



## Appendix B: Decision Flowchart

The Decision Flowchart is designed to guide the sequence of decisions to be made by IEP Teams when determining whether a student should participate in Montana's Alternate Assessments.

1. Do student records indicate a disability[ies] that most significantly impacts intellectual function and adaptive behavior?

Answer = Yes



2. Would the student be appropriately challenged by the goals, short-term objectives, and instruction linked to the enrolled grade-level state standards knowledge and skills?

Answer = Yes



3. a) Does the student require extensive, repeated, individualized instruction and support that is not of a temporary or transient nature?

Answer = Yes



3. b) Does the student use substantially adapted materials with individualized methods of accessing information in alternate ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content?

Answer = Yes



Student may participate in the Alternate Assessments.

**Note:** If all answers are “yes,” use the “[Appendix A: Participation Form](#)” with IEP Team to complete the participation criterion.



**Note:** If you answered “NO” to any of the above questions, the student must participate in the general assessment with or without accommodations based on individual student needs consistent with all state and federal laws and regulations ([ARM 10.56.104](#)). If there are any questions, please contact OPI’s Student Support Services Division. Students cannot be exempted from state testing through an IEP, 504 Plan, and/or an English learner (EL) designation.

**Consider These:**

- Results of Individual Cognitive Ability Test, Adaptive Behavior Skills Assessment individual administered achievement tests, district-wide alternate assessments, and EL language assessments, if applicable.
- Data from scientific research-based interventions, progress monitoring data, results of informal assessments, teacher collected data and checklists.
- Examples of curriculum, instructional objectives, materials, and work samples from school- or community-based instruction.
- Present levels of academic and functional performance, goals, objectives, and post school outcomes from the IEP and the Transition Plan, if applicable.

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## We are here to help. Contact us.



For more information on making state assessments accessible to students with disabilities, contact the OPI’s Student Support Services Division for details and guidance with IEPs and/or technical assistance with Special Education questions:

- Christopher McCrea, School Improvement Specialist at [Christopher.McCrea@mt.gov](mailto:Christopher.McCrea@mt.gov) or 406-444-3864
- Katie Mattingley, School Improvement Specialist at [Katie.Mattingley@mt.gov](mailto:Katie.Mattingley@mt.gov) or 406-437-3874
- Alicia Herman, School Improvement Specialist at [Alicia.Herman@mt.gov](mailto:Alicia.Herman@mt.gov) or 406-438-1363
- John Gorton, School Improvement Unit Manager at [John.Gorton@mt.gov](mailto:John.Gorton@mt.gov) or 406-459-4281
- Or direct questions to your Special Education Monitor.

Contact the [OPI Assessment Help Desk](#) at 1-844-867-2569 for questions for special population students related to state testing, how-to properly configure test settings within the respective test delivery system (TDS), and/or what types of accommodations and/or supports are available in the TDS.

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**Confidential:** This completed form contains personally identifiable information (PII) and per FERPA and OPI policy, must follow the strict rules for sensitive student educational records as published in the [OPI’s Student Records Confidentiality Policy](#). Ensure that student data privacy is always maintained.