

# Appendix B: 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 Modified High School Assessment (Mod-HSA) for each relevant content area.

Date: \_\_\_\_\_ LEA#: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Name: \_\_\_\_\_ Local ID#: \_\_\_\_\_

D.O.B.: \_\_\_\_\_ SASID#: \_\_\_\_\_

Disability Code: \_\_\_\_\_

Content Area: ☐ Algebra/Data Analysis ☐ Biology ☐ English ☐ Government

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/are 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 decision of the IEP Team that was provided to the parent. This eligibility tool may be used by the IEP Team in the process of identifying students, for each relevant content area, who may be eligible to participate in the Mod-HSA.

# Appendix B: 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-HSA for each relevant content area.

<p>The student is learning based on the State's approved Academic Content Standards/Core Learning Goals in the appropriate content area being considered: Algebra/Data Analysis, Biology, English and/or Government. There must be sufficient objective evidence demonstrating that the student is not likely to achieve course level proficiency within the school year covered by his/her IEP.</p>	<table> <tr> <td><b>Algebra/</b></td> <td></td> <td></td> </tr> <tr> <td><b>Data Analysis</b></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><b>Biology</b></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><b>English</b></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><b>Government</b></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> </table>	<b>Algebra/</b>			<b>Data Analysis</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Biology</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<b>English</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Government</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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<p>The student requires and receives modified academic achievement standards aligned with the Maryland Academic Content Standards/ Core Learning Goals in the relevant content area(s) for the student's course-level during instruction and assessments. In addition, specific accommodations implemented in instructional and assessment settings should be included. Modifications may include less complex, fewer and shorter reading passages, shorter or less complex questions, and test items with fewer answer choices.</p>	<table> <tr> <td><b>Algebra/</b></td> <td></td> <td></td> </tr> <tr> <td><b>Data Analysis</b></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><b>Biology</b></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><b>English</b></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><b>Government</b></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> </table>	<b>Algebra/</b>			<b>Data Analysis</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Biology</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<b>English</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Government</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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<p>The student has had consecutive years of individualized intensive academic instruction intervention in the relevant content area(s) consistent with his/her IEP, and although progress toward course-level standards was made, he/she is not making progress at course level.</p>	<table> <tr> <td><b>Algebra/</b></td> <td></td> <td></td> </tr> <tr> <td><b>Data Analysis</b></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><b>Biology</b></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><b>English</b></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><b>Government</b></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> </table>	<b>Algebra/</b>			<b>Data Analysis</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Biology</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<b>English</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Government</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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<p>The student demonstrates that he/she cannot attain proficiency on the Algebra/Data Analysis, Biology, English and/or Government HSA tests, even with the provision of accommodations based on documented multiple valid and objective measures of the student's progress (or lack of progress). Examples include the end-of-course assessments, other State assessments, district 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>	<table> <tr> <td><b>Algebra/</b></td> <td></td> <td></td> </tr> <tr> <td><b>Data Analysis</b></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><b>Biology</b></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><b>English</b></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> <tr> <td><b>Government</b></td> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> </tr> </table>	<b>Algebra/</b>			<b>Data Analysis</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Biology</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<b>English</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<b>Government</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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## Appendix B: IEP Team Decision-Making Process Eligibility Tool

<b>Documented MSA Performance:</b> Complete for relevant content area(s).	
This student was proficient on the Grade 8 MSA Reading.	<input type="checkbox"/> Yes <input type="checkbox"/> No
This student was proficient on the Grade 8 MSA Mathematics.	<input type="checkbox"/> Yes <input type="checkbox"/> No
This student was proficient on the Grade 8 MSA Science.	<input type="checkbox"/> Yes <input type="checkbox"/> No
This student was proficient on the local measure of Grade 8 Social Studies.	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Documented HSA Performance:</b> Complete for relevant content area(s).	
Algebra/Data Analysis: This student passed the Algebra/Data Analysis HSA.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Biology: This student passed the Biology HSA.	<input type="checkbox"/> Yes <input type="checkbox"/> No
English: This student passed the English HSA.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Government: This student passed the Government HSA.	<input type="checkbox"/> Yes <input type="checkbox"/> No

**Course-Level Academic Content Standards:** The goals and objectives on the student's IEP are based on course-level Academic Content Standards to support the student's involvement and progress in the general curriculum. The goals may address a student's mathematics and/or reading disability which impacts learning. The goals address skills specified in the Academic Content Standard for the course in which the student is enrolled and are 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: \_\_\_\_\_
- ☐ **Social Studies:** List specific page(s) of the IEP that reflect modifications: \_\_\_\_\_

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**Course-Level Proficiency:** The instructional performance in the relevant content area(s) is identified in the IEP, as measured by documented multiple 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, State assessments, district assessments, data gathered from classroom assessments or other formative assessments is substantially below grade level. ☐ Yes ☐ No

