[INSERT DATE]

Dear Parent or Guardian,

 The enclosed Individual Student Report contains the results from your child’s 2024 Connecticut Alternate Assessment.

The Connecticut Alternate Assessment System was designed specifically for students with significant cognitive disabilities. Planning and Placement Teams meet each year to determine eligibility for the Alternate Assessments when implementing Individualized Education Programs (IEPs) for students. There are three components to the Alternate Assessments which include the Connecticut Alternate Assessment (CTAA) for English language arts and math administered to eligible students in Grades 3-8 and 11, the Connecticut Alternate Science (CTAS) Assessment for eligible students in Grades 5, 8 and 11, and the Connecticut Alternate Assessment of English Language Proficiency (CAAELP) administered to eligible students with an IEP **and** who are also identified as an English learner/multilingual learner (EL/ML) in Grades Kindergarten-12.

Participation in the Alternate Assessment System is determined by the grade, needs, and EL/ML identification of the student. Depending on your child’s grade and eligibility, one or more tests were administered by your child’s teacher in the spring of 2024. Accommodations were provided to support your child as indicated in their IEP as applicable with Connecticut State Department of Education testing policies.

**What does the CTAA test measure?**

The CTAA is designed to be accessible for students to show what they know and can do in reading, writing, and math. For example, reading passages are reduced in length and include pictures and graphics. Math items include common geometric shapes and smaller numbers. The tests use multiple-choice items and constructed responses to measure skills and are read to students by a trained teacher in a one-to-one test setting.

**How are CTAA scores reported?**

The scores from the CTAA English language arts and math tests are presented in the Individual Student Report (ISR). There are four performance categories: Exceeds the Alternate Achievement Standard, Meets the Alternate Achievement Standard, Approaching the Alternate Achievement Standard, and Does not Meet the Alternate Achievement Standard. These reports include descriptions of the skills the student demonstrated.

**What does the CTAS test measure?**

The CTAS tests are performance tasks designed to be accessible for students and are administered by a trained teacher in a one-to-one setting. These tasks allow students to show what they know and can do in science, specifically Earth, Life, and Physical Science. This test included color visual supports and activities.

**How are CTAS scores reported?**

The scores from the CTAS tests are presented in the Individual Student Report (ISR). There are four performance categories; Exceeds the Alternate Achievement Standard, Meets the Alternate Achievement Standard, Approaching the Alternate Achievement Standard, and Does Not Meet the Alternate Achievement Standard. These reports include detailed information about the skills the student demonstrated.

**What does the CAAELP test measure?**

The CAAELP is designed for students in Grades K-12 who are identified EL/ML learners with a significant cognitive disability documented in their IEP. These tests provide an opportunity for students to demonstrate their English language skills in Listening, Speaking, Reading, and Writing. These students are tested by a trained teacher in a one-to-one setting.

**How are CAAELP scores reported?**

The scores from the CAAELP are presented in the Individual Student Report (ISR). They include an overall score with three categories: Proficient, Progressing, and Emerging. More specific information is provided in scores for Productive Modality (Speaking and Writing) and Receptive Modality (Listening and Reading). These modality scores are divided into four performance levels: Advanced, Early Advanced, Intermediate, and Beginning.

**How can families find more information?**

For more information on the Connecticut Alternate Assessments, please refer to the [Parent Overview of Connecticut’s Alternate Assessment System](https://ct.portal.cambiumast.com/-/media/project/client-portals/connecticut/pdf/2019/parent-overview-ct-alternate-assessment-system.pdf) available on the [Connecticut Alternate Assessment System](https://portal.ct.gov/SDE/Student-Assessment/CTAA-Skills-Checklist/Connecticut-Alternate-Assessments) Webpage.

These alternate assessments help teachers and parents see how their child is performing on grade-level skills. The results can point to areas where a student is performing on target, and the areas where they may need extra help.

It is important to remember that the information provided in your child’s report(s) is only one source of information about your child’s academic performance. These results should be used with other information about your child such as the IEP, a progress report, a recent report card, and teacher feedback.

Your child’s test results will provide you and their teacher with valuable information to support them in the year ahead. If you have any questions about your child’s Individual Student Report, please contact your child’s teacher.

Sincerely,

[INSERT NAME]

[INSERT TITLE]