2024 District Administrator's Test Administration Workshop

Smarter Balanced Assessments

Next Generation Science Standards (NGSS)

Connecticut Alternate Assessment System

January 17, 18, and 19, 2024

Connecticut State Department of Education

Meeting Reminders - Virtual

Meeting Reminders:

- The slide deck is posted in the chat.
- The meeting is being recorded and will be posted to the Student Assessment Training webpage.
- Attendees are on mute.
- We are monitoring the chat and will try to respond. If we do not get to your question, please email us at ctstudentassessment@ct.gov.
- We will stop at several points during the presentation for questions where attendees can “raise their hand” and ask questions verbally.
- Thanks for your ongoing support and partnership! Enjoy the meeting!

Meeting Reminders – In Person

Meeting Reminders:

- The slide deck is posted on the Student Assessment Training webpage.
- The virtual training will be recorded and will be posted to the Student Assessment Training webpage.
- Attendees should place their phones on silent/vibrate.
- If you need to take a call, please do so outside of the training location.
- We will be stopping during this presentation for questions. If we do not get to your question or if your question is case specific, please email us at ctstudentassessment@ct.gov.
- Thank you for your ongoing support and partnership. Enjoy the meeting!

Performance Office

The Performance Office

Data Collection, Assessment, Information Technology, Reporting, Research, and Accountability

Mission:
Improve student outcomes through the use of data and technology

Goal #1: Data Collection
Collect accurate data in a highly efficient, secure, and timely manner

Goal #2: Student Assessments
Implement high-quality assessments that are aligned to standards, inclusive, efficient, reliable, and enable valid interpretations of achievement and growth

Goal #3: Data Integration/Reporting
Aggregate data and deliver accurate information in a secure, timely, and transparent manner

Goal #4: Research and Analyses
Analyze and report data trends and insights to support informed decision-making and action by schools, districts, the CSDE, and other stakeholders

Goal #5: Accountability
Develop performance models and metrics, establish targets, and publish reports that enable a suite of differentiated supports and interventions for schools/districts

Leadership Team

Ajit Gopalakrishnan, Chief Performance Officer
860-713-6888

Abe Krisst, Bureau Chief
860-713-6894

Renee Brousseau, Support Staff
860-713-6865

Shondel Edwards, Administrative Assistant
860-713-6887

Kimberly Johnson, Education Support Technician
(860) 713-6885

Performance Office

Expert Areas

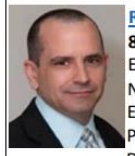
Note: To email a person directly, click on their name. The email format is firstname.lastname@ct.gov.

Data Collection

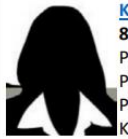
Keryn Felder
860-713-6833
Teacher Course Student,
ED166 Discipline, PSIS,
Website, Qualtrics

Laura Guerrera
860-713-6898
Special Ed.– CTSEDS
SEDAC
Directory Manager
Restraint and Seclusion

Ada Kovaci-Kume
860-713-6855
CT-SEDS
Eval. Timelines
Pre-K Special Ed.
K-3 Reading



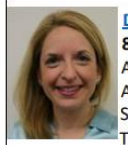
Raymond Martin
860-713-6876
Educator Data/Eval.
Non-Certified Staff
ED165 School Data
Physical Fitness
Directory Manager



Kendra Shakir
860-713-6896
PSIS Registration
PSIS Oct/June
PSIS Assessment
Kindergarten Inv.

Student Assessment

Cristi Alberino
860-713-6862
ELA, Interims
Writing Portfolio
Testing Support
LAS Links



Deirdre Ducharme
860-713-6859
Accessibility
Accommodations
Special Populations
Testing Support

Jeff Greig
860-713-6854
NGSS
Testing Support

Michelle Rosado
860-713-6748
SAT, PSAT, AP
ED159 Collection
Testing Support
Newsletters

Katherine Seifert
860-713-6722
Accessibility
Accommodations
Special Populations
Testing Support

EdSight

David Alexandro
(860) 713-6881
Early Indication Tool,
EdFacts Interim, Data
Loads, Public/Secure
Reports, Shortage Areas,
Special Analyses

Philip Gillett
(860) 713-6893
EdFacts Coordinator
SAT/AP, ACT, IB Data
Data Loads
Public/Secure Reports

Briana Hennessy
(860) 713-6873
Data Loads, Public/Secure
Reports, P20WIN,
Attendance, Special
Analyses

Danielle Bousquet
(860) 713-6832
Accountability
Data Loads
Public/Secure Reports
P20WIN, Special Analyses

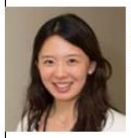
Stephanie O'Day
860-713-6803
Public/Secure Reports
Data Loads
Promotions
Special Analyses

Samuel Kamin
860-713-6877
Perkins
Public/Secure Reports
Data Loads
Special Analyses

John Watson
860-713-6899
EdSight PM
Data Loads
Release Management

Special Analyses / Psychometrics

Francis Apaloo
860-713-6874
ED 204
ED 205
Cohort Grad.



Pei-Hsuan Chiu
860-713-6869
Psychometrics
Special Analyses

Diane Murphy
860-713-6891
Special Ed., Restraint &
Seclusion, SPP/APR, Part B
Data Mgr., Special
Analyses

Michael Sabados
860-713-6856
English/Multilingual
Learners
Testing Support
Assessment Data
Accountability

Renée Savoie
860-713-6858
NAEP
International
Assessments
Accountability

Cambium Assessment Project Team

Jen Chou, Program Director

jennifer.chou@cambiumassessment.com

Marie Musumeci, Program Coordinator

marie.musumeci@cambiumassessment.com

Christine Jung, Project Assistant

christine.jung@cambiumassessment.com

Presentation Overview

Overview of Summative Assessments for Spring 2024

Cambium System Overview

Special Populations Update

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

What Remains the Same in 2024?

- TIDE System
- Office Hours
- Importance of maintaining data in PSIS Registration
- Rolling results
- Test Delivery System
- Test Administration Procedures
- The tests
- Process for testing students in Private Approved, or students in PSIS who attend Out-of-State Facilities or In-State-Non-Approved Facilities
- Testing students with disabilities and/or English learners/multilingual learners
- Teacher Training Slide Deck (Updated for 2024)
- Early Stopping Rule (ESR) Process

What's New in 2024?

- Integration of CT-SEDS Alternate Assessment System Eligibility Data from Implemented IEPs to TIDE (this activates the Alt Flag Indicator for eligible students)
- Updated Test Administration Manuals
- Secure Brower
- Earlier Delivery of ISR PDFs to **Secure File Center** in TIDE
- Sensible Assessment Webinars (Refer to the December edition of the Student Assessment News for details on registration.)
- Attestation Message

State Policy Regarding Participation

Participation - Connecticut General Statutes 10-14n

(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.

2023-24 Assessment Office Hours

Date	Topics
Virtual Teams Meeting every Thursday from April 4th to May 30 at 3 p.m.	Smarter, NGSS, CTAS, and CTAA Topics

***NOTE:** There are additional Office Hours via TEAMS for LAS Links, CAAELP, and Connecticut SAT School Day. Visit the Student Assessment Training webpage to view recorded sessions and PowerPoints.

