



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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

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 <i>or</i> OHI - ADD/ADHD |
| <input type="checkbox"/> Specific Learning Disability* <i>or</i> 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.

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 (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 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.

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 (EI/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 state-wide assessments with designated supports, accommodations, and assistive technology (if applicable) as indicated throughout 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, 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.*