2023-2024

Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate (TEAs)

When you are ready to begin Session 1,
select the **Start** button.

Start

Estimated Time of Completion: 30 Minutes

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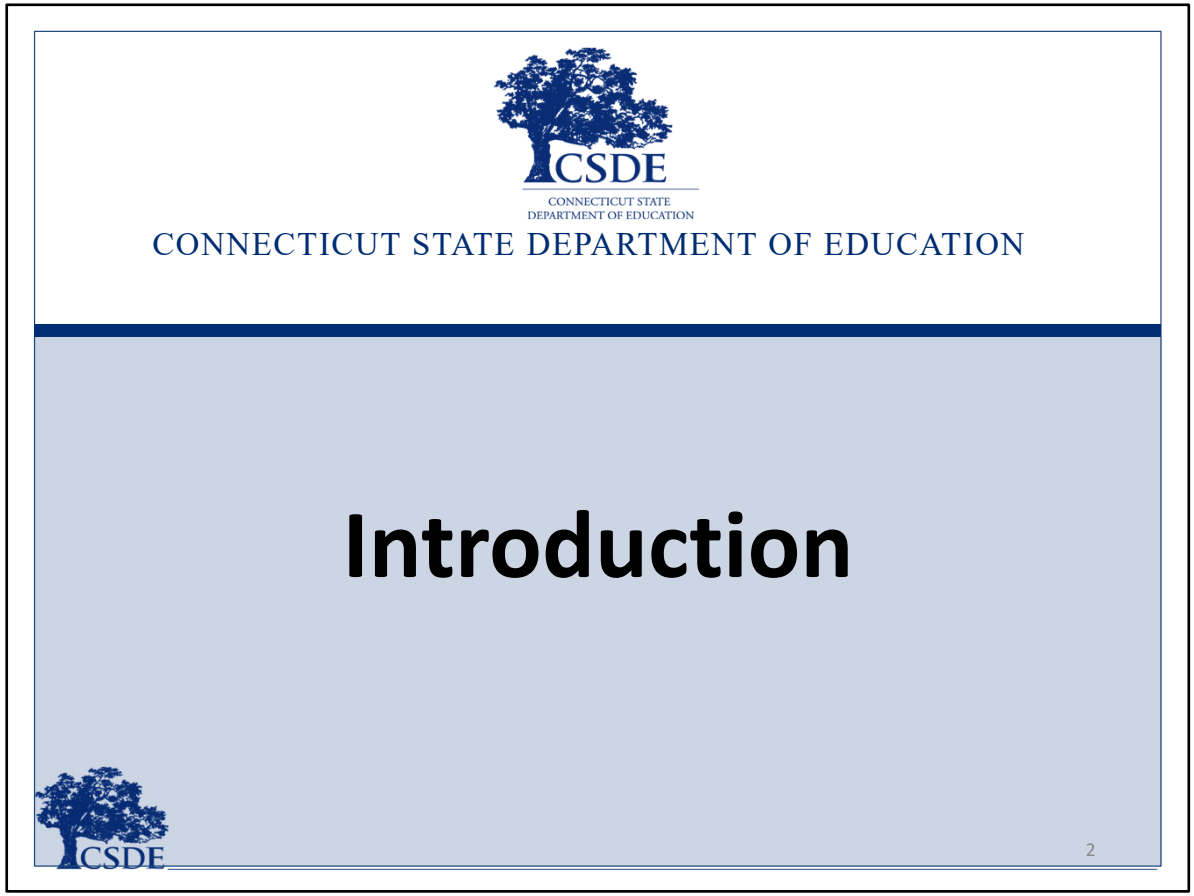

Introduction

Welcome to the Connecticut Alternate Assessment System – Required for Teachers Administering the Alternate (TEAs) for the upcoming school year. The Connecticut State Department of Education Performance Office and Cambium Assessment, Inc. use this online training process to ensure Teachers Administering the Alternate Assessment have up-to-date information related to testing policies and system enhancements and can administer the alternate assessments with fidelity. This training is designed to be self-led and self-paced. TEAs must complete and pass the associated quiz with at least 80% accuracy prior to administering any alternate assessments.

Components of the Alternate Assessment System:

The Connecticut Alternate Assessment System is comprised of the following assessments:

- The Connecticut Alternate Assessment (CTAA) for English Language Arts and Math (Grades 3-8, and 11)
- The Connecticut Alternate Science (CTAS) Assessment (Grades 5, 8, and 11)
- The Connecticut Alternate Assessment of English Language Proficiency (CAAELP) (Grades K-12)

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Components of the Alternate Assessment System:

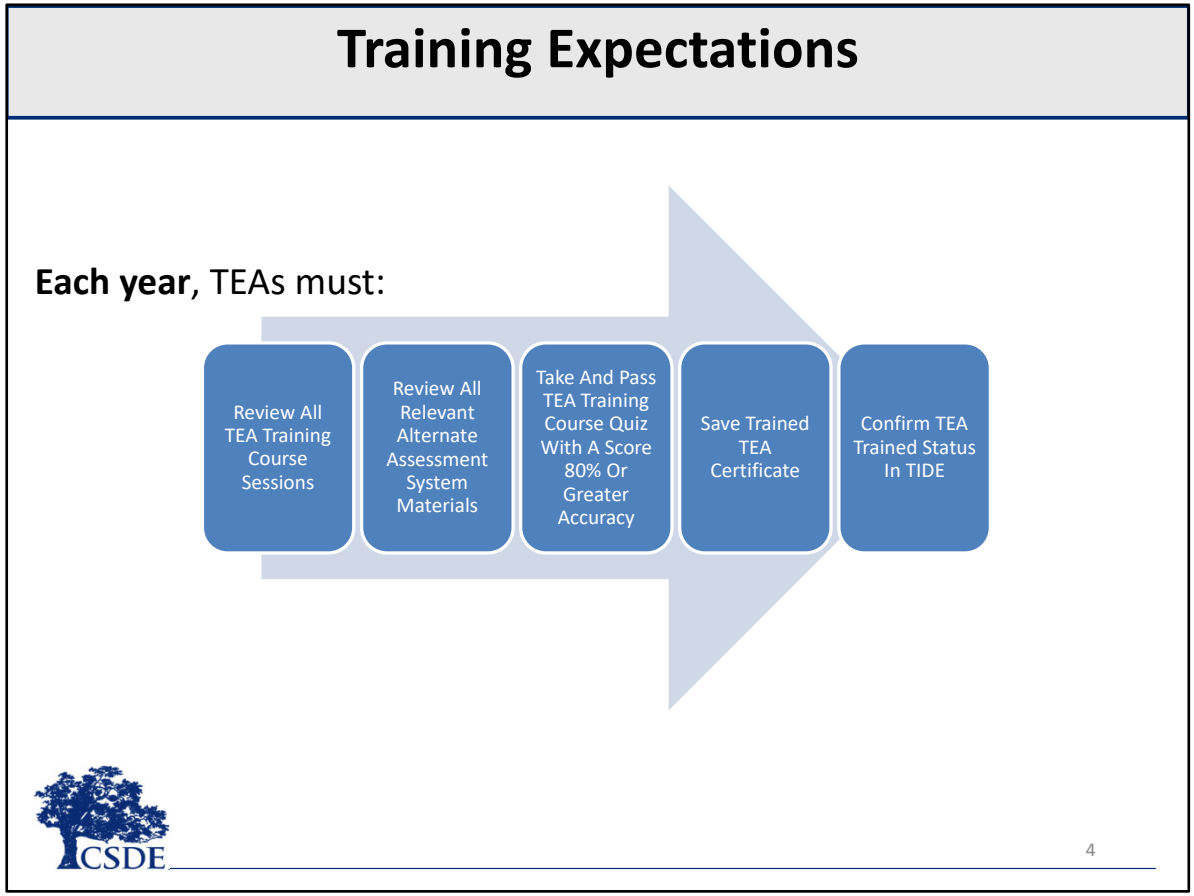
The Connecticut Alternate Assessment System is comprised of the following assessments:

• The Connecticut Alternate Assessment (CTAA)—aligned to the same Connecticut Core Standards (CCS) used to instruct and assess all of Connecticut's public-school students in Grades 3-8 and 11 in the subject areas of mathematics and English language arts.

• The Connecticut Alternate Science (CTAS) Assessment—aligned to the Next Generation Science Standards (NGSS) and administered to students in Grades 5, 8, and 11.

• The Connecticut Alternate Assessment of English Language Proficiency (CAAELP)—is designed for students with significant cognitive disabilities in Grades K-12 who are dually identified as English learners/multilingual learners (ELs/MLs) receiving services under IDEA. Content aligned to and derived from the Connecticut English Language Proficiency (CELP) standards define the tested domains of listening, speaking, reading, and writing.

The four sessions included in this course will cover the eligibility criteria for participating on alternate assessments, the design and administration of the CTAA and CTAS. Training will also provide eligibility criteria for the Early Stopping Rule and supplemental resources and guides to support test administration. Training for the CAAELP is conducted in a different course offering.

