



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

2022-23

Connecticut's
Summative
Assessment
System

*Assessment Policy
Overview*

Performance Office

Contents

What is the purpose of the Assessment Policy Overview?.....	1
What is the purpose of the state summative assessments?	1
What is the state and federal legislation that mandates summative assessments?.....	1
What are the legislatively mandated state summative assessments?	2
The Smarter Balanced Assessments	2
The Next Generation Science Standards (NGSS) Assessments	2
The Connecticut SAT School Day	3
The Connecticut Alternate Assessments (CTAA)	3
The Connecticut Alternate Science (CTAS) Assessments.....	3
Other Required Connecticut Assessments.....	3
Who should be tested?	4
Students Enrolled in Connecticut’s Public School Information System (PSIS).....	4
Testing of English Learners/Multilingual Learners (ELs/MLs).....	4
Testing Students with Special Circumstances.....	4
What is the Summative Assessment Calendar?.....	7
Where are practice materials located?.....	7
How is student information updated in PSIS?	9
What accommodations and supports are available to students?	10
How are test settings/supports updated in TIDE?.....	10
Where is detailed information about the state summative assessments located?	11
Where can student results be found?	12
What is the contact information for state assessments?	12
How are results used?.....	13
What other state assessments are required?.....	13
Connecticut Physical Fitness Assessment (CPFA)	14
English Language Proficiency (ELP) Assessment	14
The Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP).....	14
Kindergarten Entrance Inventory (KEI)	14
Connecticut Physical Fitness Assessment	14
Kindergarten Entrance Inventory.....	17
English Language Proficiency Assessment	18
What are interim assessments?.....	19
The Smarter Balanced ELA and Math Interim Assessments.....	20
Next Generation Science Standards Interim Assessments.....	20
Appendix A. The Types and Purposes of Student Assessment in Education: An FAQ.....	21

What is the purpose of the Assessment Policy Overview?

The purpose of the Assessment Policy Overview is to outline the general policies of the Connecticut State Department of Education (CSDE) for all state summative assessments that are administered to Connecticut public school students. The Smarter Balanced Assessment, the Next Generation Science Standards (NGSS) Assessment, the Connecticut SAT School Day, the Connecticut Alternate Assessment (CTAA), and the Connecticut Alternate Science (CTAS) Assessment are the primary summative assessments. In addition, this document also addresses other state assessments including the Connecticut Physical Fitness Assessment, the English Language Proficiency Assessment, the Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP), and the Kindergarten Entrance Inventory. For more specific information on each of the assessments, please refer to the [Connecticut State Department of Education Student Assessment Page](#) or the [Connecticut Comprehensive Assessment Program Portal](#).

What is the purpose of the state summative assessments?

Summative assessments are the culminating evaluation of student performance against a set of grade-appropriate standards. The primary purpose of the state's summative assessments is to provide an efficient and reliable estimate of a student's overall performance in a subject area relative to grade-appropriate standards that enable valid interpretations of student achievement (in all tested grades and subjects) and progress (in Grades 4-8 for ELA and Mathematics). In the aggregate (e.g., district, school, grade level), results from the statewide summative assessments provide one valid and reliable indication of the academic achievement and progress attained by students. Such aggregate results tell policy makers if all students—regardless of zip code, family income, dominant language, or disability—are achieving and making progress academically. Aggregate results from the summative assessments also inform federal/state reporting, district/school accountability, program evaluation at the state/district/school levels, educator evaluation and support, and district/school identification for support and recognition. Aggregate results from the statewide summative assessments are an important indicator of academic achievement and progress, but not the only one. For further information, see [Appendix A](#).

What is the state and federal legislation that mandates summative assessments?

Below is the legislation that mandates state summative assessments. This legislation requires that students be assessed in Grades 3-8, and 11 in mathematics, reading, and writing, as well as science in Grades 5, 8, and 11.

Connecticut General Statutes Section 10-14n-Mastery examination

(b) (1) For the school year commencing July 1, 2015, and each school year thereafter, each student enrolled in grades three to eight, inclusive, and grade eleven in any public school

shall, annually, take a mastery examination in reading, writing and mathematics during the regular school day...

(3) For the school year commencing July 1, 2018, and each school year thereafter, each student enrolled in grades five, eight and eleven in any public school shall annually take a state-wide mastery examination in science during the regular school day.

Federal law also requires testing, which is outlined in the Every Student Succeeds Act (ESSA). States must administer to all students annual statewide assessments in reading/language arts and mathematics in Grades 3-8 and once in high school, as well as assessments once in each grade span (3-5, 6-8, and in high school) in science.

Federal law requires full participation of all students on the state summative assessments. The minimum standard for the participation rate is at least 95 percent of all students and all student groups for each subject. For accountability purposes at the district and school level, the CSDE evaluates the participation rate for all students, as well as students in the "High Needs" group, for all content areas.

For the 2019-2020 school year, the United States Department of Education (USDE) waived all testing accountability, and all state summative assessments were canceled due to the pandemic.

In light of the cancellation of statewide assessments in 2019-20 and its impact on accountability calculations for the 2020-21 school year, the U.S. Department of Education approved Connecticut's request for flexibility from school/district accountability for the 2020-21 school year. Therefore, Connecticut decoupled state assessment results from accountability determinations based on data from the 2020-21 school year. For more information on Accountability in 2021, visit the [Next Generation Accountability System](#) page.

