



Alt-ELPA21 Participation Guidelines





Document Change History

Date	Version	Change made by	Description of change
3-1-18	1.0	N/A	Draft 4b

Alt-ELPA21 Participation Guidelines

The Alternate English Language Proficiency for the 21st Century (Alt-ELPA21) assessment is designed for English learners (ELs) with the most significant cognitive disabilities.¹ It is expected that the vast majority of ELs with disabilities will participate in ELPA21 rather than Alt-ELPA21. Thus, the criteria for participation in the Alt-ELPA21 reflect ELPA21's high expectations for all ELs.

The Individualized Education Program (IEP) team is to make the Alt-ELPA21 participation decision for students identified as ELs. [State may insert specific information about the participants in the IEP team here.]

An administrator should not make the decision to have a child participate in the Alt-ELPA21. In addition, the need to participate in Alt-ELPA21 instead of the regular ELPA21 assessment (with or without accommodations) is **not primarily the result** of the following:

- Time of arrival in U.S. schools
- History of limited or interrupted formal schooling
- Low English language proficiency or literacy level
- Student's ability to exit from EL services
- Excessive absenteeism
- Poor performance or impact on accountability system
- Disability category label
- Special education placement or services

Participation Criteria for ELs in [state enters the grades with regular state assessment here, e.g., Grades 3-12]: The following criterion is the key characteristic for the IEP team to consider when determining who should participate in Alt-ELPA21:

- Student participates in (or is expected to participate in) the **state's alternate** subject area assessment.

Participation Criteria for ELs in [state enters the grades without regular state assessments here, e.g., Grades K-2, high school grades²]: The following are key characteristics for the IEP team to consider when determining who should participate in Alt-ELPA21 (see additional descriptions of these criteria):

1. Student has a significant cognitive disability and significant delays in adaptive behavior.
2. Student requires intensive and extensive individualized instruction and substantial supports to access the curriculum.

Additional Description of Considerations

¹ "Students with the most significant cognitive disabilities" is a term used in federal law. In this document, the term "students with significant cognitive disabilities" is used instead of the longer term used in federal law.

² States may want to include here information about recent arrivals to the U.S. for whom a decision has not yet been made about participation in the state alternate subject area assessments.

1. Student has a significant cognitive disability and significant delays in adaptive behavior

The determination that a student has a significant cognitive disability and significant delays in adaptive behavior should be based on an IEP team review of student records, including any medical records that the school has. These records should indicate that a disability or multiple disabilities significantly affect both the student's cognitive functioning and the student's adaptive behavior compared to that of the student's same-age peers. Delayed cognitive functioning and limited adaptive behavior are evident in home and community environments, not just in school.

A student's **cognitive functioning** reflects the student's reasoning, language, memory, and attention skills that may delay the student's ability to attain information and knowledge. Records of cognitive functioning may include the results of an individual cognitive ability test or other informal assessments.

A student's **adaptive behavior** reflects the student's conceptual skills, literacy, numerical skills, and self-direction skills that are required for people to function in their daily lives. Adaptive behavior is essential for someone to live independently and to function safely in daily life. Records of adaptive behavior may include the results of standardized measures, interviews, or observations.

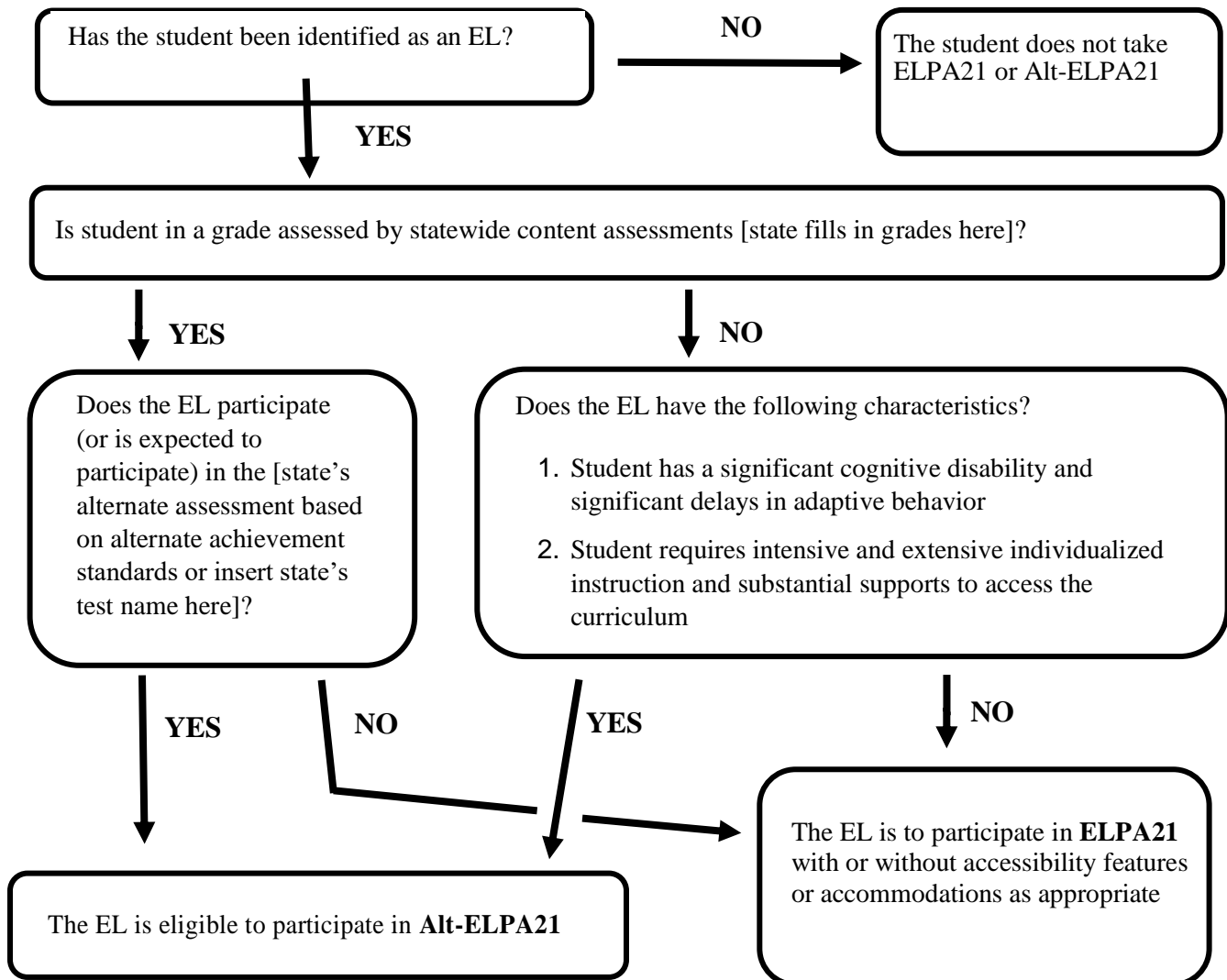
2. Student requires extensive individualized instruction and substantial supports to access the curriculum

