

Performance Matters

Connecticut Alternate Assessment Eligibility Process and Updates

October 17, 2019

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Overview of ESSA

34 CFR § 200.6 - Inclusion of all Students

For each subject for which assessments are administered . . . the total number of students assessed in that subject using an alternate assessment . . . may not exceed 1.0 percent of the total number of students in the State who are assessed in that subject.

34 CFR § 200.6, Continued

States must establish and monitor implementation of clear and appropriate guidelines for IEP teams to apply in determining, on a case-by-case basis, which students with the most significant cognitive disabilities will be assessed based on alternate academic achievement standards.

34 CFR § 200.6, Continued

States must not prohibit an LEA from assessing more than 1.0 percent of its assessed students . . .

Further ESSA Requirements for States

Establish guidelines to include a state definition of “students with the most significant cognitive disabilities” that addresses factors related to cognitive functioning and adaptive behavior, such that:

ESSA Requirements, Continued



the identification of a significant cognitive disability is not based on the IDEA eligibility category or English learner status;

ESSA Requirements, Continued



the identification of a significant cognitive disability is not based on previous low-academic achievement or the need for accommodations to participate in general state assessments; and

ESSA Requirements, Continued



A student is identified as having the most significant cognitive disability because they require extensive, direct individualized instruction and substantial support to achieve measurable gains on the challenging academic content standards for the grade in which the student is enrolled.

Students with a Significant Cognitive Disability are Identified as Individuals Who:



Have an intellectual impairment, as documented through an assessment of cognitive functioning that places the individual significantly below age/grade level expectations;

Students With Significant Cognitive Disabilities, Continued



Demonstrate adaptive behavior (i.e., those conceptual, social and practical skills necessary to meet the common demands of everyday life) that is well below age/grade level expectations; and

Students With Significant Cognitive Disabilities, Continued



Require intensive, repeated individualized instruction and uses substantially adapted materials, assistive technology, and individualized methods of accessing information to acquire, maintain, demonstrate, and transfer skills across multiple settings.

While a student may not be determined to have a significant cognitive disability based solely on an IDEA classification, individuals with intellectual disability, multiple disabilities, autism or traumatic brain injury are more likely to be determined so.

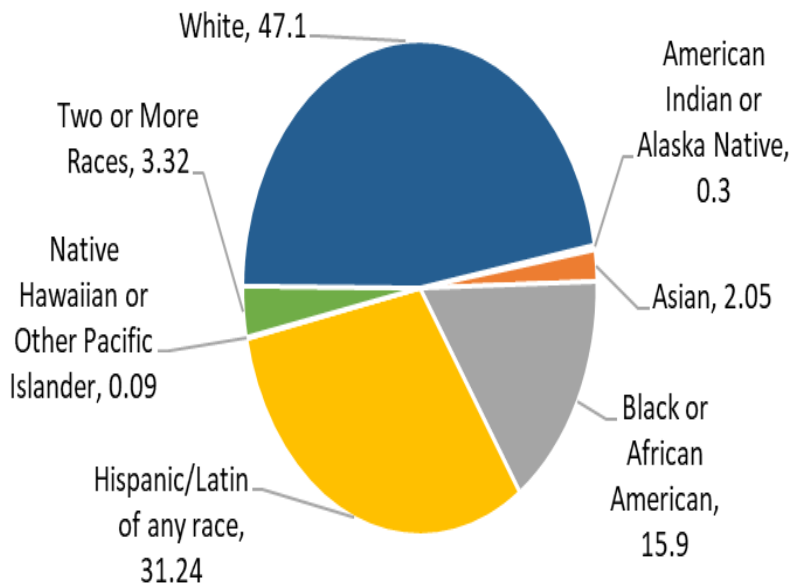
Who Participates in the Connecticut Alternate Assessment System?

Connecticut Students in 2018-19

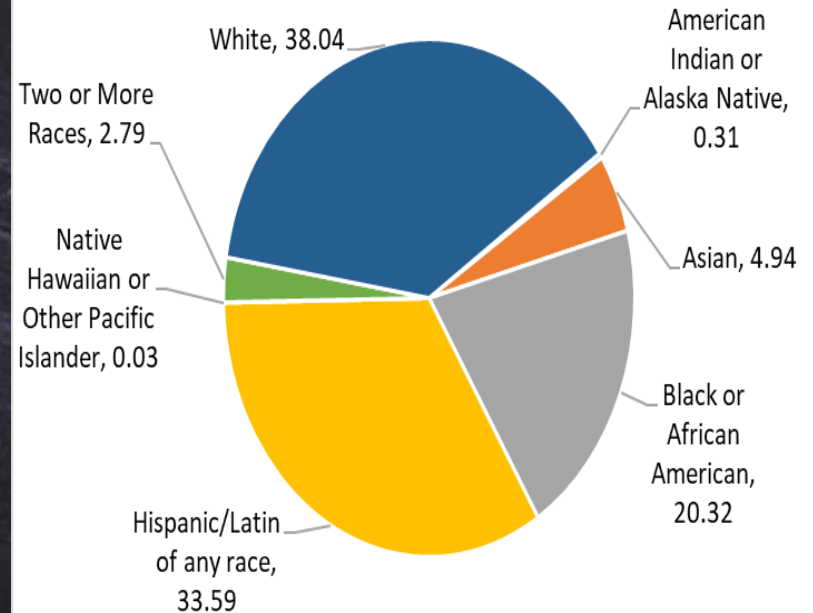
Primary Disability	Count	% of CTAA	% of Disability	Count SWD G.3-8,11	% All SWD
Autism	1407	36.7%	29.0%	4856	11.3%
Deaf/Blindness	*	*	*	*	*
Emotional Disturbance	26	0.7%	0.9%	2953	6.9%
Hearing Impairment	10	0.3%	3.8%	262	0.6%
Intellectual Disability/MR	951	24.8%	76.4%	1244	2.9%
Learning Disability	176	4.6%	1.1%	16586	38.5%
Learning Disability/Dyslexia	4	0.1%	0.2%	1822	4.2%
Multiple Disabilities	859	22.4%	61.2%	1403	3.3%
Orthopedic Impairment	*	*	*	19	0.0%
Other Health Impairment	178	4.6%	7.7%	2309	5.4%
Other Health Impairment-ADD/ADHD	57	1.5%	0.8%	7303	17.0%
Speech/Language Impairment	95	2.5%	2.3%	4168	9.7%
Traumatic Brain Injury	10	0.3%	21.3%	47	0.1%
Visual Impairment	*	*	*	68	0.2%
Unknown (IDEA eligible after 10/1)	56	1.5%	na	0	0.0%
Total	3838	100.0%	8.9%	43045	100.0%