What are the legislatively mandated state summative assessments?

The Smarter Balanced Assessments

The Smarter Balanced Assessments are aligned to the Connecticut Core Standards (CCS) in English language arts (ELA) and mathematics and measure student progress toward college and career readiness. These assessments are administered to students in Grades 3-8. The ELA assessment consists of a Computer Adaptive Test (CAT) while the mathematics assessment consists of a CAT and a performance task (PT).

The Next Generation Science Standards (NGSS) Assessments

The NGSS Assessments are aligned to the NGSS. These standards were adopted by the Connecticut State Board of Education in November 2015. The first operational year of the NGSS Assessments was the 2018-19 school year. The assessments are administered in Grades 5, 8, and 11.

The Connecticut SAT School Day

The Connecticut SAT School Day is administered to all students in Grade 11 in Connecticut public schools. The Connecticut SAT School Day is strongly aligned to the CCS in ELA and mathematics. Scores for the Connecticut SAT School Day can also be used for the college admissions process. The Connecticut SAT School Day has two sections: evidence-based reading and writing, and mathematics. The evidence-based reading and writing section includes a reading test and a writing and language test.

The Connecticut Alternate Assessments (CTAA)

Alternate assessments support student independence to the greatest extent possible by making academic content accessible and the expected achievement levels appropriate. The CTAA for math and English language arts was developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that measures what they know and can do in relation to grade-level standards. The CTAA is only administered to eligible students with significant cognitive disabilities in Grades 3-8 and 11. It is a secure test, accessed online (or paper-pencil) with the support of a trained teacher.

The Connecticut Alternate Science (CTAS) Assessments

The CTAS was developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the NGSS. The CTAS includes six Performance Tasks that are intended to be administered throughout the year as teachers work with eligible students to rate student performance on the CTAS Core Extensions. This alternate science assessment is only administered to eligible students with significant cognitive disabilities in Grades 5, 8, and 11. The first operational year of the CTAS assessments was the 2018-19 school year.

Other Required Connecticut Assessments

Connecticut requires other assessments be administered to certain students: the Connecticut Physical Fitness Assessment, the English Language Proficiency Assessment, the Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP), and the Kindergarten Entrance Inventory (KEI). The Connecticut Physical Fitness Assessment and the English Language Proficiency Assessment are required as part of the Connecticut Consolidated State Plan for the Every Student Succeeds Act, and the KEI was created to comply with state legislation that was passed in 2007. These four assessments are explained in more detail in this document.

For specific information on each of these assessments, please refer to the [Connecticut State Department of Education Student Assessment Page](#) or the [Connecticut Comprehensive Assessment Program Portal](#).

Who should be tested?

Students Enrolled in Connecticut’s Public School Information System (PSIS)

All students enrolled in Grades 3-8 and 11 in PSIS are required to participate in summative state assessments. Students in Grades 3-8 are given the Smarter Balanced Assessments, except those students with the most significant cognitive disabilities, who are then eligible for the alternate assessments. All Grade 11 students are required to participate in the Connecticut SAT School Day, except students with the most significant cognitive disabilities who meet the eligibility criteria. All students with significant cognitive disabilities who are eligible for the alternate assessments are required to participate in the CTAA in Grades 3-8 and 11, and the CTAS in Grades 5, 8, and 11. For specific information on each of the assessments, please refer to the [Connecticut State Department of Education Student Assessment Page](#) or the [Connecticut Comprehensive Assessment Program Portal](#).

Testing of English Learners/Multilingual Learners (ELs/MLs)

Regardless of the amount of time spent in a U.S. school, English learners/multilingual learners must be assessed. “Recently arrived” ELs/MLs are those students whose initial entry date in a U.S. school is less than two years (i.e., 24 months) prior to test administration. The Every Student Succeeds Act (ESSA) requires that “recently arrived” ELs/MLs be assessed in all content areas, which are assessed with Connecticut’s statewide summative assessments in English language arts, mathematics, and science. Connecticut’s approved ESSA plan requires the testing of all ELs/MLs, regardless of their entry date, but includes flexibilities for the inclusion of recently arrived ELs/MLs in accountability calculations. More detailed information on this can be found in the Connecticut Assessment and Accountability Reporting of ‘Recently Arrived’ English Learners (ELs) Appendix of the [Using Accountability Results to Guide Improvement](#) resource.

Testing Students with Special Circumstances

There are special circumstances for some schools/students that require unique testing policies. Below is a summary of the policies associated with various special circumstances that may arise in Connecticut public schools.

Student Circumstance	Testing Policy
Students entered into PSIS who are enrolled in State Approved Private Special Education Programs (APSEP)	Connecticut public school students who are enrolled in an APSEP are tested by the APSEP, including the annual LAS Links for those students identified as English learners/multilingual learners enrolled in Grades K-12. Ultimately, it is the responsibility of the reporting district to ensure these students participate in state-wide summative assessments.

