

Guidelines for Participation Virginia Alternate Assessment Program (VAAP)

Student Name _____ Date of Birth _____

School/Division _____ Date _____

The purpose of the Virginia Alternate Assessment Program (VAAP) is to evaluate the performance of students with significant cognitive disabilities. The VAAP is available to students working on academic standards that have been reduced in complexity and depth in grades 3 through 8 and grade 11. Only students with significant cognitive disabilities who are eligible under IDEA 2004 and who meet the VAAP guidelines for participation may be assessed through the VAAP. Students participating in the VAAP may fulfill federal participation requirements by submitting collections of evidence for the content areas of only mathematics and reading; however, the Virginia Department of Education strongly recommends submission of evidence in all content areas being assessed by the SOL tests for general education students at the same grade level.

Directions:

The IEP team determines participation in the alternate assessment. Team members must consider current and historical documentation (to be noted on page 2 of this form). 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:

- Poor attendance;
- English as a Second Language;
- Social, cultural, and economic differences;
- Disruptive behavior;
- Student's reading level;
- Expectations of poor performance;
- Amount of time receiving special education services;
- Low achievement in general education;
- Categorical disabilities labels;
- 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 participation in a different option in the State Standards of Learning Assessment System.

IEP Team Members Present:

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(Complete for all students considered for the VAAP)
IEP Team Must Answer All the Following Questions

(Circle One)

Y	N	1. The student has a current IEP, or one is being developed.
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(Circle One)

Y	N	2. The student demonstrates significant cognitive disabilities. <i>Sources of information: (Learner Characteristics, psychological evaluation, achievement tests, social adaptive behavior test results, observations from parents and teachers, social maturity data, curricular content, etc.) NOTE: Please see the Guidance Document on Significant Cognitive Disabilities for additional information. The document can found using the following link: http://www.ttaconline.org/staff/assessment/vaap/Guidance_Significant_Cognitive_Disabilities.pdf</i>
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(Circle One)

Y	N	3. The student's present level of performance indicates the need for extensive, direct instruction and/or intervention in a curriculum framework based on Aligned Standards of Learning. The present level of performance, or student evaluation, may also include personal management, recreation and leisure, school and community, vocational, communication, social competence and/or motor skills. <i>Sources of information: (Informal and formal assessment results, checklists, data log, work samples, structured or spontaneous observations from teachers and parents, measurable IEP goals, scheduling matrix, curricular content, list of necessary support, etc.)</i>
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(Circle One)

Y	N	4. The student requires intensive, frequent, and individualized instruction in a variety of settings to show active interaction and achievement. <i>Sources of information: (Measurable IEP goals, scheduling matrix, instructional strategies effectiveness data, list of various inclusive settings, learning style inventory, etc.)</i>
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(Circle One) **Please Answer Question 5 for Students in 9th Grade or Above:**

Y	N	5. The student is working toward educational goals other than those prescribed for a Modified Standard, Standard, or Advanced Studies Diploma. <i>Sources of information: (list of diploma options and requirements, curricular content, measurable IEP goals, transition plan, parent and student discussion, etc.)</i>
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The IEP team members agree that _____ meets the participation criteria stated above for the VAAP for the _____ school year and will not participate in any other statewide assessment. This participation decision will be stated on the IEP and is supported by the current and historical data found on the following documents:

List Supporting Documentation Used:
