



Criteria Checklist for Assessing Students with Disabilities on State Assessments
Oklahoma Core Curriculum Test (OCCT)
Oklahoma Modified Alternate Assessment (OMAAP)
Oklahoma Alternate Assessment Program (OAAP) Portfolio

Student: _____ **Grade:** _____

This form is intended to assist Individualized Education Program (IEP) teams in determining whether a student should participate in the OCCT, with or without accommodations, or in an alternate assessment based on modified achievement of the standards (OMAAP) with or without accommodations, a combination of OCCT and OMAAP with or without accommodations, or an alternate assessment based on alternate achievement of the standards (OAAP) Portfolio. **It is expected that only a small number of students with disabilities will participate in an alternate assessment (OMAAP or OAAP Portfolio).**

Students with disabilities are required to be provided with accommodations and modifications to ensure progress toward meeting his/her IEP goals and short-term objectives and/or benchmarks related to the general education curriculum.

The decision to administer an alternate assessment (OMAAP or OAAP Portfolio) must be an IEP team decision using multiple measures as objective evidence including:

- Previous performance on state assessments;
- Other assessments that document academic achievement; and
- The student’s progress, to date, in response to appropriate instruction.

It **shall not** be based on:

- A particular disability category;
- The amount of time the student receives services in special education;
- The location of service delivery; or
- The fact that the academic achievement of the student is significantly below his/her same age peers.

For documenting decisions made regarding appropriate assessment selections, this document may be attached to the student’s current IEP and should be completed annually. The assessment decision must be documented on the student’s IEP.

The next page provides a flowchart to help determine which assessment(s) will be appropriate for the student. OMAAP determinations must be made separately for each content area to be assessed.

Box A: If the answer to any item in Box A is NO, go to Box E. If all answers in Box A are YES, proceed to Box B.

Does the student's disability result in substantial academic difficulties?	Yes	No
Is the student's difficulty with regular curriculum demands primarily due to his/her disability and not due to excessive absences unrelated to the disability, or social, cultural, environmental, or economic factors?	Yes	No
Does the student's IEP reflect curriculum and daily instruction that focus on modified achievement of the standards or alternate achievement of the standards?	Yes	No



Box B: Does the student's demonstrated cognitive ability and adaptive behavior require substantial adjustments (CARG-A) to the general education curriculum? If no, go to Box C if yes, go to Box D.



Box C: If the answer to any item in Box C is no, go to Box E. If all answers are yes, the student qualifies for the OMAAP assessment, go to Box F.

The IEP team is reasonably certain that the student, even if he/she is receiving access to grade level curriculum, taught by highly qualified teachers and makes significant progress, will not achieve grade-level proficiency within the year covered by the IEP.	Yes	No
The student received evidence-based response to intervention and continues to progress below grade level achievement based on classroom assessments or other valid measures.	Yes	No
The student scored at the Unsatisfactory level on the previous year's Oklahoma Core Curriculum Test (OCCT) in reading/language arts, mathematics or, science? *	Yes	No



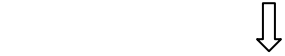
Box F: The student qualifies for the Modified assessment. (Check all subjects that apply):

<input type="checkbox"/> Mathematics	<input type="checkbox"/> English II
<input type="checkbox"/> Science	<input type="checkbox"/> Algebra I
<input type="checkbox"/> Reading	<input type="checkbox"/> Biology I
	<input type="checkbox"/> U.S. History



Box D: If the answer to any item in Box D is NO, go to Box C. If all answers in Box A and D are YES, the student qualifies for the OAAP Portfolio in all subjects assessed.

Does the student have a significant cognitive disability?	Yes	No
Do the student's demonstrated cognitive ability and adaptive behavior require substantial adjustments (CARG-A) to the general education curriculum?	Yes	No
Do the student's learning objectives and expected outcomes focus on functional application of skills as illustrated in the students IEP goals and short-term objectives and/or benchmarks?	Yes	No
Does the student require direct and extensive instruction to acquire, maintain, generalize, and transfer new knowledge and skills?	Yes	No



Box E: The student does not qualify for an alternate assessment (OMAAP or OAAP Portfolio). The regular assessment, with or without accommodations, is the most appropriate assessment for the student.

- Mathematics
- Reading
- Science
- Social Studies
- Geography
- Writing (Grades 5 and 8)
- Algebra I
- English II
- Biology I
- U.S. History

*Scoring Satisfactory on the previous year's OMAAP does not preclude a student from participating in the OMAAP for the current year. When OCCT scores from previous years are not available (e.g., Grade 3), the IEP team may substitute scores equivalent to unsatisfactory from local assessments to identify students.