



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**CT-SEDS
IEP Preview Series
May 16, 2022**

Session recorded



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**SESSION 10:
District and State Assessments**

Welcome and Introductions

**Bryan Klimkiewicz, Special Education
Division Director**

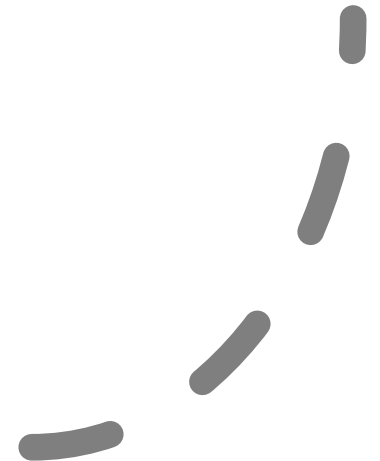
[New IEP/CT-SEDS](#) (posted sessions)

**Deirdre Ducharme, Education Consultant
Bureau of Student Assessment
Special Populations**



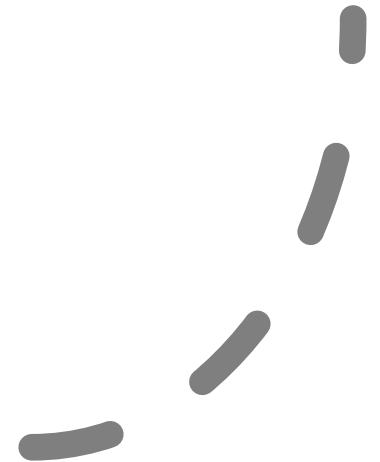
Learning Targets

- Review districtwide and statewide assessment components
- Provide a high-level overview of the process for recording assessment information in the new IEP
- Preview of how CT-SEDS supports the documentation of district and state assessment information



Ask Questions

Throughout the presentation add questions to the Q&A Panel



WHY?

1. To support and assist educators in the transition from their current IEP system/process.
2. To support and assist educators for the Go-Live launch of CT-SEDS on July 1, 2022.
3. To provide an opportunity for you to share your questions related to documenting assessment information in the new IEP.



WHAT?

Statewide Assessments:

- English Language Proficiency Assessments
- Smarter Balanced (SB) Assessments (Grades 3-8)
- Connecticut School Day SAT (Grade 11)
- Next Generation Science Standards (NGSS) Assessments (5, 8, and 11)
- Connecticut Alternate Assessments (CTAA) for Math and ELA*
- Alternate Science Assessments (CTAS)*

*The Alternate Assessment Eligibility Form is required



Student: _____ Last Name, First Name DOB: _____ mm/dd/yyyy District: _____ Meeting Date: _____ mm/dd/yyyy

STATE AND DISTRICT TESTING AND ACCOMMODATIONS
 STATEWIDE ASSESSMENTS AND DISTRICTWIDE ASSESSMENTS section must be completed

