Connecticut Alternate Assessment System
New CT Alternate Assessment Eligibility Form

September 18, 2019
Overview of ESSA Requirements

34 CFR § 200.6 - Inclusion of all students

• For each subject for which assessments are administered . . . the total number of students assessed in that subject using an alternate assessment . . . may not exceed 1.0 percent of the total number of students in the State who are assessed in that subject.

• A State must not prohibit an LEA from assessing more than 1.0 percent of its assessed students . . .

• State must establish and monitor implementation of clear and appropriate guidelines for IEP teams to apply in determining, on a case-by-case basis, which students with the most significant disabilities will be assessed based on alternate academic achievement standards.
Establish guidelines to include a state definition of “students with the most significant cognitive disabilities” that addresses factors related to cognitive functioning and adaptive behavior, such that:
ESSA Requirements for States, cont.

the identification of a significant cognitive disability is not based on IDEA eligibility category or English learner status;
the identification of a significant cognitive disability is not based on previous low academic achievement or need for accommodations to participate in general State assessment; and
A student is identified as having the most significant cognitive disability because he/she requires extensive, direct individualized instruction and substantial support to achieve measurable gains on the challenging academic content standards for the grade in which the student is enrolled.
Students with a **significant cognitive disability** are identified as individuals who:

- Have an intellectual impairment, as documented through an assessment of cognitive functioning that places the individual significantly below age/grade level expectations;
- Demonstrate adaptive behavior (i.e., those conceptual, social and practical skills necessary to meet the common demands of everyday life) that is well below age/grade level expectations; and
- Require intensive, repeated individualized instruction and uses substantially adapted materials, assistive technology, and individualized methods of accessing information to acquire, maintain, demonstrate, and transfer skills across multiple settings.
While a student may not be determined to have a significant cognitive disability based solely on an IDEA classification, individuals with intellectual disability, multiple disabilities, autism or traumatic brain injury are more likely to be determined so.
## Who are Connecticut’s CTAA students?

### 2018-19

<table>
<thead>
<tr>
<th>Primary Disability</th>
<th>Count</th>
<th>% of CTAA</th>
<th>% of Disability</th>
<th>Count SWD G.3-8,11</th>
<th>% All SWD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>1407</td>
<td>36.7%</td>
<td>29.0%</td>
<td>4856</td>
<td>11.3%</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Emotional Disturbance</td>
<td>26</td>
<td>0.7%</td>
<td>0.9%</td>
<td>2953</td>
<td>6.9%</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>10</td>
<td>0.3%</td>
<td>3.8%</td>
<td>262</td>
<td>0.6%</td>
</tr>
<tr>
<td>Intellectual Disability/MR</td>
<td>951</td>
<td>24.8%</td>
<td><strong>76.4%</strong></td>
<td>1244</td>
<td>2.9%</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>176</td>
<td>4.6%</td>
<td>1.1%</td>
<td>16586</td>
<td>38.5%</td>
</tr>
<tr>
<td>Learning Disability/Dyslexia</td>
<td>4</td>
<td>0.1%</td>
<td>0.2%</td>
<td>1822</td>
<td>4.2%</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>859</td>
<td>22.4%</td>
<td><strong>61.2%</strong></td>
<td>1403</td>
<td>3.3%</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>19</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other Health Impairment</td>
<td>178</td>
<td>4.6%</td>
<td>7.7%</td>
<td>2309</td>
<td>5.4%</td>
</tr>
<tr>
<td>Other Health Impairment-ADD/ADHD</td>
<td>57</td>
<td>1.5%</td>
<td>0.8%</td>
<td>7303</td>
<td>17.0%</td>
</tr>
<tr>
<td>Speech/Language Impairment</td>
<td>95</td>
<td>2.5%</td>
<td>2.3%</td>
<td>4168</td>
<td>9.7%</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>10</td>
<td>0.3%</td>
<td><strong>21.3%</strong></td>
<td>47</td>
<td>0.1%</td>
</tr>
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<td>*</td>
<td>68</td>
<td>0.2%</td>
</tr>
<tr>
<td>Unknown (IDEA eligible after 10/1)</td>
<td>56</td>
<td>1.5%</td>
<td>na</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>3838</td>
<td>100.0%</td>
<td>8.9%</td>
<td>43045</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
CTAA Students, cont. 2018-19

