

**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 a “YES” TO EACH of the following questions. A student who participates in the AASCD participates in this assessment for all content areas.

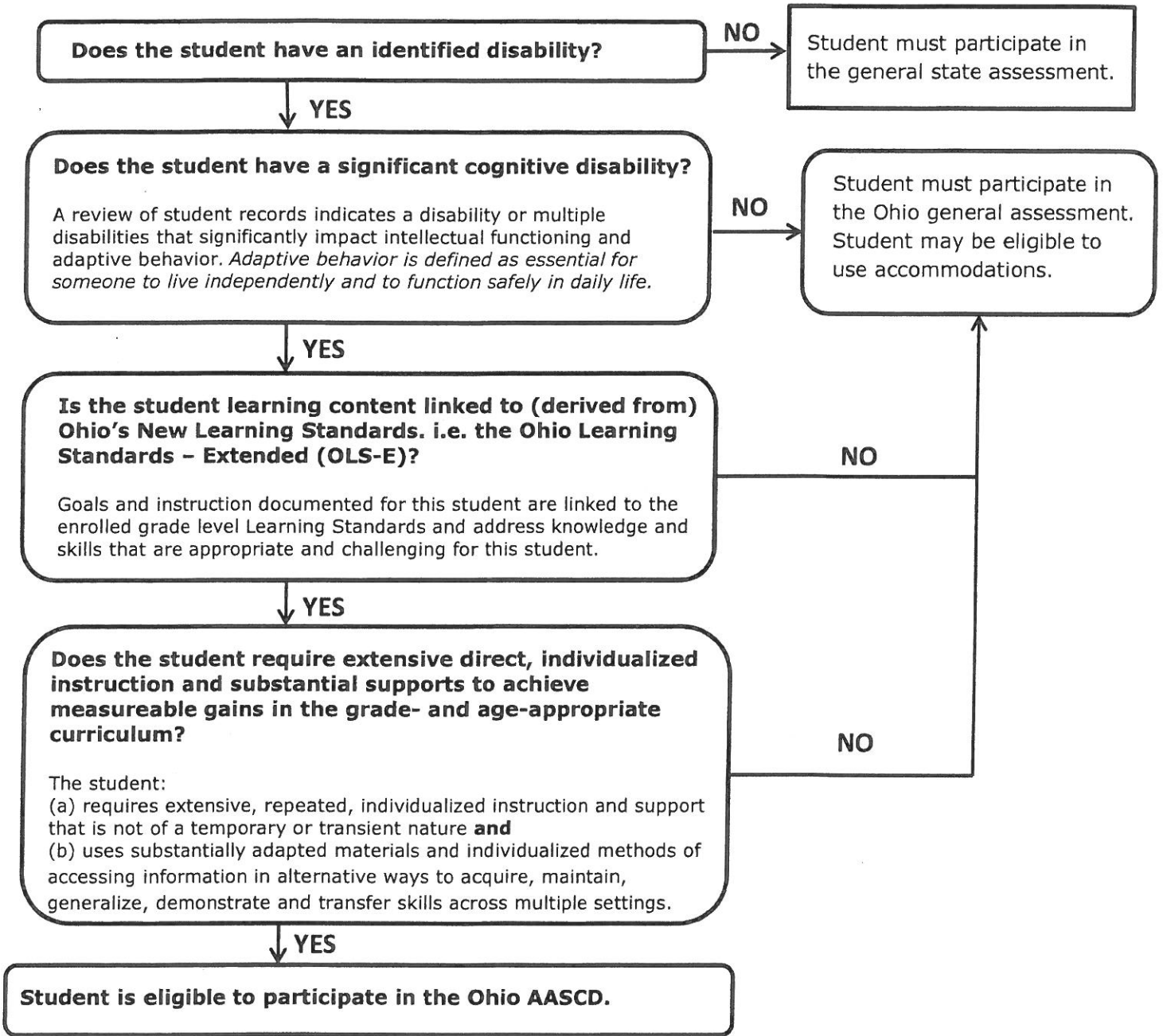
Participation Criteria	Participation Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability	Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and 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 New Learning Standards. i.e. the Ohio Academic Content Standards – Extended (OACS-E)?	Goals and instruction listed 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 [enter name of state assessment]
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Language Learner (ELL) 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

# Ohio AASCD Decision Making Flow Chart

The student is eligible to participate in the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) if all responses below are YES.



In addition, evidence for the decision for participating in the AASCD is **Not Based** on:

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