



# STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION



**TO:** Directors of Special Education  
Directors of Regional Educational Service Centers  
Directors of Approved Private Special Education Programs  
District English Learner Assessment Coordinators

**FROM:** Bryan Klimkiewicz, Special Education Division Director  
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**DATE:** August 21, 2019

**SUBJECT:** New Connecticut Alternate Assessment Eligibility Form

The Connecticut State Department of Education (CSDE) is providing the following update related to the participation of students in Connecticut's Alternate Assessment System (the Connecticut Alternate Assessment (CTAA) for English language arts and mathematics and the Connecticut Alternate Science (CTAS) Assessment for science).

The Every Student Succeeds Act (ESSA) allows for alternate assessments for students with the most significant cognitive disabilities provided the total number of students assessed does not exceed 1.0 percent of the total number of students in the state who are assessed in each subject (reading/language arts, mathematics and science). To ensure that only students with documented evidence of a significant cognitive disability participate in Connecticut's Alternate Assessment System, the Bureau of Special Education (BSE) and the Performance Office updated the process to determine eligibility. Effective immediately, the Learner Characteristics Inventory (LCI) is replaced by the new [Connecticut Alternate Assessment Eligibility Form](#). This new form requires the submission of critical evidence such as the documentation of assessment data typically included in the Individual Education Program (IEP) to describe the student's present levels of performance and eligibility for special education services. It will collect information on the student's intellectual functioning, adaptive behavior, and confirm that the student receives extensive, repeated, individualized instruction and academic support across all academic and non-academic areas.

Similar to the process employed in previous years, the Planning and Placement Team (PPT) will review the Connecticut Alternate Assessment Eligibility Form in conjunction with the student's IEP to support the selection of the most appropriate assessment based on the student's characteristics, and assessments included in the present levels of performance. If the student meets eligibility criteria described in the Connecticut Alternate Assessment Eligibility Form, the student's primary special education teacher (who must have authorized access to the Connecticut Alternate Assessment System by completing required yearly, online training) will submit the form through the Data Entry Interface (DEI). The DEI has built-in features that will prevent the submission of information if there is missing evidence contained in one or more of the items. If the PPT determines that a student does not meet the eligibility criteria specified by the Connecticut Alternate Assessment 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.

Given the improvements to the eligibility process for Connecticut's Alternate Assessment System, the *Frequently Asked Questions and Answers about the Connecticut Alternate Assessment Eligibility Form* was developed to provide information on assessment decisions on behalf of Connecticut's students with disabilities. Please contact the Performance Office at 860-713-6860 or the Bureau of Special Education at 860-713-6910 with questions.