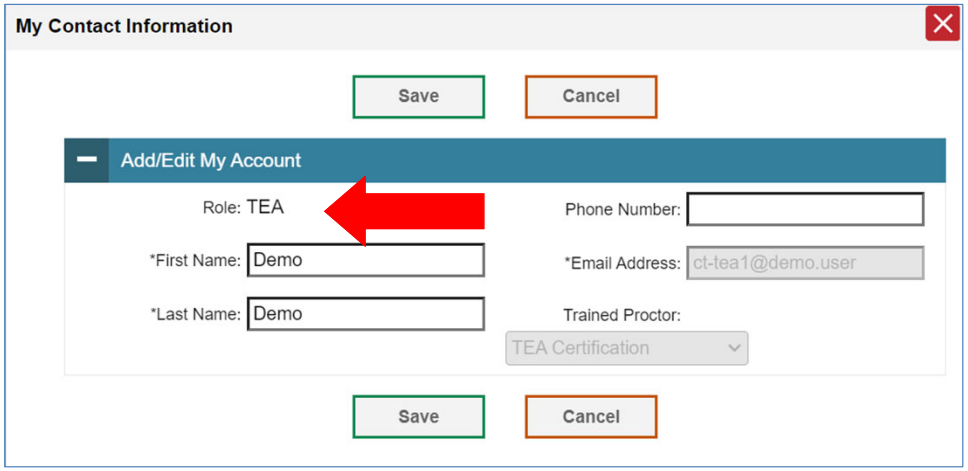


Training Expectations

Each year, TEAs must perform the following tasks to achieve Trained TEA status:

1. 1. Review all TEA training course sessions.
2. 2. Review all relevant Alternate Assessment System materials, including test-specific *Test Administration Manuals*, system user guides, and assessment supports.
3. 3. Take and pass the TEA Training Course Quiz with a score of 80% or greater accuracy.
4. 4. Save the certificate generated by this course once you pass the quiz. This 5. certificate will be used as proof of course completion each year in case it is needed.
5. Confirm Trained TEA status in TIDE. Training status is reflected in TIDE upon passing the TEA Training Course Quiz.

Determining Training Status



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Determining Training Status

At the start of each school year, District Administrators in TIDE will verify the TEAs for the current school year. These TEAs should include all teachers who will administer the alternate assessments (CTAA and CTAS) in the current school year. If you are responsible for administering the alternate assessments this year, it is recommended that you verify your TIDE account to make sure you have the appropriate user role. If you do not have a TIDE account, or if you do, but your user role is incorrect, contact your District Administrator as soon as possible.

Orientation of the Training Sessions

- Session 1: Eligibility for the Connecticut Alternate Assessment System
- Session 2: The Connecticut Alternate Assessment (CTAA) for English Language Arts and Mathematics
- Session 3: Administration of the Connecticut Alternate Science (CTAS) Assessment
- Session 4: The Early Stopping Rule (ESR) and Connecticut Alternate Assessment System Resources
- Mandatory Quiz

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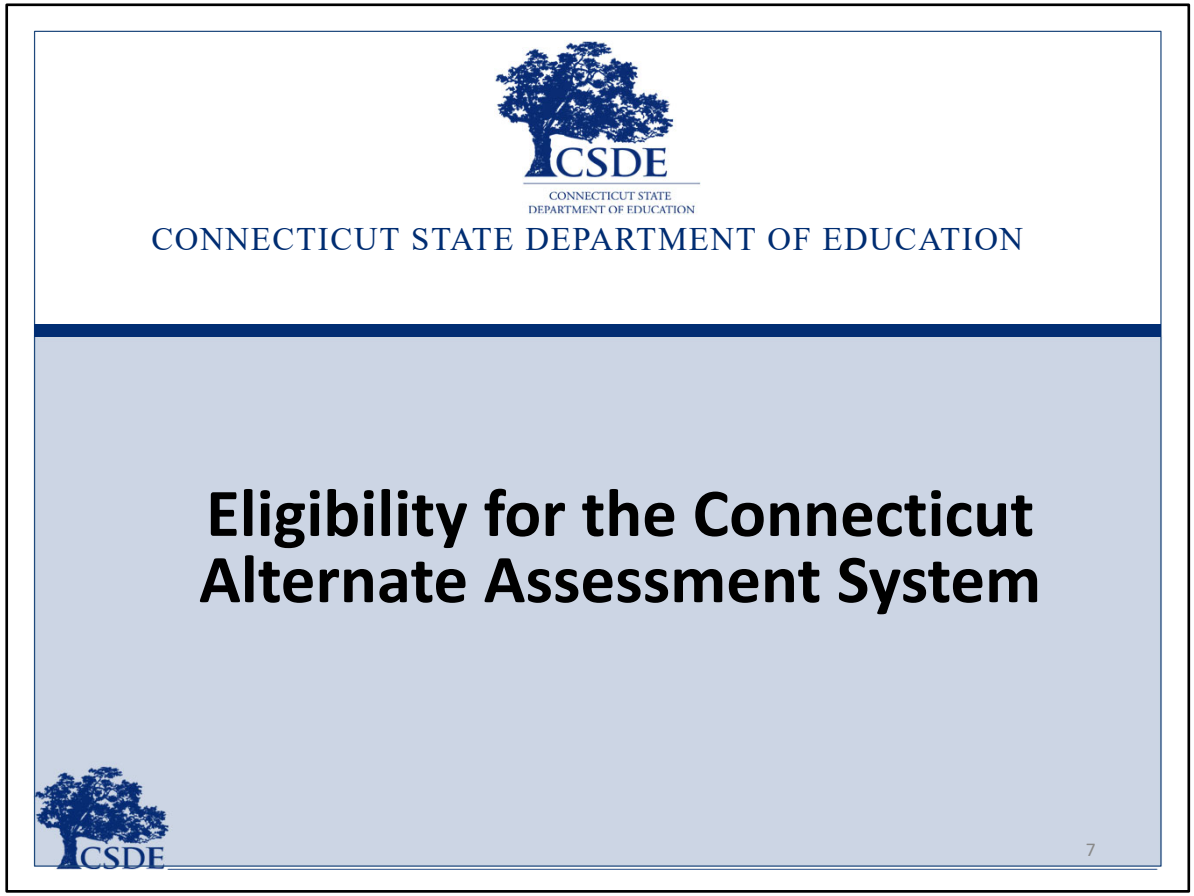
Orientation of the Training Sessions

Now that we've discussed the requirements for Trained TEA status, let's take a moment to review the four training sessions that are part of the required training.

You will note that each session has a specific focal area, beginning with this session, which addresses eligibility for the Connecticut Alternate Assessments and the Connecticut Alternate Assessment System Eligibility Form, which is the key document that registers a student for participation in the CTAA for mathematics and ELA, the CTAS, Connecticut's Alternate Science Assessment, and the Connecticut Alternate Assessment of English Language Proficiency (CAAELP) for eligible English learners/multilingual learners (ELs/MLs) with the most significant cognitive disabilities in Grades K-12.

Subsequent sessions of this training address components of the Alternate Assessment System and delve into specific detail for each assessment type. The final session addresses policies for a small percentage of students who cannot

