

2015–2016 Arkansas Alternate Portfolio Assessment
Participant Validation Form
Students with Disabilities: Grades 5 and 7 Science

Student Name: _____ Date: _____

PLEASE PRINT

Name of Person Completing this Form: _____

PLEASE PRINT

Each statement below must be checked to validate a student's participation in Arkansas' Alternate Portfolio Assessment.

- The student has a current IEP.
- The decision concerning the student's participation in statewide and district-wide assessments was made by the student's IEP team and was not an administrative decision.
- Decisions were made at the IEP meeting preceding the next school year's administration of any statewide assessment.
- IEP team decisions concerning the student's participation in statewide or district-wide assessments were based on both current and historical data.
- The student's demonstrated significant cognitive disability and adaptive behavior in the home, school, and community environments are significantly below age expectations even with program modifications and adaptations.
- The student's course of study is primarily functional and life-skills oriented.
- The student requires extensive direct instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
- Decisions regarding participation have been made/reviewed within the past year and were based on the student's curriculum, present level of educational performance, skill levels, and learning characteristics.
- The student's inability to complete the standard academic curriculum at grade level **is not primarily the result** of the following:
 - ❖ excessive or extended absences, poor attendance, or lack of instruction;
 - ❖ sensory (visual or auditory) or physical disabilities, emotional-behavioral disabilities, or a special learning disability;
 - ❖ social, cultural, linguistic, or economic differences;
 - ❖ below average reading level;
 - ❖ low achievement in general;
 - ❖ expectations of poor performance;
 - ❖ disruptive behavior;
 - ❖ the student's IQ;
 - ❖ the anticipated impact of the student's performance on the school/district performance scores; and
 - ❖ the student's disability category, educational placement, type of instruction, and/or amount of time receiving special services.