Connecticut Students by Race/Ethnicity 2018-19

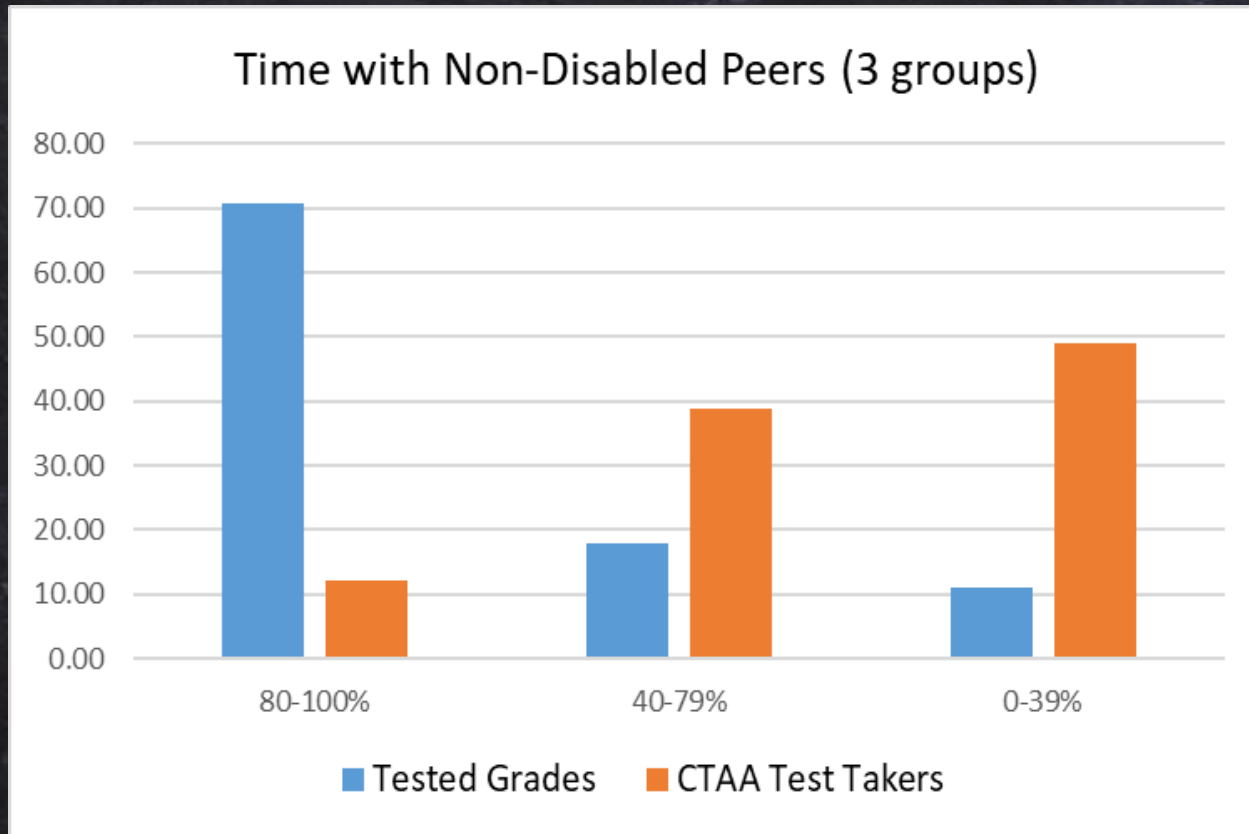
Race/Ethnicity of SWD in Tested Grades



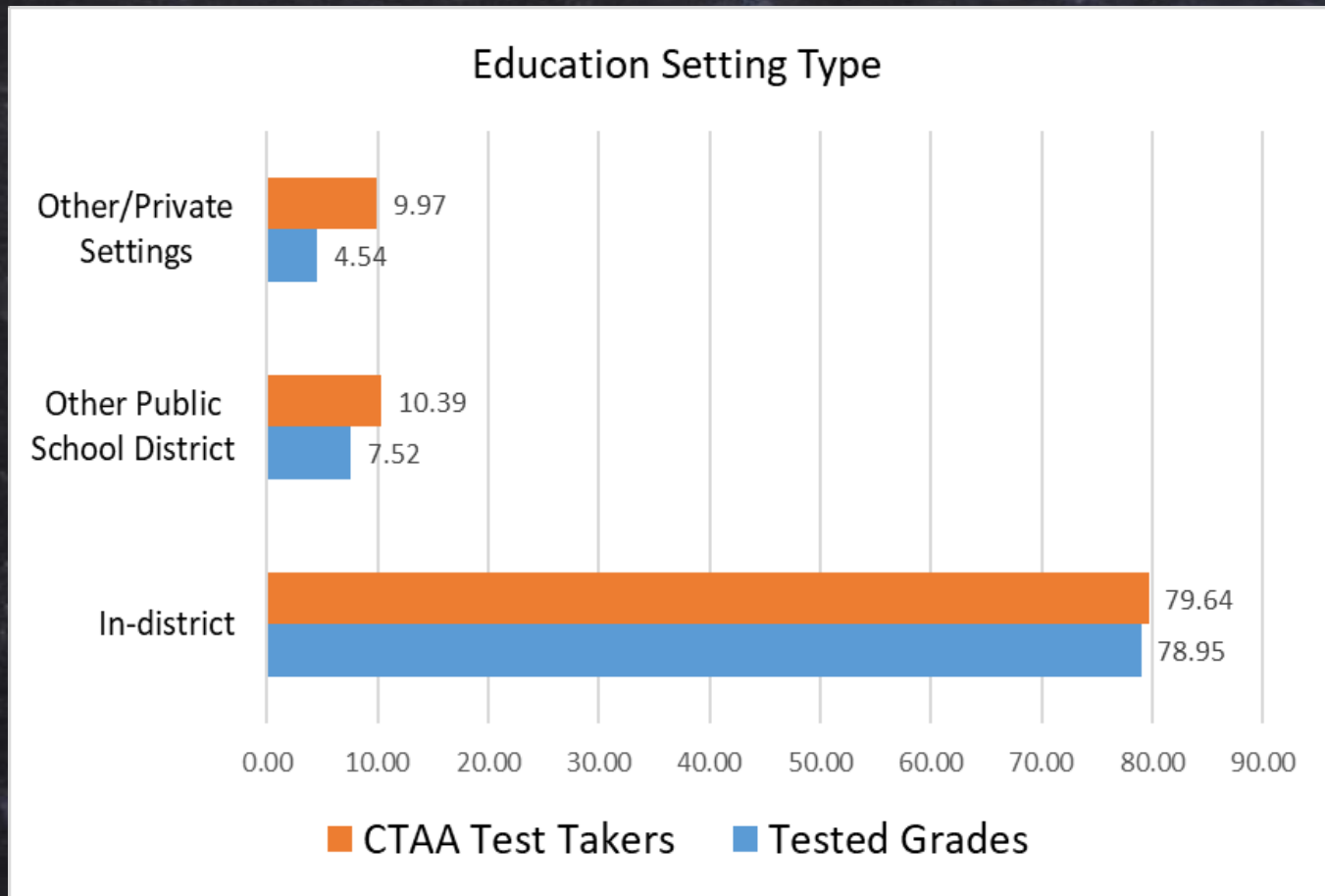
Race/Ethnicity of Students taking the CTAA



Connecticut Students – Time with Non-Disabled Peers 2018-19



Connecticut Students – Education Setting Type 2018-19



Connecticut District Participation Rates 2018-19

Statewide, 1.4% students participated in the CTAA.

