

**CRITERIA FOR PARTICIPATION IN THE
PENNSYLVANIA ALTERNATE SYSTEM OF ASSESSMENT**

The alternate assessment is appropriate for students who have significant cognitive disabilities and who require intensive instruction and extensive support in order to perform and/or participate meaningfully and productively in the everyday activities of integrated school, home, community, and work environments. These students require substantial modifications of the general education curriculum as well as instruction in areas not presently assessed by the PSSA or Keystone exam.

The decision about participation in the standard or the alternate statewide assessment is made by the IEP Team. The following questions should guide their decision-making.

1. By September 1 of the school year in which this IEP will be operative, will the student be in grade 3, 4, 5, 6, 7, 8, or 11?	Yes	No
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AND

2. Does the student have significant cognitive disabilities?	Yes	No
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AND

3. Does the student require intensive instruction to learn?	Yes	No
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AND

4. Does the student require extensive adaptation and support in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments?	Yes	No
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AND

5. Does the student require substantial modifications of the general education curriculum?	Yes	No
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AND

6. Does the student's participation in the general education curriculum differ substantially in form and/or substance from that of most other students (i.e., different objectives, materials, or activities)?	Yes	No
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If the answer was “**Yes**” to **all** of these questions, it would be appropriate for the IEP team to consider assigning the student to the **Pennsylvania Alternate System of Assessment (PASA)**. If the answer was “**No**” to any of the above questions, the **PASA** is **not** the appropriate statewide assessment for the student.