ English/Language Arts (includes Writing in Grades 5 and 8) ~ Mathematics ~ Science ~ Social Studies ~ Writing (Grade 11)

~ YES ~ NO Multimedia Permission Form Signed by the Parent

TCAP-Alt Out-of-Level

TCAP-Alt Writing Assessment (Grades 5, 8) – For use by students participating in Out-of-Level option only.

TCAP-Alt Writing Assessment (Grade 11) – For use by 11th grade students not participating in Portfolio Assessment (may count towards AYP calculations).

YES	NO	If the student is participating in the Out-of-Level option, complete the following information.
		<p>Based on criterion-referenced or norm-referenced assessments, the student's instructional reading level measures at least pre-kindergarten/readiness skills level</p> <p>• Test: _____ Date: _____</p> <p>• Instructional Reading Level: _____</p> <p>IEP Team is in agreement that out-of-level assessment is the most appropriate option for the student. The IEP Team agrees that the out-of-level assessment chosen represents challenging academic goals for the student.</p>

If the answers to both SECTION II questions are YES, the student may participate in the TCAP-Alt Out-of-Level Assessment if the IEP Team feels this to be the most appropriate option for the student.

IEP TEAM MEMBERS:

Signature

Position

SCHOOL PRINCIPAL: Signature: _____

Note: The school principal does not need to be in attendance when this form is completed; however, his/her review and signature are required for completion. ED-

TCAP-Alt Participation Guidelines
MULTIMEDIA PERMISSION FORM
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Date: _____

I give my permission for the school to take pictures, video, or audiotape of my son/daughter during the school year.

I understand that this will be included in my son's or daughter's State Assessment and will be used for educational purposes only. Any reproduction of my son's or daughter's assessment for state scoring training will require that all identifying information be removed.

Signature of Parent/Caregiver