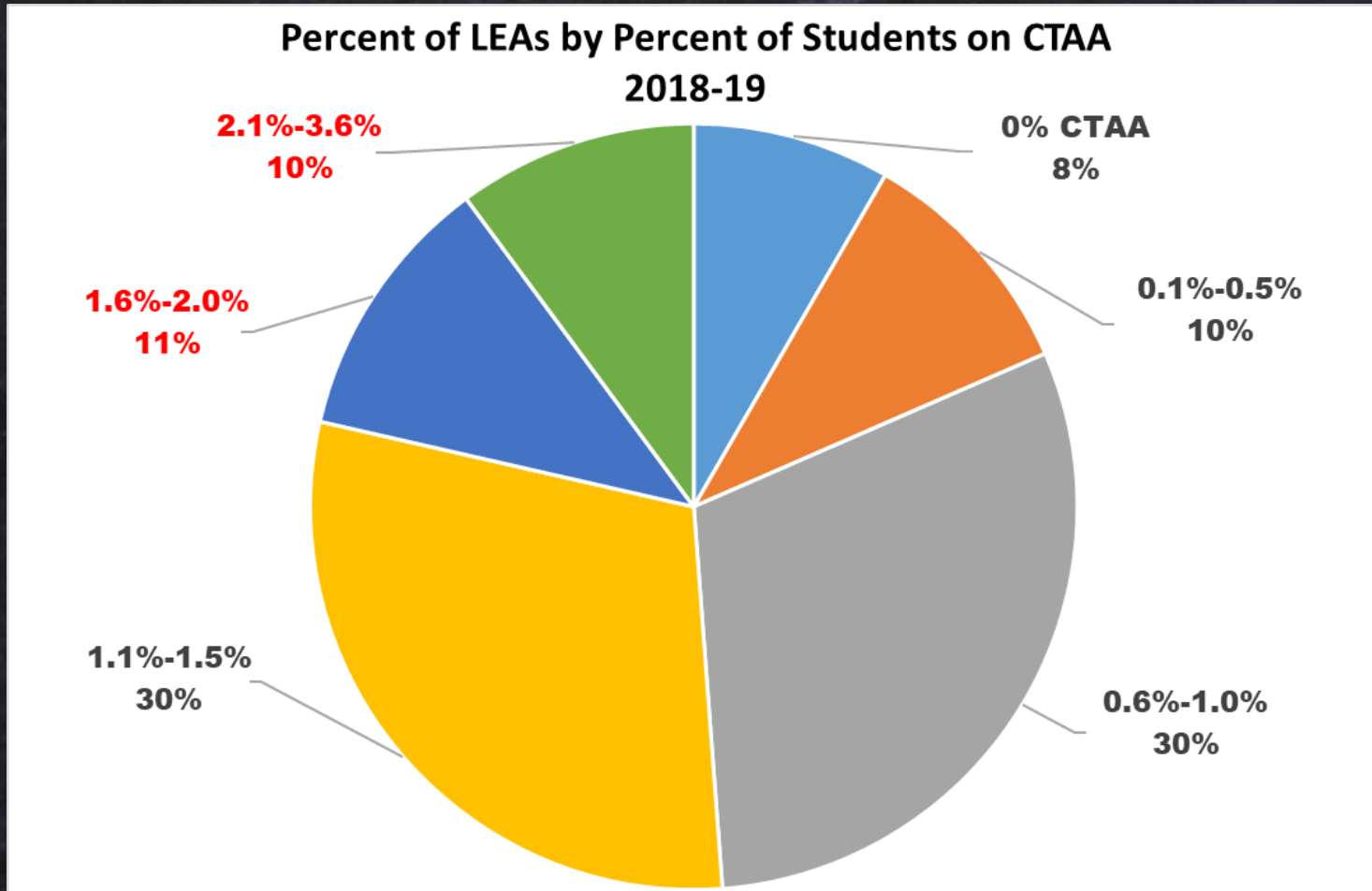


In 2016-17, 42% of LEAs were below 1.0% and 31% were at 1.6% or above.



In 2018-19, 48% of LEAs were below 1.0% and 21% were at 1.6% or above.

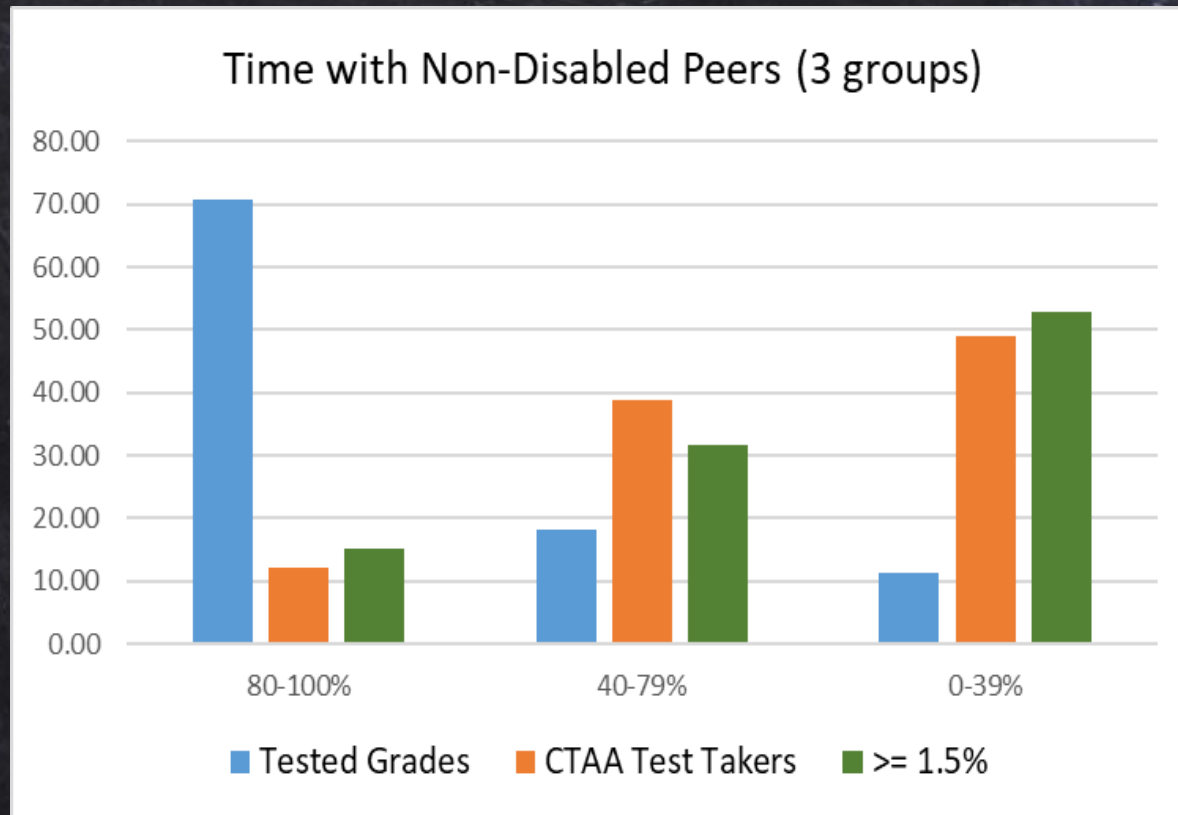
District Percentage of Students Participating in the Alternate 2018-19



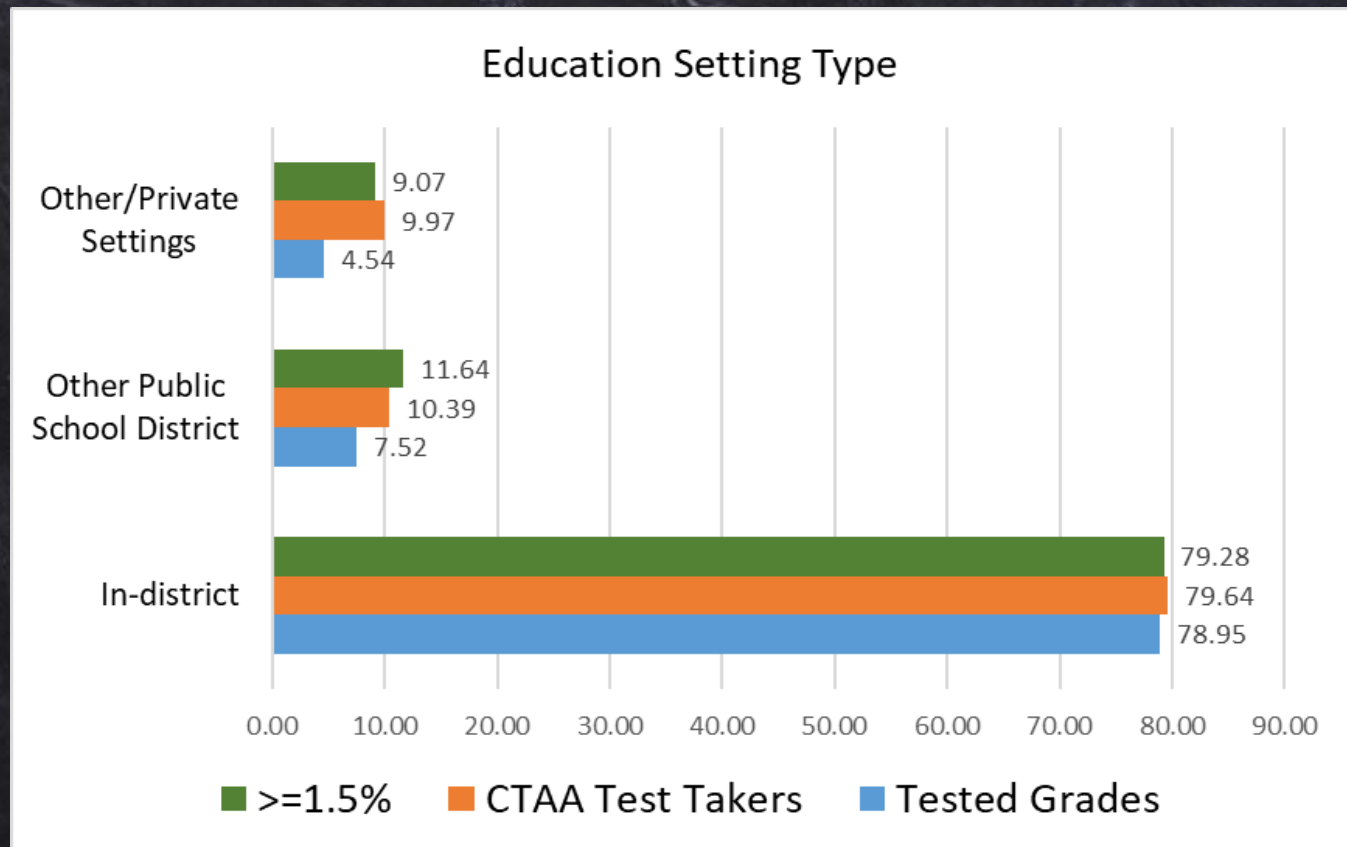
Disability Type for Districts Above 1.5% Alternate Participation 2018-19

