Office Hours
April 25, 2024

Smarter Balanced Assessments

Next Generation Science Standards (NGSS)

Connecticut Alternate Assessment System

Connecticut State Department of Education

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Who Do I Contact?

Who	When	How
CSDE Performance Office	• State Policy Test Administration Questions • Reporting of Security Breaches Only	860-713-6860 ctstudentassessment@ct.gov
Connecticut Help Desk- Cambium Assessment	• Test Administration Procedure Questions • Technology Questions	844-202-7583 cthelpdesk@cambiumassessment.com

Testing Numbers as of 4/25/24

Summative Counts April 25, 2024		
Program	Tests Started	Tests Completed
Smarter Balanced	85,558	62,659
NGSS	40,800	33,755
CTAS	304	275
CTAA	2,168	1,882
Total	128,830	98,571

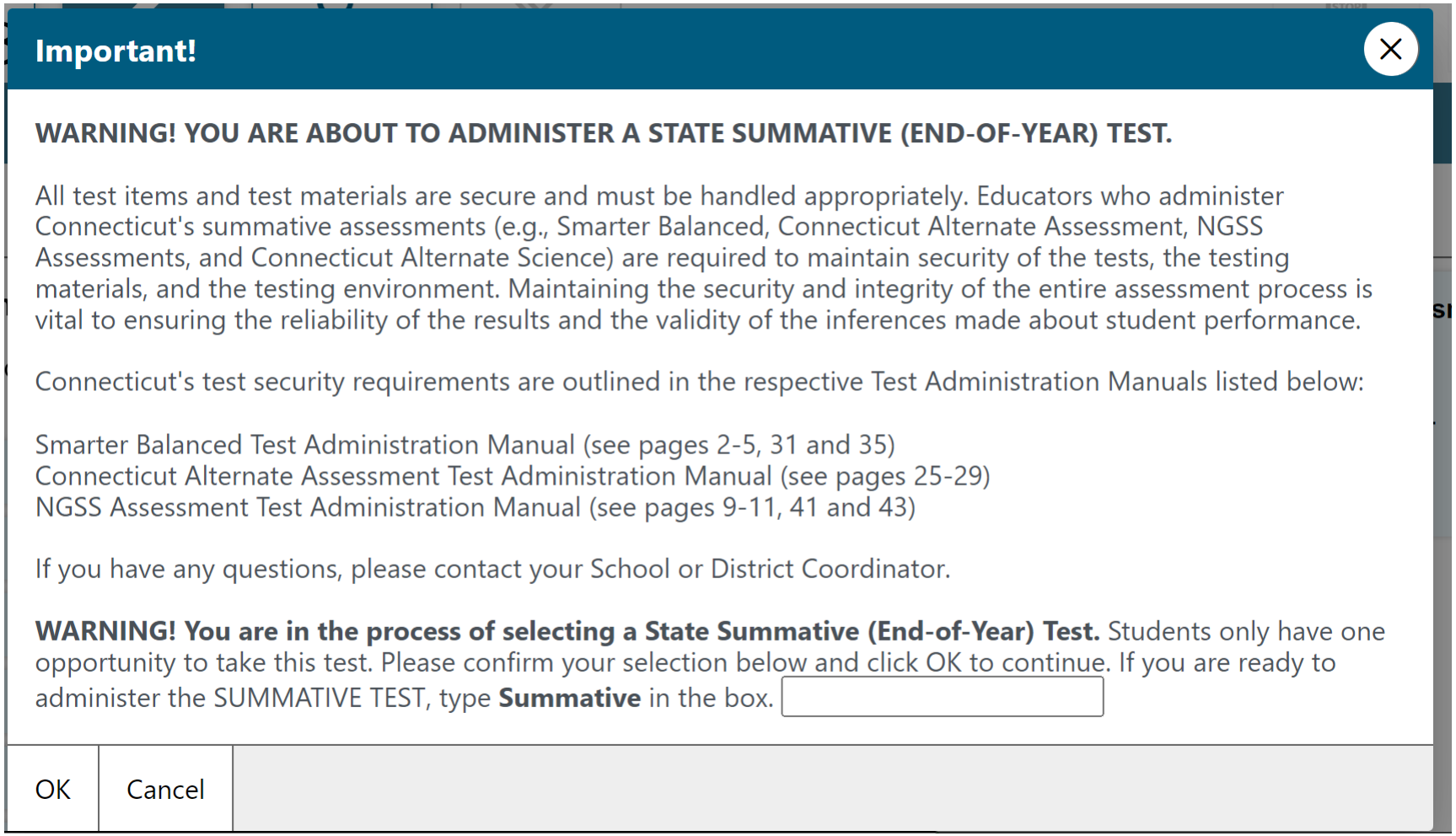
Reminders

- All materials are posted to the Connecticut Comprehensive Assessment Program Portal.
- Paper TAMs/TCMs were delivered in late January. Contact the Cambium Help Desk if you need more.
- The testing window runs until May 31, 2024.
- There is an optional Test Administrator Training developed for districts that can be used (partially or as a whole) when preparing staff for statewide assessments.

Results

- All results (NGSS, Smarter, CTAS, CTAA and CAAELP) will be posted by mid-June.