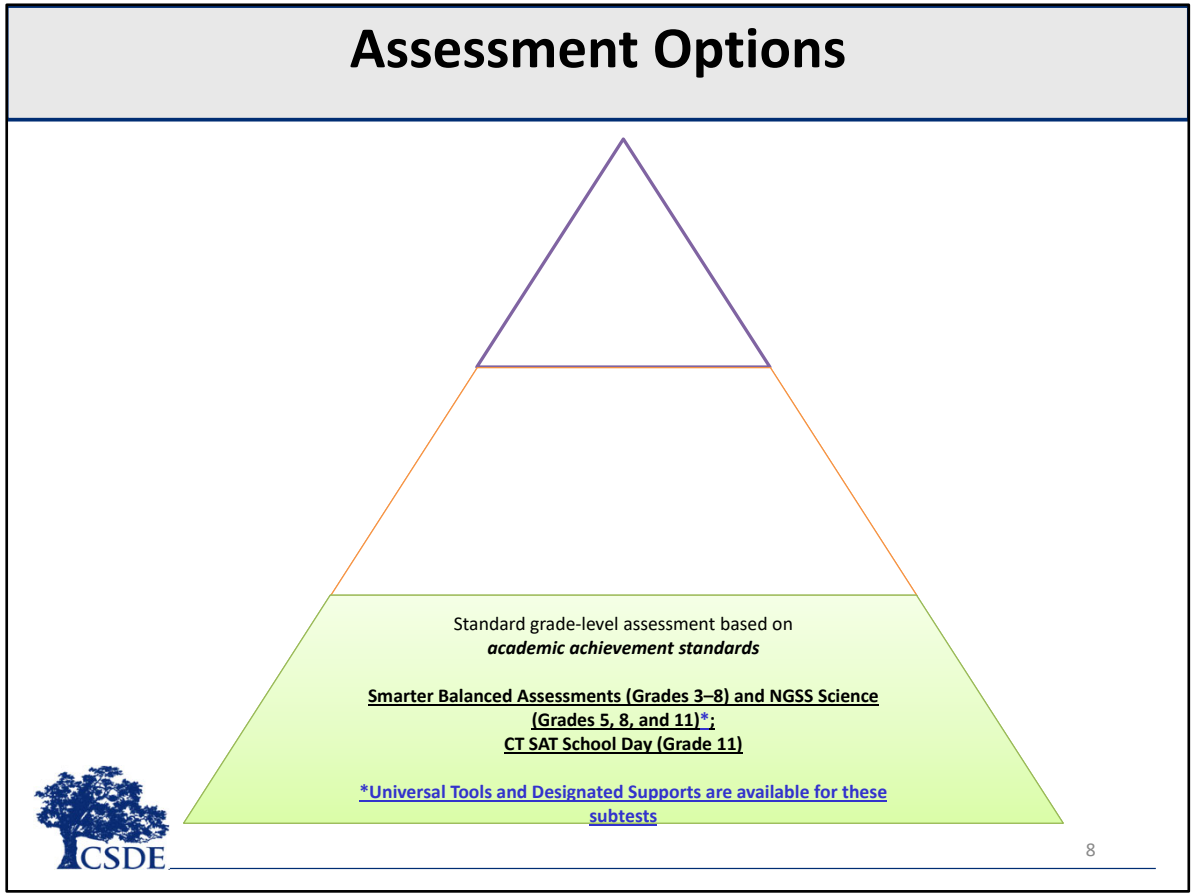
demonstrate an observable mode of communication in order to fully participate in the alternate assessments. The final session will also identify key resources to support TEAs as they prepare for and complete test administration. When Sessions 1 through 4 are completed, take and pass the TEA Training Course Quiz with a score of 80% or greater accuracy.



Eligibility for the Alternate Assessments System

We will now begin Session 1: Eligibility for the Connecticut Alternate Assessment System.

One of your primary roles as an educator is to determine which students actually qualify for alternate assessments. This session will focus entirely on the selection process for the alternate assessments. We will focus on the characteristics of those students eligible for participation in the Alternate Assessment System, as defined by the Connecticut Alternate Assessment System Eligibility Form. This session will also cover the standard statewide assessments and available designated supports and accommodations for those students who don't meet the alternate assessment eligibility criteria.



Assessment Options

Let's start by looking at this diagram of statewide assessment options available for students in Grades 3–8 and 11.

The majority of students participate in statewide assessments without accommodations and may benefit from a variety of embedded and non-embedded universal tools that are available to **all** students. Let's take a moment to review universal tools available to students taking the Smarter Balanced Assessments for mathematics and ELA and the NGSS Science.

Assessment Options – Universal Tools

Embedded
(Provided by the Online Test Delivery System)

- Digital Notepad
- English Glossary^
- Expanded Passages/Stimuli/Items
- Highlighter
- Keyboard Commands
- Line Reader
- Mark for Review
- Math Tools
- Writing Tools
- Strikethrough
- Zoom
- Desmos Calculator (Math Grades 6-8; Science Grades 5, 8, & 11)
- NGSS Periodic Table (Grades 8 & 11) English and Spanish
- Breaks

Non-Embedded
(Provided by the Teacher)

- Scratch Paper/Whiteboard with Marker
- Calculator (Science Grades 5, 8, & 11)
- NGSS Periodic Table (Grades 8 & 11) English and Spanish*
- Breaks

^ NOT available for Science
*** Suggested for English learners/multilingual learners (Els/MLs)**

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Assessment Options – Universal Tools

Universal tools are accessibility features of the assessment that are embedded, which means they are provided as digitally-delivered components of the test administration system. Other universal tools are non-embedded, which means they are separate from the test delivery system and must be provided to the student by the test administrator.

Universal tools are available to all students based on student preference and selection.

The universal tools provide options such as highlighting text, using a strikethrough to eliminate item responses, and marking items for review. Take a moment to review the available universal tools. Those denoted by a caret are not available on the NGSS assessment.

Assessment Options – Designated Supports

Available to ANY student with a need identified by educators

Embedded
(Provided by the Online Test Delivery System)

- Print Size Online
- Color Contrast
- Masking
- Mouse Pointer
- Streamline
- Text-to-Speech – Science, Math & ELA Non-Reading Passages
- ELA Items (NOT ELA Reading Passages), Math and Science Stimuli and Items
- Text-to-Speech-Spanish (Math, Science) (Stimuli and Items)
- Spanish Presentation (Math, Science) (Toggle) **Updated!**
- Translations Glossary (Math) (Includes Illustration Glossary as an available language support)
- Turn off any universal accessibility tool

Non-Embedded
(Provided by the Teacher)

- Magnification
- Color Contrast
- Color Overlay
- Read Aloud (English) ELA Items, Math and Science Stimuli and Items
- Read Aloud in Spanish (Science, Math & ELA Non-Reading Passages)*
- Translation Glossary (Math) (Includes Illustrative Glossary as an available language support) (Must be requested in TIDE)*
- Smarter Balanced Translated Test Directions (Math, ELA)
- Amplification
- Bilingual Dictionary (Science)*
- Simplified Test Directions^
- Native Language Reader of Test Directions (Math, ELA, Science) *
- American Sign Language of Teacher Script (Math, ELA, Science) **New!**
- Printed Test Directions in English (Math, ELA, Science) **New!**
- Separate Setting
- Noise Buffer

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***Suggested for English learners/multilingual learners (Els/MLs)**

^ NOT available for Science

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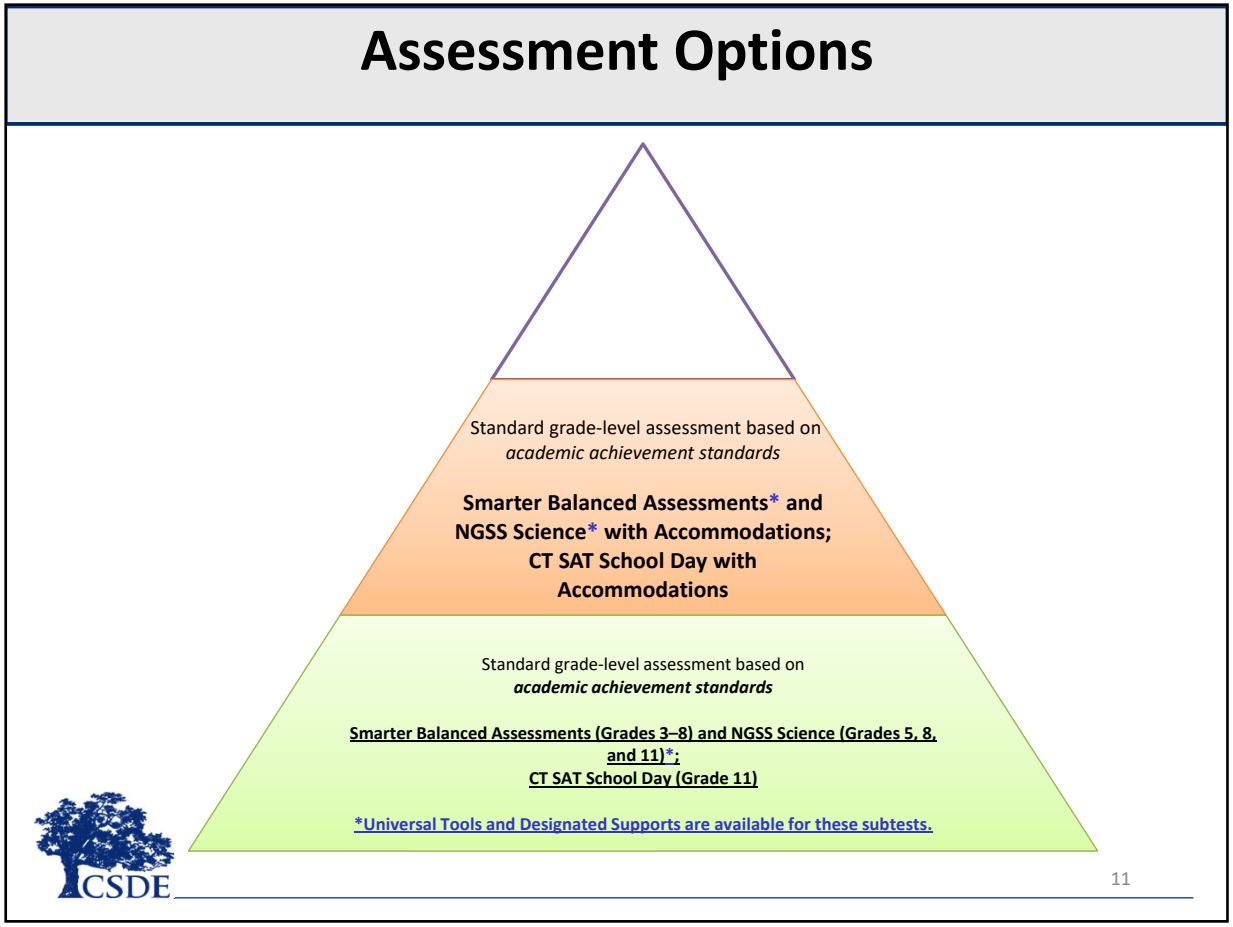
Assessment Options – Designated Supports

Designated supports are those accessibility features available for use by **any student for whom the need has been indicated by an educator team** with parent/guardian and student input). If these supports are selected for use on statewide assessments, they should also be consistently embedded and accessed in the student's instructional setting.

