

Mod-MSA

Appendix A: IEP Team Decision-Making Process Eligibility Tool

This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-MSA for each relevant content area. If submitting a Mod-MSA appeal, this tool must be used and included with your documentation.

Date: _____ LEA number: _____

School: _____ Grade: _____

Student Name: _____ ID#: _____

D.O.B. _____ Disability Code: _____

Content Area: Reading Mathematics Science

IEP Team Chair: _____

(Team Chair signature verifies that all established criteria were considered.)

Team Members: Each Participant Should Print Name, Provide Title, and Sign/Date

Title	Signature	Date
Special Education Teacher (s)		
General Education Teacher (s)		
Team Member(s) (Individual(s) Who Is Qualified to Interpret Assessment Results)		
Parent(s)/Guardian*		
Others		

*If the parent does not attend the meeting and sign this form, attach documentation of parent notification and informed consent for the meeting along with notification of the decisions of the IEP team that were provided to the parent, if submitting this form as part of a Mod-MSA appeal.

Mod-MSA (continued)

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<p>This eligibility tool may be used by IEP Teams in identifying students with disabilities for participation in the Mod-MSA for each relevant content area. If submitting a Mod-MSA appeal, this tool must be used and included with your documentation.</p>	
<p>The student is learning based on the State’s approved grade-level Academic Content Standards for the grade for which the student is enrolled. There must be sufficient objective evidence demonstrating that the student is not likely to achieve grade-level proficiency within the school year covered by his/her IEP.</p>	<p>Reading <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
	<p>Mathematics <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
	<p>Science <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards for the student’s grade-level during instruction and assessments. In addition, specific accommodations implemented in these instructional and assessment settings may include: test items that are less complex, fewer and shorter reading passages, shorter or less difficult questions, and test items with fewer answer choices.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student has had consecutive years of individualized intensive academic instruction intervention in Reading and/or Mathematics and/or Science consistent with his/her IEP, and although progress toward grade-level standards was made, he/she is not yet making progress at grade level.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>The student demonstrates that he/she cannot attain proficiency on the actual grade-level MSA, even with the provision of accommodations based on documented multiple valid and objective measures of student’s progress (or lack of progress). Examples include State assessments, district wide assessments, data gathered from classroom assessments, and other formative assessments that can validate documented academic achievement in response to appropriate instruction. There must be enough time to document the progress (or lack of progress) in response to appropriate instruction.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p> </p>	

Mod-MSA (continued)

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Alt-MSA: This student is eligible to participate in the Alt-MSA. (The student **does** have a significant cognitive disability.) Yes No

If answered "Yes", stop here. The student is not eligible to participate in the Mod-MSA.

Grade-Level Academic Content Standards: The goals and objectives on the student's IEP are based on grade-level academic Content Standards to support the student's involvement and progress in the general curriculum. The goals address skills specified in the academic content standard for the grade in which the student is enrolled and designed to monitor the student's progress in achieving the standard-based goals.

Reading: List specific page(s) of the IEP that reflect modifications: _____

Mathematics: List specific page(s) of the IEP that reflect modifications: _____

Science: List specific page(s) of the IEP that reflect modifications: _____

Grade Level Proficiency: The instructional performance in Reading and/or Mathematics identified on the IEP [as measured by documented valid and objective measures of the student's performance over time on a State's general assessment and other assessments to include end-of-course assessments, district-wide assessments, data gathered from classroom assessments or other formative assessments] is substantially below grade level.

Reading Yes No Mathematics Yes No Science Yes No

If yes, specify the instructional performance grade levels in Reading, Mathematics and/or Science identified on the IEP, as measured documented by and objective State assessment instruments, district wide assessments, and data gathered from classroom assessments that are designed for State assessment of achievement, that are substantially below grade level.

Assessment		Date Administered
MSA Reading Score:		
MSA Math Score:		
MSA Science Score:		
Other Measures		Date Administered
Reading:		
Math:		
Science:		

Mod-MSA (continued)

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Educational Interventions: The following instruction, general education interventions, and special education and related services for Reading, Mathematics and/or Science have been provided to the student:

Reading: Instruction in Reading in the general education curriculum for _____ years.

List specific school years _____

Intensive Reading interventions have been provided for _____ years.

List specific school years _____

List the specific research-based Reading interventions that are individualized for the student.

Grade-level Reading academic goals and objectives have been included in the student's IEP for _____ years.

Mathematics: Instruction in Mathematics in the general education curriculum for _____ years.

List specific school years _____

Intensive Mathematics interventions have been provided for _____ years.

List specific school years _____

List the specific research-based Mathematics interventions that are individualized for the student.

Grade-level Mathematics academic goals and objectives have been included in the student's IEP for _____ years.

Mod-MSA (continued)

Appendix A: IEP Team Decision-Making Process Eligibility Tool

Science: Instruction in Science in the general education curriculum for _____ years.

List specific school years _____

List the specific Reading and/or Mathematics research-based interventions that are individual to the student, which have been used in Science instruction to support the student's progress in the general curriculum.

Related services provided:

Service _____ Years _____ Frequency _____

Service _____ Years _____ Frequency _____

Service _____ Years _____ Frequency _____

Mod-MSA (continued)

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Special Education Instruction

- Student has received special education instruction provided by qualified special education personnel outside the regular classroom for _____ number of years and _____ hours per day.
- Student has received special education instruction with qualified general and special education personnel in a co-taught model for _____ number of years and _____ hours per day.

List other research-based interventions provided to the student:

Grade-Level Progress: The student's progress toward grade-level academic Content Standards in response to appropriate instruction, designed to address the student's individual needs, is such that, even if significant growth occurs, the student will not achieve grade-level proficiency within the year covered by the student's IEP in the following area(s):

Reading Mathematics Science

Instruction: The student has had consecutive years of individualized, intensive academic instruction consistent with the IEP in the following area(s):

Reading Mathematics Science

List the most recent consecutive years that academic goals are included in the IEP for:

Reading _____

Math _____

Mod-MSA (continued)

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Accommodations: During instruction/assessment, the student receives accommodations on the IEP in the area(s) of:

- Reading: List page(s) of the IEP that reflect accommodations: _____
- Mathematics: List page(s) of the IEP that reflect accommodations: _____
- Science: List page(s) of the IEP that reflect accommodations: _____

Supplementary Aids and Services: The student has been provided with supplementary aids and services that are necessary for the student to advance towards attaining his/her annual goals, to be involved and make progress in the general curriculum, and to be educated alongside his or her nondisabled peers as indicated on the IEP in the area of:

- Reading: List page(s) of the IEP that reflect supplementary aids and services: _____
- Mathematics: List page(s) of the IEP that reflect supplementary aids and services: _____
- Science: List page(s) of the IEP that reflect supplementary aids and services: _____

Based on the consideration of the Decision Making Process Form, the IEP Team finds the following:

	N/A	Eligible	Not Eligible
Mod-MSA - Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-MSA - Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-MSA - Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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