2024 Testing Calendar

State Assessment	Grade(s)	Testing Window	Delivery Method
CAAELP	K - 12	February 1 - March 29, 2024	Online
Smarter Balanced ELA & Math	3 – 8	March 25 - May 31, 2024	Online
Connecticut Alternate Assessment (CTAA)	3 – 8 and 11	March 25 - May 31, 2024	Online
NGSS Assessments	11	February 5 - May 31, 2024	Online
	5 and 8	March 25 - May 31, 2024	Online
Connecticut Alternate Science Assessment (CTAS)	5, 8, and 11	Test should be administered throughout the school year. Student ratings entered in the DEI: March 25 - May 31, 2024	Online Upload March 25 - May 31, 2024
Connecticut SAT School Day	11	March 4 - April 19, 2024 (Within the test window, schools can choose primary and make-up test dates.)	Online

TIDE/PSIS Data Sync

TIDE/PSIS Data Sync

District Administrators need to work with District PSIS Coordinators to ensure accurate student information is reported in the PSIS Registration Module and TIDE.

During the summative test window, changes made in PSIS Registration will automatically be updated in TIDE by the following day.

Student identified eligible for services under EL/ML, IDEA, or Section 504 must have the applicable demographic fields indicated in PSIS.

TIDE/PSIS Data Sync Facts

Testing Demographics SPED, FRL, EL, Military Family, and Homeless values were loaded in November 2023.

The values for Recently Arrived EL/ML and Section 504 were not pulled from Freeze Zero. These must be set in the PSIS Registration Module.

Student demographic values will be saved, and the fields locked in PSIS on May 31, 2024*. All changes to a student's status at the time of testing must be made by May 31, 2024.

Students who are repeaters should be tested.

Student's grade in PSIS is that grade in which the test is given.

Grade 11 "skippers" are not tested.

In addition, student demographic values will be locked in PSIS for the following assessments: March 1, 2024, for LAS Links; March 28, 2024, for the CAAELP; April 19, 2024, for the Connecticut SAT School Day; and May 31, 2024, for Smarter Balanced Assessments, NGSS, CTAA, and CTAS.

TIDE/PSIS Data Sync
Student Status Change

Status	If student has already taken any state assessment	If student has not already taken any state assessment
If SPED/EL/FRL was YES originally and then changed	Leave status as YES for all tests	Change status to NO for all tests
If SPED/EL/FRL was NO originally and then changed	Change to YES for all subsequent tests and the CSDE will apply this status for all tests	Change status to YES

***Making these changes may impact the student eligibility for designated supports and accommodations.**

Refer to the November edition of the Student Assessment Newsletter for details on PSIS and state assessments.

Questions

Test Security

Test Security

Breaches of test security include, but are not limited to:

- Analyzing/copying test items
- Coaching students
- Giving students answers and/or changing students' answers
- Allowing students access to digital, electronic, or manual devices (except approved accommodations)
- Unauthorized log-in to the Test Delivery System

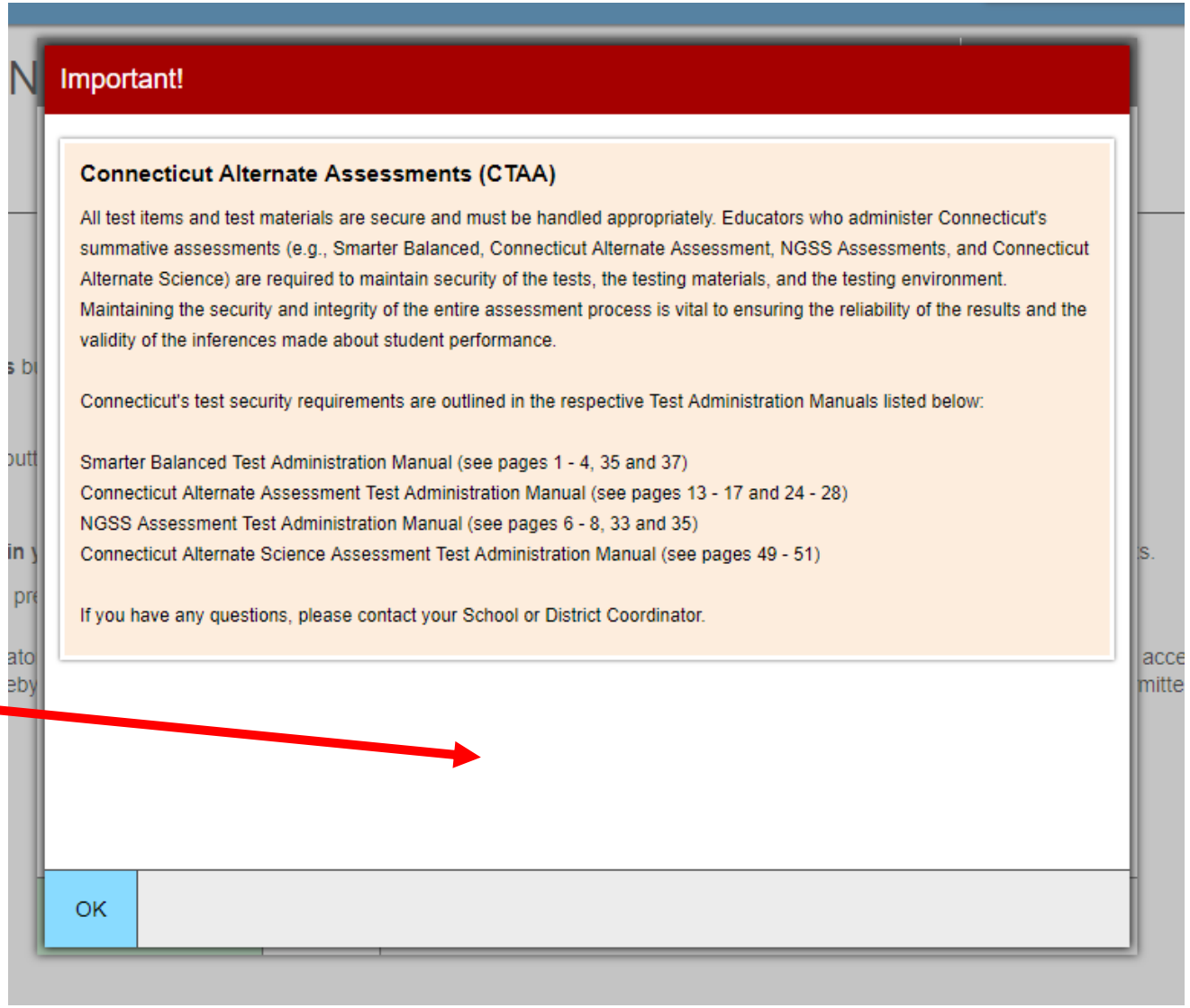
Cell phone (including Smart Watches) use by students is prohibited!

Test Security and Proctoring

- Violation of test security is a serious matter with far-reaching consequences. Breaches of test security include, but are not limited to, copying or photographing of test materials, failing to return test materials, **coaching students, giving students answers, and/or changing students' answers**. Such acts may lead to the invalidation of an entire school district's student test scores, disruption of the test system statewide, and legal action against the individual(s) committing the breach. A breach of test security may be dealt with as a violation of the Code of Professional Responsibility for Teachers, as well as a violation of other pertinent state and federal law and regulation. The Connecticut State Department of Education will investigate all such matters and pursue appropriate follow-up action. Any person found to have intentionally breached the security of the test system may be subject to sanctions including, but not limited to, disciplinary action by a local board of education, the revocation of Connecticut teaching certification by the State Board of Education,* and civil liability pursuant to federal copyright law.
- *See Section 10-145b(i) (2) (E) of the Connecticut General Statutes, which reads in relevant part as follows: The State Board of Education may revoke any certificate, permit, or authorization issued pursuant to said sections if the holder is found to **have intentionally disclosed specific questions or answers to students**, or otherwise improperly breached the security of any administration of a mastery examination, pursuant to section 10-14n.