Race/Ethnicity of SWD in Tested Grades

- White, 47.1%
- Two or More Races, 3.32%
- Native Hawaiian or Other Pacific Islander, 0.09%
- Hispanic/Latino of any race, 31.24%
- Black or African American, 15.9%
- American Indian or Alaska Native, 0.3%
- Asian, 2.05%

Race/Ethnicity of Students taking the CTAA

- White, 38.04%
- Two or More Races, 2.79%
- Native Hawaiian or Other Pacific Islander, 0.03%
- Hispanic/Latino of any race, 33.59%
- Black or African American, 20.32%
- American Indian or Alaska Native, 0.31%
- Asian, 4.94%
CTAA Students, cont.  2018-19

Time with Non-Disabled Peers (3 groups)

- Tested Grades
- CTAA Test Takers

CONNECTICUT STATE DEPARTMENT OF EDUCATION
CTAA Students, cont. 2018-19

Education Setting Type

<table>
<thead>
<tr>
<th>Education Setting Type</th>
<th>CTAA Test Takers</th>
<th>Tested Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other/Private Settings</td>
<td>9.97</td>
<td>4.54</td>
</tr>
<tr>
<td>Other Public School District</td>
<td>10.39</td>
<td>7.52</td>
</tr>
<tr>
<td>In-district</td>
<td>79.64</td>
<td>78.95</td>
</tr>
</tbody>
</table>
In 2016-17, 42% of LEAs were below 1.0% and 31% were at 1.6% or above. In 2018-19, 48% of LEAs were below 1.0% and 21% were at 1.6% or above.
## Disability Type for Districts with >= 1.5%

### 2018-19

<table>
<thead>
<tr>
<th>Primary Disability</th>
<th>Count</th>
<th>% of CTAA</th>
<th>% of Disability</th>
<th>Count SWD G.3-8,11</th>
<th>% All SWD</th>
<th>&gt;=1.5% Districts</th>
</tr>
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Students in the >= 1.5% Districts
Students in the >= 1.5% Districts

[Bar chart showing comparison of education setting types for >=1.5%, CTAA Test Takers, and Tested Grades.]
CTAA Students, cont. - 2018-19

Race/Ethnicity of SWD in Tested Grades
- White, 47.1%
- American Indian or Alaska Native, 0.3%
- Asian, 2.05%
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- Asian, 4.94%
- Black or African American, 20.32%
- Native Hawaiian or Other Pacific Islander, 0.03%
- Hispanic/Latino of any race, 33.59%

Race/Ethnicity of SWD in 1.5% Districts
- White, 24.11%
- American Indian or Alaska Native, 0.17%
- Asian, 3.22%
- Black or African American, 25.85%
- Two or More Races, 2.52%
- Native Hawaiian or Other Pacific Islander, 0.04%
- Hispanic/Latino of any race, 44.08%
Sanctions for Non-Compliance

States who administer alternate assessments to more than 1.0 percent of all assessed students in reading/language arts, mathematics and science are considered out of compliance with ESSA.

States who are out of compliance risk the following federal actions that are designed to encourage the participation of students in the most appropriately challenging assessments.

- Notifying the state that it has assessed more than 1.0 percent of tested students with an alternate assessment and requiring the state to submit a plan to come into compliance with the 1.0 percent cap;
- Placing a condition on the state’s Title I Part A grant award;
- Imposing high-risk status on the state’s Title I Part A grant award; and
- Withholding Title I Part A state administrative funds.
Connecticut Actions to Date:

- Inclusion of alternate assessment percentage data in district Annual Performance Reports (APRs), with associated required actions (as appropriate);

- Cohort-based IEP file reviews, with feedback provided to districts regarding eligibility determinations;

- Revision of CSDE resources; AND
New Alternate Assessment Eligibility Form

The CSDE is incorporating new tools to assist in the appropriate identification of students who are eligible to participate in alternate assessments.

Effective beginning with the 2019-20 school year, the CSDE replaced the Learner Characteristics Inventory (LCI) with a new eligibility form.
Connecticut’s Alternate Assessment Eligibility Form

Document student demographics.

Document support of an Intellectual Impairment.

Document support of adaptive behavior well below age-level expectations.

Consider student’s need for intensive instruction and significant supports.
The PPT agrees that there is evidence in the IEP to support eligibility.

