

**ILLINOIS STATE BOARD OF EDUCATION**

Student Assessment Division  
100 North First Street, E-216  
Springfield, Illinois 62777-0001

**Illinois Alternate Assessment Participation Guidelines 2009-2010**

As determined by the IEP, students with significant cognitive disabilities take the IAA if participation the state’s regular assessments – the Illinois Standards Achievement Test (ISAT) or the Prairie State Achievement Examination (PSAE) – is not appropriate even with accommodations.

The options for participating in a state assessment of academic achievement are:

- The regular state assessment for the student’s grade, the ISAT or the PSAE, without accommodations.
- The regular state assessment for the student’s grade, the ISAT or the PSAE, with accommodations.
- The Illinois Alternate Assessment (if the answer to both Participation Criteria is “Yes”).

Yes	No	Participation Criteria	Reason(s) for Yes or No Response
<input type="checkbox"/>	<input type="checkbox"/>	The points at which the student accesses the general education curriculum more closely reflect the Alternate Assessment Framework than age/grade-appropriate benchmarks.	
<input type="checkbox"/>	<input type="checkbox"/>	When compared to other students with disabilities, the student requires more frequent, more intensive instruction given in small incremental steps in order to apply and transfer skills across settings.	

**IMPORTANT NOTE:** The IEP team’s decision that a student will take the IAA cannot be based on the following facts; however, the existence of one or more of these factors does not prevent a student from taking the IAA if they meet the other participation criteria.

- The student’s achievement is significantly below that of same-age peers, even when compared to other students with disabilities.
- The student has an IEP.
- The student has a certain special education eligibility label or receives certain services.
- The student has emotional and/or behavioral challenges.
- The student has visual, auditory, or physical challenges.
- The student has excessive or extensive absences.
- The student has social, cultural, or economic differences.
- The student may not perform well on the regular assessment, which may affect the Adequate Yearly Progress (AYP) status of the student’s home school and/or district.