



WY-ALT Participation Checklist

Student Wiser ID:

Annual Review Date:

Exclusionary Factors:

- The IEP Team affirms that annual assessment data was reviewed for each content area.
- The decision for participation in the Alternate Assessment is **NOT** based on the following:
 1. A specific disability category or label
 2. Poor attendance or extended absences
 3. Native language/social, cultural, or economic difference
 4. Expected poor performance on the general education assessment (WY-TOPP)
 5. Academic and other services student receives
 6. Educational environment or instructional setting
 7. Percent of time receiving special education services
 8. English Learner (EL) status
 9. Low reading level/achievement level
 10. Anticipated disruptive behavior
 11. Impact of student scores on the accountability system
 12. Administration and/or parental decision
 13. Anticipated emotional distress
 14. Need for accommodations (e.g., assistive technology/AAC) to participate in the assessment
 15. The decision shall not be based on graduation path (i.e., diploma or certificate of completion).

Criterion	Considerations	Yes	No
Criterion #1 The student has a significant cognitive disability*. <small>*Significant cognitive disability is not related to the disability category.</small>	Does the student’s record indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior?	<input type="checkbox"/>	<input type="checkbox"/>
	Does the student demonstrate cognitive ability and adaptive skill levels that impede progress of the general core curriculum, with or without accommodations?	<input type="checkbox"/>	<input type="checkbox"/>
	Does the student have a disability that presents unique and significant challenges to participate productively in everyday life activities in school, home, community, and work environments?	<input type="checkbox"/>	<input type="checkbox"/>
Criterion #2 The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.	Does the student require extensive modifications to the general curriculum (classroom objectives, materials, and/or activities)?	<input type="checkbox"/>	<input type="checkbox"/>
	Does the student require frequent and extensive, repeated instruction presented in individualized, incremental steps that is not temporary in nature?	<input type="checkbox"/>	<input type="checkbox"/>
	Does the student use substantially adapted materials and individualized methods of accessing information?	<input type="checkbox"/>	<input type="checkbox"/>
	Does the student require substantial assistance to acquire, maintain, demonstrate, and transfer skills across multiple settings (e.g., school, workplace, community, and home)?	<input type="checkbox"/>	<input type="checkbox"/>
Criterion #3 The student is learning content linked to (derived from) the Wyoming Content and Performance Extended Standards, which appropriately challenge the student	Is the student unable to master grade-level standards even after being provided the appropriate and allowable accommodations?	<input type="checkbox"/>	<input type="checkbox"/>
	Are the goals and instructions listed in the IEP for this student linked to the enrolled grade-level extended standards for all assessed content areas?	<input type="checkbox"/>	<input type="checkbox"/>
	Is the student unable to participate in any other component of the statewide assessment system, even with test accommodations?	<input type="checkbox"/>	<input type="checkbox"/>

If Yes to ALL	If No to ANY
<p>At this time, the evidence supports potential student participation in alternate assessments.</p> <p>Instruction and alternate assessments will be based on the Wyoming Extended Standards.</p> <p>Student may participate in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alternate classroom/district assessments based on extended standards (Gr. K-12+) <input type="checkbox"/> Alternate State Summative Assessments (Gr. 3-10) <p>Continue to Parent Note.</p> <p><small>Note: With the passage of IDEA in 1997 and its reauthorization in 2004, it is required that both state and districts provide an alternate assessment for students who cannot participate in general state and district assessments.</small></p>	<p>At this time, the evidence supports student participation in general assessments.</p> <p>Assessments will be based on grade-level Wyoming standards.</p> <p>Student will participate in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> General classroom/district assessments based on general standards with or without accommodations (Gr. K-12+) <input type="checkbox"/> State Summative Assessments with or without accommodations (Gr. 3-10) <input type="checkbox"/> ACT (Gr. 11) <input type="checkbox"/> WorkKeys Assessments (optional in Gr. 11-12)

IEP Team Note Statewide Alternate Assessment Participation
<ul style="list-style-type: none"> <input type="checkbox"/> I understand this student will take the WY-ALT summative assessment in place of the WY-TOPP summative assessment. <input type="checkbox"/> I understand that continued participation in the WY-ALT assessment may lead to a certificate of completion instead of a general diploma. <input type="checkbox"/> I understand this decision will be reviewed annually.

IEP Team District Representative's Signature _____ Date _____

Parent Note Statewide Alternate Assessment Participation
<ul style="list-style-type: none"> <input type="checkbox"/> I understand my student will take the WY-ALT summative assessment in place of the WY-TOPP summative assessment. <input type="checkbox"/> I understand that continued participation in the WY-ALT assessment may lead to a certificate of completion instead of a general diploma. <input type="checkbox"/> I understand this decision will be reviewed annually.

Parent/Guardian Signature _____ Date _____

For students participating in the WY-ALT, IEP team needs to complete the Learner Characteristic Inventory (LCI).