Required verification from the Primary Special Education Teacher/TEA. If the student is outplaced this individual is the Special Education Teacher/TEA at the location where the student is being educated and assessed.

Primary special education teacher

The administrative “sign off” proposed in the August draft version of the form is not technologically possible at this time. It will continue to be considered as the form is revised.

It is recommended that districts adopt the practice of providing a copy of the completed eligibility form to the Special Education Director and the District Administrator in TIDE.
Does the Student Have Evidence of a Significant Cognitive Disability?

1. **Does the student have an intellectual impairment?** (As evidenced by cognitive assessments/other evidence to substantiate an intellectual impairment.)

   Evidence includes:
   - Results of cognitive testing (i.e., Full-Scale IQ score < 70, developmental age):
     - Assessment Used: ________________________________
     - Date Completed: ______________ (dd/mm/yyyy)
     - Composite Score: ___________; OR
   - In the absence of standardized, cognitive assessments/scores, there is evidence to substantiate the presence of an intellectual impairment.
2. Does the student have adaptive behavior well below age-level expectations? (As evidenced by adaptive behavior assessments.)

Evidence includes:
• Results of adaptive behavior assessment(s) (i.e., scored at least 2.5 standard deviations below average); include both teacher/parent ratings where available:
  Assessment Used: ________________________________________________________________
  Date Completed: ____________________ (dd/mm/yyyy)
  Composite/Functional Level: _________
  and/or Domain/Rating Scale (If applicable):
  _________    _________    _________    _________    _________    _________
3. Does the student require intensive instruction and significant supports to access information and acquire, maintain, demonstrate, and transfer skills?

Student requires extensive, repeated instruction and support that is not of a temporary or transient nature, and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, demonstrate, and transfer skills.
Evidence may include:

- Description of current performance and documentation for areas of concern and beneficial supports which may include assistive technology, and augmentative and alternative communication

- Evidence documented across all sections of the Present Levels of Performance (i.e. Academic/Cognitive across multiple subject areas, Communication, Activities of Daily Living)

- Measurable Annual Goals (Linked to Present Levels of Performance across all areas including: Communication, Postsecondary Education/Training, Self Help, Employment, Independent Living, Health, Other)

- Provision of a variety of related services
Transition from the LCI to the CT Alternate Assessment Eligibility Form

The eligibility of all students who were deemed eligible to take the CTAA during the 2018 - 2019 school year, using the LCI, will need to be reconsidered using the CT Alternate Assessment Eligibility Form for the 2019 - 2020 school year.
<table>
<thead>
<tr>
<th>2018-2019</th>
<th>2019-2020</th>
<th>As a result of the reconsideration:</th>
<th>PPT Implication(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student was deemed eligible for the CTAA</td>
<td>Student’s eligibility needs to be reconsidered using the Alternate Assessment Eligibility Form</td>
<td>Student is deemed eligible for the CTAA</td>
<td>None</td>
</tr>
<tr>
<td>using the LCI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student was deemed eligible for the CTAA</td>
<td>Student’s eligibility needs to be reconsidered using the Alternate Assessment Eligibility Form</td>
<td>Student is deemed ineligible for the CTAA</td>
<td>PPT convenes to review/revise the IEP or Previous IEP is amended using Form ED634</td>
</tr>
<tr>
<td>using the LCI</td>
<td></td>
<td></td>
<td>PWN is provided</td>
</tr>
</tbody>
</table>
Page 9 of the IEP has been revised to reflect the replacement of the *LCI* with the *CT Alternate Assessment Eligibility Form*. The new page 9 should be used for all PPTs convened during the 2019-2020 school year. For students whose eligibility remains unchanged from last school year (first example previous slide), a new page 9 is not required.

A copy of the eligibility form should be kept in the student’s file.
For Students Who No Longer Qualify . . .

• Select the most appropriate standard assessments for the grade in which the student is enrolled per page 9 of the IEP.

