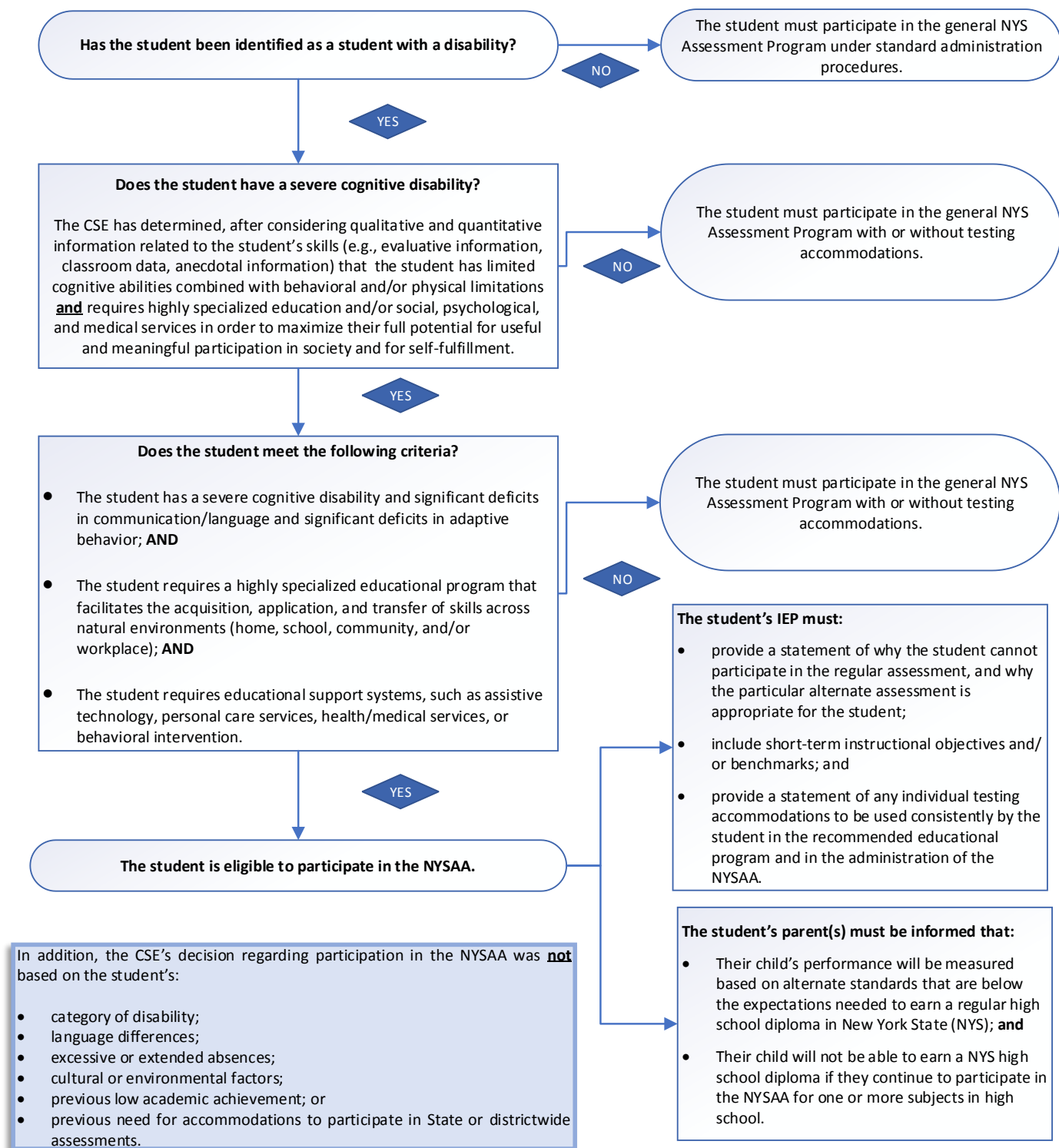


New York State Alternate Assessment (NYSAA) Participation Decision-Making Flowchart

Students with severe disabilities in New York State (NYS) may be determined eligible by the committee on special education (CSE) to participate in the NYSAA. Consistent with the provisions in the Every Student Succeeds Act (ESSA), NYSAA is an appropriate assessment for a very small number of students with the most severe cognitive disabilities. In conjunction with guidance provided in NYSED's [Eligibility and Participation Criteria – NYSAA](#), this flowchart should be used in the decision-making process to ensure that only those students with the most severe cognitive disabilities are taking the NYSAA.



New York State Alternate Assessment (NYSAA) Participation Decision-Making Checklist

The checklist below **may** be used in conjunction with guidance provided in the New York State Education Department's (NYSED) *Eligibility and Participation Criteria – NYSSA* in the decision-making process to ensure that only those students with the most severe cognitive disabilities are taking NYSSA. The committee on special education (CSE) must determine annually whether a student will participate in NYSSA on a particular State assessment of student achievement (i.e., English language arts, mathematics, and/or science) and document this decision in the student's individualized education program. If the CSE indicates "YES" for **all** items below, the student may be determined eligible to participate in NYSSA. This checklist is for local use, only. Do **not** submit this form to NYSED. However, a copy should be retained in the student's special education record.

Student:

Date:

Persons Involved in Decision-Making:

Eligibility Criteria	YES	NO	Comments/Evidence
The student has a severe cognitive disability and significant deficits in communication/language and significant deficits in adaptive behavior.	<input type="checkbox"/>	<input type="checkbox"/>	
The student requires a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across natural environments (home, school, community, and/or workplace).	<input type="checkbox"/>	<input type="checkbox"/>	
The student requires educational support systems, such as assistive technology, personal care services, health/medical services, or behavioral intervention.	<input type="checkbox"/>	<input type="checkbox"/>	
Both qualitative and quantitative information (e.g., evaluative information, classroom data, anecdotal information) have been considered to inform decisions on the above-listed criteria.*	<input type="checkbox"/>	<input type="checkbox"/>	

Check the recommendation that is most appropriate in meeting the needs of this student:

- ☐ The student is recommended by the CSE to participate in the general New York State Assessment Program (with or without testing accommodations) for:
- ☐ English ☐ Math ☐ Science
- ☐ The student is recommended by the CSE to participate in NYSSA (with or without testing accommodations) for:
- ☐ English ☐ Math ☐ Science

Parental Understanding: If my child has been determined eligible to participate in NYSSA, I have been informed of and understand the following statements:

- ☐ My child's performance will be measured against alternate achievement standards that do not meet the expectations needed to earn a regular high school diploma (i.e., local or Regents diploma) in New York State (NYS).
- ☐ In order to earn a diploma in NYS, students must earn required course credits and participate in required Regents examinations, and my child will not be able to earn a NYS high school diploma if he/she continues to participate in NYSSA for one or more subjects in high school.

* The decision for the student's participation in NYSSA was **not** based on the following: category of disability, language differences; excessive or extended absences; cultural or environmental factors; previous low academic achievement; or previous need for accommodations to participate in State or district-wide assessments.