



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Annotated
2022-23 Connecticut
Alternate Assessment
System
Eligibility Form

Required for Participation in the
Connecticut Alternate Assessment System
Including CTAA, CTAS, and CAAELP

SY 2022-23
Revised 7/8/22

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

Students with significant cognitive disabilities considered eligible for an alternate assessment may also be dually identified as EL/ML in the Public School Information System. This additional identification is important since these students are expected to participate in an annual English Language Proficiency Assessment in Grades K-12.

Please indicate the student's Primary Disability as evidenced by the most recent Individualized Education Program (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, CTAS, or CAAELP.

Generally, the following primary disability categories, based upon data review, are more likely to have a preponderance of evidence supporting participation in the Alternate Assessment System: Autism, Intellectual Disability, Multiple Disabilities, or Traumatic Brain Injury. Other primary disability categories require additional evidence to support participation in an alternate assessment. This additional evidence should demonstrate access barriers to the standard summative assessments regardless of designated supports, accommodations, and assistive technology.

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.

If the Planning and Placement Team (PPT) determines there is insufficient evidence to support the intellectual impairment for the student, then the PPT should select the appropriate grade-level standard assessments with designated supports, accommodations, and assistive technology (if applicable) to meet the student's access needs. The Alternate Assessment System Eligibility Form is **not** entered into the Data Entry Interface by a Trained Teacher Administering the Alternate (TEA) because the student does not meet this required eligibility component. However, the draft form (with associated PPT notes) should be maintained with the PPT documentation as evidence of the discussion.

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

When a student has significant communication, sensory, or motor limitations that preclude certain forms of test presentation or responses, the PPT should discuss and document the steps taken to determine the best alternative to a standardized cognitive assessment. The PPT may consider requesting additional testing. The PPT must determine and provide evidence documenting an intellectual impairment and why the student is not able to access the standard summative assessments, even when provided designated supports and accommodations.

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): _____

- Select the name of the cognitive assessment used to provide evidence of an intellectual impairment from the menu provided. (As referenced in the [American Psychological Association's Ethical Principles of Psychologists and Code of Conduct](#), Section 9: Assessments, these assessments should be the most current edition available).
- If "Other" is selected, DO NOT use assessments, or associated composite scores that do not measure broad cognitive functioning for the purpose of this alternate assessment eligibility criteria. (e.g., Adaptive Behavior Scales, Assessment of Basic Language and Learning, Comprehensive Test of Phonological Processing, file reviews, or observations).
- If "Other" is selected, specify the full name of the cognitive assessment, recognizing these will be identified for additional CSDE monitoring.
- Ensure that the evaluations address the degree for which a student's second language acquisition affects validity and reliability of test findings for a student who is an EL/ML.

- Date Completed: _____ (mm/dd/yyyy)

Include the month, day, and year for which the cognitive assessment was completed. This date should be within 3 years of the PPT's discussion about the participation in the alternate assessment for the current school year. If the date spans more than 3 years, it is recommended that the PPT determine an appropriate measure to assess the student's current cognitive functioning.

- 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 (34 CFR §§ 200.1(d) and 300.160 (c)).

STOP: student is not eligible to participate in the alternate assessment system.

If the PPT determines there is insufficient evidence defining the student’s need for support in the area of adaptive behavior skills, then the PPT should select the appropriate grade-level standard assessments with designated supports, accommodations, and assistive technology (if applicable) to meet the student’s access needs. The Alternate Assessment System Eligibility Form is **not** entered into the Data Entry Interface by a Trained Teacher Administering the Alternate (TEA) because the student does not meet this required eligibility component. However, the draft form (with associated PPT notes) should be maintained with the PPT documentation as evidence of the discussion.

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): _____

- Select name of the adaptive assessment used to provide evidence of insufficient adaptive behavior skills from the provided menu. (As referenced in the [American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct](#), Section 9: Assessments, these assessments should be the most current edition available).
- 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. (e.g., Assessment of Basic Language and Learning, Autism Behavior Rating Scale, Autistic Diagnostic Observation Schedule, Behavior Assessment System for Children, file review, or observations).
- If “Other” is selected, specify the full name of the adaptive behavior skill assessment, recognizing these will be identified for additional CSDE monitoring.
- Ensure that the evaluations address the degree for which a student’s second language acquisition affects the validity and reliability of test findings for a student who is an EL/ML.