Primary Disability	Count	% of CTAA	% of Disability	Count SWD G.3- 8,11	% All SWD	>=1.5% Districts
Autism	1407	36.7%	29.0%	4856	11.3%	37.1%
Deaf/Blindness	*	*	*	*	*	*
Emotional Disturbance	26	0.7%	0.9%	2953	6.9%	1.0%
Hearing Impairment	10	0.3%	3.8%	262	0.6%	0.3%
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Other Health Impairment	178	4.6%	7.7%	2309	5.4%	3.8%
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Visual Impairment	*	*	*	68	0.2%	*
Unknown (IDEA eligible after 10/1)	56	1.5%	na	0	0.0%	1.7%
Total	3838	100.0%	8.9%	43045	100.0%	100.0%

Time with Non-Disabled Peers in Districts Above 1.5% Alternate Participation 2018-19

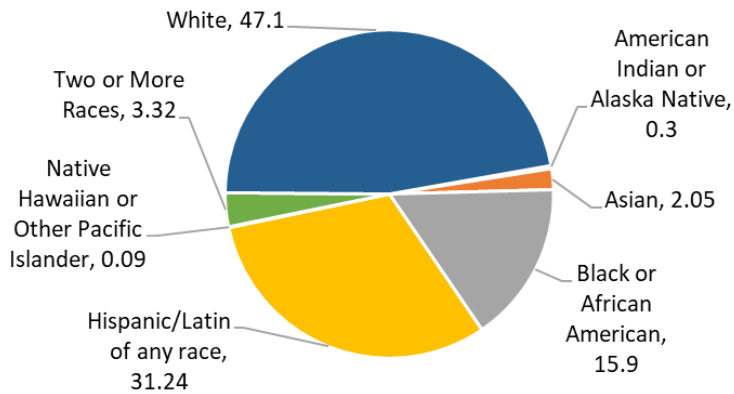


Student Settings in Districts Above 1.5% Alternate Participation 2018-19

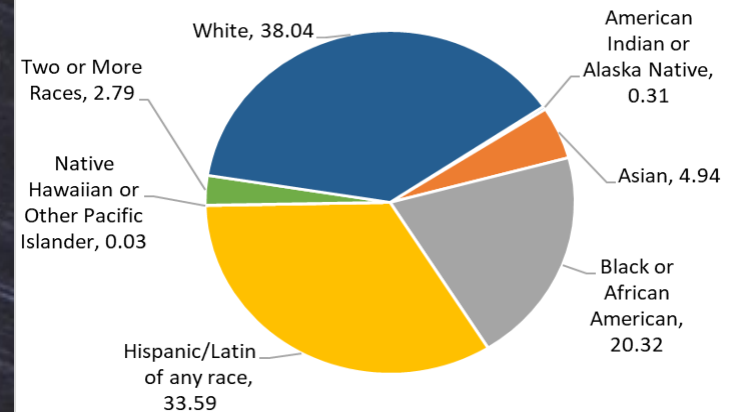


Race/Ethnicity in Districts Above 1.5% Alternate Participation 2018-19

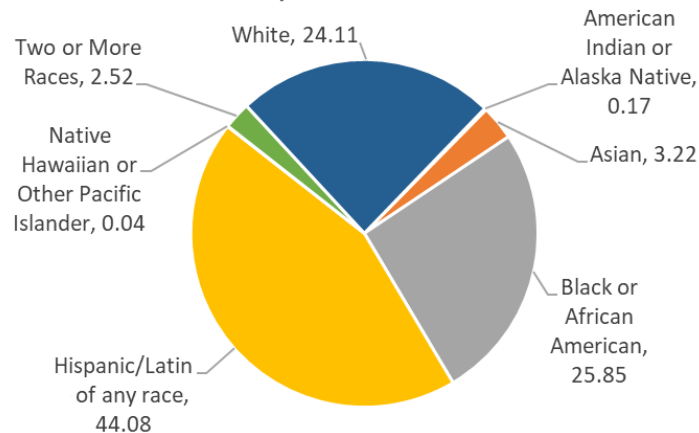
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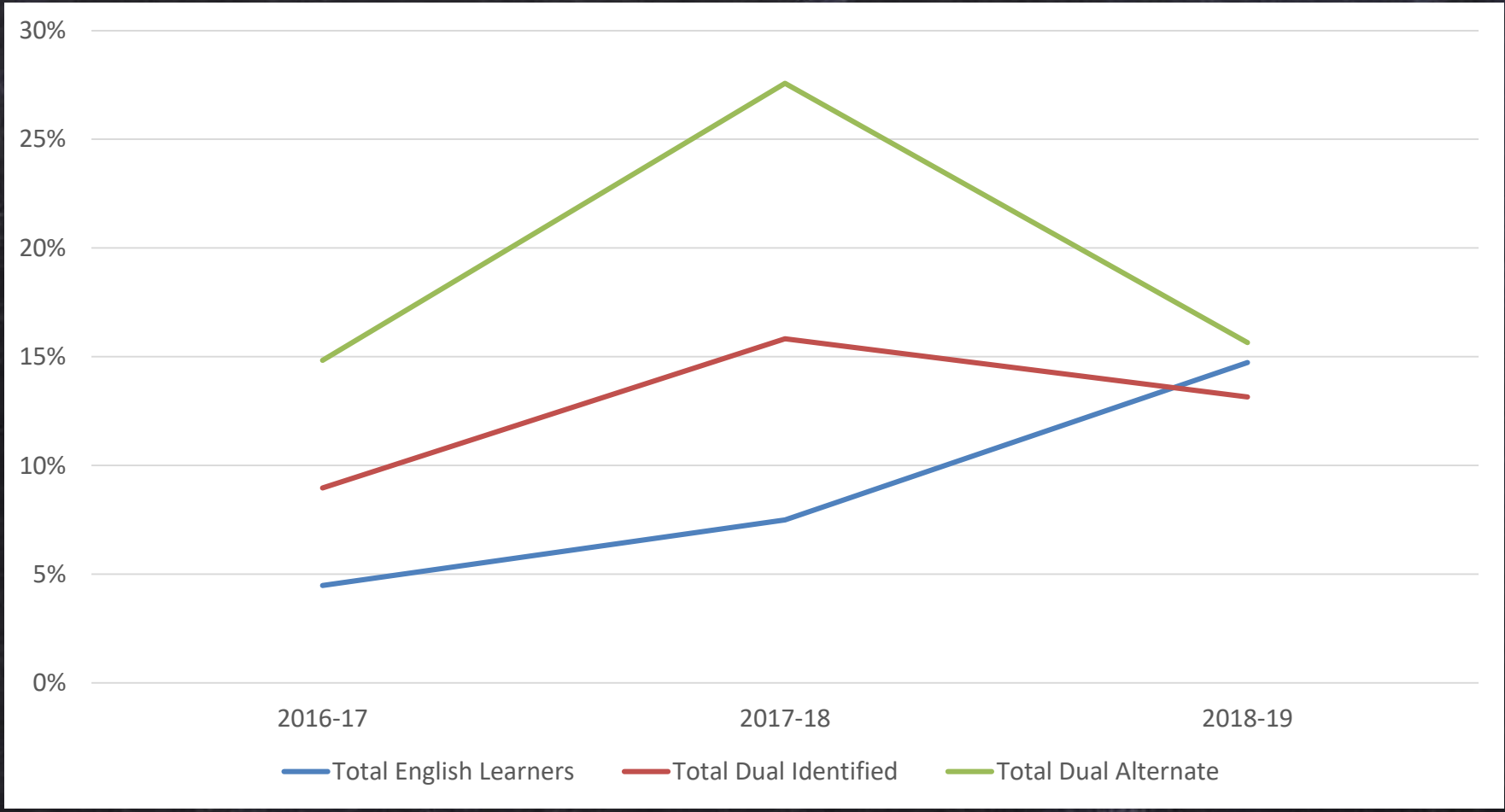
Race/Ethnicity of Students taking the CTAA



Race/Ethnicity of SWD in 1.5% Districts



Percentage of Change for English Learners and Dually Identified Since 2015-16 School Year



Federal Sanctions for Non-Compliance

Sanctions

States who are out of compliance risk the following federal actions that are designed to encourage the participation of students in the most appropriately challenging assessments.