Student Circumstance	Testing Policy
Students entered into PSIS who are enrolled in Non-Approved Private Schools in Connecticut or out-of-state schools	Connecticut public school districts are responsible to test students enrolled in the PSIS who have been placed in out-of-state facilities or in-state, non-approved private schools. Specific guidance on how to test with the NGSS Assessments, the CTAS, the Smarter Balanced Assessments, the CTAA, and the Connecticut SAT School Day can be located here: Testing Students in PSIS who Attend Out-of-State or In-State Non-Approved Facilities .
Students who move to another Connecticut public school in the same district or move to another Connecticut district during testing	Students who move to another Connecticut public school in the same district or move to another Connecticut district will have their tests follow them in the CAI Test Information Distribution Engine (TIDE) upon the PSIS being updated. <i>For the Connecticut SAT School Day, students who did not take their test in the previous school on the primary test dates of March 22-24, 2023, or March 28-29, 2023, must take the test in their new school on one of the designated make-up days of April 25-27, 2023.</i>
Students who move to a private school or to an out-of-state school during testing and are exited from PSIS	Students who move to a private school or to an out-of-state school should be noted in PSIS as transferring from the Connecticut public school system. These students are not tested.
Students hospitalized or homebound due to illness	Students who are hospitalized or homebound due to illness should be tested unless there are medical constraints that prevent them from testing (the student has received an approved medical exemption). <i>Students taking the Connecticut SAT School Day must be tested on the designated dates of March 22-24, 2023, or March 28-29, 2023, or one of the make-up testing dates of April 25-27, 2023, at the school district's central administration offices by a certified school staff member who is fully trained in the proper test administration and security procedures.</i>
Students on homebound instruction due to suspension or expulsion	Students who are receiving homebound instruction due to a suspension or expulsion must be tested either at home or preferably at the school district's central administrative offices during the assessment specific testing window by a certified school staff member who is fully trained in the proper test administration and security procedures. <i>Connecticut SAT School Day must be tested on the designated dates of March 22-24, 2023, or March 28-29, 2023, or one of the make-up testing dates of April 25-27, 2023, at the school district's central administration offices by a certified school staff member who is fully trained in the proper test administration and security procedures.</i>

Student Circumstance	Testing Policy
Students who may qualify for a medical exemption	Requests for consideration of an Emergency Medical Exemption should be initiated by the District Administrator (DA in TIDE) for the Smarter Balanced, NGSS, and Connecticut Alternate Assessments, or by the Services for Students with Disabilities (SSD) Coordinator for the Connecticut SAT School day.
Home-schooled students	Home-schooled students are not public school students and are not eligible to be administered state assessments.
Students who are newly enrolled in a Connecticut public school after the district testing window has commenced	<p>Students who are newly enrolled in a Connecticut public school after the first day of testing are required to be administered the state assessments. Students who enroll from outside the Connecticut public schools after May 26, 2023, will not be required to take the Smarter Balanced Summative Assessments, the CTAA, the NGSS Assessment, and the CTAS.</p> <p><i>Connecticut SAT School Day students who arrive after either primary test dates (March 22-24, 2023, or March 28-29, 2023) must take the test on one of the make-up testing dates of April 25-27, 2023.</i></p>

What is the Summative Assessment Calendar?

2022-23 Assessment Calendar

Assessment	Dates
Connecticut SAT School Day	<p>Primary Test Dates: March 22-March 24, 2023, and March 28-29, 2023</p> <p>Makeup Dates: April 25-April 27, 2023 Schools can use all of these days to administer the test digitally. All students do not need to be tested on the same day.</p>
NGSS Assessment	<p>February 6–June 2, 2023 (Grade 11)</p> <p>March 27–June 2, 2023 (Grades 5 and 8)</p>
Connecticut Alternate Science Assessment – CTAS	March 27–June 2, 2023 (Grades 5, 8, and 11) (Upload Window)
Connecticut Smarter Balanced Assessment	March 27–June 2, 2023
Connecticut Alternate Assessment – CTAA	March 27–June 2, 2023

Where are practice materials located?

Practice Materials

Assessment	Practice Material Location
Connecticut SAT School Day	<ul style="list-style-type: none"> A digital test preview is available on the College Board’s website. Practice tests are also available for students using Assistive Technology. Schools can also request large print or braille SAT practice tests for students by contacting the College Board’s SSD. Students have access to free online practice at Khan Academy https://www.khanacademy.org/test-prep/sat Students <i>may</i> also choose to

Assessment	Practice Material Location
	<p>link their College Board account to their Khan Academy account. Students who link their accounts will receive personalized practice.</p>
<p>NGSS Assessment</p>	<ul style="list-style-type: none"> • Schools can access the NGSS Practice Tests available through the Connecticut Comprehensive Assessment Program Portal at https://ct.portal.cambiumast.com/. • Teachers are encouraged to use the NGSS Practice Tests to familiarize students with the testing format of the NGSS Assessments. • Students can also practice with the tools such as the types of calculators used for the online test.
<p>Connecticut Alternate Science Assessment – CTAS</p>	<p>Practice materials are not available for the CTAS Assessments because the CTAS consists of a series of performance tasks that are administered throughout the school year.</p>
<p>Connecticut Smarter Balanced Assessment</p>	<ul style="list-style-type: none"> • The practice tests mirror the Smarter Balanced summative assessments for ELA and mathematics. Each test provides students with a grade-specific testing experience, including a variety of question types and difficulty levels (approximately 30 items each in mathematics and ELA), as well as a performance task. All universal tools, designated supports, and accommodations approved by Smarter Balanced are available on the practice tests. • The training tests are designed to provide students and teachers with opportunities to familiarize themselves with the software and navigational tools that they will use for the upcoming Smarter Balanced Assessments. Training tests are available for both mathematics and ELA, and are organized by grade bands