- CSDE will likely be providing results taken earlier in the window on a “rolling release” in the Centralized Reporting System (CRS).
- This will be dependent on the quality control process. The tentative date is set for Mid May.

Attestation of Training



Clarifications on Text-to-Speech (TTS)

Clarifications for TTS

Question: Text-to-speech does not work on all of my student's ELA items. Is something wrong with the test delivery interface?

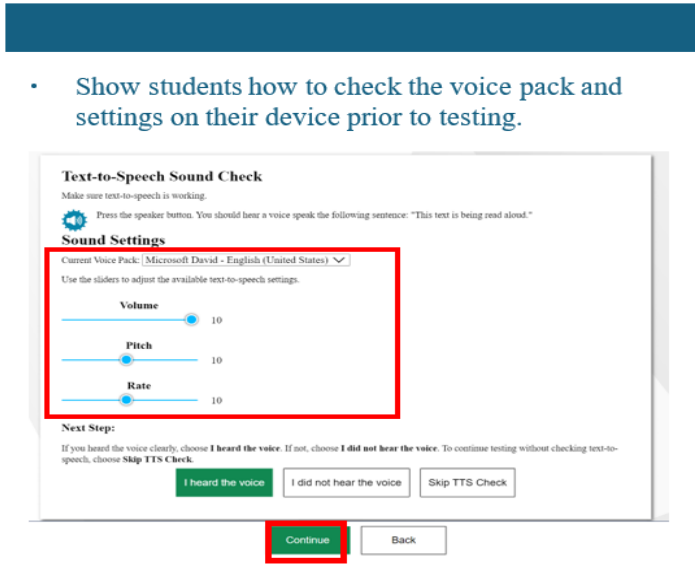
Answer:

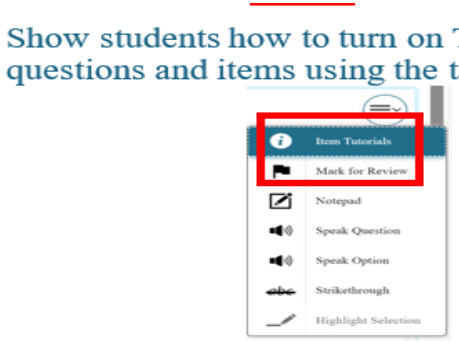
- No, certain writing items on the Smarter Balanced ELA assessment are not keyed to TTS because they measure grammar usage/punctuation.
- Otherwise, TTS is available on all test items.

Reminder: TTS must be activated in TIDE prior to testing. It will **not** work if the support is added to TIDE after the students begins the subtest. Please verify student test settings for accuracy prior to testing.

Clarifications for TTS

- The embedded TTS does not use a human voice but rather applies the voice pack associated with the student's testing device.
- Prior to testing, work with students to check the voice pack and/or settings on student's device prior to testing.
- Students can verify TTS functions (volume, rate, pitch) when logging onto the secure browser.





Is TTS of test items a universal tool?

