



January 17, 2007

TO: Educational Programs

FROM: Compliance Support Services

**Topic: Compliance Information Bulletin Number 26
California Alternate Performance Assessment Participation Criteria**

Eligibility for the California Alternate Performance Assessment (CAPA) is based on a student's Individualized Education Program (IEP), which reflects an emphasis on functional life skills. In order to aid the IEP team in its determination of whether a student should be assessed by the CAPA, the California Department of Education (CDE) has issued the following "Participation Criteria" as guidance. This form is NOT a part of the IEP but should be filed in the student's cumulative records under "Assessment:/"

All answers must be "AGREE" before the student can be assessed by the CAPA. If the answer to any of the statements is "DISAGREE," the IEP team should consider including the student in the standard STAR assessments (California Achievement Test, Sixth Edition Survey-for Grades 3 and Grade 7 students, and California Standards Test for Grades 2 through 11) with the use of any necessary accommodations or modifications.

Only Level I of the CAPA may be given out of grade level for students functioning below the 24 month level, and it must be documented in the IEP to reflect that the option was an IEP team decision.

I am putting the form on Page 2, so you can duplicate copies.

PW/GL

California Alternate Performance Assessment Participation Criteria

Eligibility for the California Alternate Performance Assessment (CAPA) is based on a student's Individualized Education Program (IEP), which reflects an emphasis on functional life skills. In order to aid an IEP team in its determination of whether a student should be assessed by the CAPA, the following can be considered:

Circle "Agree" or "Disagree" for each item:

Agree	Disagree	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
Agree	Disagree	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 their non-disabled peers; however, their learning objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree	Disagree	The student cannot address the performance level assessed in the statewide assessment, even with accommodations or modifications.
Agree	Disagree	The decision to participate in the alternate assessment is not based on the amount of time the student is receiving special education services.
Agree	Disagree	The decision to participate in the alternate assessment is not based on excessive or extended absences.
Agree	Disagree	The decision to participate in the alternate assessment is not based on language, cultural, or economic differences.
Agree	Disagree	The decision to participate in the alternate assessment is not based on deafness/blindness, visual, auditory, and/or motor disabilities.
Agree	Disagree	The decision to participate in the alternate assessment is not primarily based on a specific categorical label.
Agree	Disagree	The decision for alternate assessment is an IEP team decision, rather than an administrative decision.

If the answer to any of the statements is "Disagree," the team should consider including the student in the standard STAR assessments (California Achievement Test, Sixth Edition Survey and California Standards Tests) with the use of any necessary accommodations or modifications.

Revised 1/30/04 by the California Department of Education