TA Security Confirmation/Attestation Page

Attestation for summative testing will be added below this language.



Improprieties, Irregularities, and Breaches

Test Security Definitions

Type	Definition
Impropriety	An incident that has **a low impact** on the individual or group of students testing and has a low risk of affecting student performance on the test, test security, or test validity. It can be corrected and contained at the local level.
Irregularity	An incident that impacts an individual or group of students and **may potentially affect** student performance on the test, test security, or test validity.
Breach	An incident that poses a **threat** to the validity of the test. Examples include the release of secure materials or a security/system risk. These circumstances have external implications and may result in a decision to remove the test item(s) from the available, secure item bank.

Test Security Actions

Impropriety (low-level incident)	• Corrected at the local level and/or entered in Appeals system if appropriate. • Keep records locally.
Irregularity (medium-level incident)	• File an appeal in the system by day's end. • Follow instructions in Appeals system. • Keep records locally.
Breach (high-level incident)	• Contact CSDE at 860-713-6860 or ctstudentassessment@ct.gov **immediately**.

Note: The Test Security Levels are described in Appendix G of the Test Coordinator's Manual.

Appeal Types

Reset a Test	• Removes the test and scores from the system. • Enables student to start a new test.
Re-open a Test	• Allows for a test that has already been submitted in error or has expired to be re-opened.
Re-open a Test Segment	• Re-opening a test segment allows a student to access the first segment of a test that was submitted in error.
Grace Period Extension	• Granted if a test session is unexpectedly interrupted. • Allows access to all previous responses.
Restore a Test That Has Been Reset	• Returns a test from the Reset status to its prior status. • Only allowed on tests that have been reset. • A test can be restored if it was reset in error.
Invalidate a Test	• Rarely Used. • Eliminates the test. • Student does not receive a score.

Tips on Entering Appeals

Enter Appeals Judiciously	• **Staff entering appeals should be trained.** • **CSDE is reviewing every appeal closely and does not approve everything.** • **Provide information, if necessary, in the entry box.**
Re-open or Grace Period Extension Should Only be Used When Needed	• Students should not be allowed back into the test just to double check work if they already submitted their test. Students are encouraged to review items prior to ending their test.
When Unsure of What to do, Reach Out for Help	• Contact the CSDE with any questions. ctstudentassessment@ct.gov; 860-713-6860; or email Cristi.Alberino@ct.gov

Appeals Process for an Accommodation Issue

The DA must send a signed letter to the CSDE on letterhead to *Performance Office Irregularities:*

The letter **must include**:

- The student's grade, SASID, and the name of the test on which the irregularity occurred;
- The date and a detailed explanation of the irregularity;
- The name of the proctor;
- A description of the discussion with parents/guardians explaining the irregularity, and options offered; and
- Procedures to ensure the irregularity is not repeated.

Can be emailed with only SASID, posted to TIDE Secure File Center, or faxed to 860-713-7033.

Testing Time Reminders

Testing Time Reminder

Content Area	Grades	Computer Adaptive Test (CAT) Hours : Minutes	Performance Task (PT) Hours : Minutes	Total Time Hours : Minutes
English Language Arts	3–5	1:30	—	1:30
	6–8	1:30	—	1:30
Mathematics	3–5	1:30	1:00	2:30
	6–8	2:00	1:00	3:00
Both English Language Arts and Mathematics	3–5	3:00	1:00	4:00
	6–8	3:30	1:00	4:30

- Many districts are testing much less than the suggested time.
- Some districts are testing much more than the suggested time.
- Please monitor this closely.

Extra time does not necessarily correlate with achievement and very low/high times may represent lack of effort/motivation/proctoring.

Testing Time Reminder

	Grade	Mean Testing Time – SY 2022-23
ELA	3	1:45
	4	1:50
	5	1:48
	6	1:51
	7	1:43
	8	1:37

	Grade	Mean Testing Time – SY 2022-23
Math	3	2:00
	4	2:09
	5	2:17
	6	2:07
	7	1:53
	8	1:54

Testing Time Reminder

- NGSS can be administered in either one day or over two consecutive days.
- The recommended testing time is **at least 90 minutes** for testing with an **additional 10 minutes** for reading the directions to the students.
- Note **Pause rules**: If a student pauses a test, a 20-minute pause timer starts running.
  - If a student resumes the test within 20 minutes, they can review previously answered questions.
  - If a student resumes the test after 20 minutes, they cannot review previously answered questions. They can only work on unanswered questions.

Questions

CAI System

CT Comprehensive Assessment Program Portal

All CAI systems and resource materials can be accessed via the Connecticut Comprehensive Assessment Program Portal (https://ct.portal.cambiumast.com/).

Secure Browser Updates

- The Secure Browser is designed to ensure test security by prohibiting students from accessing any other programs or websites during testing.

- The 2023-24 Secure Browser was released in August 2024. Download the latest secure browser from the portal. **The secure browser from 2022-23 will no longer work.**

- Students will be required to use the Secure Browser on their device to take the summative Smarter Balanced, NGSS, the CTAA math and ELA assessments, and the CAAELP.

Chrome Update

- CAI currently supports Chrome versions 113-118.
- CAI provides presumptive support for new versions of Chrome as they are released, which means students are not prevented from taking tests on the newest versions. However, although CAI and Google work collaboratively on new versions, CAI does need to perform internal testing to make sure there are no issues. If issues are discovered we will resolve them, as quickly as possible.
- **Recommended:** Lock down devices before the test administration window begins. This reduces the risk of any issues occurring during testing should a new version be released with unanticipated problems.
- CAI no longer supports a device if Google stops supporting it. Monitor Google's end-of-life policy here: https://support.google.com/chrome/a/answer/6220366?hl=en.

Chrome Update – Spanish TTS

Due to a recent change in ChromeOS, Chromebooks running version 119 or later will no longer have Spanish voice packs for text-to-speech installed by default. The consequence of this change is that students will not be able to activate text-to-speech on Spanish text in the Secure Browser on those Chromebooks. There are two recommendations for students who need Spanish text-to-speech during the upcoming test administrations:

(1) Arrange for students to use another device for testing or a Chromebook that is still running a version of ChromeOS before 119.

(2) Install the Spanish voice pack manually using the following steps:

a. Enable the option for the 'floating accessibility toolbar' in the ChromeOS Management Console. This must be done by the system administrator.
b. Open the Secure Browser on the device(s) that need a Spanish voice pack
c. Click on the new floating toolbar in the right-hand corner of the screen and choose settings
d. Install the Spanish voice pack
e. Disable the option for the floating accessibility menu in the ChromeOS Management Console again. This is required.

Accessing Systems

- All user accounts were rolled over and passwords reset in August 2023.
- If you log in on a new device or browser (or clear the cache on a previously-used browser) you must enter an emailed code after passing the initial login screen. This step does not occur when you activate your account.

Test Information Distribution Engine (TIDE) Updates

TIDE supports state, district, and school test coordinators throughout the testing process, from test preparation, to test administration, to post-administration. Refer to the TIDE User Guide for details.

