

## Participation Guidelines for AA-AAS Consortia

The criteria for participation in the AA-AAS indicate that the student’s disability is pervasive across content areas. Thus, students who participate in the AA-AAS participate in this assessment option for all content areas.

Eligibility Criteria	Eligibility Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.  <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student is learning content standards linked to (derived from) the Common Core State Standards (CCSS)	The student is learning content based on grade level alternate achievement standards that are linked to the CCSS.	Yes / No
3. The student requires extensive direct instruction and substantial modifications and supports to achieve measureable gains in the grade- and age-appropriate curriculum.	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted and modified materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes / No

**The student is eligible to participate in the AA-AAS.**

Yes (All responses above are marked **Yes**.)  
No (Any response above is marked **No**.)

The decision for participating in the AA-AAS is **Not Based** on:

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|--|--------|
| 1. A disability category or label                                | Yes/No |
| 2. Poor attendance or extended absences                          | Yes/No |
| 3. Native language/social/cultural or economic difference        | Yes/No |
| 4. Expected poor performance on the general education assessment | Yes/No |
| 5. Services student receives                                     | Yes/No |
| 6. Educational environment or instructional setting              | Yes/No |
| 7. Percent of time receiving special education                   | Yes/No |
| 8. English Language Learner (ELL) status                         | Yes/No |
| 9. Low reading level/achievement level                           | Yes/No |
| 10. Anticipated student’s disruptive behavior                    | Yes/No |
| 11. Impact of student scores on accountability system            | Yes/No |
| 12. Administrator decision                                       | Yes/No |
| 13. Anticipated student’s emotional duress                       | Yes/No |