- ★ Notifying the State that it has assessed more than 1.0 percent of tested students with an alternate assessment and requiring the State to submit a plan to come into compliance with the 1.0 percent threshold
- ★ Placing a condition on the State's Title I Part A grant award
- ★ Imposing high-risk status on the State's Title I Part A grant award
- ★ Withholding Title I Part A State administrative funds

Connecticut's Call to Action



Inclusion of alternate assessment percentage data in district Annual Performance Reports (APRs), with associated required actions (as appropriate);



Cohort-based IEP file reviews, with feedback provided to districts regarding eligibility determinations;



Revision of CSDE resources;

Connecticut's Call to Action continued



Incorporating new tools to assist in the appropriate identification of students who are eligible to participate in alternate assessments;

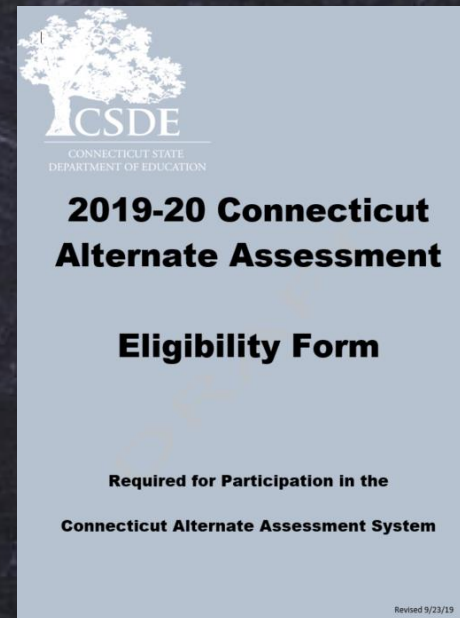


Justification form to be completed by districts exceeding the one-percent threshold (details will be sent to the Superintendents of Schools in fall 2019); and

Connecticut's Call to Action continued



Effective beginning with the 2019-20 school year, the CSDE replaced the Learner Characteristics Inventory (LCI) with a new eligibility form.



New Connecticut Alternate Assessment Eligibility Form

New Eligibility Form, Continued

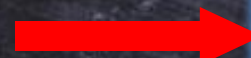
Document student demographics.



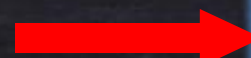
Document support of an Intellectual Impairment.



Document support of adaptive behavior well below age-level expectations.



Consider student's need for intensive instruction and significant supports.



Connecticut Alternate Assessment (CTAA & CTAS) Eligibility Form

STUDENT NAME: _____ SASID: _____

Please indicate the student's Primary Disability as evidenced by the most recent Individualized Education Plan (IEP):

<input type="checkbox"/> Autism	<input type="checkbox"/> Deaf/Blindness
<input type="checkbox"/> Developmental Delay	<input type="checkbox"/> Emotional Disturbance*
<input type="checkbox"/> Hearing Impairment	<input type="checkbox"/> Intellectual Disability
<input type="checkbox"/> Multiple Disabilities	<input type="checkbox"/> Orthopedic Impairment
<input type="checkbox"/> Other Health Impairment or OHI - ADD/ADHD	<input type="checkbox"/> Specific Learning Disability* or SLD/Dyslexia*
<input type="checkbox"/> Speech/Language Impairment	<input type="checkbox"/> Traumatic Brain Injury
<input type="checkbox"/> Visual Impairment	

*Please note: Specific Learning Disability, SLD/Dyslexia and Emotional Disturbance - Sections 34 CFR 300.309 (3)(a)(1) and (2) and 300.8(c)(4)(i) of the IDEA require that intellectual factors/impairments be ruled out in order to qualify for special education services under the categories of a specific learning disability or emotional disturbance. Therefore, students with these primary disability types would not typically qualify to participate in the CTAA or CTAS.

The student must meet all criteria outlined below to participate in Connecticut Alternate Assessments.

This student has a significant cognitive disability, as evidenced by:

- 1. Student has an intellectual impairment.**
 - A. No evidence exists to support that this student has an intellectual impairment.
STOP: student is not eligible to participate in the alternate assessment system.
 - B. In the absence of standardized, cognitive assessments/scores, there is evidence to substantiate the presence of an intellectual impairment.
OR
 - C. Results of cognitive testing (e.g., Full-Scale IQ score < 70, developmental age):
 - Assessment Used: _____
 - Date Completed: _____ (dd/mm/yyyy)
 - Composite Score: _____
- 2. Student has adaptive behavior well below age-level expectations.**

Adaptive behavior is defined as those conceptual, social, and practical skills necessary to meet the common demands of everyday life across multiple settings.

 - A. Student has adaptive behaviors necessary for the student to live independently and function safely in daily life for their age group (34 CFR §§ 200.1(d) and 300.160 (c)).
STOP: student is not eligible to participate in the alternate assessment system.
 - B. Results of adaptive behavior assessment(s) (e.g., scored more than 1.5 standard deviations below average); include both teacher/parent ratings where available:
 - Assessment Used: _____
 - Date Completed: _____ (dd/mm/yyyy)
 - Composite/Functional Level: _____
 - and/or Domain/Rating Scale (if applicable): _____
- 3. Student requires intensive instruction and significant supports.**
 - A. Student does not require extensive, repeated, individualized instruction.
STOP: student is not eligible to participate in the alternate assessment system.
 - B. Student requires extensive, repeated instruction and support that is not of a temporary or transient nature, and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, demonstrate, and transfer skills.

New Eligibility Form, Continued

The PPT agrees that there is evidence in the IEP to support eligibility.



Require verification from the primary special education teacher. (If the student is outplaced, the Special Education Teacher/TEA at the location where the student is being educated and assessed will sign.)



Connecticut Alternate Assessment
Eligibility Form
VERIFICATION SECTION

1. I verify that supporting evidence related to the student's assessment options was discussed at the PPT on _____ (date of PPT) to determine eligibility for participation in Connecticut Alternate Assessments.
2. Evidence reviewed during the PPT was used to determine that the student meets all three evidence-based criteria for participation in Connecticut Alternate Assessments:
 - a) Student has an intellectual impairment with supporting evidence per cognitive testing or other details/evidence exist to substantiate the existence of an intellectual impairment.
 - b) Student's adaptive behavior is well below age-level expectations with supporting evidence per adaptive behavior assessment(s) (e.g., scored more than 1.5 standard deviations below average).
 - c) Student requires intensive instruction and significant supports.

This student is eligible for and will participate in Connecticut Alternate Assessments during the current school year as indicated on page 9 of their IEP. The Connecticut Alternate Assessment Eligibility Form must be submitted through the Data Entry Interface by the appropriate due date.

Note: If the student *does not* meet all three evidence-based criteria for participation in Alternate Assessments as indicated above, the student will participate in the standard state-wide assessment with designated supports, accommodations, and assistive technology (if applicable) as indicated on page 8 of their IEP.

Note: Once this form is completed and approved by the Planning and Placement Team, please provide a copy to the Director of Special Education and the District Test Administrator prior to testing for necessary planning and action.

Primary Special Education Teacher/TEA
Printed Name: _____ (Please Print) _____ Telephone Number _____

Signature: _____ EIN: _____
10-digit Educator ID Number Date

Note: TEAs do not need to provide their EIN on this paper form, however it is required when submitting the Connecticut Alternate Assessment Eligibility Form through the Data Entry Interface to register the student for Alternate Assessment participation.

Does the student have evidence of an intellectual impairment?

Evidence in the IEP includes:

Results of cognitive testing (e.g., Full-Scale IQ score < 70, developmental age):

- Assessment Used: _____
- Date Completed: _____ (dd/mm/yyyy)
- Composite Score: _____; OR

In the absence of standardized, cognitive assessments/scores, there is evidence to support the presence of an intellectual impairment.