Two general types of designated supports are identified: digitally-embedded and non-embedded.

Designated supports include accessibility supports such as text-to-speech for mathematics, ELA, and science items. Take a moment to review the available designated supports. Note that the designated supports identified with an asterisk may support English learners/multilingual learners, while those denoted by a caret are not available on the NGSS assessment.



Assessment Options

A smaller percentage of students, including those with an IEP or Section 504 Plan, participate in statewide assessments with accommodations. Accommodations are determined by the Planning and Placement Team (PPT) and should be documented in the student's IEP or within the student's Section 504 plan. When the student's present levels of performance, academic achievement, annual goals and objectives, as well as other components of the IEP, are reviewed during the PPT process, designated supports and accommodations are carefully documented to provide student access to instruction and assessments.

Assessment Options – Accommodations

Available to students with an IEP or Section 504 Plan

Embedded
(Provided by the Online Test Delivery System)

- Permissive Mode (compatible third-party accessibility software)
- Refreshable Braille (Contracted/Uncontracted UEB/UEB Nemeth)^
- Braille Type (UEB/UEB Nemeth)
- American Sign Language (Video)^
- Braille/Audio Transcript (ELA Listening)
- Closed Captioning (ELA Listening)
- Text-to-Speech ELA Reading Passages (Grades 3–8)
- Word Prediction ^ **New!**
- Speech-to-Text

Non-Embedded
(Provided by the Teacher)

- Braille Booklet (Only UEB/UEB Nemeth)
- Large Print Booklet
- Human Signer/Visual Support for ELA, Math and/or Science Items ~ #
- Human Signer/Visual Support for ELA Reading Passages (Grades 3–8) ~ #
- Read Aloud ELA Reading Passages (Grades 3–8) ~ #
- Alternate Response Options
- Scribe ~ #
- Abacus
- (Braille/Talking) Specialized Calculator (Math Grades 6-8 Segment 1 ONLY; Science Grades 5, 8, & 11)
- Calculator (Math Grades 6-8 Segment 1 ONLY)
- Multiplication Table (Grades 3–8)
- 100s Number Table (Grades 3–8)
- Manipulatives (Math, Grades 3-8) ~ #
- Print-on-Demand #
- Medical Device
- Customized Accommodations ~#

^ NOT available for Science

~ Requires Trained Educator

 # Requires Petition for Approval of Special Documented Accommodations

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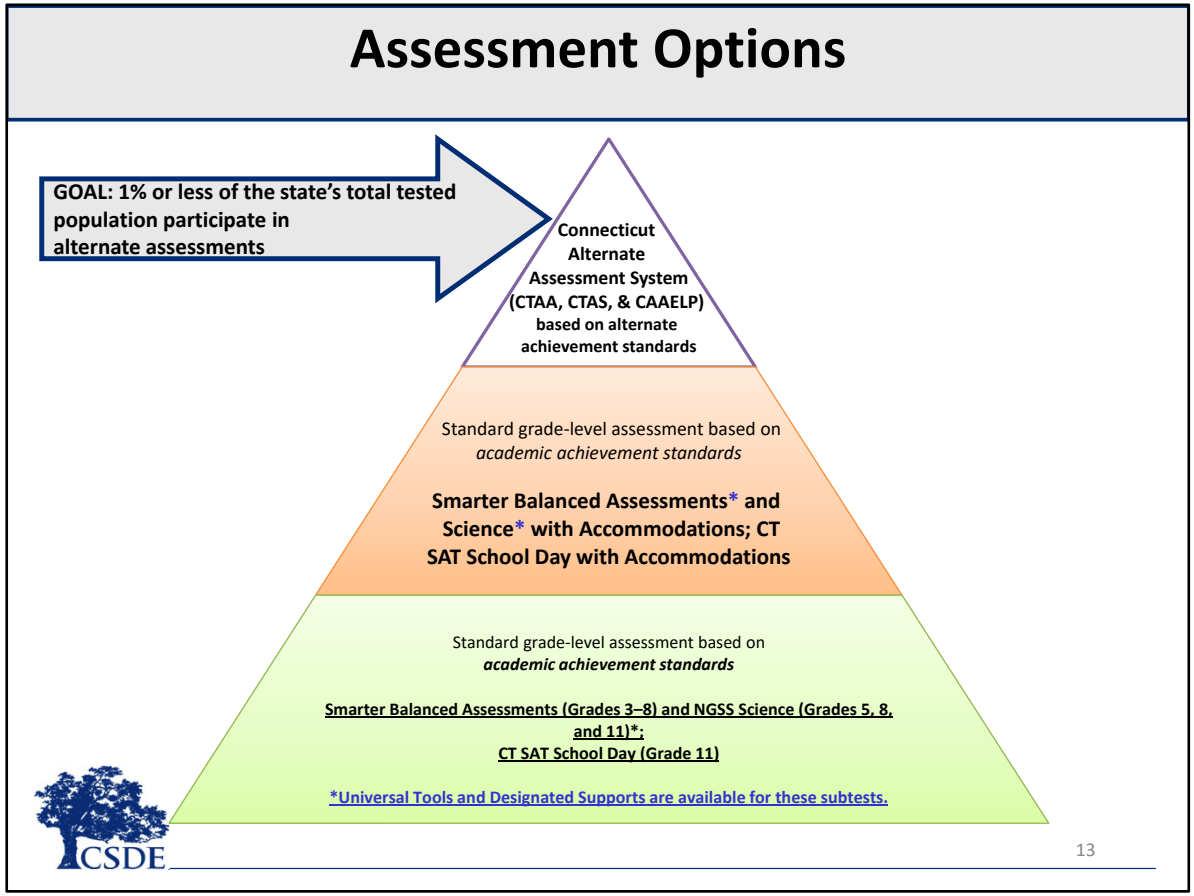
Assessment Options – Accommodations

Accommodations provide access to the content without altering the construct of the information being assessed. They are based on the student's individual characteristics and disability needs. For example, an accommodation may include the use of closed captioning for the ELA Listening assessment for a student who is deaf, while a text-to-speech accommodation may be needed for the ELA Reading passages for a student with a print disability. Take a moment to review the available accommodations.

Note that some of the accommodations require special documentation within the IEP or Section 504 plan (as indicated by a hashtag#), while other accommodations require educator training as specific procedures must be followed when providing the accommodation. **Please refer to the Assessment Guidelines for more information.**



Assessment Options

The smallest percentage, generally 1% or less of tested students, are identified with a significant cognitive disability and cannot access standard assessments even with supports and accommodations. These are students who meet eligibility requirements for participation in the Alternate Assessment System.

Eligibility requirements are determined throughout the PPT process. PPTs must provide evidence to support that the student has an intellectual impairment, has adaptive behavior skills well below age level expectations, and requires intensive instruction and significant supports. We will now discuss these aspects in more detail.

Students with Significant Cognitive Disabilities

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

Students with an intellectual impairment may have significant cognitive disabilities and are a relatively small population who: (1) are identified with one or more of the existing categories of disability under the IDEA (for example: intellectually disabled, autism, multiple disabilities, and traumatic brain injury, which are the most common); and (2) have documented, through cognitive assessments, cognitive impairments that places the individual significantly below age/grade level standards, even with systematic instruction and accommodations.

Students with Significant Cognitive Disabilities

Demonstrate **adaptive behavior skills** (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

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Students with Significant Cognitive Disabilities

Students with significant cognitive disabilities demonstrate adaptive behavior skills (for example those conceptual, social, and practical skills necessary to meet the common demands of everyday life) that is well below age/grade-level expectations as evidenced per adaptive behavior skills assessment(s).

Students with Significant Cognitive Disabilities

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

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Students with Significant Cognitive Disabilities

Finally, students with significant cognitive disabilities require intensive, repeated individualized instruction, and use substantially adapted materials, assistive technology, and individualized methods of accessing information to acquire, maintain, demonstrate, and transfer skills across multiple settings.

Students with Significant Cognitive Disabilities

The identification of a significant cognitive disability for participation in the alternate assessment system **is not based on** IDEA disability category or English learner status; **nor is it based on** previous low academic achievement or need for accommodations to participate in general state assessments.

