

Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams

This document should be used prior to planning and placement team (PPT) meeting for discussion

Considerations:

- Records which include results of individual cognitive ability tests, adaptive behavior skills assessments, achievement tests, districtwide assessments, English learner assessments if applicable.
- Examples of curriculum, modifications and accommodations, instructional objectives, and materials, work samples from school or community-based programs.
- 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 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 next 3 qualifying questions

1. Does the student have a significant cognitive disability?

YES

NO

2. Is the student learning content linked to (derived from) the Connecticut Core State Standards and the Connecticut Science Curriculum framework?

YES

NO

3. Does the student require extensive direct individualized instruction and substantial supports to achieve measureable gains in grade and age appropriate curricula?

YES

NO

If you answered YES to ALL questions, the student qualifies to participate in the Connecticut Alternate Assessments

Connecticut Alternate Assessment System Includes:

- Connecticut Alternate Assessment (CTAA) in Language Arts and Mathematics for Grades 3-8 & 11
 - Alternate Science for Grades 5, 8 & 11

NO



STOP

Student is not eligible for any Alternate Assessment and must be assessed with Connecticut standard assessments.