<p align="center">STATEWIDE ASSESSMENTS</p> <p align="center"><u>Check the grade the student will be in when the test is given.</u></p> <p> <input type="checkbox"/> Grade Pre-K <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 </p> <hr/> <p align="center">Standard Assessments and Alternate Assessments</p> <p>Smarter Balanced Assessments (Grades 3-8), Connecticut SAT (Grade 11) and the Connecticut Alternate Assessments (CTAA), include English Language Arts and Mathematics (Grades 3-8 & 11). Standard Science Assessment or Alternate Science Assessment required in Grades 5, 8 and 11.</p> <p>Assessment Options: (Select ONE Option)</p> <p> <input type="checkbox"/> 1. Smarter Balanced Assessments (Includes Standard Science Assessment – Grades 5 & 8) <input type="checkbox"/> 2. CTAA– (Includes Alternate Science Assessment for Grades 5, 8, and 11) ★ <input type="checkbox"/> 3. Connecticut SAT and Standard Science Assessment (Grade 11) </p> <hr/> <p>English Language Proficiency Assessment</p> <p> <input type="checkbox"/> English Language Proficiency Assessment required for all English Learners Grades K-12 <input type="checkbox"/> Student requires designated supports/accommodations on the ELP assessment </p> <hr/> <p>Administration Options – Accommodations will be provided. (Select One Option):</p> <p> <input type="checkbox"/> The student is participating in the Smarter Balanced Assessments & Standard Science Assessment and requires designated supports and/or accommodations* <input type="checkbox"/> The student is participating in the Connecticut SAT & Standard Science Assessment and will request accommodations** </p>	<p align="center">DISTRICTWIDE ASSESSMENTS</p> <p align="center"><u>Check the grade(s) the student will be in when the tests are given.</u></p> <p> <input type="checkbox"/> Grade Pre-K <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 </p> <hr/> <p align="center">Districtwide Assessments (Select all appropriate options.)</p> <p> <input type="checkbox"/> N/A - No districtwide assessments are scheduled during the term of this IEP. <input type="checkbox"/> Alternate Assessment(s) ★ </p> <p>Select one of the following options:</p> <p> <input type="checkbox"/> No accommodations will be provided, OR <input type="checkbox"/> Accommodations will be provided as specified on Page 8, OR <input type="checkbox"/> Accommodations will be provided as specified below. </p> <hr/> <hr/> <hr/> <hr/>
<p>* If supports/accommodations are given, attach a copy of the <i>Test Designated Supports/Accommodations Form</i> for the IEP and provide a copy to the district test coordinator for required registration.</p> <p>** Please note: There are two options for requesting accommodations for the Connecticut SAT. One option is through the College Board (CB) process: If all accommodations are approved through the CB process, test scores can be used for college admission and state accountability. The other option is through the State Allowed Accommodations (SAA) process: If accommodations are approved through the SAA process, test scores can ONLY be used for state accountability and NOT for college admission. <u>Please make sure to discuss these options at a PPT meeting before completing this page of the IEP.</u></p>	
<p><input type="checkbox"/> The Alternate Assessment Eligibility Form must be submitted and approved for Statewide Assessments. The form is recommended for use in determining the need for alternate Districtwide Assessments.</p> <hr/> <p>★ Alternate assessments must be specified and a statement provided for each as to why the child cannot participate in the standard assessment and why the particular alternate assessment selected is appropriate for the child.</p> <hr/> <hr/> <p>NOTE: A PPT decision to assess the student using the CTAA and Alternate Science Assessment must be recorded on page 3 of the IEP, Prior Written Notice.</p>	



District and State Testing Information

ENGLISH LANGUAGE PROFICIENCY (ELP) ASSESSMENT

Has the student been identified as an English Learner?

No Yes

English Language Proficiency Assessment is required for all English Learners Grades K-12.

The student will participate in the ELP/Alternate ELP Assessment.

ELP - Grade 5

Without Accommodations

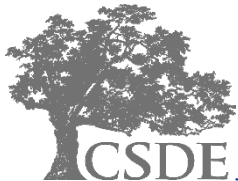
DISTRICTWIDE ASSESSMENTS

The student will participate in Standard District Assessment(s)

Assessment	Participation
------------	---------------

Star Reading	Without designated supports/accommodations
--------------	--

Star Math	Without designated supports/accommodations
-----------	--



New IEP (continued)

STATEWIDE ASSESSMENTS

What grade will the student be in during the next statewide assessment testing window?

5

The student will participate in the Smarter Balanced Assessment.

Assessment: Smarter Balanced Assessment Math - Grade 5

With Accommodations

Designated Supports and Accommodation(s)

Multiplication Table (Non-Embedded Accommodation)

Assessment: Smarter Balanced Assessment ELA - Grade 5

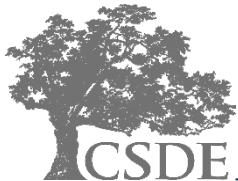
Without Accommodations

Smarter Balanced designated supports and accommodations will be submitted directly to the testing vendor on behalf of the district.

The student will participate in the Next Generation Science Standards Assessment.

Assessment: NGSS Assessment - Grade 5

NGSS designated supports and accommodations will be submitted directly to the testing vendor on behalf of the district.



CT-SEDS INTERFACE

IEP Process

Select action

Create/Revise IEP

Amend IEP

IEP Meeting Information

IEP Overview

Special Considerations

Present Levels, Annual Goals, Supplementary Aids/Services

Secondary Transition

Special Education and Related Services

Removal from General Ed

District and State Testing

PPT Recommendations

Create Prior Written Notice and IEP



CT-SEDS INTERFACE



District and State Testing Information



Only those accommodations listed in the "Supplementary Aids and Services" section of this IEP and regularly used by the student in the classroom instruction and classroom testing may be used during statewide and districtwide assessments.



▼ Districtwide Assessments



Indicate which district assessments the student will participate in, if any.