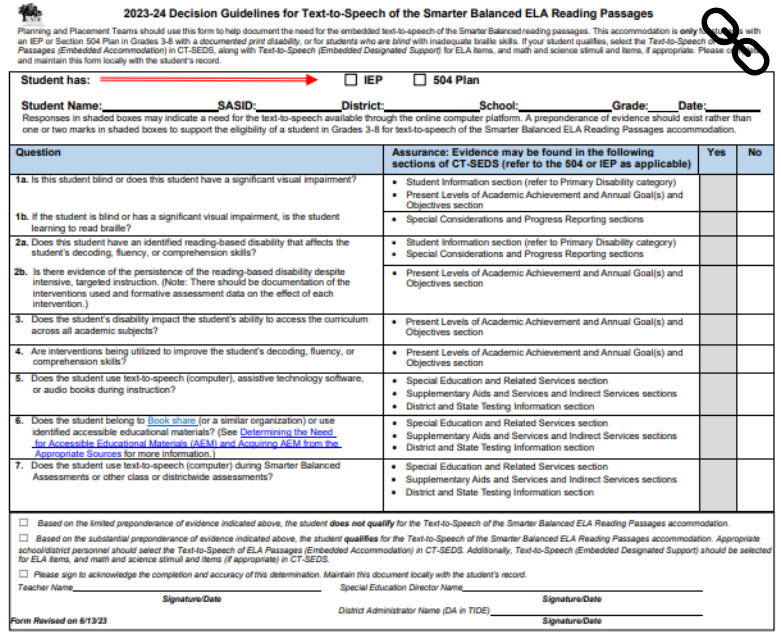
For the purposes of Connecticut's standardized assessments, text-to-speech of test items is NOT a universal tool.

- TTS of items is a designated support intended for students with an identified need who use and benefit from using TTS to support access to reading, seeing, or language communication.
- Prior to designating this support, teams should:
  - Verify the student is familiar with using TTS during instruction and find it beneficial.
  - Trial TTS on a practice or interim assessment.
  - Adjust TTS settings on the student's testing device as prompted by the Test Delivery Interface prior to testing.
  - Model how to activate TTS using the task model on the student's test screen. The TTS must be manually activated for each test question and item responses.
  - Provide headsets unless testing in a 1:1 test setting.

Who is eligible for text-to-speech of the Smarter Balanced ELA Passages?

Text-to-speech of the Smarter Balanced ELA Passages is an accommodation for students who:

- Cannot access print or text due to a significant visual or print disability.
- In spite of intensive and extensive instruction/intervention in the science of reading or in braille acquisition, are unable to access print materials without the provision of more extensive accommodations.
- The completion of the Decision Guidelines for Text-to-Speech of the ELA Passages by the PPT/Section 504 indicates there is a preponderance of evidence that this accommodation is accurate for the student based on global need.
- Accommodation if designated, alters the constructs being measured and reading comprehension becomes listening comprehension.



2023-24 Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages

Planning and Placement Teams should use this form to help document the need for the embedded text-to-speech of the Smarter Balanced reading passages. This accommodation is **only** for students with an IEP or Section 504 Plan in Grades 3-8 with a *documented print disability, or for students who are blind with inadequate braille skills.* If your student qualifies, select the *Text-to-Speech of the ELA Passages (Embedded Accommodation)* in CT-SEDS, along with *Text-to-Speech (Embedded Designated Support)* for ELA items, and math and science stimuli and items, if appropriate. Please complete and maintain this form locally with the student's record.

Student has: ☐ IEP ☐ 504 Plan

Student Name:_____ **SASID:**_____ **District:**_____ **School:**_____ **Grade:**____ **Date:**_____

Responses in shaded boxes may indicate a need for the text-to-speech available through the online computer platform. A preponderance of evidence should exist rather than one or two marks in shaded boxes to support the eligibility of a student in Grades 3-8 for text-to-speech of the Smarter Balanced ELA Reading Passages accommodation.

