

# North Carolina Alternate Assessment Decision Making Flowchart Guidance Provided for IEP teams

Matthew Martinez

# Every Student Succeeds Act

- ESSA determined the cap for students instructed towards alternate academic achievement standards at 1.0 percent of total assessed population to be considered students with significant cognitive disabilities
- A limit is required to ensure a thoughtful application of alternate academic achievement standards and to ensure low performing students are not participating in assessments and instruction that are inappropriately restricted in scope.

# Course of Study Comparison

**99%**

Standard Course of Study



Majority of students, including students with disabilities

- Access instruction in general ed. classes
- Participate in Standard Course of Study Assessments

**1%**

Extended Content Standards



Students with significant cognitive disabilities:

- Placement decision made by the IEP team
- Access instruction within special education core classes

MAY 20th 1775

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How does North Carolina define a significant cognitive disability?

# Students with Significant Cognitive Disabilities

Meet these 3 criteria established by North Carolina

<p>The student's disability significantly impacts <a href="#">cognitive</a> and adaptive behaviors, defined as those skills which are essential for someone to live and function independently</p>	<p>The student requires extensive and repeated individualized instruction and support to make meaningful gains.</p>	<p>The student uses substantially adapted materials and individualized methods of accessing information in alternative ways.</p>
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- ❖ Graduate high school with a certificate of completion, not a high school diploma

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Where can IEP teams gain more guidance around a student who might qualify for the ECS?

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Has the student been evaluated and determined to be eligible under the Individuals with Disabilities Education Act (IDEA)?

No

Student must participate in the North Carolina required tests using standard administration. This student may be able to use Accessibility Features. Please see the Testing Students with Disabilities publication for more information.

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Yes

Does the student have significant cognitive disability that impacts adaptive behavior skills that may be combined with physical or sensory impairments?

The student has been determined to have cognitive abilities falling within the modified range of scores, which is two standard deviations below the mean plus or minus one standard error of measure using standardized assessments

AND

demonstrates adaptive skills that are 2 standard deviations below the mean in one area or one and one-half standard deviations below the mean in two or more domains.

Yes

Does the student's significant cognitive disability impact the level of supports and services needed to progress through the

Student should participate in the statewide assessment and district assessment. This student may be eligible to use accommodations based on IEP team decision.

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Where can I find the guidance flowchart?





Where can I find the guidance flowchart?

- ⊙ Go to [dpi.nc.gov](http://dpi.nc.gov)
- ⊙ Search significant disabilities
- ⊙ Click on the first link
- ⊙ Bookmark for future use
- ⊙ Click on Extended Content Standard Support Tools
- ⊙ Click on 1% Information
- ⊙ Click on Guidance Flowchart

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No

Student must participate in the North Carolina required tests using standard administration. This student may be able to use Accessibility Features. Please see the Testing Students with Disabilities publication for more information.

Yes

Does the student have significant cognitive disability that may be combined with physical or adaptive behavior skills that may be combined with physical or

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The student has been determined to have cognitive abilities falling within the modified range of cognitive abilities, or cognitive abilities that are two standard deviations below the mean plus or minus one standard error of measure using standardized assessments

AND

demonstrates adaptive skills that are 2 standard deviations below the mean in one area or one and one-half standard deviations below the mean in two or more domains.

Yes

Does the student's significant cognitive disability impact the level of supports and services needed to progress through the

Student should participate in the statewide assessment and district assessment. This student may be eligible to use accommodations based on IEP team decision.

# Facts and Myths

Collection of all relevant and current data is needed for IEP teams to make the most appropriate decision based on the student performance

NCDPI

The guidance offered

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# Questions

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# Resources

## NCDPI Significant Disabilities Page

<https://www.dpi.nc.gov/districts-schools/classroom-resources/exceptional-children/resources-unique-needs/significant-cognitive-disabilities>

## Intellectual Disabilities Document

<https://docs.google.com/document/d/10QJJwMuDXvErOrPJtZOvKPfsTjImi7nej20H-0TUs7I/edit>

## Learning Characteristics Inventory (data collection tool)

[2013 Learning Characteristics Inventory.pdf \(dc.gov\)](#)