

The Connecticut Alternate Assessment System Resources

Quick Guide for Planning and Placement Teams (PPTs)

This quick guide was developed for Planning and Placement Teams making decisions about alternate assessments. It includes a list of key accessibility resources to support educators' understanding of the eligibility process and information about accessibility and assessment policies.

Primary Websites

- Connecticut Comprehensive Assessment Program Portal [Alternate Assessment](#) webpage
- Connecticut State Department of Education, Performance Office, [Alternate Assessment](#) webpage
- [CAAELP Resources Page](#)
- [Resources for PPTs and Section 504 Teams- CT SEDS and Statewide Assessments](#) webpage

Special Populations Training Series

This series includes topic-specific PowerPoint modules designed to support educator teams. The trainings focus on helping teams better understand key policies and procedures related to making decisions for students with Individualized Education Programs (IEPs). The following sessions are available:

[Ensuring Appropriate Student Identification and Eligibility Criteria for Participation in the Connecticut Alternate Assessments](#) - This training explains the purpose of alternate assessments and reviews eligibility criteria to inform appropriate identification for participation on alternate assessments.

[Overview of the Connecticut Alternate Assessment System Early Stopping Rule and Student Response Check New!](#) - This PowerPoint explains the Early Stopping Rule (ESR), which is a process for teachers to use with students who do not have an established mode of communication. The training covers the purpose, eligibility, and submission process for Teachers Administering the Alternate (TEAs) and their District Administrators.

[Alternate Assessment System Training Slides](#) - Available to administrators who want to enhance their understanding of alternate assessments, these PDFs include the Alternate Assessment System Training Course required for TEAs.

[Best Practices for Determining Accommodations for Statewide Assessments](#) - Using a strength-based approach and through the implementation of the principles of universal design, this training identifies how accessibility features can promote access to instruction and assessments for all students based on their unique learning profiles.

[CT-SEDS and Summative English Language Proficiency \(ELP\) Assessments](#) - Coming Soon! This training provides an overview of the Connecticut Summative English Language Proficiency (ELP) Assessments (LAS Links and CAAELP), accessibility supports, eligibility, and information on how to document these assessments within CT-SEDS.

[Ten “Do Now’s” for Accommodation Planning on Statewide Assessments](#) - This training is designed for CT-SEDS Case Managers and teams responsible for determining the appropriate state assessment and accommodations for students with an IEP and Section 504 Plan.

General Resources Related to the Connecticut Alternate Assessments

This section includes a collection of key resources to support educators, families, and stakeholders in understanding the Connecticut Alternate Assessment System. These tools provide guidance on assessment policies, accessibility features, and eligibility criteria for students with significant cognitive disabilities:

[CSDE Assessment Guidelines](#) - This document is intended to provide guidance for Connecticut school district personnel who must make decisions about testing special student populations for Connecticut Summative Assessments.

[Frequently Asked Questions and Answers about the Connecticut Alternate Assessment System](#) - This FAQ document is intended to provide local education agencies (LEAs), parents, advocacy organizations, and other interested parties with information regarding the requirements for serving Connecticut’s children with significant cognitive disabilities participating in alternate assessments.

[Comparison of Connecticut Alternate Assessments](#) - This resource describes features across all three assessments within the Alternate Assessment System, which includes the Connecticut Alternate Assessment (CTAA) for Math and ELA, the Connecticut Alternate Science (CTAS) and the CAAELP.

[Assessment Resources for Planning and Placement and Section 504 Teams Quick Guide](#) - This resource provides teams with information on accessibility features available on the state summative assessments for students with an Individualized Education Program or Section 504 Plan.

[Accessibility Considerations](#) - This resource addresses accessibility needs for statewide assessments, including accessibility tools that can be incorporated in the instructional setting to promote student access and independence in the classroom, when completing assignments, and for school assessments.

[Resources for PPTs and 504 Teams - CT-SEDS and Statewide Assessments](#) - Teams should review this webpage when planning for accessibility supports when considering student participation on standard assessments such as Smarter Balanced and NGSS.

Participation on the Alternate Assessments

This section includes information regarding eligibility criteria for students participating on the Connecticut Alternate Assessment System:

[Determining Student Participation on Connecticut Statewide Summative Assessments](#) - This flowchart provides the educator teams with guidance on student participation on statewide assessments based on individual student profile.

[Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams](#) - This flowchart provides the PPT with guidance on eligibility for student participation in Connecticut Alternate Assessments and should be used in conjunction with the Connecticut Alternate Assessment Eligibility Form.

[Connecticut Alternate Assessment Eligibility Form](#) - PPTs will complete the Connecticut Alternate Assessment System Eligibility Form located within CT-SEDS to determine student eligibility on the Connecticut Alternate Assessment System.

[Annotated Connecticut Alternate Assessment Eligibility Form](#) - The Annotated Connecticut Alternate Assessment Eligibility Form is used to help teams in guiding discussions and determining eligibility for student participation in Connecticut's Alternate Assessment System.

[FAQ About the Connecticut Alternate Assessment System Eligibility Form](#) - This FAQ document provides information regarding eligibility criteria for participation as documented by the Connecticut Alternate Assessment System Eligibility Form.

[Connecticut Alternate Assessment System Early Stopping Rule and Student Response Check](#) - This guideline provides TEAs and district leaders with information on the purpose, criteria, and process for requesting the Early Stopping Rule on the alternate assessments.