Assessment	Practice Material Location
	<p>(Grades 3-5, Grades 6-8, and Grades 9-11), with each test containing 5-10 questions.</p> <ul style="list-style-type: none"> Students can also practice with the tools such as the types of calculators used with the online test.
<p>Connecticut Alternate Assessment – CTAA</p>	<p>The CTAA online practice tests are designed to provide students and teachers with opportunities to familiarize themselves with the software and navigational tools that will be used for the CTAA. The practice tests are available for both mathematics and ELA, and are organized by grade bands (Grades 3-5, Grades 6-8, and 11), with each test containing several questions. The questions on these tests were selected to provide students with an opportunity to practice, as well as for teachers to test assistive technology devices before the live test administration.</p>

How is student information updated in PSIS?

The Public School Information System (PSIS) provides data to test delivery systems for state summative assessments administered to Connecticut public school students. These assessments include the LAS Links, the NGSS Assessments, the Smarter Balanced Assessments, the CTAA, the CTAS, CAAELP, and the Connecticut SAT School Day. District Administrators (DAs) responsible for statewide student testing must work closely with PSIS Coordinators to ensure that student information is being reported accurately. In addition to enrollment information pulled from the PSIS Registration Module, the CSDE relies on districts to provide accurate reporting of seven individual student demographic fields at the time of testing. Data are used for public and secure reporting of statewide test results and as part of Connecticut’s Next Generation Accountability System.

The PSIS Registration Module contains the following demographic fields:

- Special Education (SPED) Status;
- Free and Reduced Lunch (FRL) Status;
- English Learner/Multilingual Learner (EL/ML) Status;
- Military Family;
- Homeless;
- Recently Arrived EL/ML; and
- Section 504 Status.

These seven values must reflect the student's status at the time of testing for the 2022-23 school year.

The SPED, FRL, EL/ML, Military Family, and Homeless values are loaded from the October PSIS Collection Freeze Zero file. The values for Recently Arrived EL/ML and Section 504 are not pulled from Freeze Zero because these data are not reported in the PSIS October collection. These values have been set to "No" in the Registration Module and must be updated by the district in the PSIS Registration Module for testing and reporting purposes.

If the status of any the first five fields changed from the value reported in the October PSIS Collection Freeze Zero, or if the student being tested was not in the PSIS October Collection Freeze Zero, the District PSIS Coordinator must update the student's record in the PSIS Registration Module.

District PSIS Coordinators must make all changes to student enrollment and demographic information directly into the PSIS Registration Module. Student demographic values will be saved and the fields locked in PSIS by the last day of the summative test window, so all changes to a student's status at the time of testing must be made by then.

It is also important to note that in order to enter accommodations in TIDE, students must be identified as Special Education or Section 504 in the PSIS Registration Module. Please note that there is a separate TIDE system for the CT SAT that functions differently than the TIDE that is used for the other summative assessments.

What accommodations and supports are available to students?

There are a variety of accommodations available for eligible students who receive services under the Individuals with Disabilities Education Act (IDEA) or under Section 504 of the Rehabilitation Act of 1973. There are also supports for students who are ELs/MLs. The [CSDE's Assessment Guidelines](#) describe the accommodations available for the various state summative assessments.

How are test settings/supports updated in TIDE?

Test settings, such as designated supports, for the general education population can be manually set in TIDE or uploaded via a batch file locally by the school or district. Refer to the TIDE User Guide for details.

Effective in November 2022, designated supports and accommodations finalized in the new CT-SEDS for students with an Individualized Education Programs (IEPs) or Section 504 Plan, will be uploaded nightly into TIDE. Changes to student test settings for these students must be made directly in CT-SEDS and not in TIDE. Nightly uploads are applicable through June 2, 2023. Note: This upload does not apply to the College Board TIDE System. Accommodations for the Connecticut SAT School Day are manually entered in the College Board TIDE System per College Board and CSDE policies and guidance.

Where is detailed information about the state summative assessments located?

There are two websites that house information about the Connecticut summative assessments.

- Non-secure testing information and policy-oriented documentation can be located on the CSDE website in the Connecticut Student Assessment Main Page (<https://portal.ct.gov/SDE/Student-Assessment/Main-Assessment/Student-Assessment>).
- Secure and non-secure testing information related to procedures and administration can be located on the Connecticut Comprehensive Assessment Program Portal (<https://ct.portal.cambiumast.com/>).

Below are specific web pages for each of the assessments.

Assessment	Web site
Connecticut SAT School Day	CSDE Web site: https://portal.ct.gov/SDE/Student-Assessment/SAT/Connecticut-SAT-School-Day
NGSS Assessments	CSDE Web site: https://portal.ct.gov/SDE/Student-Assessment/NGSS-Science/NGSS-Science Connecticut Comprehensive Assessment Program Portal: https://ct.portal.cambiumast.com/ngss.html
CTAS and CTAA Assessments	CSDE Web site: https://portal.ct.gov/SDE/Student-Assessment/CTAA-Skills-Checklist/Connecticut-Alternate-Assessments Connecticut Comprehensive Assessment Program Portal: https://ct.portal.cambiumast.com/alternate-assessment.html
Connecticut Smarter Balanced Assessments	CSDE Web site: https://portal.ct.gov/SDE/Student-Assessment/Smarter-Balanced/Find-Information-about-Smarter-Balanced Connecticut Comprehensive Assessment Program Portal: https://ct.portal.cambiumast.com/smarter-balanced.html
Main CSDE Assessment Page	https://portal.ct.gov/SDE/Student-Assessment/Main-Assessment/Student-Assessment

Where can student results be found?