Question	Assurance: Evidence may be found in the following sections of CT-SEDS (refer to the 504 or IEP as applicable)	Yes	No
1a. Is this student blind or does this student have a significant visual impairment?	• Student Information section (refer to Primary Disability category) • Present Levels of Academic Achievement and Annual Goal(s) and Objectives section		
1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	• Special Considerations and Progress Reporting sections		
2a. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	• Student Information section (refer to Primary Disability category) • Special Considerations and Progress Reporting sections		
2b. Is there evidence of the persistence of the reading-based disability despite intensive, targeted instruction. (Note: There should be documentation of the interventions used and formative assessment data on the effect of each intervention.)	• Present Levels of Academic Achievement and Annual Goal(s) and Objectives section		
3. Does the student's disability impact the student's ability to access the curriculum across all academic subjects?	• Present Levels of Academic Achievement and Annual Goal(s) and Objectives section		
4. Are interventions being utilized to improve the student's decoding, fluency, or comprehension skills?	• Present Levels of Academic Achievement and Annual Goal(s) and Objectives section		
5. Does the student use text-to-speech (computer), assistive technology software, or audio books during instruction?	• Special Education and Related Services section • Supplementary Aids and Services and Indirect Services sections • District and State Testing Information section		
6. Does the student belong to Book share (or a similar organization) or use identified accessible educational materials? (See Determining the Need for Accessible Educational Materials (AEM) and Acquiring AEM from the Appropriate Sources for more information.)	• Special Education and Related Services section • Supplementary Aids and Services and Indirect Services sections • District and State Testing Information section		
7. Does the student use text-to-speech (computer) during Smarter Balanced Assessments or other class or districtwide assessments?	• Special Education and Related Services section • Supplementary Aids and Services and Indirect Services sections • District and State Testing Information section		

☐ *Based on the limited preponderance of evidence indicated above, the student* ***does not qualify*** *for the Text-to-Speech of the Smarter Balanced ELA Reading Passages accommodation.*

☐ *Based on the substantial preponderance of evidence indicated above, the student* ***qualifies*** *for the Text-to-Speech of the Smarter Balanced ELA Reading Passages accommodation. Appropriate school/district personnel should select the Text-to-Speech of ELA Passages (Embedded Accommodation) in CT-SEDS. Additionally, Text-to-Speech (Embedded Designated Support) should be selected for ELA items, and math and science stimuli and items (if appropriate) in CT-SEDS.*

☐ *Please sign to acknowledge the completion and accuracy of this determination. Maintain this document locally with the student's record.*

*Teacher Name*_____ *Signature/Date*

*Special Education Director Name*_____ *Signature/Date*

*District Administrator Name (DA in TIDE)*_____ *Signature/Date*

Form Revised on 6/13/23

Resources

Below is a list of resources that delineate the various reader supports, such as TTS and a human reader of test items, for struggling readers taking standardized assessments.

- Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages (cambiumast.com)
- Documented Evidence for a Read Aloud of the Smarter Balanced ELA Reading Passages (cambiumast.com)
- Reader Designated Supports and Accommodations for Smarter Balanced Mathematics and English Language Arts and the Next Generation Science Standards (NGSS) Assessments (cambiumast.com)
- Connecticut Smarter Balanced and NGSS Assessments Reader Options Table (cambiumast.com)

CT-SEDS and TIDE

CT-SEDS and TIDE

Updates:

- An updated accommodation file was uploaded to TIDE this past week.
- “Off- codes" now sync to TIDE.
- This updated file will be loaded every morning.

Important Reminder:

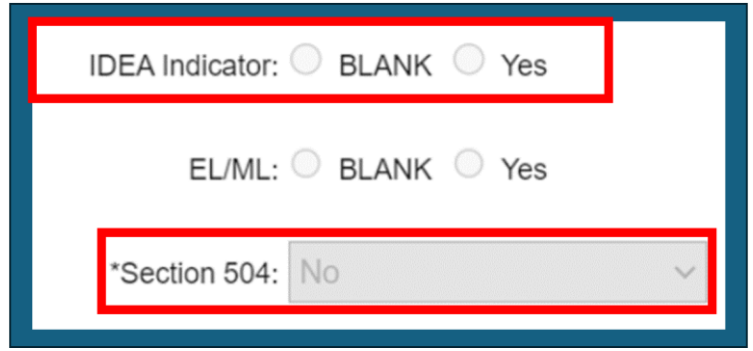
- Prior to testing, verify accessibility supports in TIDE against implemented plans in CT-SEDS for accuracy.

CT-SEDS and TIDE

If you notice accommodations are not populating from CT-SEDS to TIDE, check the following:

- Verify the plan has been finalized and implemented(begin date) in CT-SEDS.