• Select appropriate designated supports, accommodations, and assistive technology (if applicable) per page 8 of the IEP.
Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams Flowchart

Considerations:
- Records that include results of cognitive testing, adaptive behavior assessments, achievement tests, districtwide assessments, and English learner 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
  - 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 behavior well below age-level expectations? (As evidenced by adaptive behavior assessments.)
    - YES
    - 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) in English Language Arts and Mathematics for Grades 3-8 & 11; and
- The Connecticut Alternate Science (CTAS) for Grades 5, 8, & 11

Revised August 30, 2019
Resources for Planning and Placement Teams

Frequently Asked Questions and Answers About the Connecticut Alternate Assessment System

Connecticut Alternate Assessment Participation Guidance for Planning and Placement Teams

Connecticut Alternate Assessment System: Transition from the Learner Characteristics Inventory to the Connecticut Alternate Assessment Eligibility Form

Frequently Asked Questions and Answers About the Connecticut Alternate Assessment Eligibility Form

Additional resources are available on the Connecticut Comprehensive Assessment Program Portal

CONNECTICUT STATE DEPARTMENT OF EDUCATION

CSDE
Submission Process

• TEA prepares a draft of the Connecticut Alternate Assessment Eligibility Form in advance of a PPT.
• PPT reviews the evidence to document that the student has a significant cognitive disability and meets eligibility criteria.
• TEA keeps/files a copy of the approved form and submits it electronically through the Data Entry Interface between November 15, 2019 and the specific due date, based on the student’s enrolled grade.
• Eligibility forms submitted through the Data Entry Interface register a student for participation in the Connecticut Alternate Assessment System.
• It is recommended that a copy of the completed eligibility form be sent to the Director of Special Education and the District Administrator (DA in TIDE) for notification and test planning purposes.
Where do I get the paper version of the Connecticut Alternate Assessment Eligibility Form?

https://ct.portal.airast.org
How do my TEAs submit the eligibility form?

1. The trained TEA will enter the PPT-approved eligibility form through the secure Data Entry Interface (accessed via the AIR portal https://ct.portal.airast.org/).

2. The TEA will be prompted to enter student information.
Please indicate the student’s Primary Disability as evidenced by the most recent IEP:

- (A) Autism
- (B) Developmental Delay
- (C) Hearing Impairment
- (D) Multiple Disabilities
- (E) Other Health Impairment or OHI - ADD/ADHD
- (F) Speech/Language Impairment
- (G) Visual Impairment
- (H) Deaf/Blindness
- (I) Emotional Disturbance*
- (J) Intellectual Disability
- (K) Orthopedic Impairment
- (L) Specific Learning Disability* or SLD/Dyslexia*
- (M) Traumatic Brain Injury

*Please note: Specific Learning Disability, SLD/Dyslexia and Emotional Disturbance – Sections 34 CFR 300.309 (3)(a)(1) and (2) and 300.8(c)(4)(i) of the IDEA requires that intellectual factors/impairments be ruled out in order to qualify for special education services under the categories of a specific learning disability or emotional disturbance. Therefore, students with these primary disability types would not typically qualify to participate in the CTAA & CTAS.
In order to meet the criteria for alternate assessment participation, the student must meet all criteria outlined below.

This student has a significant cognitive disability, as evidenced by:

1. **Student has an intellectual impairment.**

   a. No evidence exists to support that this student has an intellectual impairment. **Stop.** Student is not eligible to participate in the alternate assessment system.

   b. Standardized cognitive ability assessments/scores do not exist for this student. However, other details/evidence exist and can be provided to substantiate the existence of an intellectual impairment.

   c. Results of cognitive ability testing (i.e. Full-Scale IQ score < 70, developmental age).

Please fill in the results of the cognitive ability testing.

* Assessment Used:  

* Date Completed (mm/dd/yyyy):  

* Composite Score:
2. Student has adaptive behavior functioning well below age level expectations.

Adaptive behavior functioning is defined as those conceptual, social, and practical skills necessary to meet the common demands of everyday life across multiple settings.

- Student has adaptive behaviors necessary for the student to live independently and function safely in daily life for their age group (34 CFR §§ 200.1(d) and 300.160(c)).
  
  ***Stop.*** Student is not eligible to participate in the alternative assessment.

- Results of adaptive behavior assessment(s) (i.e., scored at least one standard deviation below average); include both parent/teacher ratings when available.

5. Please fill in the results of the adaptive behavior assessments.

- Assessment Used: 

- Date Completed (mm/dd/yyyy): 

- Composite/Functional Level: 

  and/or Domain/Rating Scale (If applicable; if not applicable, please fill in NA for each box):

  [ ]
  [ ]
  [ ]
  [ ]
  [ ]
  [ ]
3. Student requires intensive instruction and significant supports.

