

Eligibility Determination Checklist for Participation in the West Virginia Alternate Summative Assessment (WVASA)

Local Educational Agency (LEA)

Student Name: _____ Date: _____
 School: _____ Date of Birth: _____
 Parent(s)/Guardian(s): _____ Grade: _____
 Address: _____ WVEIS#: _____
 City/State/ZIP: _____ Phone: _____

The IEP team should answer “Yes” to each of the “Yes/No” items for the student to be eligible to participate in the WVASA as a student with the most significant cognitive disabilities. If the answer is “No” to any of the items, the student should participate in the grade-appropriate general summative assessment, with or without accommodations, as determined appropriate by the IEP team. Extensive documentation should be provided to the IEP team for review for each criterion to which the team answers “Yes.” (See the document “West Virginia Alternate Summative Assessment (WVASA) Eligibility: Guidance for IEP Teams” for technical assistance regarding this decision-making process.)

Note: Intelligence quotient (IQ) scores are not always a reliable measure for determining eligibility as many of the assessment tools used to determine IQ may not be fully accessible for learners with significant motor, communication, and sensory complexities. IQ scores should never be used in isolation to determine eligibility for WVASA participation.

<p>1. The student has been evaluated and found eligible as a student with a disability under WVBE Policy 2419.</p> <ul style="list-style-type: none"> • The student has been identified as having an educational disability as defined in WVBE Policy 2419. • The student has a current Individualized Education Program (IEP), or one is being developed at an initial IEP meeting. 	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>2. The student has a significant cognitive disability as manifested by either A or B and C.</p> <p>A. Students with the most significant cognitive disabilities typically have general intellectual functioning more than three standard deviations below the mean, in consideration of 1.0 standard error of measurement as determined by a qualified psychologist or school psychologist, using an individually administered, culturally and linguistically appropriate intelligence test.</p> <p style="text-align: center;">OR</p> <p>B. The student’s significant cognitive disability is such that traditional assessment with an individually administered, culturally and linguistically appropriate intelligence test is rendered extremely difficult, inappropriate, or impossible, and the severity is instead evidenced by the need for extensive and substantial supports, and estimates of conceptual thinking as indicated by appropriate standardized norm-referenced rating scales.</p> <p style="text-align: center;">AND</p> <p>C. The student’s significant cognitive disability severely limits the performance of adaptive behavior across multiple environments and domains of adaptive functioning, including Conceptual, Social, and Practical domains, based on clinical and standardized assessment. - See <i>Severity Levels for Adaptive Functioning</i> Appendix in either WVBE Policy 2419 or “West Virginia Alternate Summative Assessment (WVASA) Eligibility: Guidance for IEP Teams.”</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>3. The student’s significant cognitive disability severely impacts the student’s educational performance and access to the curriculum.</p> <ul style="list-style-type: none"> • The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, AND • The student requires substantially adapted and/or modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer academic, functional, and adaptive behavior skills across multiple settings, AND • Goals and instruction listed in the student’s IEP are comparable to the enrolled grade-level West Virginia Alternate Academic Achievement Standards (WV-AAAS) and address knowledge and skills that are appropriate and challenging for this student. (34 CFR § 200.320(a)(6)(ii)) 	<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>4. Consideration of the student's participation in the alternate assessment is due to the presence of a significant cognitive disability, and is NOT based on:</p> <ul style="list-style-type: none"> • A disability category or label • Poor attendance or extended absences • Social, cultural, or economic difference • Expected poor performance on the general education assessment • Academic or other services student receives • Educational environment, instructional setting, or percent of time receiving special education services • English Learner (EL) status or native language • Low reading/math/achievement level • Anticipated disruptive behavior or emotional distress • Impact of student scores on the accountability system • Administrative decision • Need for accommodations (e.g., assistive technology/ Augmentative and Alternative Communication [AAC]) to participate in the general summative assessment 	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Extensive supporting documentation is attached to, or included within, the IEP, and is labeled according to each corresponding criterion listed above.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Describe any educationally relevant medical information. Write "N/A" if no relevant medical information applies.</p>	

The IEP Team used the above evaluation data analysis and discussion to determine:

- The student **DOES** meet the criteria to participate in the West Virginia Alternate Summative Assessment (WVASA) for students with the most significant cognitive disabilities, and this determination will be reviewed annually.

Additionally, the IEP Team has:

- provided informational resources about the WVASA and Alternate Diplomas to the parent(s)/guardian(s), including the "*West Virginia Alternate Summative Assessment: An Informational Guide for Parents/Guardians*" and "*Understanding Alternate Diplomas*" handouts, **AND**
- explained to the parent(s)/guardian(s) that participation in the WVASA may lead to an Alternate Diploma, which is not a regular high school diploma, and may not be accepted by colleges, universities, technical or trade schools, certain employers, or the U.S. military, **AND**
- explained to the parent(s)/guardian(s) that the West Virginia Alternate Academic Achievement Standards assessed by the WVASA are less complex than the West Virginia College and Career Readiness Standards assessed by the West Virginia General Summative Assessment, **AND**
- included the parent(s)/guardian(s) in the discussion about the decision for their child to participate in the WVASA.

Administrator/Designee/Chairperson Initials: _____

Parent/Guardian Initials: _____

- The student **DOES NOT** meet the criteria to participate in the West Virginia Alternate Summative Assessment (WVASA) for students with the most significant cognitive disabilities and will therefore participate in the West Virginia General Summative Assessment with or without accommodations as determined by the IEP Team.

IEP Team Members

Signature

**Agreement with
Decision**

_____ Administrator/Designee/Chairperson	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____ Parent/Guardian	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____ Parent/Guardian	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____ School Psychologist/Specialist/Evaluator	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____ Special Education Teacher	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____ General Education Teacher	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____ Other: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____ Other: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No

NOTE: Any member(s) with a dissenting opinion must submit a separate written statement presenting the member's conclusions.