Website	Results	Assessment
EdSight Public http://edsight.ct.gov/SASPortal/main.do	Public Results	Connecticut SAT School Day; Smarter Balanced; Connecticut Physical Fitness Assessment; NGSS; and LAS Links
EdSight Secure https://secure-edsight.ct.gov/SASLogon/login	Secure Results	Connecticut SAT School Day; Smarter Balanced; NGSS; and LAS Links
College Board Secure Online Portal https://studentscores.collegeboard.org/home	Secure Results	Connecticut SAT School Day
CAI Connecticut Centralized Reporting System https://ct.reporting.cambiumast.com/	Secure Results	Smarter Balanced; NGSS; CTAA; and CTAS
DRC LAS Links INSIGHT Portal Report Delivery https://ll.drctdirect.com	Secure Results	LAS Links

What is the contact information for state assessments?

Assessment	CSDE Contact Information	Vendor Contact Information
Connecticut SAT School Day	Student Assessment in the Performance Office 860-713-6860 ctstudentassessment@ct.gov	Contact the College Board at: Telephone: 855-373-6387 (option 1) satschoolday@collegeboard.org
NGSS Assessments		CAI Help Desk at: Connecticut Help Desk 1-844-202-7583 cthelpdesk@cambiumassessment.com
Connecticut Alternate Science Assessment (CTAS)		
Connecticut Smarter Balanced Assessments		
Connecticut Alternate Assessment (CTAA)		
Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP)		

How are results used?

The primary purpose of the state’s summative examination is to provide an efficient and reliable estimate of a student’s overall performance in a subject area relative to grade-appropriate standards that enable valid interpretations of student achievement (in all tested grades and subjects) and progress (in Grades 4 through 8 for ELA and Mathematics). In the aggregate (e.g., district, school, grade level), results from the statewide summative assessment provide one valid and reliable indication of the academic achievement and progress attained by students. Such aggregate results tell us if all students –regardless of zip code, family income, dominant language, or disability –are achieving and making progress academically

Aggregate results from the summative assessment can inform federal/state reporting, district/school accountability, program evaluation at state/district/school levels, educator evaluation and support, and district/school identification for support and recognition. As with an individual student, aggregate results from the statewide summative assessment are an important indicator of academic achievement and progress, but not the only one. In the Next Generation Accountability System for districts and schools and in the educator evaluation and support system, state mastery examination scores are not the only indicator; other indicators are included to provide a more holistic picture. The English Language Proficiency assessment results are used for EL/ML identification, progress measurement, school/district accountability, and student mastery/exit from EL/ML status.

The statewide summative assessment is an important indicator of student achievement and progress, but it is not the only one. Subsection (e) of C.G.S. Section 10-14n appropriately prohibits the use of the “mastery examination” results as the sole criterion for student promotion or graduation. Sec. 10-223a states that each local and regional board of education shall specify the basic skills necessary for graduation for classes graduating in 2006, and for each graduating class thereafter, and include a process to assess a student's level of competency in such skills. The assessment criteria shall include, but not be exclusively based on, the results of the mastery examination, pursuant to section 10-14n, for students in grade ten or eleven. Connecticut does not offer an alternate diploma. Students who are eligible to take the alternate assessments based on their IEP can demonstrate competency on their core courses and graduate. For more information on the types and purposes of summative assessments, see [Appendix A](#).

What other state assessments are required?

In addition to the previous assessments required by state law under CGS 10-14n, the CSDE also administers four other summative assessments to track student performance. These include the following:

Connecticut Physical Fitness Assessment (CPFA)

This required assessment must be administered as part of the Connecticut Consolidated State Plan for the ESSA. Results for this assessment are included in Indicator 11 of the Next Generation Accountability System reports.

English Language Proficiency (ELP) Assessment

This assessment is required to be administered to eligible students under the Connecticut Consolidated State Plan for the ESSA. Results of this assessment are included in Indicator 11 of the Next Generation Accountability System reports.

The Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP)

Beginning with the 2022-23 school year, the CSDE is incorporating a new alternate assessment into the existing Connecticut Alternate Assessment System. The CAAELP is designed for students with the most significant cognitive disabilities in Grades K-12 who are dually identified as an English learner/multilingual learner and receive services under the IDEA. Eligible students, determined at each annual Planning and Placement Team (PPT) meeting, may be considered for participation in the appropriate assessments associated with their grade and EL/ML identification.

Kindergarten Entrance Inventory (KEI)

The KEI was developed to comply with state legislation that was passed in 2007. Public Act 05-245 requires the Commissioner of Education to develop and implement a statewide, developmentally appropriate assessment tool that measures a child’s level of preparedness for kindergarten by October 2007. To satisfy this legislation, the department implemented the KEI in the fall of 2006. A new version of the inventory was developed for fall of 2007 and has been used since that time.

