

## Oregon Extended Assessment Decision-Making Checklist

This checklist is **not** a required document. It is to be a tool that can be used to assist IEP teams in making individual decisions regarding participation in the Oregon’s Extended Assessment. Extended Assessment participation can only be determined by the student’s IEP team. **The IEP team for a student with a disability MUST answer “YES” to ALL of the following questions for the student to be eligible to participate in Oregon’s Extended Assessment.**

Student’s Name	School	Date
<b>ELIGIBILITY CRITERIA</b>		
<b>1. Student has been evaluated, found eligible under IDEA, and has an IEP.      Yes _____ No _____</b>		
<ul style="list-style-type: none"> <li style="text-align: center;">• The student has an identified disability under IDEA</li> <li style="text-align: center;">AND</li> <li style="text-align: center;">• The student has an Individualized Education Program (IEP).</li> </ul>		
<b>2.The student demonstrates significant cognitive disabilities with Commensurate delayed adaptive skills.      Yes _____ No _____</b>		
<ul style="list-style-type: none"> <li style="text-align: center;">• The student has been determined to have cognitive abilities falling within the most significant cognitive disability range as evidenced by standardized assessments.</li> <li style="text-align: center;">OR</li> <li style="text-align: center;">• The student has been determined to have cognitive disabilities based on the level of ongoing supports needed for the student to access his or her educational program and difficulty generalizing learning from one setting to another.</li> <li style="text-align: center;">AND</li> <li style="text-align: center;">• The student demonstrates adaptive skills that are substantially limited compared to the same age peers and skills are commensurate with the student’s cognitive ability.</li> </ul>		
<b>3.The significant cognitive disability impacts the student’s access to the General education curriculum and requires individualized instruction.      Yes _____ No _____</b>		
<ul style="list-style-type: none"> <li style="text-align: center;">• The student requires a highly specialized education program with intensive and ongoing supports, modifications, accommodations and/or adaptations to allow access to the general education program.</li> <li style="text-align: center;">AND</li> <li style="text-align: center;">• The student consistently requires individualized instruction in core academic and functional life skills at a substantially low level relative to other peers with disabilities.</li> <li style="text-align: center;">AND</li> <li style="text-align: center;">• The student requires alternative methods or significant supports to communicate.</li> </ul>		
<b>4.The significant cognitive disability impacts the student’s post-school Outcomes.      Yes _____ No _____</b>		
<ul style="list-style-type: none"> <li style="text-align: center;">• The student’s post-secondary outcomes will likely require supported or assisted living and continued supervision and support into adulthood.</li> </ul>		
<b>5. Additional factors considered for the student.      Yes _____ No _____</b>		
<ul style="list-style-type: none"> <li style="text-align: center;">• The student’s inability to participate in the states’ general assessment is primarily the result of the significant cognitive disability and NOT excessive absences; other disabilities; or social, cultural, language, or economic differences.</li> </ul>		