Student needs intensive, extensive, and repeated individualized instruction and supports to successfully and meaningfully access the curriculum. These services and supports are needed on a fairly continuous basis throughout the student's school years. Supports might also include assistive technology, personal care attendants, or medical services.

Adaptations and modifications in curriculum and instruction are needed to provide alternative ways for the student to acquire, maintain, generalize, demonstrate, and transfer language skills across multiple settings. Students are working on standards for English language development that have been modified or altered from those held for ELs without significant cognitive disabilities. Evidence of adaptations and modifications may come from teacher-collected data, student work samples, or observations.

Alt-ELPA21 IEP Team Decision Making Flow Chart

The EL is eligible to participate in the Alt-ELPA21 Assessment if all responses are **YES**



Alt-ELPA21 Participation Criteria

Student Name:

If it is determined that there is sufficient information to support **ALL** of the criteria below, the decision will be documented in the student’s current IEP (and EL Plan if applicable). Students who do not meet all of the criteria will participate in the general statewide ELPA21 with or without accommodations.

Participation Criteria	Criteria Descriptors	Meets Criterion Yes or No
1. Student has been identified as an English learner (EL).	The student has been screened and identified as an English learner using the state’s identification process.	Yes / No
2. The decision to participate in the Alt-ELPA21 is NOT BASED on these factors:	<ol style="list-style-type: none"> 1. Time of arrival in U.S. schools 2. History of limited or interrupted formal schooling 3. Low English language proficiency or literacy level 4. Student's ability to exit from EL services 5. Excessive absenteeism 6. Poor performance or impact on accountability system 7. Disability category label 8. Special education placement or services 	<p>Is not based on these = Yes</p> <p>Is based on these = No</p> <p>Yes / No</p>
3. Student’s characteristics fit one of the following conditions	<p>For EL in [State fills in grades/subject info]: Student participates in (or is expected to) participate in the state’s alternate assessment based on alternate achievement standards.</p> <p>For EL not in [State fills in grade/subject info]: Student has the following characteristics:</p> <ol style="list-style-type: none"> 1. Student has a significant cognitive disability and significant delays in adaptive behavior. <p>The determination that a student has a significant</p>	<p>Yes / No Does Not Apply</p> <p>Yes / No Does Not Apply</p> <p>One “Yes” meets criterion</p>

	<p>cognitive disability and significant delays in adaptive behavior should be based on a review of student records, including any medical records that the school has. These records should indicate that a disability or multiple disabilities significantly affect the student’s cognitive functioning and adaptive behavior compared to those of their same-age peers. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life. Delayed cognitive functioning and limited adaptive behavior are evident in home and community environments as well as in school.</p> <p>2. Student requires intensive and extensive individualized instruction and substantial supports to access the curriculum.</p> <p>Intensive, extensive, and repeated individualized instruction and supports are needed by the student to successfully and meaningfully access the curriculum. These services and supports are needed on a fairly continuous basis throughout the student’s school years. Supports might include assistive technology, personal care attendants, or medical services. Adaptations and modifications in curriculum and instruction are needed to provide alternative ways for the student to acquire, maintain, generalize, demonstrate, and transfer language skills across multiple settings.</p>	
--	---	--

Acknowledgments

The Participation Guidelines were developed with input from the Alt-ELPA21 Committee:

- Brooke David, Title III Language Acquisition and Immigrant Education, Nebraska
- Jennifer Denne, Consultant for Alternate Assessment, Iowa
- Alice Garcia, Education Program Consultant, Small Population Assessments, Louisiana
- Andrew Hinkle, Education Specialist, Lead Specialist for Ohio's Alternate Assessments, Ohio
- Leslie Huff, WA ELP Assessment Coordinator, Washington (Alternate)
- Mami Itamochi, Federal Program Title III Coordinator, West Virginia
- Brad Lenhardt, Education Specialist, Oregon
- Melissa McConnell, Education Program Consultant 4, Special Education, Louisiana (Alternate)
- Michael Taylor, Assistant Special Education Supervisor, Arkansas
- Toni Wheeler, WA Alternate Assessment Coordinator, Washington

The work of the Committee was coordinated by the National Center on Educational Outcomes, University of Minnesota:

- Debra Albus
- Linda Goldstone
- Kristin Liu
- Chris Rogers
- Martha Thurlow

All work was supported by the ELPA21 Project at the University of California, Los Angeles (UCLA):

- Margaret Ho
- Edynn Sato
- Cat Still