Connecticut Physical Fitness Assessment

Connecticut Physical Fitness Assessment	
What is the Connecticut Physical Fitness Assessment?	Physical fitness is a critical element in the development of a healthy and productive adult. As such, it is an important component of Connecticut’s overall educational program goals. It is the CSDE goal that by the end of Grade 12, students will recognize the importance of and choose to participate regularly in physical activities designed to maintain and enhance healthy lifestyles. The CPFA is evidence of a dedication to the physical development of Connecticut’s students, as well as a commitment to focusing on outcomes and specific performance objectives. Physical fitness should be community-based activities. The CPFA should not be the focus of the entire physical education curriculum or program. Rather, the assessment should be a part of the ongoing process of helping children understand and improve and/or maintain

Connecticut Physical Fitness Assessment	
	their physical health and well-being.
Who is required to take the assessment?	All public school students in Grades 4, 6, and 8 must be tested, unless they have received a medical exemption. Furthermore, all public high school students must be assessed at least once during their high school years (Grades 9-12). Students who are not taking Physical Education courses in a tested grade (or high school for Grades 9-12), either due to a scheduling issue or an IEP or 504 plan, are not exempt from participating in the CPFA. Students in Grades 4, 6, and 8 are assessed annually. At the high school level, schools have the flexibility to assess students at any grade, but must assess each student at some point between Grades 9 and 12.
When is the assessment administered?	<p>Schools may administer the CPFA at any time during the school year. While in past years Grades 4, 6, 8, and high school had specific testing windows, these testing windows limited schools and teachers in providing the best possible instruction. With the elimination of testing windows at all levels, schools and teachers can assess students in a way that is best for them.</p> <p>The flexibility to assess students at any point during the school year includes assessing students during summer school. While this will require updating data reported to the state, it affords students who might not otherwise be able to take the assessment an opportunity to be tested.</p> <p>An additional flexibility that was added in the 2018-19 school year is the ability to spread the administration of the different portions of the CPFA out over a number of months during the school year. This allows physical education teachers to schedule portions of the assessment when it appropriately fits into their planned course of study. Schools that choose to use this flexibility will need to ensure that students are assessed using the standards for their age at the date of assessment, not at the beginning of the year or the beginning of the CPFA administration.</p>
What is assessed?	<p>Students taking the CPFA are evaluated using age and gender appropriate standards in four fitness components. The components assessed include:</p> <ul style="list-style-type: none"> • aerobic endurance; • flexibility; • upper body strength and endurance; and • abdominal muscle strength and endurance.
Where do I find information about administering the test?	The CPFA Test Administration Manual provides information about how to administer the test.
What test administration aides are available?	<p>Various test administration aides are available on the CPFA webpage including:</p> <p>Test Item Video Demonstrations</p> <ul style="list-style-type: none"> • 90 Degree Push-Up [wmv]

Connecticut Physical Fitness Assessment	
	<ul style="list-style-type: none"> • Back Saver Sit and Reach [wmv] • Curl up [wmv] • Mile Run [wmv] • PACER Test [wmv] <p><u>Test Item Audio Cadences</u> (Please note that some mobile devices may experience difficulties when streaming these files, so it may be best to download them first.)</p> <ul style="list-style-type: none"> • Curl up [mp3] • Push up [mp3] • Pacer - 15 meter [mp3] • Pacer - 20 meter [mp3] <p>Sample pacer warm-up and training activities</p>
Where do districts report results?	<p>The results of the CPFA are used for a variety of purposes, including the state’s Next Generation Accountability System and the Profile and Performance Report.</p> <p>Standards used for reporting and goal setting can be found at: https://portal.ct.gov/-/media/SDE/Phys-Ed/HR_Fitness_Standards.pdf. Testing report forms are found in the ‘forms’ section of the CPFA Test Administration manual. They include:</p> <ul style="list-style-type: none"> • Class Record Forms – To be maintained by the physical education teacher. • Summary Report Form – One copy to be kept by the physical education teacher. One copy to be given to the building principal for inclusion on the ED165: Connecticut School Data Report, which is submitted to the CSDE in the late spring of the school year. • Individual Student Report Form – For use by a district and/or school (e.g., for reporting information to parents/guardians; for keeping individual student records; and for use with individual students in developing a plan). <p>Note: Only the data on the Summary Report Form are included in the district report to the CSDE. The Summary Report Form is given to the building principal for inclusion in the ED165. Class Record Forms and Individual Student Report Forms are only for use in the school and district.</p>
Who can districts contact with questions?	<p>Further resources can be found on the CSDE’s CPFA Page.</p> <p style="text-align: center;">Raymond Martin 860-713-6876 raymond.martin@ct.gov</p>

Kindergarten Entrance Inventory

The Kindergarten Entrance Inventory	
What is the Kindergarten Entrance Inventory?	<p>The KEI was designed to provide a statewide snapshot of the skills students demonstrate, based on teachers' observations, at the beginning of the kindergarten year. The instrument requires each teacher to classify his or her students into three performance levels by domain. These skills and behaviors are defined by specific indicators in six domains: Language Skills, Literacy Skills, Numeracy Skills, Physical/Motor Skills, Creative/Aesthetic Skills, and Personal/Social Skills.</p> <p>The content of the inventory was selected to represent the most important skills that students need to demonstrate at the beginning of kindergarten. The indicators were developed from the Connecticut Preschool Curriculum Framework, which is based on Connecticut's educational standards. A group of preschool and kindergarten teachers, representing urban and suburban districts, special education, and English language learners, reviewed the indicators and provided the CSDE with their recommendations on the appropriateness of the indicators. The indicators that were selected for the inventory are a result of the input from this committee.</p>
Who is required to take the assessment?	Teachers will assess all of the kindergarten children in their classroom with no exceptions. Students who have an IEP and have been given accommodations should be assessed within their communication mode. Designated communication modes include Braille, sign language, and voice recognition technology. Students should be assessed using their native language whenever possible. Teachers need to make judgments about students who do not speak English based on observing student behaviors.
When is the assessment administered?	The KEI is administered at the beginning of the school year to all students. Teachers enter the data in middle to late October.
How do districts submit the data?	Instructions for entering the data for the KEI are available in the KEI School User Manual . Teachers can use the Data Collection Form to keep track of their class.