Features include the following:

- Add/Manage User Accounts
- Review Student Demographic Information
- Review/Edit Student Settings (Note: Accommodations should not be changed directly in TIDE. All accommodations are imported from CT-SEDS.)
- Create/Submit Appeals
- Create Rosters
- Order Paper Materials
- Run Participation Reports

TIDE Updates

- All students taking a summative assessment (Smarter Balanced, NGSS, CTAA, CTAS, and/or CAAELP) need to be in TIDE. Work with your PSIS Coordinator if there are concerns about missing students or incorrect student demographics.
- All users who are proctoring a summative assessment or need access to the Data Entry Interface (DEI) need to have an account in TIDE.

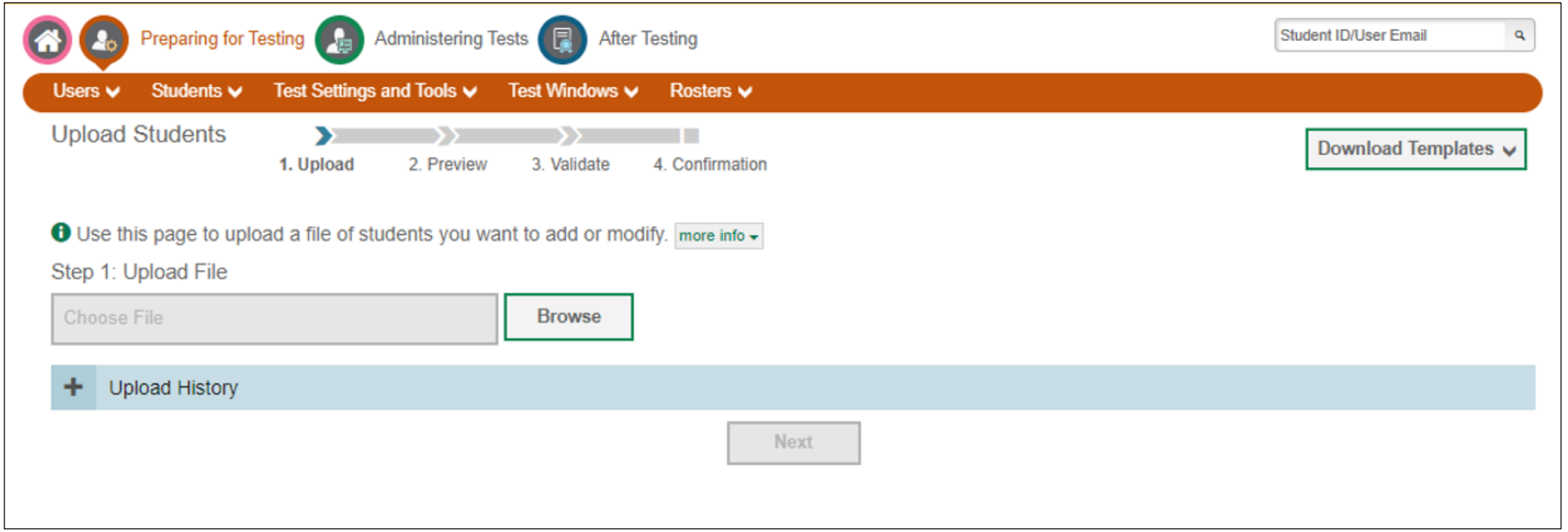
TIDE Updates – Uploads

The TIDE upload process has been re-designed to modernize the file upload process.

- Applies to any file uploads configured in TIDE (student settings, rosters, user roles, appeals)
- New, modern "drag and drop" interaction for easy file selection
- Makes file upload templates and file upload history more readily accessible

TIDE Updates – Uploads

Old Upload Page

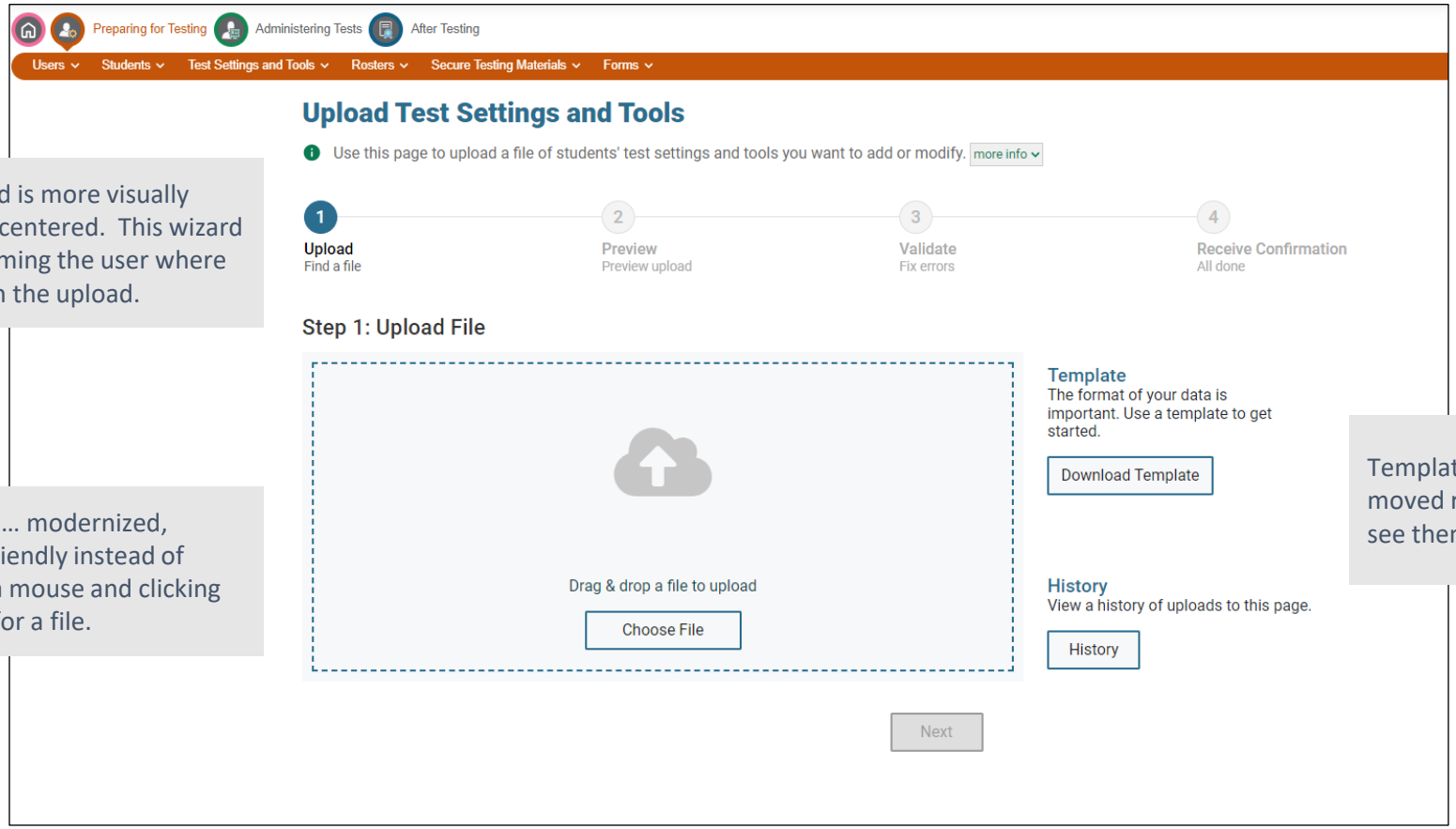


TIDE Updates – Uploads

New Upload Page

Progress wizard is more visually appealing and centered. This wizard is key for informing the user where h/she is at with the upload.

