

## CELDT Participation Criteria

Alternate assessments provide an alternate means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in the CELDT even with variations, accommodations, and/or modifications. In order to aid an IEP team in its determination of whether a student should use alternate assessment, the following may be considered:

Circle “Agree” or “Disagree” for each item:

<b>Agree</b>	<b>Disagree</b>	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
<b>Agree</b>	<b>Disagree</b>	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum.
<b>Agree</b>	<b>Disagree</b>	The student cannot address the performance level assessed in the CELDT even with accommodations or modifications.
<b>Agree</b>	<b>Disagree</b>	The decision to participate in an alternate assessment is not based on the amount of time the student is receiving special education services.
<b>Agree</b>	<b>Disagree</b>	The decision to participate in an alternate assessment is not based on excessive or extended absences.
<b>Agree</b>	<b>Disagree</b>	The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.
<b>Agree</b>	<b>Disagree</b>	The decision to participate in an alternate assessment is not based on deafness/blindness or on visual, auditory, and/or motor disabilities.
<b>Agree</b>	<b>Disagree</b>	The decision to participate in an alternate assessment is not based primarily on a specific categorical label.
<b>Agree</b>	<b>Disagree</b>	The decision for using an alternate assessment is an IEP team decision rather than an administrative decision. If the answer to one or more of the statements is “Disagree,” the team should consider including the student in the CELDT with the use of any necessary accommodations or modifications.