

FLORIDA ALTERNATE ASSESSMENT PARTICIPATION CHECKLIST

Student: _____	Age: _____	Date: _____
Teacher: _____	School: _____	

Individual educational plan (IEP) teams are responsible for determining whether students with disabilities will participate the Florida Comprehensive Assessment Test (FCAT) or in alternate assessment based on criteria outlined in Rule 6A-1.0943(1)(a)1-2, Florida Administrative Code. The IEP team should consider the student’s present level of educational performance in reference to the Florida State Sunshine Standards. The IEP team should also be knowledgeable of (FCAT) 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.

Questions to Guide the Decision-Making Process to Determine Whether a Student Takes FCAT or an Alternate Assessment	YES	NO
1. Is the student unable to master the grade-level Sunshine State Standards, even with appropriate and allowable course accommodations?		
2. Is the student’s demonstrated cognitive ability the primary reason for the inability to master grade-level standards?		
3. Is the student participating in a modified or functional curriculum based on competencies in the Sunshine State Standards for Special Diploma for all academic areas?		
4. Does the student require extensive direct instruction in functional academics and vocational competencies as well as domestic, community living and leisure activities.		
5. Does the student have deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal and social interactions) across a variety of settings?		

If the IEP team determines that **all five of the questions** accurately characterize a student’s current educational situation, then an **alternate assessment** should be used to provide a meaningful evaluation of the student’s current academic achievement. If “yes” is not checked in all five areas, then the student should participate in FCAT with accommodations, as appropriate.

If the decision of the IEP team is to assess the student through alternate assessment, the parents of the student must be informed that their child’s achievement will be based on alternate achievement standards and this decision must be documented on the IEP.