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.

**Does the student have an identified disability?**

**NO**

Student must participate in the general state assessment.

**YES**

**Does the student have a significant cognitive disability?**

A review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.*

**NO**

Student must participate in the Ohio general assessment. Student may be eligible to use accommodations.

**YES**

**Is the student learning content linked to (derived from) Ohio’s New Learning Standards. i.e. the Ohio Learning Standards – Extended (OLS-E)?**

Goals and instruction documented for this student are linked to the enrolled grade level Learning Standards and address knowledge and skills that are appropriate and challenging for this student.

**NO**

**YES**

**Does the student require extensive direct, individualized instruction and substantial supports to achieve measureable 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.

**NO**

**YES**

**Student is eligible to participate in the Ohio AASCD.**

In addition, evidence for the decision for participating 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
8. English Learner (EL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

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