- Ensure that the implemented plan covers the current grade of enrollment.
- Check the IDEA or 504 Indicator in TIDE. It must be activated for accommodations to sync.*
- Review the student's SASID in CT-SEDS to ensure that it is a legitimate SASID aligned to PSIS/TIDE.*

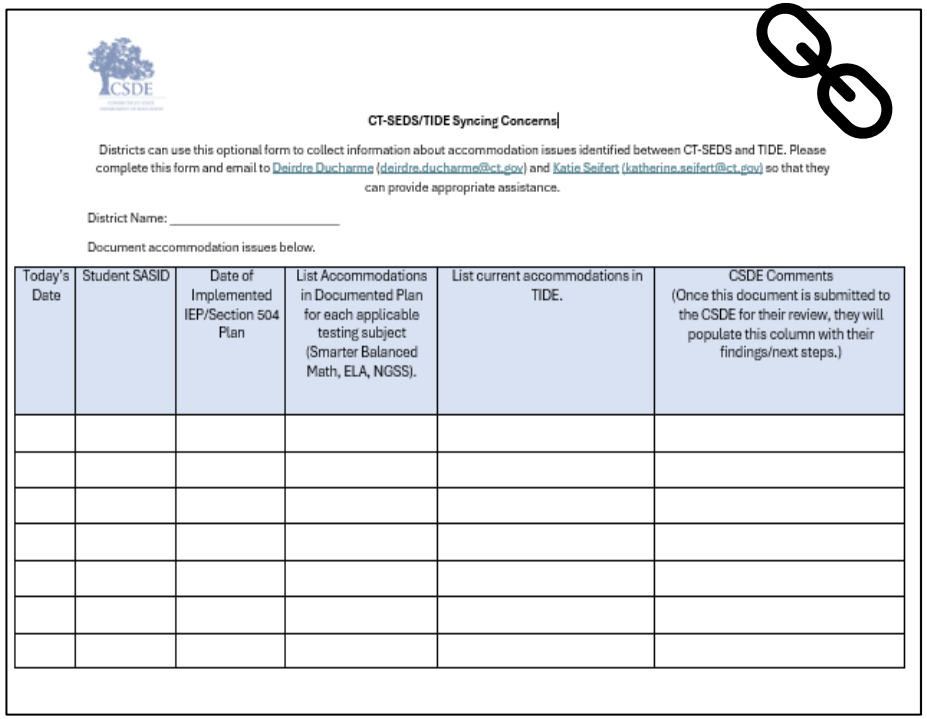


*Please work with your PSIS Coordinator to make corrections.

CT-SEDS and TIDE Accommodations

If contacting the CSDE, please provide the following information:

- SASID
- IEP/Section 504 plan implementation date
- Designated supports/accommodations currently implemented in the IEP/504 plan for each applicable test area (Smarter Balanced Math, ELA, NGSS) for State Testing Accommodations
- Designated supports/accommodations populated in TIDE.



CT-SEDS/TIDE Syncing Concerns

Districts can use this optional form to collect information about accommodation issues identified between CT-SEDS and TIDE. Please complete this form and email to Deirdre Ducharme (deirdre.ducharme@ct.gov) and Katie Seifert (katherine.seifert@ct.gov) so that they can provide appropriate assistance.

District Name: _____

Document accommodation issues below.

