

ILLINOIS STATE BOARD OF EDUCATION

Student Assessment Division
100 North First Street, E-216
Springfield, Illinois 62777-0001

Illinois Alternate Assessment Participation Guidelines 2008-2009

As determined by the IEP, students with significant cognitive disabilities take the IAA if participation the state’s regular assessments – the Illinois Standards Achievement Test (ISAT) or the Prairie State Achievement Examination (PSAE) – is not appropriate even with accommodations.

The options for participating in a state assessment of academic achievement are:

- The regular state assessment for the student’s grade, the ISAT or the PSAE, without accommodations.
- The regular state assessment for the student’s grade, the ISAT or the PSAE, with accommodations.
- The Illinois Alternate Assessment (if the answer to both Participation Criteria is “Yes”).

Yes	No	Participation Criteria	Reason(s) for Yes or No Response
<input type="checkbox"/>	<input type="checkbox"/>	The points at which the student accesses the general education curriculum more closely reflect the Alternate Assessment Framework than age/grade-appropriate benchmarks.	
<input type="checkbox"/>	<input type="checkbox"/>	When compared to other students with disabilities, the student requires more frequent, more intensive instruction given in small incremental steps in order to apply and transfer skills across settings.	

IMPORTANT NOTE: The IEP team’s decision that a student will take the IAA cannot be based on the following facts; however, the existence of one or more of these factors does not prevent a student from taking the IAA if they meet the other participation criteria.

- The student’s achievement is significantly below that of same-age peers, even when compared to other students with disabilities.
- The student has an IEP.
- The student has a certain special education eligibility label or receives certain services.
- The student has emotional and/or behavioral challenges.
- The student has visual, auditory, or physical challenges.
- The student has excessive or extensive absences.
- The student has social, cultural, or economic differences.
- The student may not perform well on the regular assessment , which may affect the Adequate Yearly Progress (AYP) status of the student’s home school and/or district.