



# Guidance Rubric for Considering Student Eligibility for the Oklahoma Alternate Assessment Program (OAAP)

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Parent(s)/Guardian(s) \_\_\_\_\_

Grade: \_\_\_\_\_

This rubric is provided as a companion document to [The Criteria Checklist for Assessing Student with Disabilities on Alternate Assessments](#) to assist Individualized Education Program (IEP) Teams in making appropriate decisions regarding student participation in the Oklahoma Alternate Assessment Program (OAAP) for students with the most significant cognitive disabilities and adaptive behavior deficits.

IEP Teams must use various data sets in review of a student's eligibility to participate in the OAAP which may include:

- Evaluation team reports
- Benchmark assessment data
- Diagnostic assessments
- Assistive Technology (AT) evaluation
- Speech and Language assessments that determine expressive/receptive language communication status.
- IEP goal/objectives progress data
- Both formative academic and transition assessment data
- Adaptive skills checklists/inventories
- Progress on functional, daily living and life skill standards
- Sensory and/or motor assessments describing access modes of communication, fine and gross motor tasks.

Evidence for the decision to participate in the OAAP is **NOT BASED** on:

1. A 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
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 decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/ Augmentative and Alternative Communication (AAC) to participate in the assessment process

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



## Rubric for Determining Eligibility for OAAP Participation

**Directions:** Review a student’s IEP, assessment data, and related documents to answer each question. Mark the column that best answers the question. Responses do not all need to be in the far-right column, but **most** should be in the 3<sup>rd</sup> column. Only a small number of learners, approximately 1.0 percent across the entire state, should qualify as meeting the criteria for the OAAP designed for Students with the most significant cognitive disabilities.

1. Does the student have a <b>current IEP</b> ? (Skip question if this is for an Initial IEP. Questions regarding IEP content should be answered through supporting documentation)		
<b>No. Stop here</b> , the student is not eligible for alternate assessment.	Yes. Continue to question #2.	
2. Does the cognitive assessment data support a <b>most significant cognitive disability</b> (typically 2 ½ or more standard deviations below the mean as determined by district administered ability assessment, plus significant impairments to a person’s ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience? If the student is in the <b>not limited or borderline cognitive limitations category please stop here</b> ; the student is not eligible for the alternate assessment.		
<b>Not limited</b>	<b>Borderline Cognitive Limitations</b>	<b>Significant Cognitive Limitations</b>
Verbal Intelligence/Cognition (related to language skills)		
Verbal intelligence in average range or above	Verbal Intelligence -1.50 to -2.0 SD	Verbal Intelligence -2 SD or more below the mean
Nonverbal Intelligence/Cognition (related to visual-spatial skills)		
Non-verbal intelligence in average range or above	Non-verbal Intelligence -1.50 to -2.0 SD	Non-verbal Intelligence -2 SD or more below the mean
Thinking/Reasoning/Problem-Solving		
Reasoning and problem-solving skills at age-level or within average range on an assessment	Requires special education services, including modifications and levels of scaffolding to complete reasoning and problem-solving tasks	Dependent on others for completing tasks that require reasoning and problem-solving
Executive Function/Attention/Memory		
Cognitive planning and working memory at age-level or within average range on an assessment	Requires special education services, including modifications and levels of scaffolding to support cognitive planning and working memory	Dependent on others for completing tasks that require cognitive planning and working memory
Learning		
Learning grade level academic skills	Learning general standards or mastering target or successor linkage level EEs with increasing levels of assistance from special education services and supports	Making progress on the Essential Elements (EEs) with moderate/maximal levels of support



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<p>3. Does the adaptive assessment data support a most significant deficit in adaptive <b>behavior</b>? Does the student require systematic, direct instruction of adaptive behavior (an individual's ability to apply social and practical skills in everyday life) skills to be embedded within standards-based instruction? If the student is in the <b>not limited or borderline limitations category, please stop here</b>; the student is not eligible for the alternate assessment.</p> <p><b>Conceptual skills:</b> receptive and expressive language, reading and writing, money concepts, self-direction</p> <p><b>Social skills:</b> interpersonal, responsibility, self-esteem, follows rules, obeys laws, is not gullible, and avoids victimization.</p> <p><b>Practical skills:</b> personal activities of daily living such as eating, dressing, mobility and toileting; instrumental activities of daily living such as preparing meals, taking medication, using the telephone, managing money, using transportation and doing housekeeping activities, occupational skills; maintaining a safe environment.</p>		
Not Limited	Borderline Limitations	Significant Limitations
Adaptive Behavior Scale		
Overall adaptive behavior score in average range or above	Adaptive behavior -1.50 to -2.0 SD	Adaptive behavior -2.0 or more SD
Conceptual		
Age-level expressive and receptive communication skills	Beginning to communicate wants/needs/preferences using assistive technology (augmentative device or symbols)	No formal communication system
Learning grade level academic skills	Mastering target or successor linkage level EEs; learning grade level academics with increasing levels of assistance	Making progress on the Essential Elements (EEs) with moderate/maximal levels of supports
Social		
No instruction is needed on responsibility, following rules, interpersonal skills	Systematic, direct instruction in responsibility, following rules, and interpersonal skills	Prescriptive, systematic, direct instruction relating to responsibility, following rules, and interpersonal skills
Practical		
No instruction needed on daily living skills or community living skills	Requires moderate assistance/supports to complete daily living skills and community living skills (e.g., meal prep, phone use, housekeeping); student will likely be successful in supportive living	Dependent on others for daily living skills and community living skills; student will likely need 24 hour supports as an adult



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<p>4. Do the student's PLAAFPs indicate adequate performance with Essential Elements curricular standards? <b>If yes, stop here.</b> If no, choose descriptor that best matches student performance.</p>		
<p>Present levels of Academic and Functional Performance (PLAAPF) indicate that the learner's skills are closely aligned with general grade-level standard concepts and skills <b>Stop here,</b> the student is not eligible for alternate assessment</p>	<p>Student PLAAFPs indicate ability to make adequate progress through the <u>most complex alternate standards</u>, with increasing levels of supports and scaffolding, and objectives that include alternate standard skills and concepts or learning progression steps that lead to grade-aligned performance target(s)</p>	<p>Student PLAAFPs indicate ability to make progress through alternate standards (Essential Elements) with maximal supports and scaffolding in order to make progress on concepts and skill targets on the <u>least complex</u> side of the range.</p>
<p>5. What level of support and instruction do the student's goals and objectives describe? What level of documentation is indicated in the evaluation portion of the goals and objectives?</p>		
<p>Statements indicate <u>general levels of academic support</u> to make adequate progress through grade-level standard concepts and skills.</p> <p>Documentation consists of project rubrics, work samples, and/or Instructionally Embedded Assessments, etc. showing student <u>general independence</u> in academic progress. <b>Stop here,</b> the student is not eligible for alternate assessment.</p>	<p>Statements indicate <u>increasing levels of support</u> to make adequate progress through grade-level standard concepts and skills.</p> <p>Documentation consists of project rubrics, work samples, and/or Instructionally Embedded Assessments, etc. showing student's need for <u>increasing levels of continual assistance</u> in making academic progress.</p>	<p>Statements indicate <u>maximal levels of support</u> to make adequate progress through grade-level standard concepts and skills.</p> <p>Documentation consists generally of checklists collected by teacher; documentation indicates <u>maximal levels of support</u> are needed to make academic progress.</p>

**Summary Question: Were most ratings in the far right-hand column?**

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