Does the student have adaptive behaviors well below age-level expectations?

Look for evidence in the IEP to substantiate the degree of supports needed to help the student live independently and to function safely in daily life. Evidence includes:

Results of adaptive behavior assessment(s) (e.g., scored more than 1.5 standard deviations below average); include both teacher/parent ratings where available:

Assessment Used: _____

Date Completed: _____ (dd/mm/yyyy)

Composite/Functional Level: _____

and/or Domain/Rating Scale (If applicable):

Does the student require intensive instruction and significant supports to access information and acquire, maintain, demonstrate and transfer skills?

Student requires extensive, repeated instruction and support that is not of a temporary or transient nature, and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, demonstrate, and transfer skills.

Evidence Across These Three Areas May Include:



A description of current performance and documentation for areas of concern and beneficial supports which may include assistive technology, and augmentative and alternative communication;



Evidence documented across all sections of the Present Levels of Performance (e.g. Academic/Cognitive across multiple subject areas, Communication, Activities of Daily Living);

Types of Evidence, Continued



Measurable Annual Goals (Linked to Present Levels of Performance across all areas including: Communication, Postsecondary Education/Training, Self Help, Employment, Independent Living, Health, Other); and/or



Provision of a variety of related services.

Transition from the LCI to the Connecticut Alternate Assessment Eligibility Form

Transitioning from the LCI to the Connecticut Alternate Assessment Eligibility Form

The eligibility of all students who were deemed eligible to take the CTAA during the 2018-19 school year, using the LCI, will need to be reconsidered using the Connecticut Alternate Assessment Eligibility Form for the 2019-20 school year.

Transitioning from the LCI, Continued

Student was Deemed Eligible for the CTAA for SY 2019-20 Using the LCI


Fall 2019	Result of the Reconsideration:	PPT Implication(s):
<p>Student's eligibility needs to be reconsidered using the Alternate Assessment Eligibility Form.</p> <ol style="list-style-type: none"> 1. Compare the student's IEP and LCI to the new Connecticut Alternate Assessment Eligibility Form. 2. Record the required responses on the new eligibility form that describes the student's primary disability category and document the evidence to support that the student: a) has an intellectual impairment (*include results of cognitive testing or other evidence that substantiates the presence of an intellectual impairment); b) has adaptive behavior well below age-level expectations (*include results from adaptive behavior assessment); and c) requires intensive instruction and significant supports. 	<p>Student is deemed eligible for the CTAA</p>	<p>None</p>
	<p>Student is deemed ineligible for the CTAA</p>	<p>PPT convenes to review/revise the IEP or Previous IEP is amended using Form ED634</p> <p>Prior Written Notice is provided for sign-off.</p>

Updated Page 9 of the IEP

Page 9 of the IEP has been revised to reflect the replacement of the LCI with the Connecticut Alternate Assessment Eligibility Form. The new Page 9 should be used for all PPTs convened during the 2019-20 school year. For students whose eligibility remains unchanged from last school year, a new Page 9 is not required.

A copy of the eligibility form should be kept in the student's file.

What happens if a student no longer qualifies?

-  Select the most appropriate standard assessments for the grade in which the student is enrolled per Page 9 of the IEP.
-  Select appropriate designated supports, accommodations, and assistive technology (if applicable) per Page 8 of the IEP.

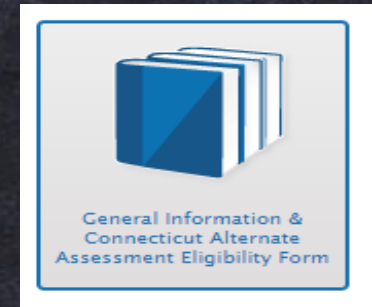
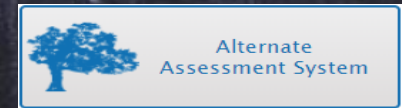
The Connecticut Alternate Assessment Eligibility Form Submission Process

Eligibility Form Submission Process


- TEA prepares a draft of the eligibility form in advance of a PPT.
- PPT reviews the evidence in IEP to document that the student has a significant cognitive disability and meets eligibility criteria.
- TEA keeps/files a copy of the approved form and submits it electronically through the Data Entry Interface (DEI) between November 15, 2019, and the specific due date, based on the student's enrolled grade.
- PPTs should send a copy of the approved form to the Director of Special Education and the District Administrator (DA in TIDE) for notification and test planning purposes.


Where do I get the paper version of the Connecticut Alternate Assessment Eligibility Form?


<https://ct.portal.airast.org>





Home Get Started ▾ Resources ▾ FAQs Supported Browsers Register for email updates


 CONNECTICUT STATE DEPARTMENT OF EDUCATION
COMPREHENSIVE ASSESSMENT PROGRAM PORTAL

 Students & Families

 Smarter Balanced Assessment

 NGSS Assessment

 Alternate Assessment System

 Recent Announcements


new! The Test Information Distribution Engine (TIDE) will be down for maintenance beginning September 11th and will return online September 19th.


Added August 27, 2019

- The Connecticut Alternate Assessment Eligibility Form replaced the Learner Characteristics Inventory during the 2019-20 school year and will be used by Connecticut Teachers Administering the Alternate Assessment and Planning and Placement Teams to determine eligibility for student participation in Connecticut's Alternate Assessment System. To get more information, please access the [General Information & Connecticut Alternate Assessment Eligibility Form portal page](#).
- The Secure Browsers for the 2019—2020 school year are now available for download on the [Secure Browsers](#) page of

Welcome!

Welcome to the Connecticut Comprehensive Assessment Program Portal. This site provides access to resources for the Smarter Balanced Assessments in Mathematics and English Language Arts, the Next Generation Science Standards (NGSS) Assessment, the Connecticut Alternate Assessment (CTAA), and the Connecticut Alternate Science Assessment (CTAS).

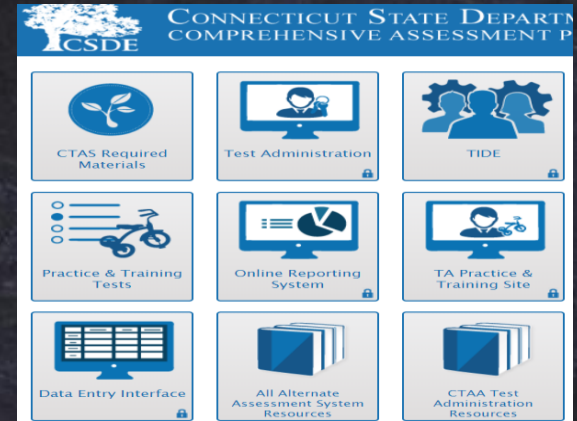
 Important Dates

 Secure Browsers

Resource	Description								
Connecticut Alternate Assessment Eligibility Form [PKC]	<p>The Connecticut Alternate Assessment Eligibility Form replaced the Learner Characteristics Inventory during the 2019-20 school year and will be used by Connecticut Teachers Administering the Alternate Assessment and Planning and Placement Teams to determine eligibility for student participation in Connecticut's Alternate Assessment System. Forms must be submitted through the Data Entry Interface in order to register a student for participation.</p> <table border="1"><thead><tr><th>Data Entry Interface (DEI) Connecticut Alternate Assessment Eligibility Form Submission Deadlines</th><th>Student Subgroup</th></tr></thead><tbody><tr><td>January 15, 2020</td><td>Connecticut Alternate Assessment Eligibility Form Grade 11: dual-identified (general education and English learner) Grades 3-8 and 11</td></tr><tr><td>February 14, 2020</td><td>Connecticut Alternate Assessment Eligibility Form Grades 3-8 (dual-identified students) or New Grade 11 students</td></tr><tr><td>June 5, 2020</td><td>DEI closes for the spring 2020 assessment window.</td></tr></tbody></table> <p>Educators must make every effort to meet these specified deadlines. Students new to the Connecticut public school system after February 11, 2020, who are determined eligible for alternate assessment system may submit the Alternate Assessment Eligibility Form after these established due dates, prior to testing. When the Connecticut Alternate Assessment Eligibility Form is submitted after these established due dates, the District Administrator (DA in TIDE) must contact the CSDE (800-733-6800 or the Connecticut Helpdesk (1-844-300-7763) to request the activation of the Alternate Assessment Indicator in TIDE.</p>	Data Entry Interface (DEI) Connecticut Alternate Assessment Eligibility Form Submission Deadlines	Student Subgroup	January 15, 2020	Connecticut Alternate Assessment Eligibility Form Grade 11: dual-identified (general education and English learner) Grades 3-8 and 11	February 14, 2020	Connecticut Alternate Assessment Eligibility Form Grades 3-8 (dual-identified students) or New Grade 11 students	June 5, 2020	DEI closes for the spring 2020 assessment window.
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June 5, 2020	DEI closes for the spring 2020 assessment window.								

