

2016–2017 Arkansas Alternate Portfolio Assessment
Participant Validation Form
Students with Significant Cognitive Disabilities: Grades 5, 7 and 10 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 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 that impact intellectual functioning and adaptive behavior in the home, school, and community environments are significantly below age expectations even with program modifications and adaptations.
- Goals and instruction listed in the IEP are linked to the enrolled grade-level state content standards and address knowledge and skills that are appropriate and challenging.
- The student requires extensive, repeated, individualized instruction and support that is not of a temporary nature and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.
- 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;
 - ❖ need for accommodations, e.g., assistive technology/ACC to participate in the assessment process;
 - ❖ 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.