The Kindergarten Entrance Inventory	
How do districts access the exam for students?	A copy of the KEI is available on the CSDE’s Web site at https://portal.ct.gov/-/media/SDE/Student-Assessment/K-Assessment/Fall-Kindergarten-Entrance-Inventory--FINAL2008.pdf?la=en .
Where do districts find information about administering the test?	Information regarding administering the KEI can be found on the CSDE’s website in the Teacher Handbook .
Who can districts contact with questions?	Further resources can be found on the CSDE’s Kindergarten Inventory Page . Contact the CSDE at: 860-713-6860 ctstudentassessment@ct.gov

English Language Proficiency Assessment

English Language Proficiency Assessment	
What is the English Language Proficiency Assessment?	As a requirement of ESSA, states must administer a single statewide English language proficiency assessment to all ELs/MLs. Connecticut uses the Language Assessment System (LAS Links) developed by the Data Recognition Corporation (DRC).
When is the exam administered in 2022?	The 2022-23 LAS Links Assessment window is from January 3-March 3, 2023.
Who is required to take the exam?	All students in Grades K-12 who have been identified as ELs/MLs at the beginning of the school year should be included in the October PSIS collection. Those students identified as ELs/MLs after October 1 should be reported in the PSIS Registration Module beginning in December.
What is the purpose of this yearly exam?	In order for students to exit EL/ML status and no longer receive English language acquisition support, the student must reach the state mandated exit requirements as described below. The linguistic standard selected for Connecticut is measured by the LAS Links Assessment. Students, regardless of their grade level, must obtain an overall Level 4 or 5, and a Reading and Writing score of 4 or higher, in order to exit EL/ML status.
How do districts submit the data?	All students identified as EL/ML are administered the test through the DRC’s INSIGHT test delivery system.
Where do districts find information about administering the test?	Information regarding administering the English Language Proficiency Assessment can be found on the CSDE’s English Language Proficiency Assessment - LAS Link page or the Connecticut DRC LAS Links Website .

English Language Proficiency Assessment	
How do districts identify students as English learners/multilingual learners?	The identification of ELs/MLs adheres to the CSDE English Learner Identification Process for all students in Grades K-12. The process begins with the Home Language Survey (HLS) and, depending on the results of the survey, the administration of the LAS Placement Test 2nd Edition English version, or if the student is in kindergarten, the preLAS 2000 English version may be administered in lieu of the LAS Placement Test.
Who is eligible for accommodations and which accommodations are available for students?	<p>Students eligible to receive accommodations on the LAS Links are those students who have an IEP. All information can be found in the CSDE Online LAS Links Accommodation Guidelines PowerPoint. This PowerPoint, among other things, defines what services are provided to students with disabilities, including how they may best access a test. The other group of students who may receive accommodations are those with a Section 504 Plan, which also documents what needs these students with disabilities may require. In order for students to receive accommodations, they must be identified at the time of testing in the PSIS Registration Module.</p> <p>Another group of students may be eligible to participate in the CAAELP. These are dually identified EL/ML students with significant cognitive disabilities. All information can be found in the CSDE CAAELP Resources page. There are many resources on this page, including the eligibility form.</p>
Who can districts contact with questions?	<p>Further resources can be found on the CSDE's LAS Links webpage, EL webpage, the CT DRC LAS Links website, and the Connecticut Comprehensive Assessment Program Portal.</p> <p style="text-align: center;">Contact the CSDE at: 860-713-6860 ctstudentassessment@ct.gov</p> <p style="text-align: center;">Contact DRC at: 866-282-2250 laslinkshelpdesk@datarecognitioncorp.com</p>

What are interim assessments?

Interim assessments are short, fixed-form assessments that allow teachers to check student progress throughout the year, giving them actionable results that will inform instruction in order to help students meet the challenges of college- and career-ready standards. These optional assessments are available for ELA, math, and science and are each aligned to the content area standards.

The Smarter Balanced ELA and Math Interim Assessments

The Smarter Balanced Interim Assessments are optional assessments in mathematics and ELA and are available to students in Grades 3-8 and high school. The interim assessments are aligned to the CCS in both content areas, and they use the same testing platform as the summative assessments. Interims are one of the three components of the Smarter Balanced Assessment System—along with the end-of-year summative assessments in ELA/literacy and mathematics, and a [library of formative assessment tools and practices that support classroom instruction](#). More information can be found on this page: <https://portal.ct.gov/SDE/Student-Assessment/Smarter-Balanced/Smarter-Balanced-Interim-Assessments>.

