

## Appendix B-5: Delaware Communication Portfolio Summary Participation Guidelines

Student Last Name: _____		Student First Name: _____	Student ID# _____
School District or Charter School: _____		School: _____	
Student Age: _____	Student DOB: _____	Student Grade Level _____	

If it is determined that there is sufficient information to support ALL of the following criteria, the IEP team should document this decision on the student's current IEP and sign below. Students who do not meet the required criteria of the Delaware Communication Portfolio Summary (DCPS) will participate in the DeSSA-Alternate assessment or the general assessment, with or without accommodations.

The achievement of students in the DCPS is based on alternate achievement standards. Students who participate in the DCPS are working on the same *Delaware Content Standards* as their peers; however, they are working on these standards in less complex ways.

**NOTE:** If a decision is made for the student to participate in the DCPS after the beginning of the winter test window, the student will continue to participate in the DeSSA-Alt or the general assessment for the remainder of the school year.

**\*\*\* Any student who participates in the DCPS must also take one testlet in each content area of the DeSSA-Alt assigned to their grade level.**

<b>Criterion #1: Criteria for the DeSSA-Alt:</b> The student meets all five criteria to participate in the DeSSA-Alternate.		
The IEP team Agrees	Sources of Evidence/Date(s) completed	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> The DeSSA-Alt Participation Criteria have been reviewed and discussed with the IEP Team. _____	
<b>Criterion #2: Complexity of Communication Needs:</b> The student's selected mode of communication requires interpretation by others. OR The student does not currently have a consistent and reliable mode of communication that is understood by others.		
The IEP team Agrees	Sources of Evidence/Date(s) completed	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Speech/Language Evaluation Results _____ <input type="checkbox"/> Speech/Language Goals _____ <input type="checkbox"/> Needs/Annual Goals section from IEP _____ <input type="checkbox"/> Other _____	
<b>Criterion #3: Student Responses:</b> The student does not appear engaged or does not reliably use a communication system that is understood by others.		
The IEP team Agrees	Sources of Evidence/Date(s) completed	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Speech/Language Evaluation Results _____ <input type="checkbox"/> Speech/Language Goals _____ <input type="checkbox"/> Needs/Annual Goals section from IEP _____ <input type="checkbox"/> Other _____ / _____	
<b>Criterion #4: Stimuli Responses:</b> The student primarily shows response to stimuli that are internal (hungry, sleepy, uncomfortable, etc.) or related to immediate environment (specific to activity or an item).		
The IEP team Agrees	Sources of Evidence/Date(s) completed	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Teacher survey/observational data _____ <input type="checkbox"/> Related IEP annual goals/progress updates _____ <input type="checkbox"/> Psychoeducational evaluation _____ <input type="checkbox"/> Deaf/blind services report, DVI services report _____ <input type="checkbox"/> Other _____ / _____	
<b>Criterion #5: Communication Matrix:</b> The team reviewed the results and it shows that the student is consistently in lower levels of the matrix.		
The IEP team Agrees	Sources of Evidence	Date
<input type="checkbox"/> Yes <input type="checkbox"/> No	Communication Level: _____ <input type="checkbox"/> Matrix not yet administered	Completed: _____ Reviewed: _____

**Criterion #5: Communication Matrix:** The team reviewed the results and it shows that the student is consistently in lower levels of the matrix.

The IEP team Agrees	Sources of Evidence	Date
<input type="checkbox"/> Yes <input type="checkbox"/> No	Communication Level: _____ <input type="checkbox"/> Matrix not yet administered	Completed: _____ Reviewed: _____

**Criterion #6A: Previous Results on State Assessments:** DeSSA-Alt: The results provided limited information and the team feels is the results are not valid. Student consistently received a Performance Level 1.

The IEP team Agrees	Sources of Evidence/Date(s) completed
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> DeSSA-Alt results reviewed _____ <input type="checkbox"/> DeSSA-Alt not yet administered For the DeSSA-Alt, the student should have used any AAC (low or high tech) or other means of communication that is typical for the student during daily instruction in order to determine the results to be considered valid.

**Criterion #6B: Results of DCPS:** The DCPS results have been reviewed and discussed with the IEP team, and showed that the student is appropriately placed in this assessment.

The IEP team Agrees	Sources of Evidence/Date(s) completed
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> DCPS results reviewed _____ <input type="checkbox"/> DCPS not yet administered.

**Participation Decision and Assurances**

**Exclusions:** The decision to include the student on the DCPS should NOT be based on the following:

- |   |   |  |
|---|---|--|
| 1. existence of an IEP                    | 7. anticipated disruptive behavior  | 11. administrator decision                               |
| 2. specific categorical label             | 8. student's reading level  | 12. impact of test score on accountability system        |
| 3. educational placement or setting       | 9. the expectation that the student will not perform well on DeSSA Gen Ed assessments | 13. anticipated emotional duress                         |
| 4. English language learner status        | 10. academic or other services offered  | 14. percent of time receiving special education services |
| 5. socio-economic or cultural differences |   |  |
| 6. excessive or extended absences         |   |  |

Evidence shows that the decision is not based on the above list.  Yes  No

The IEP team understands that the student must still take one testlet in each content area of the DeSSA-Alt assigned to their grade level.  Yes  No

The IEP team understands that if a student has not completed 2 observations by May 20, 2022, that all DCPS scores will be invalidated and the student will only receive DeSSA-Alt scores. (Grade 10 students need to have 2 observations and 1 science testlet completed by May 20, 2022)  Yes  No

Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the DCPS was the most appropriate assessment for this student; this his/her academic instruction will be based on the Delaware Content Standards; and that any additional implications of the decision were discussed thoroughly. My signature below indicates that I agree with the decision for \_\_\_\_\_ to participate in the Delaware Communication Portfolio Summary.

_____ (Parent/Guardian) (date)	_____ (Speech Language Therapist/Pathologist) (date)
_____ (Parent/Guardian) (date)	_____ (Other- please specify name and position) (date)
_____ (Student, if attending) (date)	_____ (Other- please specify name and position) (date)
_____ (Administrator/Designee) (date)	_____ (Other- please specify name and position) (date)
_____ (Teacher) (date)	_____ (Other- please specify name and position) (date)