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Students with Significant Cognitive Disabilities

Alternate assessments are designed to measure the knowledge and skills of students with the most significant cognitive disabilities as required by the IDEA and Every Student Succeeds Acts (ESSA).

The identification of a significant cognitive disability for participation in the alternate assessment system **is not based on** IDEA disability category or English learner status; **nor is it based on** previous low academic achievement or the need for accommodations to participate in general state assessments.

The PPT should review and refer to the Alternate Assessment System FAQ, Eligibility Form FAQ, and Annotated Eligibility Form, available on the portal, for specific planning and guidance around Alternate Assessment eligibility determination.

Students with the Most Significant Cognitive Disabilities

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

For more information, refer to Sections 34 CFR 300.309 (3)(a)(1) and (2) and 300.8(c)(4)(i) of IDEA.

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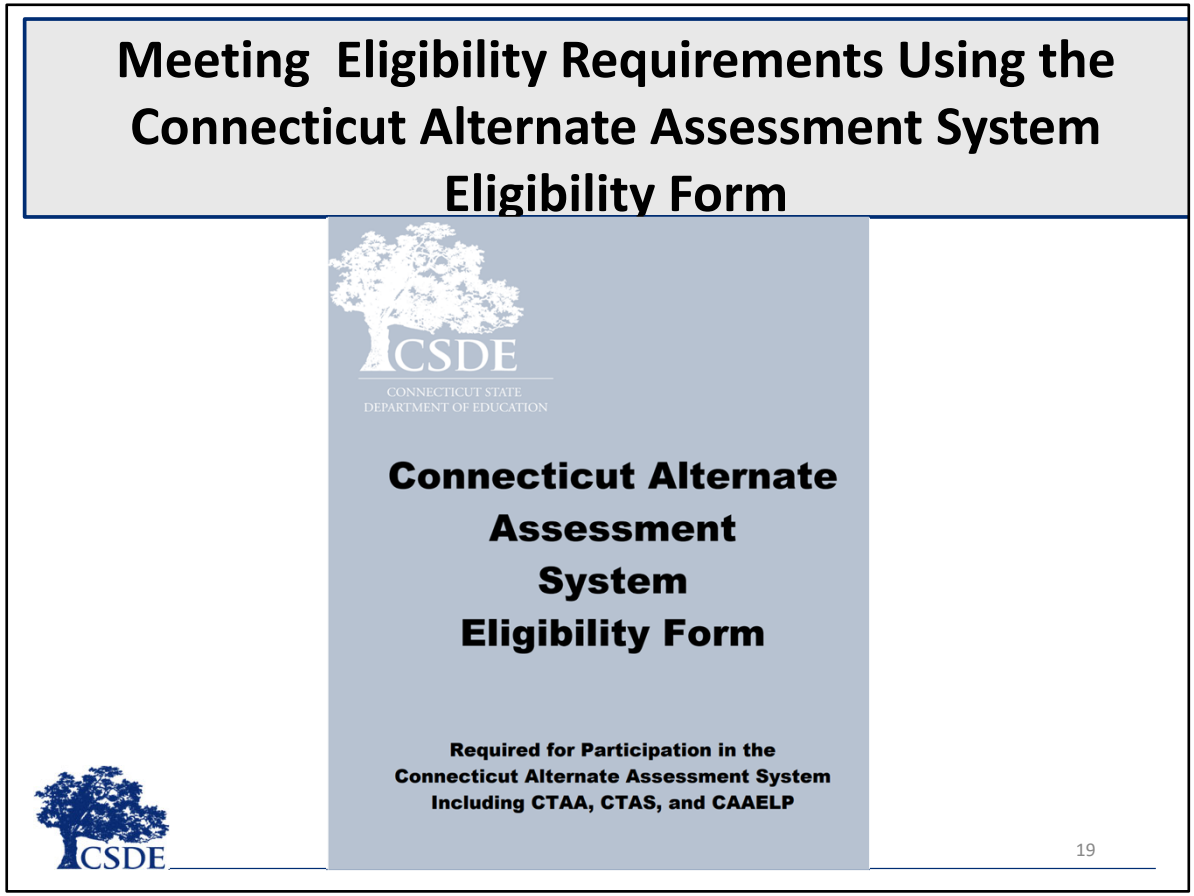
Students with the Most Significant Cognitive Disabilities

Although, there is no federal restriction on the primary disability category for participation in an alternate assessment, students with certain disability categories (for example intellectual disability, multiple disabilities, autism, or traumatic brain injury) are more likely to meet eligibility criteria. Students with the primary disability of Specific Learning Disability (SLD), SLD/Dyslexia, or Emotional Disability may not necessarily meet the eligibility criteria because these students may not have evidence supporting a significant cognitive disability that is pervasive in nature. Sections 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 disability. Therefore, these students would most likely participate in the standard statewide assessments unless there is evidence in the IEP to meet the alternate assessment system eligibility criteria.



Meeting Eligibility Requirements Using the Connecticut Alternate Assessment System Eligibility Form

To ensure that only students with documented evidence of a significant cognitive disability participate in Connecticut's Alternate Assessment System, the Planning and Placement Team must review the Connecticut Alternate Assessment System Eligibility Form in conjunction with evidence from the student's Individualized Education Program (IEP). PPTs will complete this form within the CT-SEDS platform as part of the PPT process in determining eligibility and documentation.

The paper form of the Eligibility form can be obtained through the Assessment Portal as a resource for teams. The paper form mirrors the information requested in the completion of the form electronically through the CT-SEDS platform. Additionally, the paper form can be downloaded by teams to review eligibility criteria prior to the PPT as a tool to guide discussions around eligibility at the PPT and with families.

We will now take an in-depth look at the eligibility requirements using the paper form as a tool.

Meeting Eligibility Requirements Using the Connecticut Alternate Assessment System Eligibility Form

Connecticut Alternate Assessment System (CTAA, CTAS, & CAAELP)
Eligibility Form

STUDENT NAME:_____**SASID:**_____

Is the student identified as an English learner/multilingual learner (EL/ML) in the Public School Information System (PSIS)?

☐ Yes ☐ No

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

☐ Autism ☐ Deaf-Blindness ☐ Developmental Delay
☐ Emotional Disability* ☐ Hearing Impairment ☐ Intellectual Disability
☐ Multiple Disabilities ☐ Orthopedic Impairment ☐ Other Health Impairment *or* OHI - ADD/ADHD
☐ Specific Learning Disability* *or* SLD/Dyslexia* ☐ Speech or Language Impairment
☐ Traumatic Brain Injury ☐ Visual Impairment

Please note: Specific Learning Disability, SLD/Dyslexia and Emotional Disability – 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 disability. Therefore, students with these primary disability types would not typically qualify to participate in the CTAA, CTAS or CAAELP.

The student must meet all of the numbered 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):
   - Assessment Used: (Choose from the drop-down menu)
     - Cognitive Assessment System (CAS)
     - Comprehensive Test of Nonverbal Intelligence (CTONI)
     - Differential Ability Scales (DAS)
     - Kaufman Assessment Battery for Children (KABC)
     - Naglieri Nonverbal Ability Test (NNAT)
     - Pictorial Test of Intelligence (PTI)
     - Reynolds Intellectual Assessment Scales (RIAS)
     - Stanford-Binet Intelligence Scale (SB)
     - Test of Nonverbal Intelligence (TONI)
     - Universal Nonverbal Intelligence Test (UNIT)
     - Wechsler Adult Intelligence Scale (WAIS)
     - Wechsler Intelligence Scale for Children (WISC)
     - Wechsler Intelligence Scale for Children Spanish
     - Wechsler Nonverbal Scale of Ability (WNV)
     - Wechsler Preschool & Primary Scale of Intelligence (WPPSI)
     - Woodcock-Johnson Test of Cognitive Abilities (WJ)
     - Other (Specify): _____
   - Date Completed: _____ (mm/dd/yyyy)
   - Composite Name:_____ Composite Score: _____

2. **Student has adaptive behavior skills 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.
   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 the mean score).
   - Assessment Used: (Choose from the drop-down menu)
     - Adaptive Behavior Assessment System (ABAS)
     - Scales of Independent Behavior-Revised (SIB-R)
     - Vineland Adaptive Behavior Scales (VABS)
     - Other (Specify): _____
   - Date Completed: _____ (mm/dd/yyyy)
   - Composite Name/Functional Level: _____

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.

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Meeting Eligibility Requirements Using the Connecticut Alternate Assessment System Eligibility Form

The Eligibility form, completed in CT-SEDS, requires the submission of critical evidence such as the documentation of assessment data typically included in the IEP describing the student's present levels of performance, academic achievement, annual goals and objectives and eligibility for special education services. Information on the student's intellectual functioning, adaptive behavior skills, and confirmation that the student receives extensive, repeated, individualized instruction and academic support across all academic and non-academic areas is submitted to support eligibility. Teams can use the paper form as a tool to aid in determining if the student meets the eligibility criteria.