How do my TEAs submit the eligibility form?

1. The trained TEA will enter the PPT-approved eligibility form through the secure Data Entry Interface (accessed via the AIR portal).
2. The TEA will be prompted to enter student information.

A screenshot of the "Enter Student Information" form. The form has two input fields. The first field is labeled "Student First Name:" and contains the text "EX: JORDAN" next to a person icon. The second field is labeled "Student ID:" and contains the text "EX: 123456789" next to an ID card icon. At the bottom right of the form, it says "Browser: Chrome v76". A red arrow points from the second step of the text to this form.

Submission Through the Data Entry Interface

1



Please indicate the student's Primary Disability as evidenced by the most recent IEP:

- (A) Autism
- (B) Deaf/Blindness
- (C) Developmental Delay
- (D) Emotional Disturbance*
- (E) Hearing Impairment
- (F) Intellectual Disability
- (G) Multiple Disabilities
- (H) Orthopedic Impairment
- (I) Other Health Impairment *or* OHI - ADD/ADHD
- (J) Specific Learning Disability* *or* SLD/Dyslexia*
- (K) Speech/Language Impairment
- (L) Traumatic Brain Injury
- (M) Visual Impairment

Please note: **Specific Learning Disability, SLD/Dyslexia and Emotional Disturbance – Sections 34 CFR 300.309 (3)(a)(1) and (2) and 300.8(c)(4)(i) of the IDEA requires that intellectual factors/impairments be ruled out in order to qualify for special education services under the categories of a specific learning disability or emotional disturbance. Therefore, students with these primary disability types would not typically qualify to participate in the CTAA & CTAS.*

Data Entry Interface, Continued

2



In order to meet the criteria for alternate assessment participation, the student must meet all criteria outlined below.

This student has a significant cognitive disability, as evidenced by:

1. Student has an intellectual impairment.

- Ⓐ No evidence exists to support that this student has an intellectual impairment.
Stop. Student is not eligible to participate in the alternate assessment system.
- Ⓑ Standardized cognitive ability assessments/scores do not exist for this student. However, other details/evidence exist and can be provided to substantiate the existence of an intellectual impairment.
- Ⓒ Results of cognitive ability testing (i.e.

3



Please fill in the results of the cognitive ability testing.

* Assessment Used:

*Date Completed (mm/dd/yyyy):

* Composite Score:

Data Entry Interface, Continued

4



2. Student has adaptive behavior functioning well below age level expectations.

Adaptive behavior functioning is defined as those conceptual, social, and practical skills necessary to meet the common demands of everyday life across multiple settings.

- Ⓐ Student has adaptive behaviors necessary for the student to live independently in their daily life for their age group (34 CFR §§ 200.1(d) and 300.160). **Stop.** Student is not eligible to participate in the alternative assessment.
- Ⓑ Results of adaptive behavior assessment(s) (i.e., scored at least 1 standard deviation below the average); include both parent/teacher ratings when available.

5



Please fill in the results of the adaptive behavior assessments.

* Assessment Used:

* Date Completed (mm/dd/yyyy):

* Composite/Functional Level:

and/or Domain/Rating Scale (if applicable; if not applicable, please fill in NA for each box):

Data Entry Interface, Continued

6



3. Student requires intensive instruction and significant supports.

- Ⓐ Student does not require extensive, repeated individualized instruction.
Stop. Student is not eligible to participate in the alternate assessment system.
- Ⓑ Student requires extensive, repeated, instruction and support that is not of a temporary or transient nature and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, demonstrate and transfer skills.

Data Entry Interface, Continued

If “A” is selected for any of the 3 criteria excluding the primary disability category, the DEI system is programmed to respond with the following message:

“There is a lack of evidence to support that the student has a significant cognitive disability. The district must reconvene the PPT or amend the IEP to determine the appropriate standard assessment (with appropriate designated supports, accommodations, and assistive technology) for the grade in which the student is enrolled.”

Submission Deadlines

Connecticut Alternate Assessment Eligibility Form

Data Entry Interface (DEI): Submission Deadlines	Student Subgroup
January 15, 2020	Dually identified (special education and English learner) students Grades 3-8 and 11 AND Grade 11 students
February 14, 2020	Students in Grades 3-8; AND Extended deadline for new Grade 11 students
June 5, 2020	DEI closes for the spring 2020 assessment window.

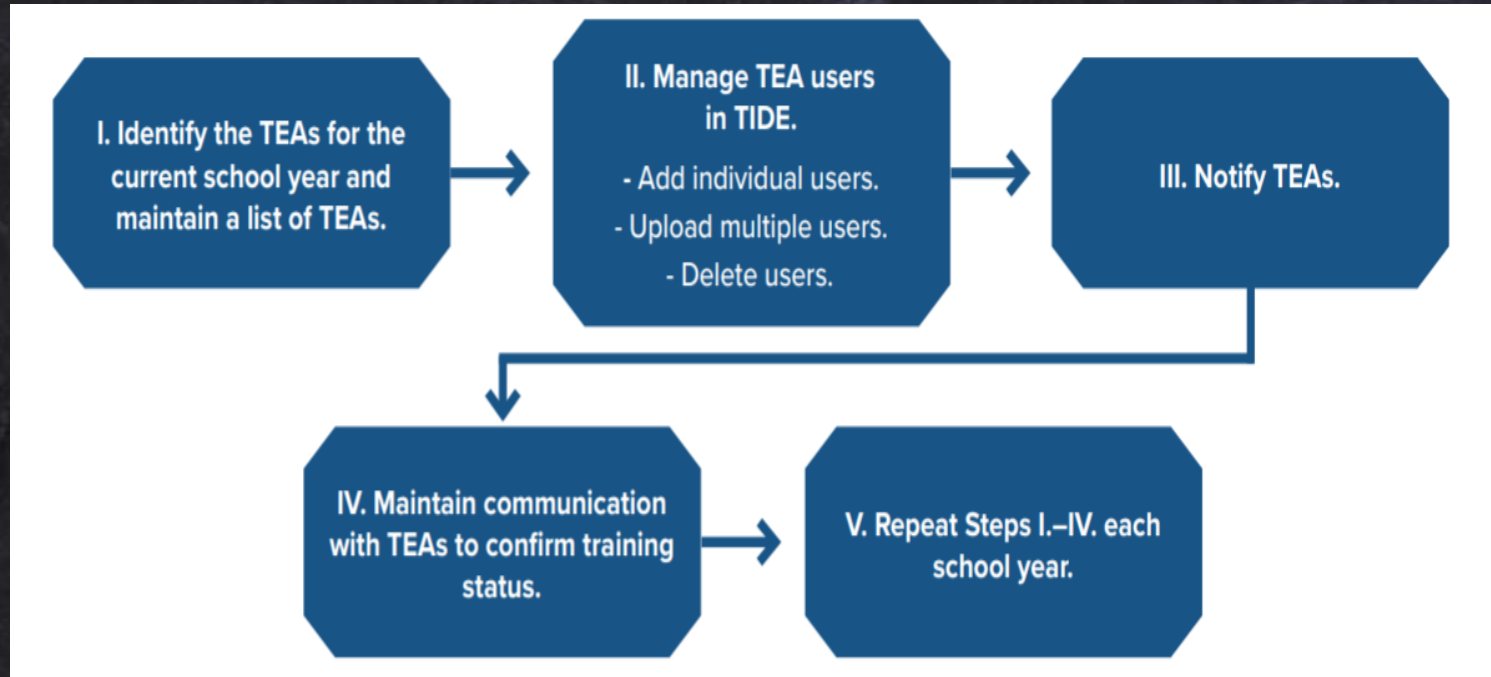
**Other School Personnel
Who Support the Alternate
Assessments**

District Administrators

District Administrators (DAs in TIDE) have the responsibility of providing teachers with TIDE accounts and appropriate user roles to access the DEI and other supporting systems required to administer the alternate assessments.