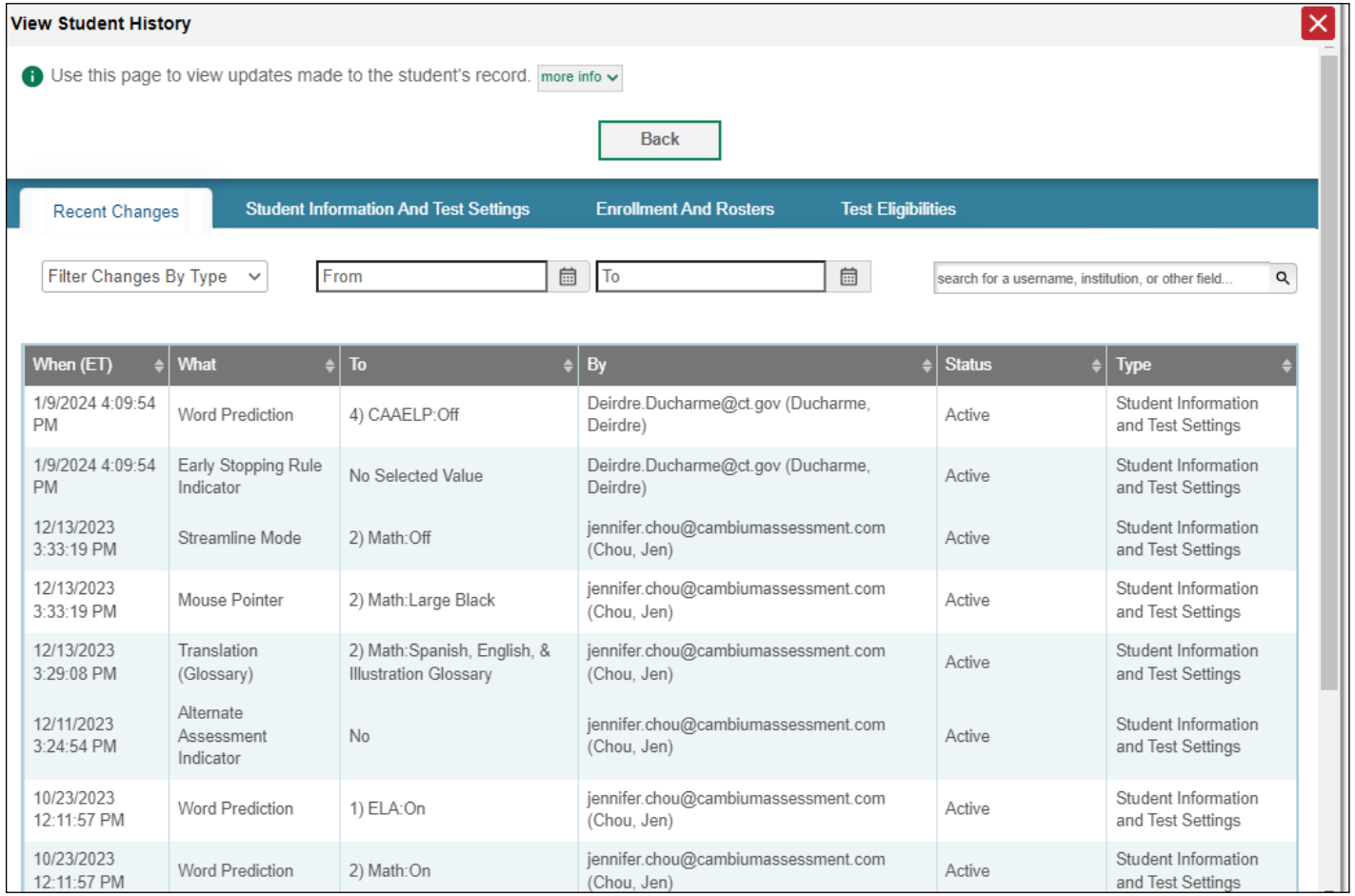
Drag and drop … modernized, touchscreen-friendly instead of having to use a mouse and clicking and browsing for a file.



Template and History sections are moved right up front so users can see them right away.

TIDE Inbox – Student Record Update History

- Provides a detailed history of what updates were made to a student's record in TIDE, when, and by whom
- Helps resolve questions about which user made an update to a student's records
- Distinguish updates made by users in the TIDE interface (edits or file uploads) as opposed to through an automated data import process (if applicable for state/district)



When (ET)	What	To	By	Status	Type
1/9/2024 4:09:54 PM	Word Prediction	4) CAAELP:Off	Deirdre.Ducharme@ct.gov (Ducharme, Deirdre)	Active	Student Information and Test Settings
1/9/2024 4:09:54 PM	Early Stopping Rule Indicator	No Selected Value	Deirdre.Ducharme@ct.gov (Ducharme, Deirdre)	Active	Student Information and Test Settings
12/13/2023 3:33:19 PM	Streamline Mode	2) Math:Off	jennifer.chou@cambiumassessment.com (Chou, Jen)	Active	Student Information and Test Settings
12/13/2023 3:33:19 PM	Mouse Pointer	2) Math:Large Black	jennifer.chou@cambiumassessment.com (Chou, Jen)	Active	Student Information and Test Settings
12/13/2023 3:29:08 PM	Translation (Glossary)	2) Math:Spanish, English, & Illustration Glossary	jennifer.chou@cambiumassessment.com (Chou, Jen)	Active	Student Information and Test Settings
12/11/2023 3:24:54 PM	Alternate Assessment Indicator	No	jennifer.chou@cambiumassessment.com (Chou, Jen)	Active	Student Information and Test Settings
10/23/2023 12:11:57 PM	Word Prediction	1) ELA:On	jennifer.chou@cambiumassessment.com (Chou, Jen)	Active	Student Information and Test Settings
10/23/2023 12:11:57 PM	Word Prediction	2) Math:On	jennifer.chou@cambiumassessment.com (Chou, Jen)	Active	Student Information and Test Settings

TIDE Participation Reports

- Plan and Manage Testing
- Test Session Status Report
- Test Completion Rates
- Test Session Status Report

TIDE: Participation Reports (Test Session Status Report)

- Specific report used to view each student's test status and all special codes to explain a student's non-participation in a test.
- Displays all test statuses for each test for which each student in a district/school is eligible.
- May be generated at the district level or at the school level, depending on your user role.
- Report should be generated for each test to obtain an accurate picture reflecting the testing status of all students for all tests in the school or district.
- Particularly useful for summative assessments.