The PPT will review the evidence as outlined in the Eligibility form in connection with the student's IEP to select the most appropriate assessment.

Eligibility forms are now completed and submitted through the PPT process in CT-SEDS. Once the PPT has determined the student is eligible for the Alternate Assessment, has completed and verified evidence in the

Eligibility form through the CT-SEDS platform, and the IEP has implemented, the Alternate Assessment Indicator in the Test Information Distribution Engine (TIDE) will populate after a sync between TIDE and CT-SEDS.

If the PPT determines that a student does not meet the eligibility criteria specified by the Connecticut Alternate Assessment System Eligibility Form, the PPT will indicate in the IEP that the student will participate in the standard state-wide assessments with appropriate designated supports and accommodations, including the use of assistive technology if appropriate.

An In-Depth Look at the Eligibility Form

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

The student must meet all of the numbered 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):
     - Assessment Used: (Choose from the drop-down menu)
       - Cognitive Assessment System (CAS)
       - Comprehensive Test of Nonverbal Intelligence (CTONI)
       - Differential Ability Scales (DAS)
       - Kaufman Assessment Battery for Children (KABC)
       - Naglieri Nonverbal Ability Test (NNAT)
       - Pictorial Test of Intelligence (PTI)
       - Reynolds Intellectual Assessment Scales (RIAS)
       - Stanford-Binet Intelligence Scale (SB)
       - Test of Nonverbal Intelligence (TONI)
       - Universal Nonverbal Intelligence Test (UNIT)
       - Wechsler Adult Intelligence Scale (WAIS)
       - Wechsler Intelligence Scale for Children (WISC)
       - Wechsler Intelligence Scale for Children Spanish
       - Wechsler Nonverbal Scale of Ability (WNV)
       - Wechsler Preschool & Primary Scale of Intelligence (WPPSI)
       - Woodcock-Johnson Test of Cognitive Abilities (WJ)
       - Other (Specify): _____
     - Date Completed: _____ (mm/dd/yyyy)
     - Composite Name:_____ Composite Score: _____

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Does the student have evidence of a significant cognitive disability?

This item addresses whether the student has evidence to substantiate an intellectual impairment.

The results of cognitive assessments are documented electronically within CT-SEDS and can be used as a planning tool on the paper form. The information that is requested to be entered into the Eligibility Form in CT-SEDS by the PPT includes the name of the assessment used, the date the assessment was completed, and enter the composite score within the CT-SEDS platform. Listed within this section and within the CT-SEDS platform are the most common cognitive assessments however it is not an exhaustive list. Therefore, there is an option for the PPT to list other cognitive assessments as long as they provide the criteria necessary in determining eligibility.

The cognitive assessment should be current or within the triennial period and evident within the IEP.

If the IEP does not include standardized cognitive ability testing results, other evidence in the IEP should support that

the student has an intellectual impairment, which may be monitored by the CSDE.

An In-Depth Look at the Eligibility Form

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

2. Student has adaptive behavior skills 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.
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 the mean score).

- Assessment Used: (Choose from the drop-down menu)
  - Adaptive Behavior Assessment System (ABAS)
  - Scales of Independent Behavior-Revised (SIB-R)
  - Vineland Adaptive Behavior Scales (VABS)
  - Other (Specify): _____
- Date Completed: _____ (mm/dd/yyyy)
- Composite Name/Functional Level: _____

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

The results of adaptive behavior assessments are documented electronically within CT-SEDS and can be used as a planning tool on the paper form. Please note that the form indicates a score of more than 1.5 standard deviations below the mean score which serves as an example or reference point to begin discussion at the PPT. The PPT should examine evidence in the IEP documenting the student has adaptive behaviors substantially below expectations.

To complete the documentation process for this eligibility item, identify the name of the assessment used, the date administered, and the composite score within the CT-SEDS platform . If “Other” is selected, DO NOT use assessments or associated composite scores that do not measure broad adaptive behavior skills for the purpose of this alternate assessment eligibility criteria. The PPT will need to manually enter into CT-SEDS the full name of the adaptive behavior skill assessment, recognizing these will be identified for additional CSDE monitoring

- **Refer to the CSDE supporting Alternate Assessment System resources: Annotated Eligibility Form and**

FAQs available on the CT Comprehensive Assessment Program Portal for additional information on completing this form.

An In-Depth Look at the Eligibility Form

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

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.

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

The Connecticut Alternate Assessment Eligibility Form also requires confirmation, as documented in the IEP, that the 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. This required evidence component, in addition to the other two evidence components is verified in CT-SEDS by checking the appropriate box indicating the student meets eligibility criteria.

Evidence from the IEP to support this confirmation may include information about current performance included in the present levels of performance, including areas of concern and beneficial supports. These supports may include assistive technology, and augmentative and alternative communication to access academics and meet adaptive behavior needs.

Additional evidence may include Measurable Annual Goals that are Linked to Present Levels of Performance in the areas of Communication, Postsecondary Education/Training, Self Help, Employment, Independent Living, Health, and Other.

As a reminder, the evidence for extensive support should be pervasive, extending across the following areas:

- Academic/Nonacademic;
- Behavioral/Social/Emotional;
- Communication;
- Vocational/Transition;
- Health/Development;
- Fine and Gross Motor; and
- Activities of Daily Living.

Connecticut's Alternate Assessment System Eligibility Form

Once the PPT agrees that there is evidence in the IEP to support eligibility for participation in the Connecticut Alternate Assessment System, they will document this information within CT-SEDS. If the student meets the appropriate eligibility criteria, they will check the verification box indicating "The PPT verifies that supporting evidence related to the student's assessment options was discussed and this student meet the eligibility criteria for participation in the Connecticut Alternate Assessment System."
If the hard copy eligibility form is used as a draft, the team can initial the student's approval date in the Verification Section and file with the student's records.

Connecticut Alternate Assessment System
Eligibility Form
VERIFICATION SECTION

1. I verify that supporting evidence related to the student's assessment options was discussed with the Planning and Placement Team (PPT) on _____ (mm/dd/yyyy, date of PPT) to determine eligibility for participation in applicable Connecticut Alternate Assessments: the Connecticut Alternate Assessment (CTAA) for English Language Arts and Mathematics, the Connecticut Alternate Science (CTAS) Assessment, and the Connecticut Alternate Assessment of English Language Proficiency (CAAELP) for students identified as an English learner/multilingual learner (EL/ML) with significant cognitive disabilities.
2. Evidence reviewed during the PPT was used to determine that the student meets all three evidence-based criteria for participation in the Connecticut Alternate Assessment System:
   a) Student has an intellectual impairment with supporting evidence per cognitive testing or other details/evidence exists to substantiate the existence of an intellectual impairment.
   b) Student's adaptive behavior skills are well below age-level expectations with supporting evidence per adaptive behavior assessment(s) (e.g., scored more than 1.5 standard deviations below the mean score).
   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 in the state-wide assessment areas of their Individualized Education Program (IEP).

The Connecticut Alternate Assessment System Eligibility Form must be submitted through CT-SEDS by the appropriate due date each year for students in applicable testing grades for the assessments indicated below. Refer to the Assessment Calendar located on the Student Assessment webpage.

Grades 3-8 and 11	**CTAA for English language arts and math**
Grades 5, 8 and 11	**CTAS for science**
Grades K-12	**CAAELP for students identified as English learners/multilingual learners with significant cognitive disabilities**

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 assessments with designated supports, accommodations, and assistive technology (if applicable) as indicated throughout their IEP.**

Date Approved: _____ (mm/dd/yyyy)

To qualify for the Connecticut Alternate Assessment System, the Connecticut Alternate Assessment System Eligibility Form must be completed and approved by the PPT in CT-SEDS. Once this form is completed and approved by the PPT, please provide a copy to the Director of Special Education, the District Administrator for testing, and the following if applicable: the Connecticut SAT School Day Coordinator and the District English Learner Assessment Coordinator.

Connecticut Alternate Assessment System Eligibility Form Revised 6/8/23 Page 4 of 4

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Verifying Eligibility

Verification for participation in the Alternate Assessment System based on the eligibility form is completed in CT-SEDS. The PPT will determine if the student has sufficient evidence related to a significant cognitive disability, adaptive behavior skills and instructional needs. The PPT will document this information within CT-SEDS by checking the verification box indicating "The PPT verifies that supporting evidence related to the student's assessment options was discussed and this student meets the eligibility criteria for participation in the Connecticut Alternate Assessment System."

Once the IEP is fully implemented, the verification indicator will be used to identify a student as qualifying for the Connecticut Alternate Assessment System. This information will populate the Alt Flag Indicator (used by the CSDE) to classify students for alternate assessments in the TIDE System and for other reporting needs.