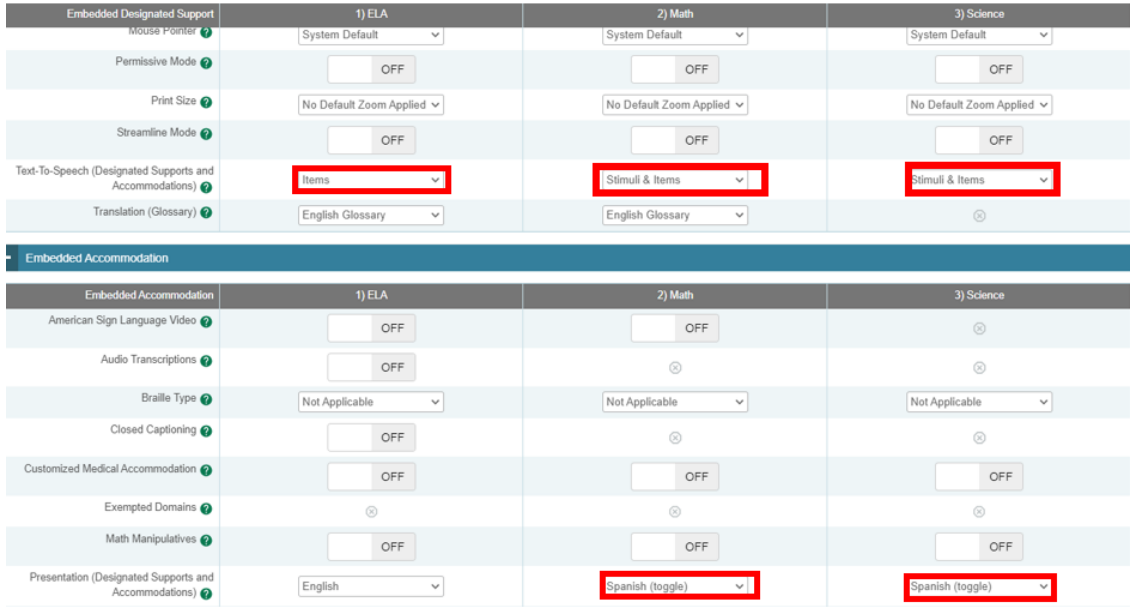
Today's Date	Student SASID	Date of Implemented IEP/Section 504 Plan	List Accommodations in Documented Plan for each applicable testing subject (Smarter Balanced Math, ELA, NGSS).	List current accommodations in TIDE.	CSDE Comments (Once this document is submitted to the CSDE for their review, they will populate this column with their findings/next steps.)

Spanish Presentation Math and Science

Spanish Presentation Math and Science

Students who are fluent and literate in Spanish may be eligible for the following language supports:

- Spanish presentation is available for math and science. This support must be turned on in TIDE prior to testing.
- Text-to-Speech in Spanish is available for students using Spanish Presentation.
- Text-to-Speech in English is available for ELA, math and science.



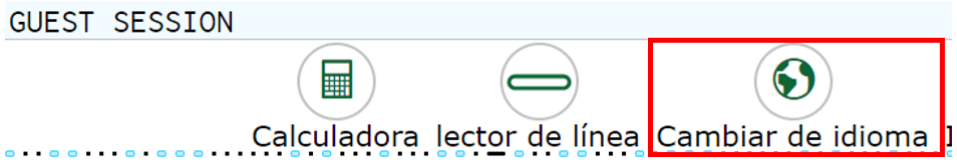
Embedded Designated Support	1) ELA	2) Math	3) Science
Mouse Pointer	System Default	System Default	System Default
Permissive Mode	OFF	OFF	OFF
Print Size	No Default Zoom Applied	No Default Zoom Applied	No Default Zoom Applied
Streamline Mode	OFF	OFF	OFF
Text-To-Speech (Designated Supports and Accommodations)	Items	Stimuli & Items	Stimuli & Items
Translation (Glossary)	English Glossary	English Glossary	⊗

Embedded Accommodation

Embedded Accommodation	1) ELA	2) Math	3) Science
American Sign Language Video	OFF	OFF	⊗
Audio Transcriptions	OFF	⊗	⊗
Braille Type	Not Applicable	Not Applicable	Not Applicable
Closed Captioning	OFF	⊗	⊗
Customized Medical Accommodation	OFF	OFF	OFF
Exempted Domains	⊗	⊗	⊗
Math Manipulatives	OFF	OFF	OFF
Presentation (Designated Supports and Accommodations)	English	Spanish (toggle)	Spanish (toggle)

Spanish Presentation Math and Science

- When Spanish Presentation is selected for science or math, students can switch the presentation to English using the “globe” icon (shown on the right).
- To access Text-to-Speech in Spanish:
  - Download/install voice pack available on the student’s device.
  - Trial on a practice test.
- If using a Chromebook, please note version 119 does not support the Spanish voice pack. Upgrade to versions 121 or 123 if possible.



QUESTIONS

FROM THE

CHAT

Thank you for your participation!