

## **LEAP Alternate Assessment Level 1, (LAA 1) Participation Criteria**

### **Descriptors for the Participation Requirements for LAA 1**

LEAP Alternate Assessment, Level 1 (LAA 1) was developed for students for whom there is evidence that the student is functioning three (3) or more standard deviations below the mean in cognitive functioning and/or adaptive behavior. Only students with **the most significant cognitive disabilities** are eligible to participate in LAA 1. A student with one of the following exceptionalities may be considered to have a significant cognitive disability **or** functions like a student with a significant cognitive disability: Mental Disability – moderate, Mental Disability – severe, Mental Disability – profound, and Multiple Disability. Students with other disabilities such as Autism, Traumatic Brain Injury, or Orthopedic Impairment may meet the LAA 1 Participation Criteria. The exceptionality Mental Disabilities - Mild does not meet the criteria for a significant cognitive disability.

IEP team members must use multiple sources of information to guide decision-making for statewide assessment selection purposes. The IEP team must review evidence that includes current IEP goals and objectives; results from formal and informal assessments which document academic achievement (e.g., curriculum-based assessments); and class performance records from at least the last two years.

The decision for a student to participate in LAA 1 must be made annually before LAA 1 assessment begins. Students who participate in LAA 1 are working toward a Certificate of Achievement and not the regular high school diploma.

The student has a disability that significantly impacts cognitive function and/or adaptive behavior.



There must be documentation on the IEP that the student is functioning three or more standard deviations below the mean in cognitive functioning and/or adaptive behavior.

The student requires extensive modified instruction aligned with the Louisiana Extended Standards to acquire, maintain, and generalize skills.



The IEP must reflect goals and objectives aligned with the Louisiana Extended Standards developed for students participating in LAA 1. The IEP may also contain IEP goals and objectives relating to other needs of the student which result from his or her disability, such as functional skills or social skills development.

The decision to include the student in LAA 1 is not solely based on the following safeguards.



This is a list of student safeguards that should prevent the student from being assessed in LAA 1 for reasons other than what the participation criteria has been established. The student has to be functioning three or more standard deviations below the mean in cognitive functioning and/or adaptive behavior. The placement of a student in LAA 1 shall not be an administrative decision to bypass the high stakes testing policy.