- Date Completed: _____ (mm/dd/yyyy)

Include the month, day, and year for which the adaptive assessment was completed. This date should be within 3 years of the PPT’s discussion about the participation in the alternate assessment for the current school year. If the date spans more than 3 years, it is recommended that the PPT determine an appropriate measure to assess the student’s current adaptive behavioral skills.

- Composite Name/Functional Level: _____

Enter the numerical adaptive behavior composite score from the standardized adaptive behavior skill assessment administered. Typically, this score must be more than 1.5 standard deviations below the mean score for a student to meet this component of the criteria for eligibility.

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.

If the PPT determines there is insufficient evidence defining the student's need for intensive instruction with significant supports, then the PPT should select the appropriate grade-level standard assessments with designated supports, accommodations, and assistive technology (if applicable) to meet the student's access needs. The Alternate Assessment System Eligibility Form is **not** entered into the Data Entry Interface by a Trained Teacher Administering the Alternate (TEA) because the student does not meet this required eligibility component. However, the draft form (with associated PPT notes) should be maintained with the PPT documentation as evidence of the discussion.

- 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.

The PPT can provide evidence that the student has IEP goals and objectives linked to (and derived from) the Connecticut Core Standards (CCS) and Next Generation Science Standards (NGSS), which are the academic standards for English language arts, mathematics, and science in Connecticut. To access these standards, students are typically provided repeated access to content in a systematic manner, across multiple settings and subject areas, allowing these students greater opportunity to demonstrate what they know and can do. Supports are individualized and evidenced throughout the student's IEP, particularly in the student's present levels of performance, goals and objectives, accommodations, and related service needs. Students who do not require extensive, repeated, and individualized instruction, and do not use substantial supports to achieve measurable gains in the grade- and age-appropriate curricula, are expected to take Connecticut's standard assessments with designated supports, accommodations, and assistive technology (if applicable) as indicated in the student's IEP.

Connecticut Alternate Assessment System

Eligibility Form

VERIFICATION SECTION

1. I verify that supporting evidence related to the student's assessment options was discussed at 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 Collaborative for the Alternate Assessment for 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 exist 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 assessment areas of their Individualized Education Program (IEP). The Connecticut Alternate Assessment System Eligibility Form must be submitted through the Data Entry Interface by the appropriate due date each year for students in applicable testing grades for the assessments indicated below:

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 English learners/multilingual learners (ELs/MLs) 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 statewide assessments with designated supports, accommodations, and assistive technology (if applicable) as indicated throughout their IEP.**

The TEA will use the PPT-approved Alternate Assessment System Eligibility Form to submit the evidence for eligibility in the Data Entry Interface by the due date established by the CSDE. If the student does not have supporting evidence to participate in the Alternate Assessment System, the draft Alternate Assessment System Eligibility Form and associated discussion notes should be maintained with the PPT documents. A student who is determined ineligible for the Alternate Assessment System should participate in the appropriate standard assessments with designated supports, accommodations, and assistive technology as needed. The draft Alternate Assessment System Eligibility Form (with associated PPT notes) should be maintained with the PPT documentation as evidence of the discussion.

Note: Once this form is completed and approved by the Planning and Placement Team, 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.

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 they will include their EIN when submitting this form in the Data Entry Interface to register the student to participate in the Alternate Assessment System. This form represents a critical data point to ensure students participate in the most appropriate assessment and are reflected accurately in all systems managed by the Connecticut State Department of Education. For students determined eligible to participate in the Alternate Assessment System by the PPT, providing a copy of this form to the Director of Special Education, the District Administrator (DA in TIDE) and if applicable, the SAT School Day Coordinator and the District English Learner Assessment Coordinator allows the planning for each of the assessment programs to be facilitated more effectively.