District Assessment Participation



SAVE



District Assessment Participation



No districtwide assessments are scheduled during the term of this IEP
The student will participate in Standard District Assessment(s)
The student will participate in Alternate District Assessment(s)



CT-SEDS INTERFACE: Districtwide Assessments



District Assessment Participation
The student will participate in Standard District Assessment(s) ▼

▼ The student will participate in the following assessments



Assessment	Participation Level	Del
<input type="text" value="Star Reading"/>		▼
<input type="text" value="Star Math"/>		▼

ADD MORE





Participation Level Del

- With designated supports/accommodations
- Without designated supports/accommodations




CT-SEDS INTERFACE: Districtwide Assessments

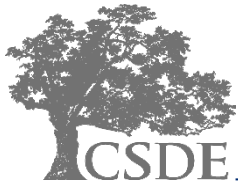
Assessment Participation Level Del

Star Reading With designated supports/accommodations  ▼ 

ADD MORE

 District Assessment Designated Supports and/or Accommodations

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CT-SEDS INTERFACE: Statewide Assessments

Statewide Assessment Information



Indicate the grade the student will be in during the next statewide assessment testing window, and confirm whether the student has been identified as an English Learner and/or whether the student is being considered for the Connecticut Alternate Assessment system. [The Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams](#) and [Frequency Asked Questions and Answers about the Connecticut Alternate Assessment System](#) documents are available for reference.



What grade will the student be in during the next statewide assessment testing window?

- Grade 5
 Grade 6

English Language Proficiency Assessment is required for all English Learners Grades K-12.

Has the student been identified as an English Learner?

Yes
Yes

English Language Proficiency Assessment is required for all English Learners Grades K-12.

Is the student being considered for participation in the Connecticut Alternate Assessment system?

- Yes No


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CT-SEDS INTERFACE: Statewide Assessments

Grade 5 State Assessments



 Select the participation level for each of the state assessments the student will take, and add designated supports and accommodations if applicable.

 For all testing accommodations added, equivalent accommodations should be provided to the student in the classroom.

English Language Proficiency Assessment

The student will participate in the ELP Assessment.

The student qualifies for the Alternate ELP Assessment

Assessment
ELP - Grade 5

Participation Level
Without Accommodations



Connecticut Smarter Balanced Assessments

 The [Smarter Balanced CSDE Website](#) and [Connecticut Comprehensive Assessment Program Portal](#) are available for reference.

The student will participate in the Smarter Balanced Assessments.

Assessment
Smarter Balanced Assessment Math - Grade 5

Participation Level

Assessment
Smarter Balanced Assessment ELA - Grade 5

Participation Level



Next Generation Science Standards Assessment

 The [CSDE Website NGSS Test Administration Resources](#) are available for referen

The student will participate in the NGSS Assessments.

Assessment
NGSS Assessment - Grade 5

Participation Level



CT-SEDS INTERFACE: Accommodations

The student will participate in the Smarter Balanced Assessments.

Assessment

Smarter Balanced Assessment Math - Grade 5

Participation Level

With Accommodations



ADD DESIGNATED SUPPORTS AND ACCOMMODATIONS



CT-SEDS INTERFACE: Accommodations

Add/Edit Designated Supports and Accommodations



Select the appropriate designated supports and/or accommodations.

Assessment

Smarter Balanced Assessment Math - Grade 5

Category

SBAC-MATH

Designated Supports and Accommodations

- | | |
|--|--|
| <input type="checkbox"/> 100 Numbers Table (Non-Embedded Accommodation) | <input type="checkbox"/> Abacus (Non-Embedded Accommodation) |
| <input type="checkbox"/> Alternate Response Options (Non-Embedded Accommodation) | <input type="checkbox"/> American Sign Language Video (Embedded Accommodation) |
| <input type="checkbox"/> Braille Booklet (Non-Embedded Accommodation) | <input type="checkbox"/> Braille Type (Embedded Accommodation) |
| <input type="checkbox"/> Color Contrast (Embedded Designated Support) | <input type="checkbox"/> Color Contrast (Non-Embedded Designated Support) |
| <input type="checkbox"/> Color Overlay (Non-Embedded Designated Support) | <input type="checkbox"/> Glossary (Embedded Designated Support) |
| <input type="checkbox"/> Magnification (Non-Embedded Designated Support) | <input type="checkbox"/> Manipulatives (Non-Embedded Special Documented Accommodation) |
| <input type="checkbox"/> Masking (Embedded Designated Accommodation) | <input type="checkbox"/> Medical Device (Embedded Accommodation) |
| <input type="checkbox"/> Mouse Pointer (Embedded Designated Support) | <input type="checkbox"/> Multiplication Table (Non-Embedded Accommodation) |
| <input type="checkbox"/> Noise Buffers (Non-Embedded Designated Support) | <input type="checkbox"/> Permissive Mode (Embedded Accommodation) |
| <input type="checkbox"/> Print on Demand (Non-Embedded Special Documented Accommodation) | <input type="checkbox"/> Print Size (Embedded Designated Support) |
| | <input type="checkbox"/> Read Aloud (Non-Embedded Designated Support) |