TIDE: Participation Reports (Test Completion Rates)

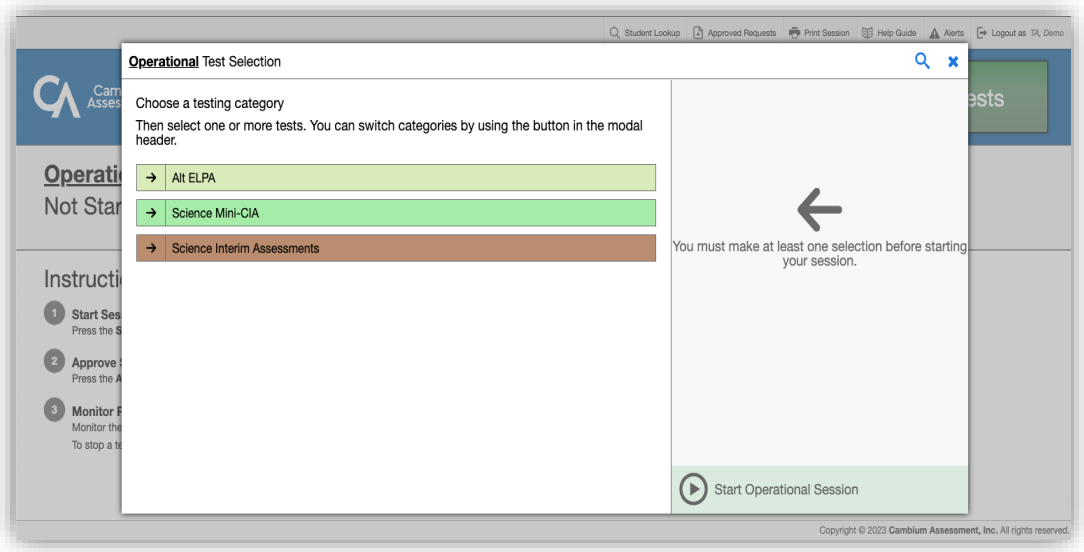
- High-level reports used to summarize the number and percentage of students who have started or completed a test.
- May be generated at the district or school level, depending on your user role.
- All students in the specified school or district will be included in this report.
- Report should be generated for each test to obtain an accurate picture that reflects the testing status of all students for all tests in the school or district.
- Users will be able to view test completion data by combo tests (e.g., completion of both the Math CAT and Math PT).

Test Delivery System (TDS) Updates

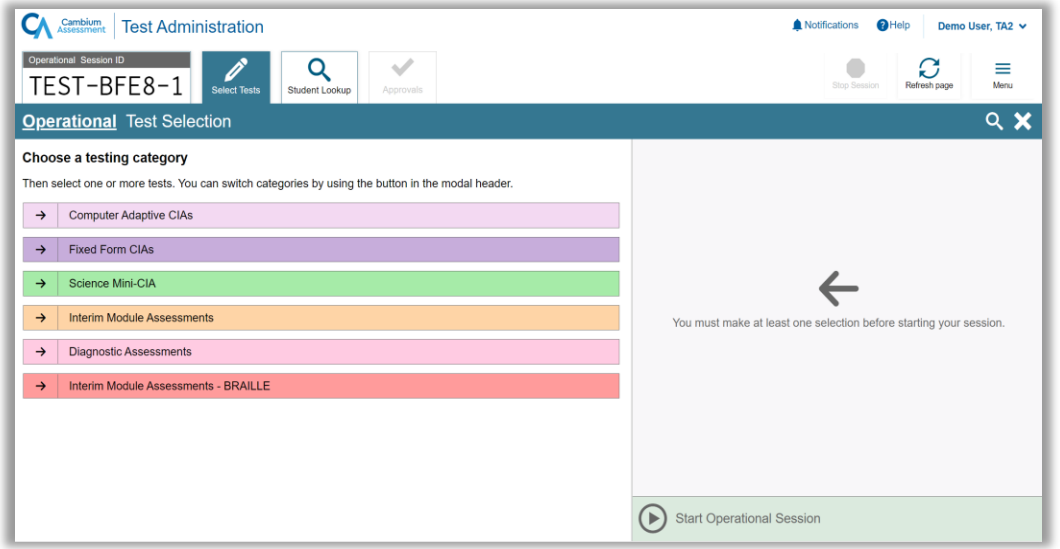
User Interface Refresh

- The TA interface has been modernized without changing the functionality.
- The selection of tests are no longer in a dialog box. We are using the full screen real-estate to accommodate longer test labels and lists of selected tests.

Old



New

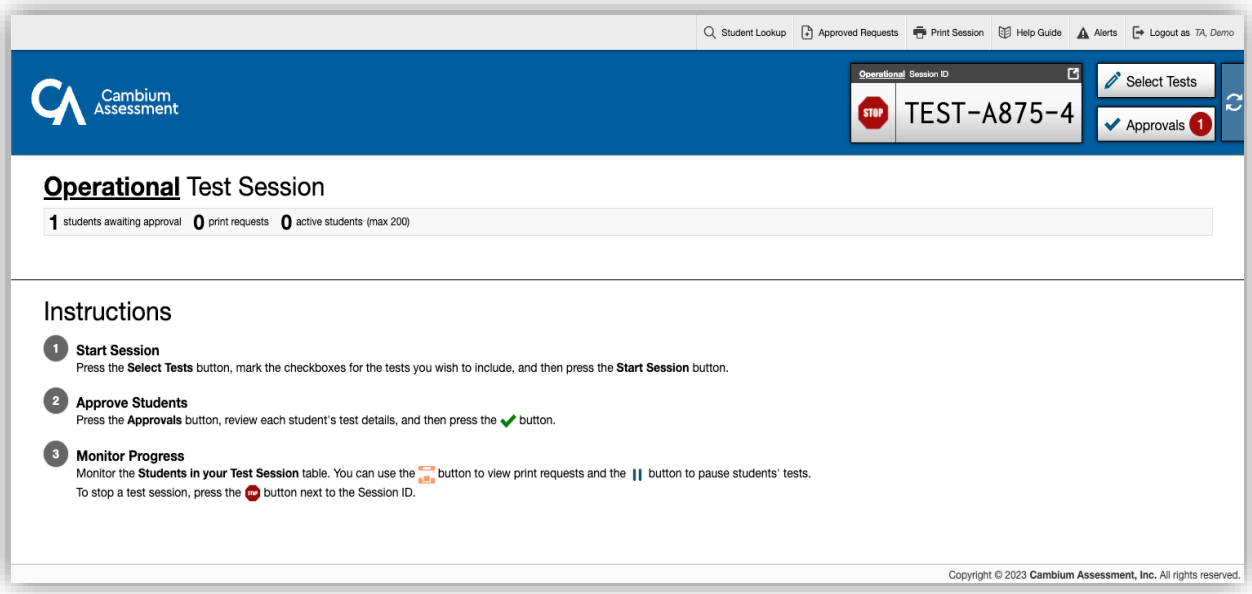


TDS Updates

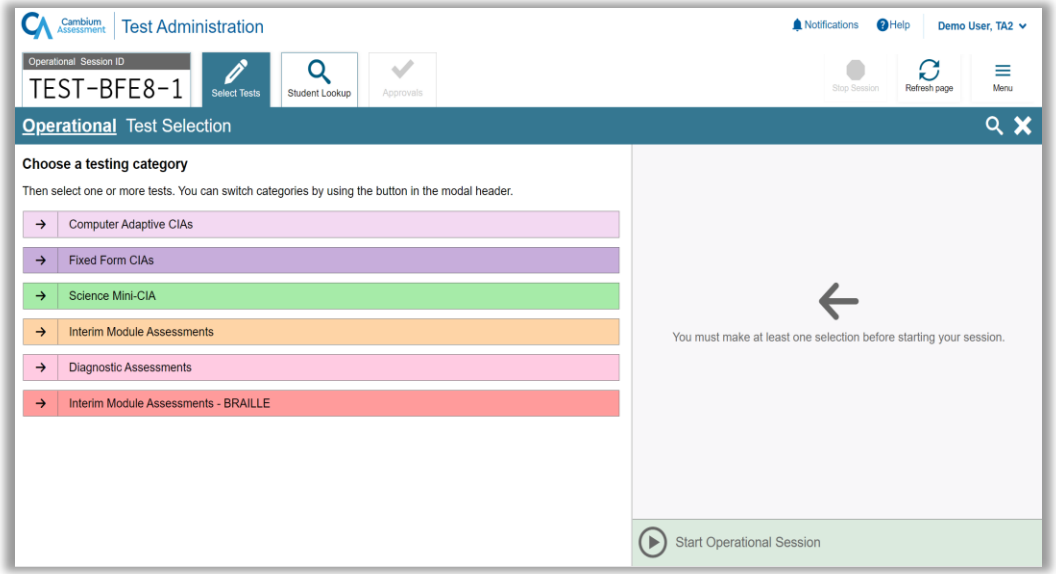
User Interface Refresh

- The Test Session ID, Select Tests and Approvals buttons are now in a tab.