- Student does not require extensive, repeated individualized instruction. **Stop.** Student is not eligible to participate in the alternate assessment system.

- Student requires extensive, repeated, instruction and support that is not of a temporary or transient nature and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, demonstrate and transfer skills.
Connecticut Alternate Assessment Eligibility Form
Submission Process

If A is selected for any of the 3 criteria excluding the primary disability category, the DEI system is programed to respond with the following message:

There is a lack of evidence to support that the student has a significant cognitive disability. the district must reconvene the PPT or amend the IEP to determine the appropriate standard assessment (with appropriate designated supports, accommodations, and assistive technology) for the grade in which the student is enrolled.
# Data Entry Interface Submission Deadlines

<table>
<thead>
<tr>
<th>Data Entry Interface (DEI): Connecticut Alternate Assessment Eligibility Form Submission Deadlines</th>
<th>Student Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 15, 2020</strong></td>
<td>Connecticut Alternate Assessment Eligibility Form Grade 11; Dually identified (special education and English learner) Grades 3-8 and 11</td>
</tr>
<tr>
<td><strong>February 14, 2020</strong></td>
<td>Connecticut Alternate Assessment Eligibility Form Grades 3-8; Extended deadline for new Grade 11 students</td>
</tr>
<tr>
<td><strong>June 5, 2020</strong></td>
<td>DEI closes for the spring 2020 assessment window.</td>
</tr>
</tbody>
</table>
Other Key School Personnel to Support the Alternate Assessments

**District Administrators (DAs in TIDE)** have the responsibility of providing teachers with TIDE accounts and appropriate user roles to access the DEI and other supporting systems required to administer the alternate assessments.

DAs should communicate with the Director of Special Education and those teachers who work most closely with the student throughout the school year regarding the critical tasks and dates related to the Alternate Assessment System.
Overview of District Administrator Responsibilities

I. Identify the TEAs for the current school year and maintain a list of TEAs.

II. Manage TEA users in TIDE.
   - Add individual users.
   - Upload multiple users.
   - Delete users.

III. Notify TEAs.

IV. Maintain communication with TEAs to confirm training status.

V. Repeat Steps I–IV. each school year.

See the Connecticut Alternate Assessment Training – Overview for District Administrators for more information. *TIDE opens on 9/19/19.

Also refer to User Permissions for Secure Online Systems brochure.
Other Key School Personnel to Support the Alternate Assessments

Teachers Administering the Alternate (TEAS) must complete the required online Alternate Assessment Training (self-led/self-paced). TEAs also

• draft the eligibility form/collaborate with PPT to ensure student eligibility
• submit the eligibility form through the DEI (if eligible);
• prepare for the administration of the alternate assessments – review testing manuals and supporting documents for test planning and administration; and
• provide student access to the Alternate Assessment Practice Test

This is a multi-faceted process that requires time, organization, and thought.
Overview of TEA Responsibilities

I. Register for email updates on the Connecticut Comprehensive Assessment Program Portal.

II. Activate your TIDE account once your DA has added you with TEA status to TIDE.

III. Verify your information in TIDE.

IV. Complete the Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate (TEAs).

V. Review Sessions 1–4 in the training.

VI. Take and pass the quiz with a score of at least 80% accuracy.

VII. Save your certificate of completion to a personal folder.

VIII. Verify your Trained TEA status in TIDE.

IX. Repeat Steps I–VIII. every school year.

See the Connecticut Alternate Assessment Training – Overview for Teachers Administering the Alternate for more information. *TIDE opens on 9/19/19.
Resources for TEAs

Required Online Connecticut Alternate Assessment System Training – Coming Soon! Available on the CT Portal!

Connecticut Alternate Assessment Training-Overview for the Teachers Administering the Alternate

Connecticut Alternate Assessment Participation Guidance for Planning and Placement Teams

Connecticut Alternate Assessment System: Transition from the Learner Characteristics Inventory to the Connecticut Alternate Assessment Eligibility Form

Frequently Asked Questions and Answers About the Connecticut Alternate Assessment Eligibility Form

The Connecticut Alternate Assessment TEA Responsibility Checklist (CTAA)

The Connecticut Alternate Assessment TEA Responsibility Checklist (CTAS)

CTAS Required Materials; CTAA Practice Tests for ELA and Mathematics
Questions

Thank you for your participation!
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