CT-SEDS INTERFACE: Special Documented Accommodations

Add/Edit Designated Supports and Accommodations



- Hmong Glossary
- Mandarin Glossary
- Russian Glossary
- Spanish Glossary
- Vietnamese Glossary
- Arabic & English Glossary
- Cantonese & English Glossary
- Hmong & English Glossary
- Mandarin & English Glossary
- Russian & English Glossary
- Spanish & English Glossary
- Vietnamese & English Glossary
- Burmese, English, & Illustration Glossary
- Filipino, English & Illustration Glossary
- Korean, English, & Illustration Glossary
- Punjabi, English, & Illustration Glossary
- Somali, English, & Illustration Glossary
- Ukrainian, English, & Illustration Glossary
- Korean Glossary
- Punjabi Glossary
- Somali Glossary
- Ukrainian Glossary
- Illustration & English Glossary
- Burmese & English Glossary
- Filipino & English Glossary
- Korean & English Glossary
- Punjabi & English Glossary
- Somali & English Glossary
- Ukrainian & English Glossary
- Arabic, English, & Illustration Glossary
- Cantonese, English, & Illustration Glossary
- Hmong, English, & Illustration Glossary
- Mandarin, English, & Illustration Glossary
- Russian, English, & Illustration Glossary
- Spanish, English, & Illustration Glossary
- Vietnamese, English, & Illustration Glossary
- Special Documented Accommodations needed



CLOSE

SAVE



CT-SEDS INTERFACE: Special Documented Accommodations

Special Documented Accommodations needed



Select the appropriate special documented accommodations and review and select the verification statements. The selection of any of these accommodations may be audited by the Student Assessment Office in the CT Department of Education. There are use limits associated with each of these special documented accommodations related to disability, grade, and the special considerations and supplementary aids and services sections of the IEP. [Additional Resources](#) for the special documented accommodations is available for reference.

Special Documented Accommodations



Calculator (6-8)

Human Signer/Visual Support

Math Manipulatives (4-8)

Scribe

The PPT ensures the teacher who will serve as Test Administrator for the student will review all appropriate guidance documents and protocols associated with the selected special documented accommodations in order to ensure proper test administration and security.

The PPT verifies that supporting evidence related to the student's assessment accommodations needs are clearly documented in the IEP; the student meets the eligibility criteria associated with the selected special documented accommodations; and in addition to the existing embedded and non-embedded accommodations available for statewide assessments, the student requires additional non-standard accommodations to meet accessibility needs.

CLOSE

SAVE



CT-SEDS INTERFACE: Statewide Assessments

▼ Connecticut Smarter Balanced Assessments



The [Smarter Balanced CSDE Website](#) and [Connecticut Comprehensive Assessment Program Portal](#) are available for reference.

The student will participate in the Smarter Balanced Assessments.

Assessment

Smarter Balanced Assessment Math - Grade 5

Participation Level

With Accommodations



ADD DESIGNATED SUPPORTS AND ACCOMMODATIONS

Designated Support or Accommodation

Del

Multiplication Table (Non-Embedded Accommodation)



Assessment

Smarter Balanced Assessment ELA - Grade 5

Participation Level

Without Accommodations



Smarter Balanced designated supports and accommodations will be submitted directly to the testing vendor on behalf of the district.



CT-SEDS INTERFACE: Accommodations Attestation

For all testing supports and accommodations added, equivalent supports and accommodations are provided to the student during instruction and are included as supplementary aids and services.

SAVE



CT-SEDS INTERFACE: Alternate Assessments

Is the student being considered for participation in the Connecticut Alternate Assessment system?

Yes

No

The Alternate Assessment Eligibility Form is required. The form must be used to determine the student's eligibility to participate in the Alternate Assessment system.

SAVE



CT-SEDS INTERFACE: Alternate Assessments

▼ Alternate Assessment Eligibility



The student must meet all criteria outlined below to participate in [Connecticut Alternate Assessments](#).



