

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

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

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

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.