Ensuring Eligibility

- The eligibility form is completed entirely within the CT-SEDS platform.
- The PPT may need to consider if additional evaluation(s) are necessary to determine/substantiate eligibility.
- The PPT needs review each criteria, ensure all requirements are met, and complete all sections of the online Eligibility form. Then the PPT must select the verification check box within CT-SEDS. Once the IEP is finalized and implemented, the Alt Indicator will turn on in the TIDE system through a sync with CT-SEDs.
- If the student ***does not*** meet all three evidence-based criteria for participation in the Alternate Assessments as indicated in the Connecticut Alternate Assessment System Eligibility Form, **the student is expected to participate in the <u>standard state-wide assessments</u> with designated supports, accommodations, and assistive technology (if applicable) as indicated in their IEP.**

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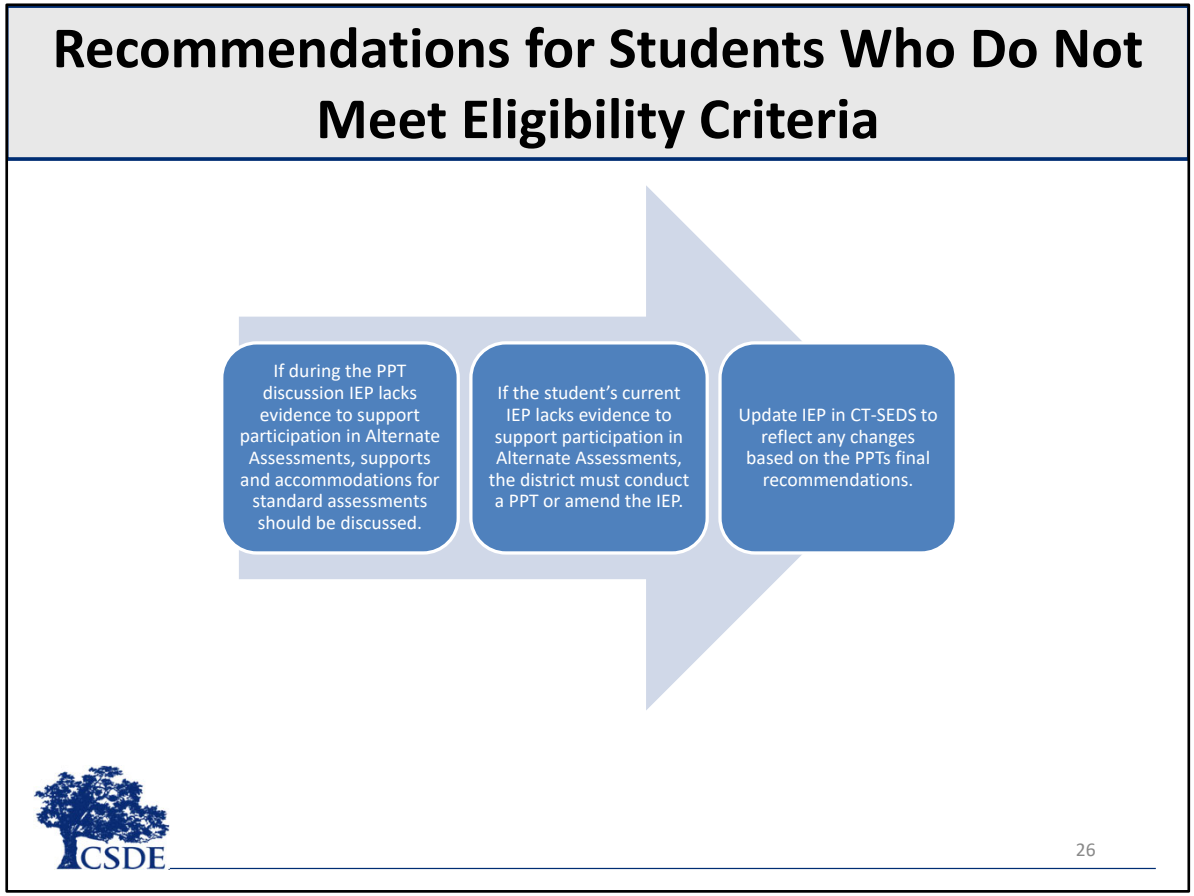
Ensuring Eligibility

- The Alternate Assessment System Eligibility Form is completed entirely within the CT-SEDS platform.
- The PPT needs to review and ensure all three components of the requirements are met, and complete all sections of the online Eligibility form including verification within CT-SEDS. Once the IEP is finalized and implemented the Alt indicator will turn on in the TIDE system through a sync with the CT-SEDs system.
- The PPT may need to consider if additional evaluation(s) are necessary to determine/ substantiate eligibility.
- If the student ***does not*** meet all three evidence-based criteria for participation in the alternate assessments as indicated in the Connecticut Alternate Assessment System Eligibility Form, **the student is expected to participate in the <u>standard state-wide assessments</u> with designated supports, accommodations, and assistive technology (if applicable) as indicated in their IEP.**



Recommendations for Students Who Do Not Qualify

During the PPT discussion if there is insufficient data and evidence to meet the eligibility requirements based on the guidance on the CSDE website, the PPT should indicate the student does not meet the eligibility requirements for alternate assessment in CT-SEDS.

The PPT should then determine which various accessibility features, designated supports, or accommodations the individual may need to access the Smarter Balanced and Next Generation Science Standards assessments. Additionally, if applicable, PPTs should identify language supports and accommodations for the Language Proficiency Assessment.

If the student's current IEP indicates alternate assessment and there is insufficient evidence upon further review of records or new assessment data, the district must hold a PPT or amend the IEP. PPTs should keep in mind the various designated supports and accommodations that are available and ensure that the IEP is updated to reflect the

student’s accessibility needs.

Data Entry Interface Submission Deadlines

Connecticut Alternate Assessment System Eligibility Form Verification in CT-SEDS	
CT-SEDS Implementation Date	**Assessment**
Fully Implemented IEP by December 29, 2023*	Eligibility forms must be approved, verified, and implemented within the IEP in CT-SEDS for the following assessments in order for the students to be correctly registered for: • CAAELP (Grades K-12); and • CTAA and CTAS (Grade 11)
Fully Implemented IEP by February 1, 2024	Eligibility forms must be approved, verified, and implemented within the IEP in CT-SEDS for the following assessments in order for the students to be correctly registered for the: • CTAA (Grades 3-8, and newly identified students in Grade 11); and • CTAS (Grades 5, 8, and newly identified students in Grade 11)

*Note: Eligibility forms submitted after these dates will have the students rostered for the standard summative assessments, specifically LAS Links and CT SAT School Day.

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CT Alternate Assessment System Eligibility Form Submission Deadlines

Even though PPTs occur throughout the school year, it is recommended that the **required** Connecticut Alternate Assessment System Eligibility Form be approved and verified in CT-SEDS as soon as the Planning and Placement Team (PPT) determines that the student meets eligibility criteria. This PPT determination of eligibility, as well as IEP implementation, should occur prior to the start of the applicable testing window(s) to ensure that the student is assigned to the most appropriate assessment and if applicable the student's Alt Flag Indicator is set in TIDE.

Additional Resources Related to the Connecticut Alternate Assessment System Eligibility Form

Frequently Asked Questions and Answers About the Connecticut Alternate Assessment System

Connecticut Alternate Assessment Participation Guidance for Planning and Placement Teams

Frequently Asked Questions and Answers About the Connecticut Alternate Assessment Eligibility Form

Annotated Alternate Assessment System Eligibility Form

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Additional Resources Related to the Connecticut Alternate Assessment System Eligibility

Resources related specifically to the Connecticut Alternate Assessment System and PPT Guidance are available on the CSDE Comprehensive Assessment Program Portal.

These resources include: Frequently Asked Questions and Answers About the Connecticut Alternate Assessment System, Connecticut Alternate Assessment Participation Guidance for Planning and Placement Teams, Frequently Asked Questions and Answers About the Connecticut Alternate Assessment System Eligibility Form, and the Annotated Alternate Assessment System Eligibility Form.

Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams Flowchart

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, district-wide assessments, and English language proficiency 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 → 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 throughout the IEP.

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 behaviors well below age-level expectations? (As evidenced by adaptive behavior assessments.)

   YES to both — NO → 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 throughout the IEP.

AND

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

   YES — NO → 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 throughout the IEP.

