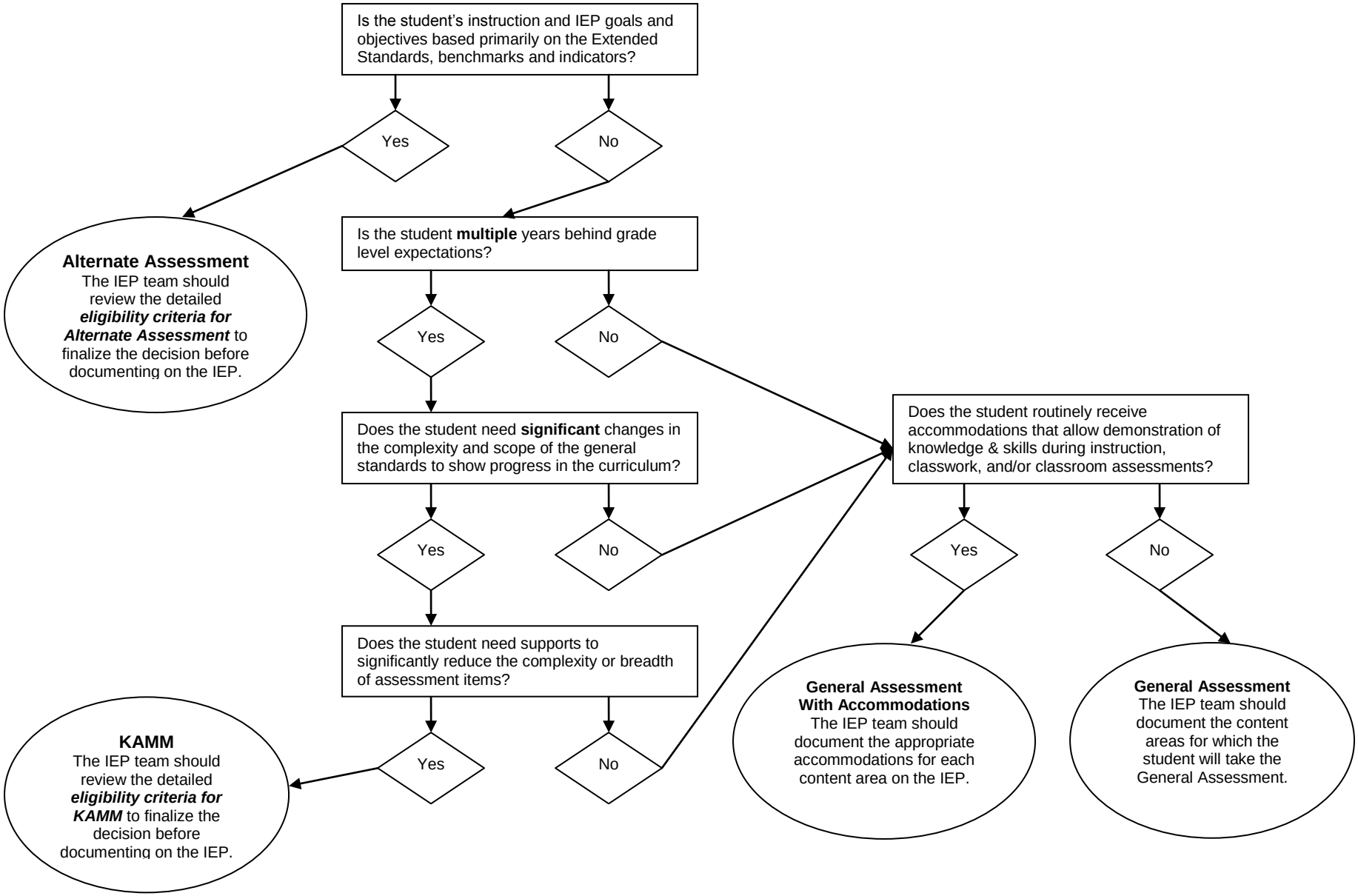
Statewide Assessments
Participation for Students with Disabilities
IEP Team Decision Flowchart



KAMM Eligibility Criteria

Required components:

1. The student has a current IEP.
2. Student is not eligible for the alternate assessment in the content area being considered. (Eligibility must be determined for each content area separately.)
3. The decision to determine a student's eligibility to participate in the KAMM may NOT RESULT PRIMARILY from: excessive or extended absence, any specific categorical label nor social, cultural, or economic differences.

Criteria **All** criteria must be met to identify a student as eligible for participation in the KAMM.	***Examples*** *Supporting evidence for meeting these criteria (Data)*
Intensive Individualized Instruction Does the student need **significant** changes in the complexity and scope of the general standards to show progress in the curriculum?	
Requires intensive specially designed instruction AND	*Planning/implementing of differentiated instruction to meet the individual needs of the student. For example: modifications, materials used, visual supports*
Requires intensive individualized supports AND	*Learning supported by adult assistance, providing frequent and structured prompting and cueing, or may use assistive technology*
Requires extensive instruction AND	*Extended learning time including increased frequency and duration of instruction and practice*
Classroom Assessment Does the student need supports to significantly reduce the complexity or breadth of assessment items?	
Requires differentiated content for classroom assessment AND	*Student receives modified classroom assessments on a routine basis*
Needs to show what they know differently AND	*Assistive technology, oral presentation instead of a written response, performance assessment*
Accommodations alone do not allow the student to fully demonstrate knowledge AND	*Documented accommodations have been insufficient*
Student Performance Is the student **multiple** years behind grade level expectations?	
Consistently requires instruction in pre-requisite skills to the grade level indicators being assessed AND	*Evidence shows the student's instructional level in the scope and sequence of the content standards is at a pre-requisite level*
Despite the provision of research based interventions, the student is not progressing at the rate expected for grade level AND	*Evidence shows the use of research based interventions and data for monitoring progress*
Student classroom achievement and performance is significantly below grade level peers	*The preponderance of the above evidence and data indicates that the student is performing significantly below their peer group. (It was discussed that this could be approx. 2 standards deviations below the mean).*

Eligibility Criteria for
Students with Significant Cognitive Disabilities
To participate in the
Kansas Alternate Assessment

- The student has an active Individual Education Plan and the present levels of educational performance data indicates that with regard to progress in the general curriculum area under consideration, the student is significantly delayed.

AND

- The student's learning objectives and expected outcomes in the academic area under consideration requires substantial adjustment to the general curriculum of that area. The student's learning objectives and expected outcomes in the area focus on application, as illustrated in the benchmarks, indicators, and clarifying examples within the Extended Standards.

AND

- The student primarily requires direct and extensive instruction in the academic area under consideration to acquire, maintain, generalize, and transfer the skills done in the naturally occurring settings of the student's life (such as school, vocational/career, community, recreation/leisure and home).

AND

- The student is presented with unique and significant challenges in demonstrating his or her knowledge and skills on any assessment available in the academic area under consideration.

The decision to determine a student's eligibility to participate in the alternate assessment may NOT RESULT PRIMARILY from:

- Excessive or extended absence
- Any specific categorical label
- Social, cultural, or economic difference
- Amount of time he/she receives special education services
- Achievement significantly lower than his or her same age peers