Tennessee Guidance to IEP Teams on Participation Decisions for the Alternate Assessments

Tennessee Alternate Assessments Participation Decision Flowchart

Consider These:
- Anecdotal parent input
- Individual Cognitive Ability tests
- Adaptive Behavior Skills Assessment
- Individual/group administered achievement tests
- District-wide alternate assessments
- English language proficiency assessment (if applicable)
- Data from scientific research-based interventions
- Progress monitoring data
- Results of informal assessments
- Teacher collected data and checklists
- Examples of curriculum, instructional materials, and work samples from community-based instruction
- Present levels of academic and functional performance, goals and objectives, and post school outcomes from the IEP and Transition Plan

This flowchart must be used in conjunction with Participation Criteria.

The student has an Individualized Education Program (IEP).

Do the student’s records indicate a disability or multiple disabilities that most significantly impact intellectual functioning and adaptive behavior?*

* Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.

Does the student require modifications to instruction that do not represent the full scope and sequence of the assigned curriculum?

Does the student require extensive, direct, individualized instruction and support that is not of a temporary transient nature?

Does the student use substantially adapted materials with individualized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content?

Student must participate in the general assessment. Student may be eligible to use accommodations.

Student may participate in the Tennessee Alternate