

**Ohio Alternate Assessment for  
Students with Significant Cognitive Disabilities (AASCD)  
Participation Criteria**

Participation in the Ohio AASCD reflects the pervasive nature of a significant cognitive disability and requires the answer to **ALL** of the following participation criteria be **YES**. A student who participates in the AASCD participates in this assessment for all content areas.

Participation Criteria	Participation Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability.	Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes / No
2. The student is learning content linked to (derived from) Ohio's Learning Standards. i.e. Ohio's Learning Standards – Extended (OLS-E).	Goals and instruction documented in the IEP for this student are linked to the enrolled grade level standards and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes / No

Evidence for the decision to participate in the AASCD is **NOT BASED** on:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social, cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Learner (EL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of student scores on the accountability system
12. Administration decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in the assessment process

\_\_\_\_\_  
School District Representative (Name/ Date)

\_\_\_\_\_  
Parent/Guardian (Name/ Date)

\_\_\_\_\_  
General Education Teacher (Name/ Date)

\_\_\_\_\_  
Intervention Specialist (Name/ Date)