Next Generation Science Standards Interim Assessments

The NGSS Interim assessments are an optional resource available to Connecticut school districts. These Interim assessments consist of item clusters and shorter stand-alone items that are each aligned to an NGSS performance expectation. Each item includes a stimulus based on real-world science phenomena and includes one or more item interactions to elicit student understanding. There are a variety of NGSS interim items available for Elementary School (Grades 3-5), Middle (Grades 6-8), and High School (Grades 9-11), all of which can be taken on the same platform used in the summative NGSS Assessments.

Contact Us
<p>For information about state testing policy, including designated supports and accommodations, please contact the CSDE Student Assessment, Performance Office:</p> <p>Phone: 1-860-713-6860</p> <p>E-mail: ctstudentassessment@ct.gov</p>

Appendix A. The Types and Purposes of Student Assessment in Education: An FAQ

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1. What does the word “assess” mean?

To evaluate or estimate the nature, ability, or quality of (Oxford dictionary).

2. What are the types of assessments in education? Can one assessment serve all purposes?

An assessment can be formative or summative. An assessment that combines aspects of both formative and summative and occurs between them has been referred to as an interim assessment. Different assessments serve different purposes. Experts caution against using one assessment for too many purposes.

3. What is a summative assessment? What is the purpose of Connecticut’s summative assessments?

A summative assessment is the culminating evaluation of student performance against a set of grade-appropriate standards. Connecticut’s statewide mastery examination that is required pursuant to the Every Student Succeeds Acts and Connecticut General Statutes Section 10-14n is a summative assessment.

- The primary purpose of the state’s summative examination is to provide an efficient and reliable estimate of a student’s overall performance in a subject area relative to grade-appropriate standards that enable valid interpretations of student achievement (in all tested grades and subjects) and progress (in Grades 4 through 8 for ELA and Mathematics).

In the aggregate (e.g., district, school, grade level), results from the statewide summative assessment provide one valid and reliable indication of the academic achievement and progress attained by students. Such aggregate results tell us if all students – regardless of zip code, family income, dominant language, or disability – are achieving and making progress academically.

- The statewide summative assessment is an important indicator of student achievement and progress, but it is not the only one. Subsection (e) of C.G.S. Section 10-14n appropriately prohibits the use of the “mastery examination” results as the sole criterion for student promotion or graduation.
- Aggregate results from the summative assessment can inform federal/state reporting, district/school accountability, program evaluation at state/district/school levels, educator evaluation and support, and district/school identification for support and recognition. As with an individual student, aggregate results from the statewide summative assessment are an important indicator of academic achievement and progress, but not the only one. In the Next Generation Accountability System for districts and schools and in the educator evaluation and support system, state mastery examination scores are not the only indicator; other indicators are included to provide a more holistic picture.

4. Does the statewide mastery examination drive day-to-day classroom instruction?

No. The state standards and local curriculum should drive instruction. The mastery examinations are designed to be used for broad purposes such as accountability, reporting, and program evaluation; they are not intended to support day-to-day classroom instruction.

5. What is formative assessment? What purpose does it serve?

Unlike a summative assessment, which is an “event” that measures a student’s overall performance, formative assessment is a process used by teachers and students during instruction throughout the year. It is aligned to the standards and provides feedback to teachers so that they may adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes. It also provides feedback to students to help them know where they are, where they need to be, and what they need to do to reach mastery.

According to Perie et al, a formative assessment is “embedded within the learning activity and linked directly to the current unit of instruction. Furthermore, the tasks presented may vary from one student to another depending on the teacher’s judgment about the need for specific information about a student at a given point in time. Providing corrective feedback, modifying instruction to improve the student’s understanding, or indicating areas of further instruction are essential aspects of a classroom formative assessment. There is little interest or sense in trying to aggregate formative assessment information beyond the specific classroom.”

6. What are interim assessments? What purposes do they serve?

Interim assessments are administered periodically to evaluate students’ knowledge and skills ideally relative to a specific domain or sub-skill (e.g., “Read Informational Text” or “Numbers and Operations in Base Ten”). They should inform decisions primarily at the classroom level but may also extend to the grade/school level. They are best administered in domain blocks, few times a year based on the needs of the teacher/grade-level team and the curriculum. They may be standardized but it is more important that the test items in these interim blocks be aligned to the standards and of the same quality as those in the summative assessment.

Some interim assessments measure overall performance like the summative and also claim to predict results on the summative assessments. Repeatedly measuring overall performance throughout the year with an eye to predicting the summative assessment results may inadvertently reduce the instructional value of an interim assessment to the classroom teacher while overemphasizing the summative. Preserving the interim assessment’s focus on teaching and learning without raising the stakes on that assessment will strengthen the ability of the standards (and not the test) to drive instruction.

References

[Attributes of Effective Formative Assessment](#). A work product coordinated by Sarah McManus, NC Department of Public Instruction, for the Formative Assessment for Students and Teachers (FAST) Collaborative of CCSSO (published in 2008).

[The Role of Interim Assessments in a Comprehensive Assessment System](#): A Policy Brief by Marianne Perie, Scott Marion, Brian Gong (National Center for the Improvement of Educational Assessment) and Judy Wurtzel (The Aspen Institute) (published in 2007)



The Strategic and Effective Use of Student Assessments

Based on Graphic Originally Developed by Perie, Marion, Gong, and Wurtzel (2007)

