## Documentation of Evidence Form for Alternate Assessment Eligibility

**Directions:** Please include this form along with the eligibility form, in the student’s IEP. This worksheet is designed to help IEP Teams evaluate evidence to make accurate eligibility decisions. While none of the evidence listed below is required, it would be difficult to make a defensible eligibility determination without it. Please ensure that any additional evidence used is **not included** on List 2 (page 11). **This worksheet can be downloaded in a Word version from** [**http://www.ride.ri.gov/dlm**](http://www.ride.ri.gov/dlm)

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| **CRITERIA 1. Student has a disability that significantly impacts cognitive function and adaptive behavior.****EVIDENCE:*** Results of Individual Cognitive Ability Test\*
* Results of Adaptive Behavior Skills Assessment\*
* Results of informal assessments
* Results of speech/augmentative communication evaluations (can the student communicate in an age-appropriate way that demonstrates their ability to stay safe and take care of themselves effectively?)\*
* OTHER:
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| **DIRECTIONS: Evidence with asterisks (\*) will provide the strongest evidence toward making an eligibility decision. However, you can use additional evidence to support the eligibility decision (List 1 on page 10).** For each piece of evidence with an asterisk, describe how the evidence shows that the student’s disability, or disabilities, impact their cognitive function and adaptive behavior.  |
| **CRITERIA 2**.As documented in the IEP, the student’s present levels of academic achievement indicate their ability to make progress through the alternate achievement standards (EEs) *and* the short term objectives include skills and concepts reflected in the steps found in the alternate achievement standard (EEs) learning maps, *and* the annual academic goals are closely aligned to grade-level alternate achievement standards.**EVIDENCE:** Present levels of academic and functional performance, goals and objectives from current and past IEPs and the Essential Elements, and examples of student work.  |
| **DIRECTIONS:** List the present levels of academic and functional performance and the Essential Elements and/or learning map steps they most closely align to. Essential Elements and learning map documents can be found at [www.ride.ri.gov/dlm](http://www.ride.ri.gov/dlm).  |
| **CRITERIA 3.** The student is unable to apply academic, life, and job skills in home, school, and community without intensive, frequent, and individualized instruction and supports in multiple settings.**EVIDENCE:** * Parent and guardian observations of the student in settings outside of school.\*
* Examples of work samples from school in life skills, reading, mathematics, science, writing, etc.\*
* Descriptions of community-based instruction (example: home-based therapy services).\*
* Career Development Plan (CDP) or Person-Centered Planning.\* *(As applicable, if the student is age 14 or older).*
* OTHER:
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| **DIRECTIONS: Evidence with asterisks (\*) will provide the strongest evidence toward making an eligibility decision. However, you can use additional evidence to support the eligibility decision (List 1 on page 10).** For each piece of evidence, describe how the evidence shows the student’s ability to apply academic and life skills and concepts in the home, school, and community.  |