

Guidelines for Determining Eligibility for the CSAPA

The following guidelines are intended to assist IEP teams when determining appropriateness of the CSAPA for students with the most unique learning needs.

1. Determination of significant cognitive challenges due to the student's disability

For students to qualify for the CSAPA, the IEP team must determine that the student's disability results in a significant cognitive challenge. The cognitive challenge must be such that the student is unable to access the specific content CSAP tests (reading and writing, math, and/or science) with or without accommodations. These criteria must be met prior to consideration of other CSAPA eligibility factors.

2. Student performance on the general CSAP

IEP teams should review overall scaled scores, as well as performance levels on individual concepts, to determine how a student is progressing on the general assessment. When students receive the **lowest** scaled score in the content area CSAP, IEP teams should be carefully review all other eligibility criteria for appropriateness for the CSAPA .

3. Student curriculum

In making eligibility determination for the CSAPA, IEP teams should consider those students who working on expanded benchmarks of the Colorado State Standards that are very different than what is being assessed in the general CSAP. Where students are working on foundational skills toward the benchmarks, IEP teams should review the indicators being assessed on the CSAPA for appropriateness and alignment with the student's current curriculum.

4. Eligibility checklist

An eligibility checklist has been developed for each grade and content area that the CSAPA is being administered. The checklist is designed to help teams determine when students demonstrate skills that are better assessed on the general CSAP, since these skills include the top end of the CSAPA assessment. If students are capable of performing most of the indicators independent of teacher support, then the CSAP will be the most appropriate assessment.

5. Response access to the CSAP administration

Some students may have difficulty physically accessing the administration materials for the general CSAP or responding in a way that a scribe can determine a student's answer to a question. Students with intense motoric and communication needs, such as those who require pictorial representations or unique technological support to communicate and have difficulty responding to multiple choice options or constructing a response may require an assessment other than a paper and pencil test to demonstrate skills.

6. Grade-level assignment

For most students, grade level is determined by the age of the student. However, some students with significant disabilities may not be assigned to a grade level or may be assigned to a different grade level than age-appropriate peers as determined by his/her IEP team. Since eligibility determination will also include grade-level identification, it will be important for teams to consider that researched practices have indicated that the most suitable grade/classroom placement for students with disabilities are within two years of the student's age- appropriate grade level.