

**Appendix B:  
Checklist for Course and Assessment Participation**

Student: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Individual educational plan (IEP) teams are responsible for determining whether students with disabilities will be assessed through administration of the general statewide standardized assessment or the Florida Alternate Assessment based on criteria outlined in Rule 6A-1.0943(5), Florida Administrative Code (F.A.C.). The IEP team should consider the student’s present level of educational performance in reference to the Next Generation Sunshine State Standards and Florida Standards. The IEP team should also be knowledgeable of guidelines and the use of appropriate testing accommodations.

In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining the appropriate assessment. Check all that apply.

<b>Questions to Guide the Decision-Making Process to Determine How a Student With Disabilities Will be Instructed and Participate in the Statewide Standardized Assessment Program</b>	<b>YES</b>	<b>NO</b>
1. Does the student have a significant cognitive disability?		
2. Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09041, F.A.C.?		
3. Does the student require direct instruction in academic areas of English language arts, mathematics, social studies and science based on access points in order to acquire, generalize and transfer skills across settings?		

If the IEP team determines that **all three of the questions** accurately characterize a student’s current educational situation, then the student should be enrolled in access courses and the **Florida Alternate Assessment** should be used to provide meaningful evaluation of the student’s current academic achievement. If “yes” is not checked in all three areas, then the student should be instructed in the general education courses and participate in the general statewide standardized assessment with accommodations, as appropriate.

In accordance with Rule 6A-6.03331(10)(b), F.A.C., if the decision of the IEP team is that the student will participate in access courses and be assessed through the Florida Alternate Assessment, the parents of the student must give signed consent to have their child instructed in access points and their achievement measured based on alternate academic achievement standards. This decision must be documented on the **Parent Consent Form – Instruction in the State Standards Access Points Curriculum and Florida Alternate Assessment Administration**, available at <https://www.flrules.org/Gateway/reference.asp?No=Ref-03383>. If the parent fails to respond after reasonable efforts by the school district to obtain consent, the

school district may provide instruction in the state standards access points curriculum and administer the Florida Alternate Assessment. The IEP should include a statement of why the student cannot participate in the general assessment and why the alternate assessment is appropriate.