

DC CAS Alternate Assessment Participation Criteria Form

Directions: To qualify for the District of Columbia Alternate Assessment (DC CAS-Alt), a student's IEP team must determine that a student is eligible based on answers to the questions below for each area considered. **The form must be uploaded into a student's record in SEDS.**

Student Background Information

Student information	
Student Name:	Student ID Number:
Date of Birth:	Student Grade on IEP:
Primary Disability:	
Did the student participate in the DC CAS-Alt last year?	
<input type="checkbox"/> Yes	
<input type="checkbox"/> No	
School Information	
School Name:	School Year:
Case Manager:	Case Manager E-mail:
School DC CAS-Alt Coordinator:	Coordinator E-mail:
Student History	
What assessment did the student participate in the last assessed year?	
<input type="checkbox"/> DC CAS	
<input type="checkbox"/> DC CAS-Alt	
<input type="checkbox"/> New to DC	
<input type="checkbox"/> N/A: Student is entering third grade	

Participation Criteria

The following questions should be answered by a designee student’s IEP team. **A response of “No” for any question indicates that the student is not eligible for the DC CAS-Alt. For any question where “Yes” is selected, there must be specific evidence documented in the student IEP directly related to the question.**

Students who do not meet the criteria below and/or do not have the specific documentation required in the IEP will participate in the DC CAS with or without accommodations, as appropriate, based on his/her IEP.

The criteria below characterize a student’s current educational situation. All answers should be based upon clear documentation in the student’s IEP.	YES	NO
1. Does the student have a current IEP?		
2. Does the student have a documented significant cognitive disability that specifies goals and objectives in the IEP?		
3. Does the student’s curriculum differ significantly from that of their nondisabled peers?		
4. Does the student require explicit and ongoing instruction in functional skills? An evaluation of the instruction in functional skills requires a holistic view of the child including whether the child receives instruction in communication, self care, home living, social and interpersonal skills, use of community resources, self direction, functional academic skills, work, leisure, and health and safety. The student’s IEP and course of study must reflect such need and curriculum.?		
5. Does the student require extensive and substantial modifications (e.g. reduced complexity of objectives and learning materials) of general education curriculum? This means the student learns different objectives, may use different materials, and may participate in different learning activities.		
6. Does the student require extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments?		
7. Is the student unable to participate in the DC CAS, either with or without accommodations?		

Signature

By signing below the Special Education Coordinator, child's parent, and school administrator attest to the accuracy of the information provided and the understanding and acknowledgement that the student will be assessed on alternate achievement standard,.

Parent

Date _____

Special Education Coordinator/School Representative

* A copy of this form must be given to the parent and another kept with the student's IEP records