**If yes, specify the instructional performance skill level(s) in the relevant content areas identified on the IEP, using objective evidence as measured by documented valid and objective measures (e.g., State assessment instruments, end-of-course assessments, district assessments, and data gathered from classroom assessments) designed for assessment of achievement, that are substantially below skill level.**

Area (Measure)	Score	Date
HSA Algebra/Data Analysis		
Other Mathematics Measure Used (Specify)		
Other Mathematics Measure Used (Specify)		
HSA Biology		
Other Science Measure Used (Specify)		
Other Science Measure Used (Specify)		
HSA English		
Other Reading Measure Used (Specify)		
Other Reading Measure Used (Specify)		
HSA Government		
Other Social Studies Measure Used (Specify)		
Other Social Studies Measure Used (Specify)		

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**Content Standards:** The goals on the student's IEP are aligned with the Maryland Content Standards/Core Learning Goals.

☐ **Algebra/Data Analysis:** List specific page(s) of the IEP that reflect these goals: \_\_\_\_\_

☐ **Biology:** List specific page(s) of the IEP that reflect these goals: \_\_\_\_\_

☐ **English:** List specific page(s) of the IEP that reflect these goals: \_\_\_\_\_

☐ **Government:** List specific page(s) of the IEP that reflect these goals: \_\_\_\_\_

**Educational Interventions:** The following instruction, general education interventions, and special education and related services for reading and/or mathematics have been provided to the student:

**Reading/** ☐ Instruction in reading in the general education curriculum for \_\_\_\_\_ years.

**English:** List specific school years \_\_\_\_\_

☐ Intensive research-based and/or evidenced-based reading interventions have been provided for \_\_\_\_\_ years.

List specific school years \_\_\_\_\_

☐ List the specific research-based and/or evidenced-based reading interventions that are individual to the student.

\_\_\_\_\_  
\_\_\_\_\_

☐ Course-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.

**Algebra/** List specific school years \_\_\_\_\_

**Data Analysis:** ☐ Intensive research-based and/or evidenced-based mathematics interventions have been provided for \_\_\_\_\_ years.

List specific school years \_\_\_\_\_

☐ List the specific research-based mathematics interventions that are individual to the student.

\_\_\_\_\_  
\_\_\_\_\_

☐ Course-level mathematics academic goals and objectives have been included in the student's IEP for \_\_\_\_\_ years.

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- Science/** ☐ Instruction in science in the general education curriculum for \_\_\_\_\_ years.
- Biology:** List specific school years \_\_\_\_\_
- ☐ List the specific research-based and/or evidenced-based reading and/or mathematics interventions that are individual to the student, which have been used in Science/Biology instruction to support the student's progress in the general education curriculum.

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- Social** ☐ Instruction in social studies in the general education curriculum for \_\_\_\_\_ years.
- Studies:** List specific school years \_\_\_\_\_
- ☐ List the specific research-based and/or evidenced-based reading and/or mathematics interventions that are individual to the student, which have been used in Social Studies instruction to support the student's progress in the general education curriculum.

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### Related Services Provided:

Service _____	Years _____	Frequency _____
Service _____	Years _____	Frequency _____
Service _____	Years _____	Frequency _____

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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.
- ☐ Student has received other research-based and/or evidence-based interventions. Describe/list all the interventions.
- \_\_\_\_\_
- \_\_\_\_\_

**Academic Course Content:** The student's progress toward achieving academic course content 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 proficiency within the year covered by the student's IEP in the following area(s):

Documented MSA Performance: Complete for relevant content area(s).	
Algebra/Data Analysis	<input type="checkbox"/> Yes <input type="checkbox"/> No
Biology	<input type="checkbox"/> Yes <input type="checkbox"/> No
English	<input type="checkbox"/> Yes <input type="checkbox"/> No
Government	<input type="checkbox"/> Yes <input type="checkbox"/> No

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

- ☐ **Mathematics/Algebra/Data Analysis**    ☐ **Science/Biology**
- ☐ **Reading/English**    ☐ **Government**

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

Reading \_\_\_\_\_

Mathematics \_\_\_\_\_

Social Studies \_\_\_\_\_

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

☐ Mathematics/Algebra/Data Analysis    ☐ Science/Biology

☐ Reading/English    ☐ Government

List page(s) of the IEP that reflect accommodations: \_\_\_\_\_

**Supplementary Aids and Services:** The student has been provided with supplementary aids , services, program modifications and supports 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 in the general education environment with his or her nondisabled peers as indicated on the IEP in the areas of:

☐ Mathematics/Algebra/Data Analysis    ☐ Science/Biology

☐ Reading/English    ☐ Government

List page(s) of the IEP that reflect accommodations: \_\_\_\_\_

Based on the consideration of the Decision-Making Process Eligibility Tool, the IEP Team finds the following:

	N/A	Eligible	Not Eligible
Mod-Algebra/Data Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mod-Government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>