Old



New

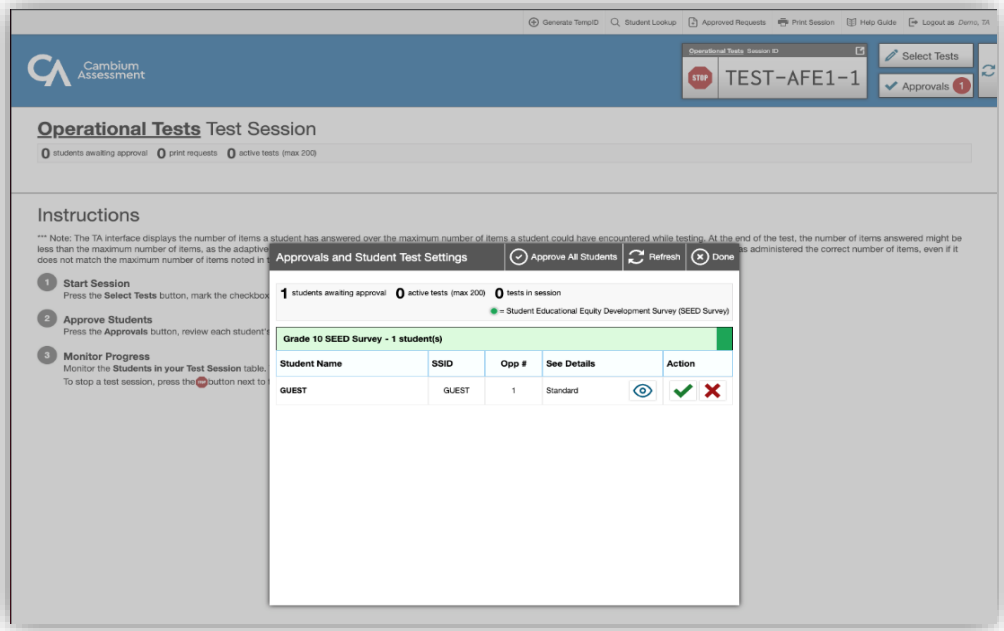


TDS Updates

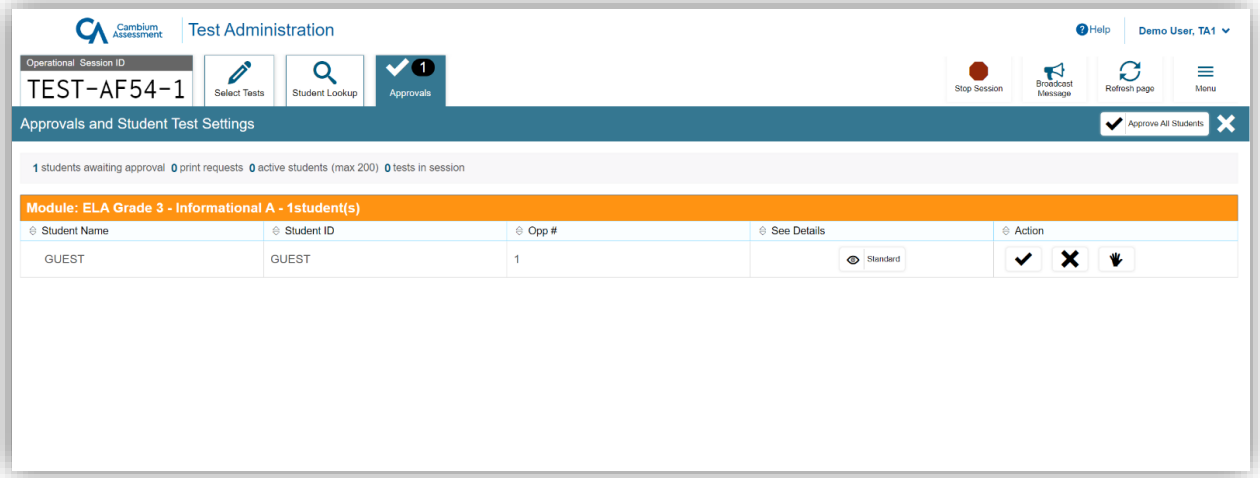
User Interface Refresh

- The entire screen is now used to display the list of students. This allows more students to show on the screen