DAs should communicate with the Director of Special Education and those teachers who work most closely with the student throughout the school year regarding the critical tasks and dates related to the Alternate Assessment System.

Overview of District Administrator Responsibilities



See the [Connecticut Alternate Assessment Training – Overview for District Administrators](#) for more information.

Also refer to User [Permissions for Secure Online Systems](#) brochure.

Teachers Administering the Alternate

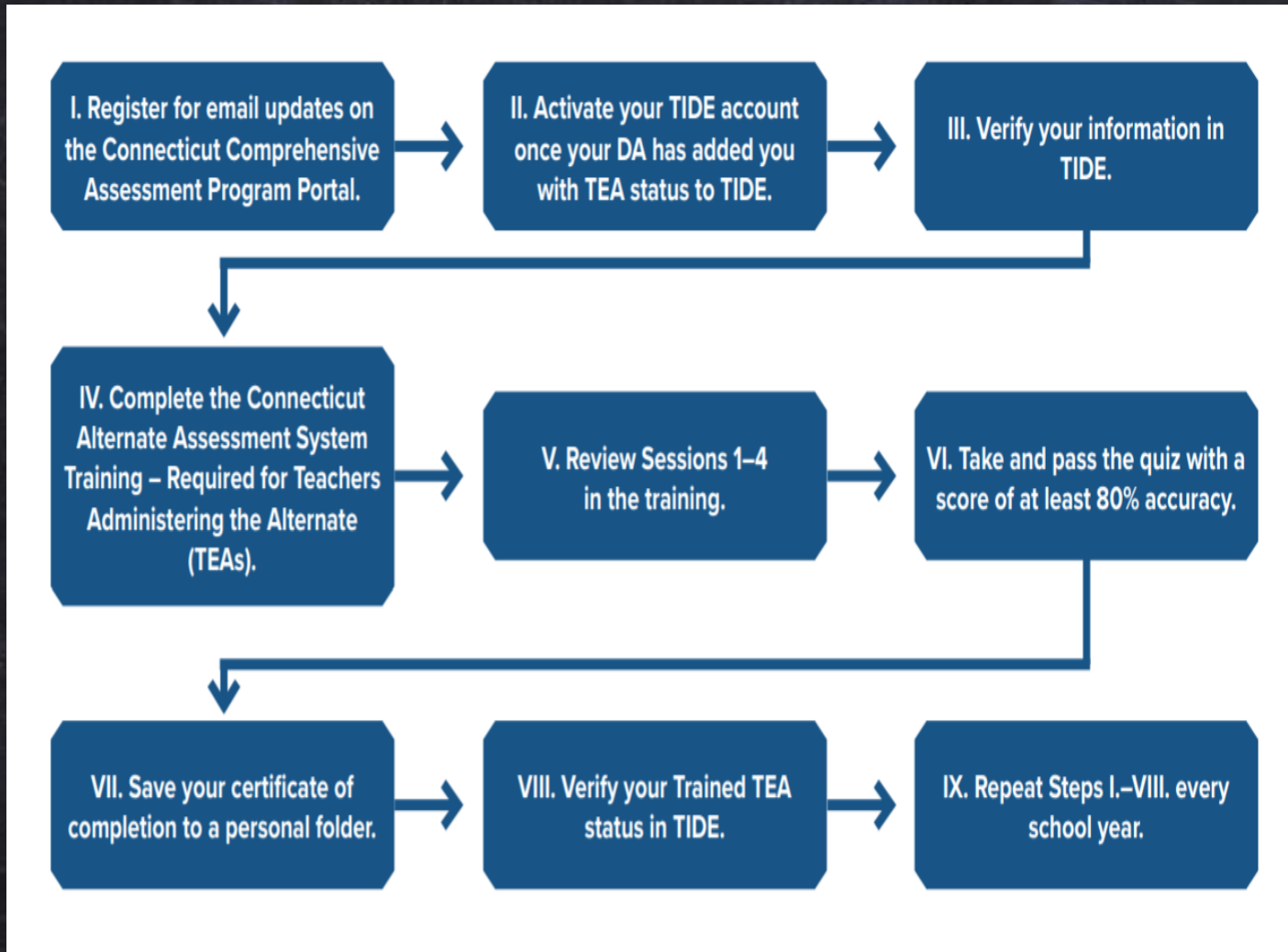
Teachers Administering the Alternate (TEAs)

must complete the required online Alternate Assessment Training (self-led/self-paced). TEAs also:

- draft the eligibility form/collaborate with PPT to ensure student eligibility;
- submit the eligibility form through the DEI (if eligible);
- prepare for the administration of the alternate assessments – review testing manuals and supporting documents for test planning and administration; and
- provide student access to the Alternate Assessment Practice Test.

This is a multi-faceted process that requires time, organization, and thought.

Overview of TEA Responsibilities



Resources for Teachers Administering the Alternate

Required Online Connecticut Alternate Assessment System Training – **Coming Soon!**
Available on the Connecticut Comprehensive Assessment program Portal Portal!

[Connecticut Alternate Assessment Training-Overview for the Teachers Administering the Alternate](#)

[Connecticut Alternate Assessment Participation Guidance for Planning and Placement Teams](#)

[Connecticut Alternate Assessment System: Transition from the Learner Characteristics Inventory to the Connecticut Alternate Assessment Eligibility Form](#)

[Frequently Asked Questions and Answers About the Connecticut Alternate Assessment Eligibility Form](#)

[The Connecticut Alternate Assessment TEA Responsibility Checklist \(CTAA\)](#)

[The Connecticut Alternate Assessment TEA Responsibility Checklist \(CTAS\)](#)

[CTAS Required Materials ; CTAA Practice Tests](#) for ELA and Mathematics

Resources for Planning and Placement Teams

[Frequently Asked Questions and Answers About the Connecticut Alternate Assessment System](#)

[Connecticut Alternate Assessment Participation Guidance for Planning and Placement Teams](#)

[Connecticut Alternate Assessment System: Transition from the Learner Characteristics Inventory to the Connecticut Alternate Assessment Eligibility Form](#)

[Frequently Asked Questions and Answers About the Connecticut Alternate Assessment Eligibility Form](#)

Additional resources are available on the [Connecticut Comprehensive Assessment Program Portal](#)

Resources for Planning and Placement Teams

Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams

This document should be used prior to Planning and Placement Team (PPT) meetings to prepare for discussion.

Considerations:

- Records that include results of cognitive testing, adaptive behavior assessments, achievement tests, districtwide assessments, and English learner assessments, if applicable.
- Examples of curriculum, modifications and accommodations, instructional objectives, and materials/work samples from school or community-based programs. (May include Accessible Educational Materials [AEM])
- The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature; and (b) uses substantially adapted materials, assistive technology, and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Begin here:

Is the student receiving special education services and has an active IEP?

YES

NO

If YES, continue to the next 2 qualifying questions.

1. Does the student have evidence of a significant cognitive disability?

A. Does the student have an intellectual impairment? (As evidenced by cognitive assessments/other evidence to substantiate an intellectual impairment.) AND

B. Does the student have adaptive behavior well below age-level expectations? (As evidenced by adaptive behavior assessments.)

YES

NO

AND

2. Does the student require intensive instruction and significant supports to access information and acquire, maintain, demonstrate, and transfer skills?

YES

NO

If you answered YES to ALL the questions based on evidence obtained, the student is eligible to participate in the Connecticut Alternate Assessment System.

The Connecticut Alternate Assessment System includes:

- The Connecticut Alternate Assessment (CTAA) in English Language Arts and Mathematics for Grades 3-8 & 11; and
- The Connecticut Alternate Science (CTAS) for Grades 5, 8, & 11

NO



STOP

Student is not eligible to participate in any Connecticut Alternate Assessment and must be assessed with Connecticut standard assessments using designated supports, accommodations and assistive technology (if applicable) as indicated on page 8 of the IEP.



Thank you for your participation!

Contact Information:

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