

**GUIDELINES for PARTICIPATION
VIRGINIA ALTERNATE ASSESSMENT PROGRAM (VAAP)**

Student Name _____ Date of Birth _____

School/Division _____ Date: _____

A completed alternate assessment shall be submitted for students participating in the Virginia Alternate Assessment Program (VAAP) at the elementary, middle school, and high school levels. Alternate assessments shall be completed as follows:

Elementary I	3rd Grade
Elementary II	5th Grade
Middle School	8th Grade
High School	11th Grade

Directions

The IEP team determines participation in alternate assessment. Team members must consider current and historical documentation (to be noted on page 2). Documentation may include, but is not limited to, evaluation data, school records, parent/teacher observations, anecdotal notes, previous IEPs, etc. The following reasons alone are not sufficient for decision making:

- a) Poor attendance;
- b) English as a Second Language;
- c) Social, cultural, and economic differences;
- d) Disruptive behavior;
- e) Student's reading level;
- f) Expectations of poor performance;
- g) Amount of time receiving special education services;
- h) Low achievement in general education;
- i) Categorical disabilities labels;
- j) Level of intelligence; or
- k) Place where the student receives services.

The IEP Team has the responsibility to determine and document that the student meets **ALL** of the following criteria by circling "yes" for each of the statements. If team members determine that the student **DOES NOT MEET** a specific criterion, "no" should be circled. This indicates the student is not a candidate for alternate assessment and should be considered for appropriate participation in the Standards of Learning Assessment.

Complete Section 1 for **ALL** students (elementary, middle school, and high school) for whom alternate assessment is being considered. Complete Sections 1 **AND** 2 for students who are in middle school or high school. Attach additional pages, if necessary.

Section 1 (Complete for all students)

- Y N The student has a current IEP. *(IEP team discussion, psychological evaluation, etc.)*
- Y N The student demonstrates impairments that prevent completion of curriculum based on the Standards of Learning (SOL) even with program and testing accommodations. *(psychological evaluation, intelligence and achievement test, social adaptive behavior test results, observations from parents and teachers, social maturity data, curricular content, etc.)*
- Y N The student's present level of performance indicates the need for extensive, direct instruction and/or intervention in a life skills curriculum that may include personal management, recreation and leisure, school and community, vocational, functional academics, communication, social competence and motor skills to accomplish the application and transfer of life skills. *(informal and formal assessment results, checklists, data logs, work samples, structured or spontaneous observations from teachers and parents, measurable IEP goals, scheduling matrix, curricular content, list of necessary supports, etc.)*
- Y N The student requires intensive, frequent, and individualized instruction in a variety of settings to show progress and acquire, maintain, or generalize life and/or functional academic skills. *(measurable IEP goals, scheduling matrix, instructional strategies effectiveness data, list of various inclusive settings, learning style inventory, etc.)*

Section 2 (Complete for students in the eighth grade through high school)

- Y N The student is working toward educational goals other than those prescribed for a modified standard, standard or advanced studies diploma program. *(list of diploma options and requirements, curricular content, measurable IEP goals, transition plan, parent and student discussion, etc.)*

Section 3 (Complete for students who meet criteria listed above)

The IEP team members agree that _____ meets the participation criteria stated above for the VAAP for the _____ school year and will not participate in other state-wide assessments. This participation decision will be stated on the IEP and is supported by the current and historical data found on the following documents:
Supporting Documentation:

Position/Representing	Signature	Date