



A case conference committee (CCC) determination based on the identified participation criteria and the student’s individual needs is used to determine whether a student with disabilities will participate with or without accommodations in the general education assessment(s) or Indiana’s Alternate Measure (I AM) assessment.



I AM is based on the Alternate Indiana Academic Achievement Standards, known as Indiana Content Connectors. CCCs must be informed that the decision to participate in I AM means that the student will have limited modified exposure to the grade-level standards, which could result in a significant impact on the student’s academic outcomes and post-secondary opportunities.

All three criteria below must be met and accurately characterize a student’s current educational needs. If the CCC indicates the student possesses the most-significant cognitive disability, the student is then eligible to participate in I AM in lieu of the general education assessment.

### Indiana’s Alternate Assessment Participation Criteria

<b>1</b>	Review of the student’s record indicates a disability that significantly impacts intellectual functions and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
<b>2</b>	The student requires extensive, repeated, individualized direct instruction and substantial support that is not of a temporary nature.
<b>3</b>	The student requires substantially adapted materials and individualized methods of accessing information in alternative ways to achieve measurable gains on the state academic content standards for the grade in which the student is enrolled.

Decisions for determining participation in the alternate assessment must **not** be based solely on any of the following:

- Disability category/label
- Poor attendance or extended absences
- Native language/social/cultural or economic difference
- Expected poor performance on the general education assessment
- Academic and other services student receives
- Educational environment/setting
- Amount of time receiving special education
- English language learner (ELL) status
- Low reading achievement level
- Anticipated disruptive behavior
- Impact of scores on accountability system
- Administrator decision
- Anticipated emotional distress
- Emotional, behavioral, or physical challenges
- Need for accommodations (e.g., assistive technology/augmentative and alternative communication) to participate in assessment process

# Indiana's Alternate Assessment: IAM Participation Decision Flowchart



Students must participate in either all general education assessments or all alternate assessments in a given year, not parts of both. Consider the following for students enrolled in grades three through 12 with a current Individualized Education Program (IEP):

- Results of cognitive ability tests, adaptive behavior skills assessments, achievement tests, district alternate assessments, and English learner assessments;
- Data from research-based interventions, progress monitoring, informal assessments, observations, and checklists;
- Examples of curriculum, instructional objectives, and work samples from programs;
- Present levels of academic and functional performance, objectives, and post-school outcomes from the IEP and Transition Plan.