Primary Disability Intellectual Disability

The 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.
- B. In the absence of standardized, cognitive assessments/scores, there is evidence to substantiate the presence of an intellectual impairment.
- C. Results of cognitive testing (e.g., Full-Scale IQ score < 70, developmental age).

2. Student has adaptive behavior well below age-level expectations.

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

- A. 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)).
- B. Results of adaptive behavior assessment(s) (e.g., scored more than 1.5 standard deviations below average)

3. Student requires intensive instruction and significant supports.

- A. Student does not require extensive, repeated, individualized instruction.
- B. 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.

Verification

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CT-SEDS INTERFACE: Alternate Assessments

1. Student has an intellectual impairment.



- A. No evidence exists to support that this student has an intellectual impairment.
- B. In the absence of standardized, cognitive assessments/scores, there is evidence to substantiate the presence of an intellectual impairment.
- C. Results of cognitive testing (e.g., Full-Scale IQ score < 70, developmental age).



 Student is not eligible to participate in the alternate assessment system.

Verification



The PPT verifies that supporting evidence related to the student's assessment options was discussed and this student does not meet the eligibility criteria for participation in the Connecticut Alternate Assessment System.



CT-SEDS INTERFACE: Alternate Assessments

1. Student has an intellectual impairment.

- A. No evidence exists to support that this student has an intellectual impairment.
- B. In the absence of standardized, cognitive assessments/scores, there is evidence to substantiate the presence of an intellectual impairment.
- C. Results of cognitive testing (e.g., Full-Scale IQ score < 70, developmental age).



Assessment Used ▼

Date Completed
mm/dd/yyyy



Composite Score

2. Student has adaptive behavior well below age-level expectations.

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

- A. 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)).
- B. Results of adaptive behavior assessment(s) (e.g., scored more than 1.5 standard deviations below average)



Assessment Used ▼

Date Completed
mm/dd/yyyy



Composite/Functional Score

3. Student requires intensive instruction and significant supports.

- A. Student does not require extensive, repeated, individualized instruction.
- B. 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.



CT-SEDS INTERFACE: Alternate Assessments

3. Student requires intensive instruction and significant supports.

- A. Student does not require extensive, repeated, individualized instruction.
- B. 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.

Verification

- The PPT verifies that supporting evidence related to the student's assessment options was discussed and this student meets the eligibility criteria for participation in the Connecticut Alternate Assessment System.
- The PPT verifies that supporting evidence related to the student's assessment options was discussed and this student does not meet the eligibility criteria for participation in the Connecticut Alternate Assessment System.

SAVE



District and State Testing Information

ENGLISH LANGUAGE PROFICIENCY (ELP) ASSESSMENT

Has the student been identified as an English Learner?

No Yes

English Language Proficiency Assessment is required for all English Learners Grades K-12.

The student will participate in the ELP/Alternate ELP Assessment.

ELP - Grade 5

Without Accommodations

DISTRICTWIDE ASSESSMENTS

The student will participate in Standard District Assessment(s)

Assessment	Participation
------------	---------------

Star Reading	Without designated supports/accommodations
--------------	--

Star Math	Without designated supports/accommodations
-----------	--



New IEP (continued)

STATEWIDE ASSESSMENTS

What grade will the student be in during the next statewide assessment testing window?

5

The student will participate in the Smarter Balanced Assessment.

Assessment: Smarter Balanced Assessment Math - Grade 5

With Accommodations

Designated Supports and Accommodation(s)

Multiplication Table (Non-Embedded Accommodation)

Assessment: Smarter Balanced Assessment ELA - Grade 5

Without Accommodations

Smarter Balanced designated supports and accommodations will be submitted directly to the testing vendor on behalf of the district.

The student will participate in the Next Generation Science Standards Assessment.

Assessment: NGSS Assessment - Grade 5

NGSS designated supports and accommodations will be submitted directly to the testing vendor on behalf of the district.



Summary

- The Assessment section captures district and state testing information previously recorded on page 9 of the IEP.
- The Assessment section streamlines the identification of designated supports and accommodations available on statewide assessments previously identified on page 8 of the IEP.
- Special Documented Accommodations that historically required a formal request to the CSDE can now be selected in CT SEDs with the ability to verify attestation statements.
- The Assessment section contains a built-in eligibility form for students that qualify for the Connecticut Alternate Assessment System.







CONNECTICUT STATE DEPARTMENT OF EDUCATION

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