

Delaware Alternate Portfolio Assessment Participation Guidelines

Student Name: _____ Date of Birth: _____ School: _____

If it is determined that there is sufficient information to support ALL of the following criteria, the IEP team should document this decision on the student's current IEP and sign below. Students who do not meet all of the criteria will participate in the DSTP, with or without accommodations. The achievement of students in the DAPA (less than 1% of Delaware students) is based on alternate achievement standards. Alternate achievement standards allow the use of a different scoring system. Students who participate in the DAPA are working on the same **Delaware Content Standards** as their peers; however, they are working on these standards in less complex ways.

If a decision is made after December 1, 2009 to change a student's participation from the DSTP to DAPA, the student will not participate in the DAPA until the following school year. The student must take the March 2010 DSTP.

The signed **Participation Guidelines** must be submitted with the DAPA on the designated due date.

Agree	Disagree	Criterion #1: Evidence of Significant Cognitive Disabilities Student's levels of cognitive skills and adaptive behavior are such that extensive modifications are required in order to access the general curriculum.
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Agree	Disagree	Criterion #2: Intensity of Instruction Student requires extensive direct instruction and/or extensive supports to accomplish the application and transfer of skills to school, home, work, and community environments.
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Agree	Disagree	Criterion #3: Curricular Outcomes The student requires extensively modified instruction focusing on a less complex application of skills in order to access the Delaware Content Standards .
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Agree	Disagree	Criterion #4: Exclusions The decision to include the student in the DAPA is NOT based on the following: <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">1. existence of an IEP;</td> <td style="width: 50%;">6. excessive or extended absences;</td> </tr> <tr> <td>2. specific categorical label;</td> <td>7. disruptive behavior;</td> </tr> <tr> <td>3. educational placement;</td> <td>8. student's reading level; or</td> </tr> <tr> <td>4. English language learner status;</td> <td>9. the expectation that the student</td> </tr> <tr> <td>5. socio-economic or cultural differences;</td> <td>will not perform well on the DSTP.</td> </tr> </table>	1. existence of an IEP;	6. excessive or extended absences;	2. specific categorical label;	7. disruptive behavior;	3. educational placement;	8. student's reading level; or	4. English language learner status;	9. the expectation that the student	5. socio-economic or cultural differences;	will not perform well on the DSTP.
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IEP team members: My signature below indicates that I agree with the decision to participate in the DAPA, which is based on alternate achievement standards, because ALL four criteria listed above have been met.

(parent(s)/guardian(s))	(date)
(student)	(date)
(administrator/designee)	(date)
(teacher)	(date)
(other – please specify name & position)	(date)
(other – please specify name & position)	(date)