[Connecticut CAAELP Participation Guidelines](#) - These guidelines describe the purpose, participation criteria and procedures to determine and document eligibility for the CAAELP.

[CAAELP Domain Exemptions](#) - This document provides guidance and procedures around the use of Domain Exemptions on the CAAELP.

Planning and Preparing for Test Administration

This section includes information for trained Teachers Administering the Alternate Assessments and resources for District Administrators (DAs for Testing), English Language Assessment Coordinators (ELACS), and other educators supporting test administration:

[Required Alternate Assessment System Training](#) [Requires TIDE account and TEA user role] - This is a required, annual, online training for TEAs. It includes four modules and a quiz that the teacher must complete with a score of 80% or higher to be certified as a trained TEA.

[CTAA Test Administration Manual \(TAM\)](#) - This manual provides information for the TEA regarding policies and procedures for the Connecticut Alternate Assessment (CTAA) for English language arts (ELA) and mathematics.

[CTAA System User Guide](#) - This user guide supports TEAs navigate the Test Delivery System (TDS) as well as administer Connecticut Alternate Assessment (CTAA) practice tests and operational tests.

[CTAA Assessing Students who are Blind, Deaf, or Deaf-Blind Additional Guidance](#) - This resource includes tasks, definitions and strategies, with examples that may be used by the TEA as appropriate for students who are Blind, Deaf, or Deaf-Blind to access the CTAA.

[The Connecticut Alternate Assessment TEA Responsibility Checklist](#) - This resource outlines responsibilities and suggests steps for the TEA when administering the CTAA.

[Connecticut Alternate Science \(CTAS\) Assessment: Test Administration Manual](#) - This manual provides information for the TEA regarding policies and procedures for the Connecticut Alternate Science (CTAS) Assessment.

[CTAS Assessing Students who are Blind, Deaf, or Deaf-Blind Additional Guidance](#) - This resource includes tasks, definitions and strategies, with examples that may be used by the TEA as appropriate for students who are Blind, Deaf, or Deaf-Blind to access the CTAS.

[The Connecticut Alternate Science Assessment TEA Responsibility Checklist](#) - This resource outlines responsibilities and suggested steps for the TEA when administering the CTAS.

[CAAELP TEA Responsibility Checklist](#) - The CAAELP TEA Responsibility Checklist outlines responsibilities and suggested steps for the TEA.

[CAAELP Test Administration Manual](#) - This manual contains directions to guide the test administrator in logging-in, administering the practice test, and general test administration activities.

Instructional Resources Accessibility Features and Accommodations

This section includes information on accessibility and accommodations and instructional resources for educators supporting students with significant cognitive disabilities:

[AA-AAS: Standards That Are the “Same but Different” \(NCSC Brief #1\) \(archive-it.org\)](#) - This Brief provides definitions and examples of same grade-level content standards and different achievement standards.

[State Assessment Decision-making Processes for ELLs with Disabilities](#) - This Brief presents information on what we know about assessment decision-making processes for English learners/multilingual learners (ELs/MLs) with disabilities.

[Improving Instruction for English Learners Through Accessibility Decision Making \(Improving Instruction\): Training Module](#) - Resources, tool kits, and teacher training is available to support accessible instruction and assessment for ELs/MLs.

[TIES Center](#) - The TIES Center provides resources to make inclusive education a reality for all students with disabilities, including those with extensive support needs.

[NCSC Wiki](#) - The wiki and the materials hosted here help educators accomplish the NCSC/MSAA goals by supporting instruction aligned to the Common Core State Standards (CCSS) as well as many other state content standards.

[CAAELP Accessibility and Accommodations Manual](#) - This manual provides guidance on the provision of optimal testing conditions and the selection and administration of appropriate universal features, designated supports, and accommodations for students taking the CAAELP.

Connecticut Special Education Data System (CT-SEDS and the Test Information Distribution Center (TIDE))

This section includes information on documenting statewide assessments and accommodations in CT-SEDS for state assessments:

[CT-SEDS/TIDE FAQ](#) - This FAQ includes questions and answers to commonly asked questions regarding the CT-SEDS accommodations sync to TIDE.

[Checking Student Settings in TIDE and CT-SEDS](#) - This optional resource provides specific directions on how to check designated supports and accommodations (applicable to Smarter Balanced and NGSS Assessments) in TIDE and compare them to the Accommodations Report in “CT-SEDS Everyday.”

[CT-SEDS/TIDE Syncing Concerns](#) - Districts can use this optional form to collect information about accommodation issues identified between CT-SEDS and TIDE and then submit them to the CSDE Office of Student Assessment for assistance.

Parent Resource

This section includes a parent resource:

[Parent Overview of Connecticut's Alternate Assessment System \(English\)](#) - This overview for parents/guardians describes components and resources for Connecticut’s Alternate Assessment System designed for students with significant cognitive disabilities.

CSDE Contact Information

Please reach out to the CSDE for any questions:

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Katie Seifert, katherine.seifert@ct.gov, 860-713-6722

Connecticut Comprehensive Assessment Program Help Desk

Please reach out to the Connecticut Comprehensive Assessment Program Help Desk for additional guidance:

cthelpdesk@cambiumassessment.com, 1-844-202-7583