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) -English Language Arts and Mathematics for Grades 3-8 & 11;
- The Connecticut Alternate Science (CTAS) Assessment for Grades 5, 8, & 11; and
- The Connecticut Alternate Assessment of English Language Proficiency (CAAELP) for English learners/multilingual learners in Grades K-12

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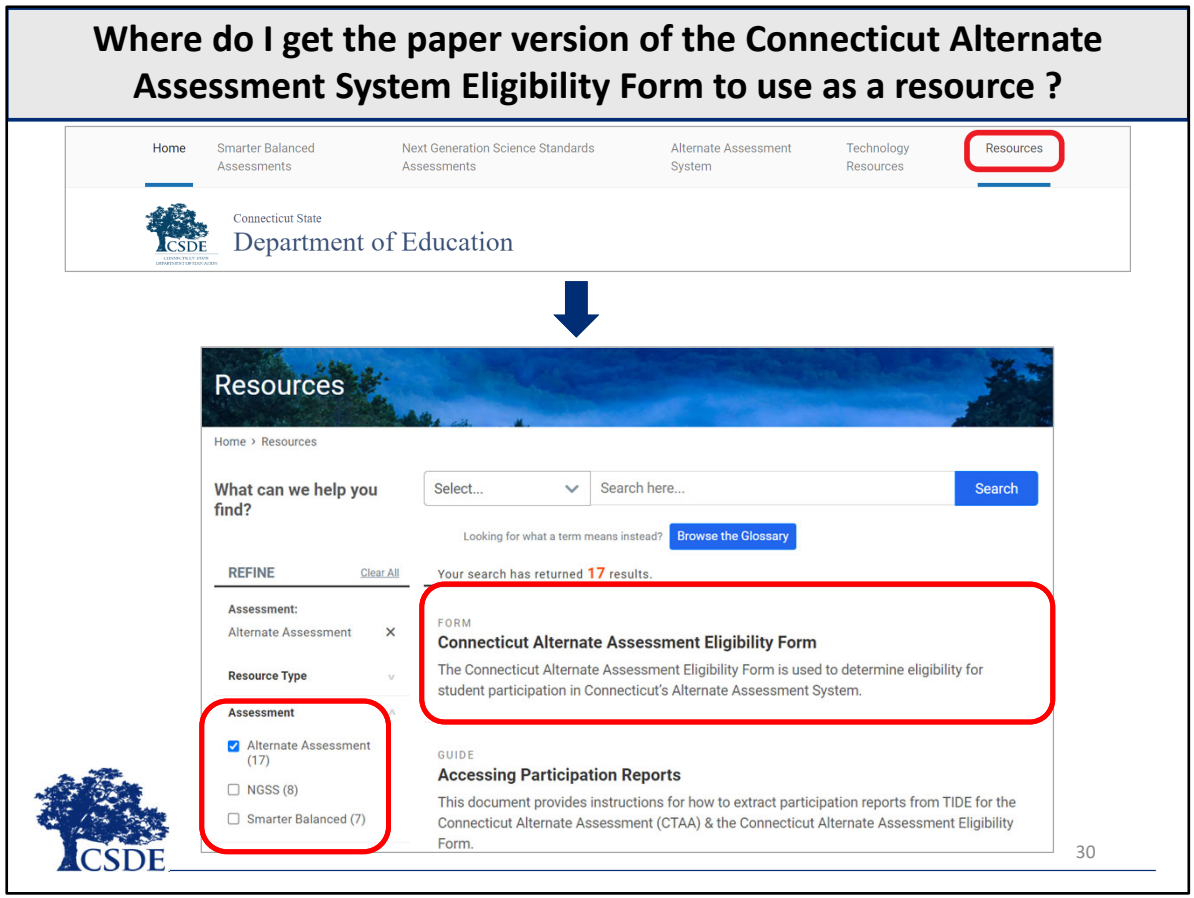
Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams Flowchart

This resource provides guidance on determining eligibility for student participation in the Connecticut Alternate Assessment System and should be used by PPTs in conjunction with the Connecticut Alternate Assessment System Eligibility Form within the CT-SEDS platform.



Where do I get the paper version of the Connecticut Alternate Assessment System Eligibility Form to use as a resource?

The paper copy of the Connecticut Alternate Assessment System Eligibility Form is available on the portal. From the home page, click **Resources** in the menu at the top of the page. Then, under **Refine**, click **Assessment, Alternate Assessment,** and then **Filter.** All resources that apply to the CTAA and the CTAS will appear.

Session 1 Tasks

- ✓ Obtain each of your student's IEPs and confirm their grade, and whether they are verified in CT-SEDS to participate in the Connecticut Alternate Assessment System. Assessments include the academic Connecticut Alternate Assessment for Mathematics and English Arts (grades 3-8, and 11), and the Connecticut Alternate Science (CTAS) Assessment (for students in grades 5, 8, and 11). The system also includes the CAAELP for dually identified English learners/multilingual learners with significant cognitive disabilities in grades K-12.
- ✓ If the student has not yet had their annual PPT, PPTs can download and print a paper copy of the Connecticut Alternate Assessment System Eligibility Form to aid in accessing eligibility criteria. Teams can complete a draft and present at the PPT to determine student eligibility for the upcoming school year.
- ✓ Eligibility forms are now submitted through the PPT process in CT-SEDS.
- ✓ Once you complete the Connecticut Alternate Assessment System Training for TEAs and pass the quiz, trained TEAs will be able to access secure alternate assessment system materials, administer the CTAA, and submit student scores on the CTAS using the DEI.

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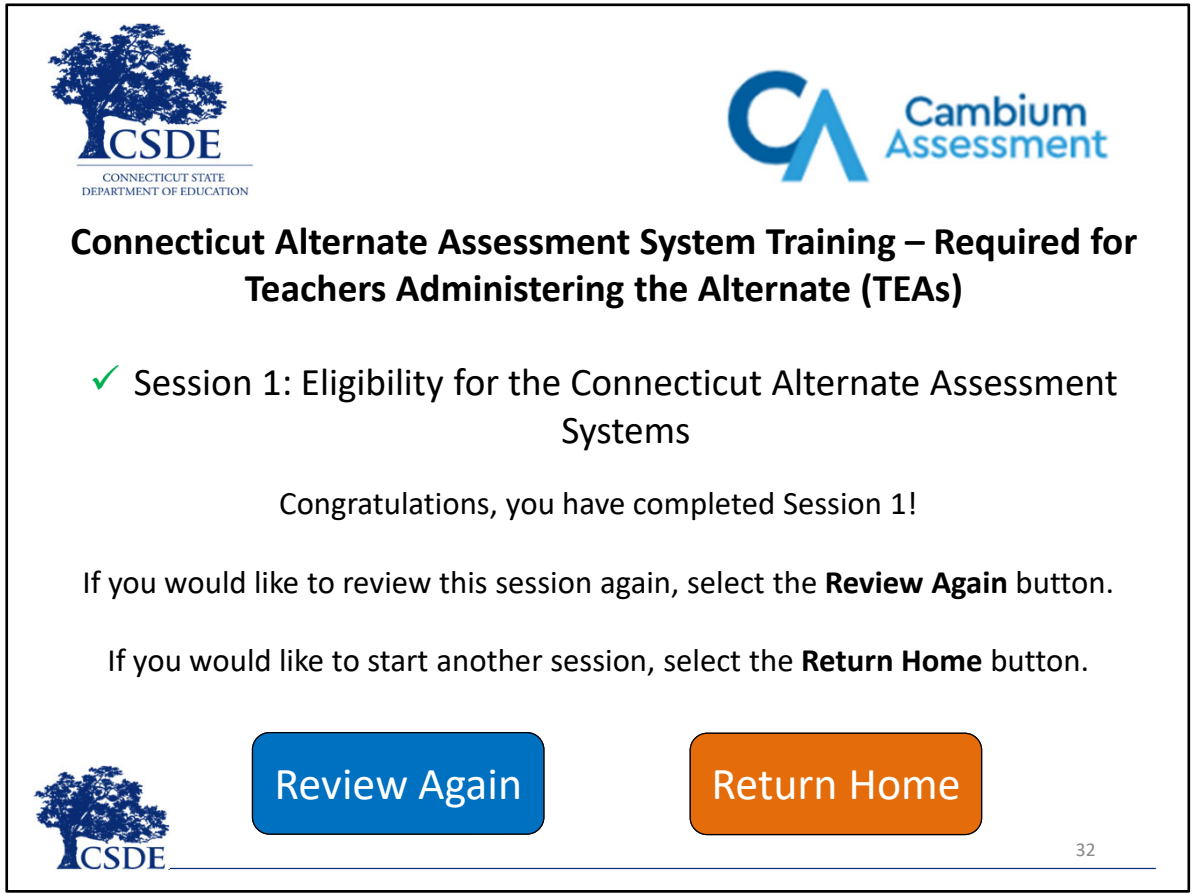
Session 1 Tasks

This is a list of tasks that TEAs must complete before administering an alternate assessment.

Take a minute to review these tasks.



End of Session 1

You have completed Session 1 of the Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate (TEAs).

If you have any questions or want to find additional information on this task or the alternate assessment, please review the associated *Test Administration Manual*, or TAM, located on the Connecticut Comprehensive Assessment Portal. On the Portal, you can also find announcements, a calendar, practice tests, additional resources, and a digital copy of the TAM. You may also contact the Connecticut Help Desk by email or by phone.

Please click the “Return Home” button to return to the session selection page and proceed to Session 2. To return to the beginning of the course, select the “Review Again” button.

You may review this session as many times as you like. Thank you for completing Session 1!