Old



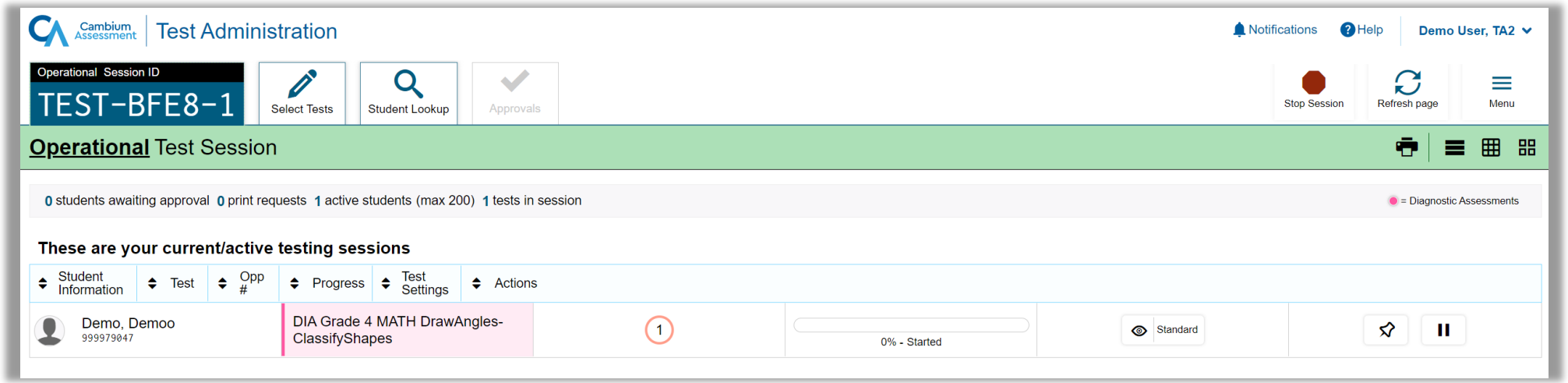
New



TDS Updates

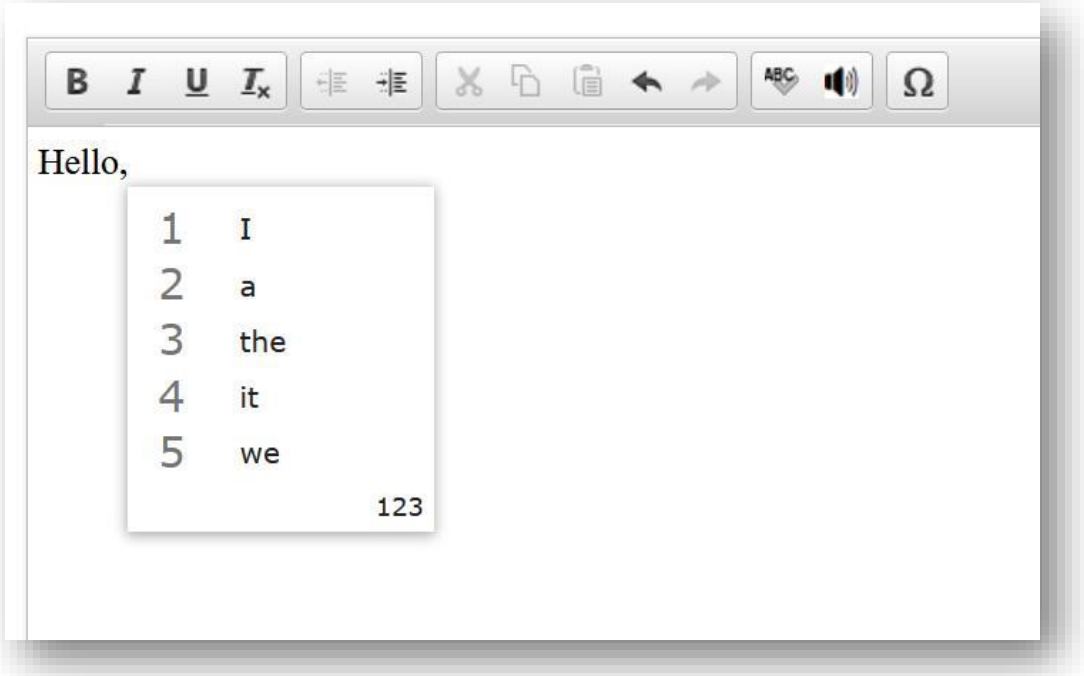
User Interface Refresh

- Proctors will now have the ability to pin select students of interest to the top, so they are easy to monitor.



TDS Update: Word Prediction

- New configurable accommodation via TIDE
- Built directly into TDS now. No pre-install or pre-setup necessary
- Available on open-ended items (ELA CAT and Math PT)
- Available on Practice, Interims, and Summative Assessments



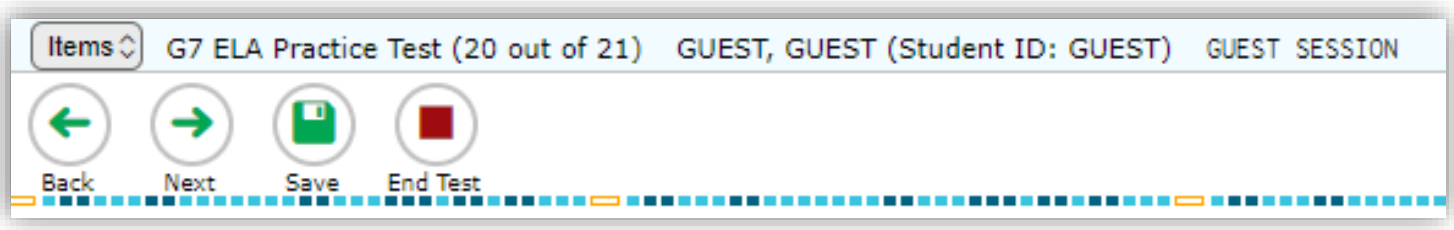
TDS Update: End Test

There is a new workflow to submit a test.

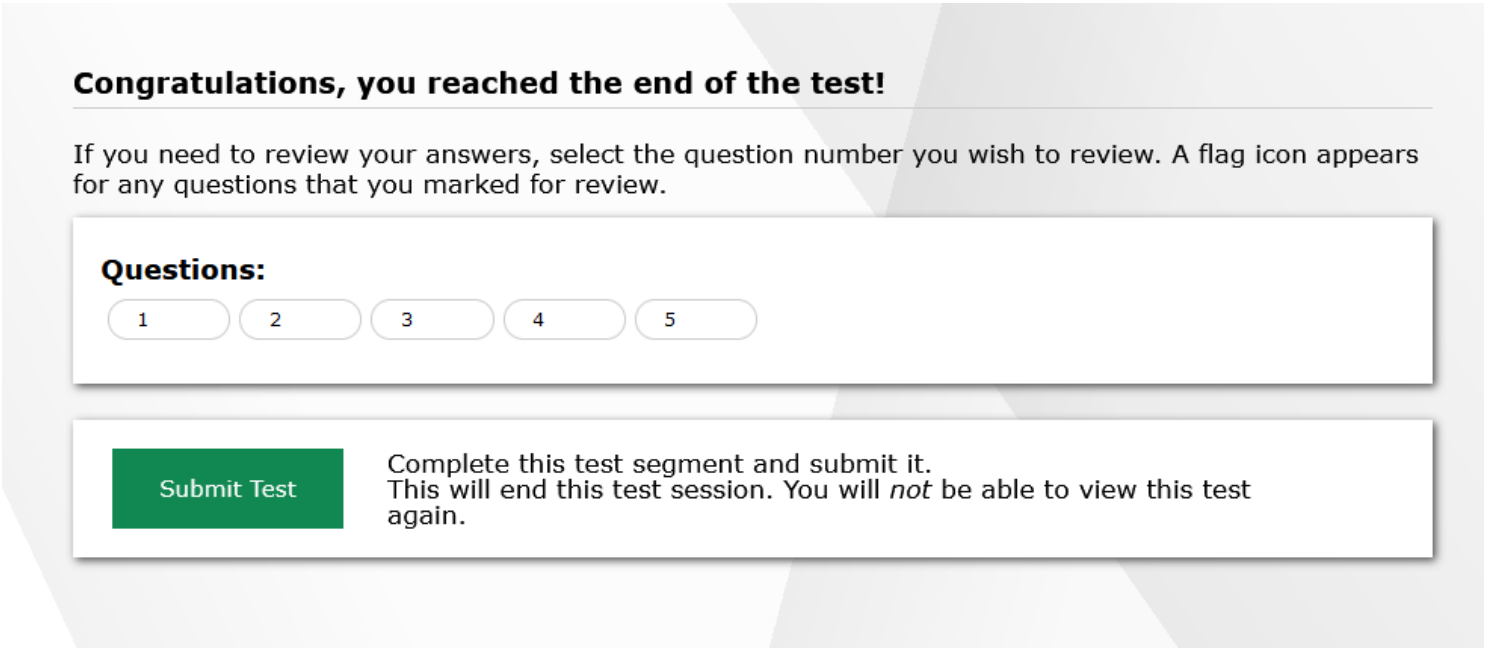
1. When the student reaches the last item of the test, they will no longer see an [End Test] button. They will click the [Next] button as if they are simply going to the next page in a traditional, linear workflow.
2. Instead of seeing an error message saying “There are no more items” they will be taken to a new overall test review screen.
3. The student can either go back into the test, pause or submit their test for scoring.

TDS: End Test

Old



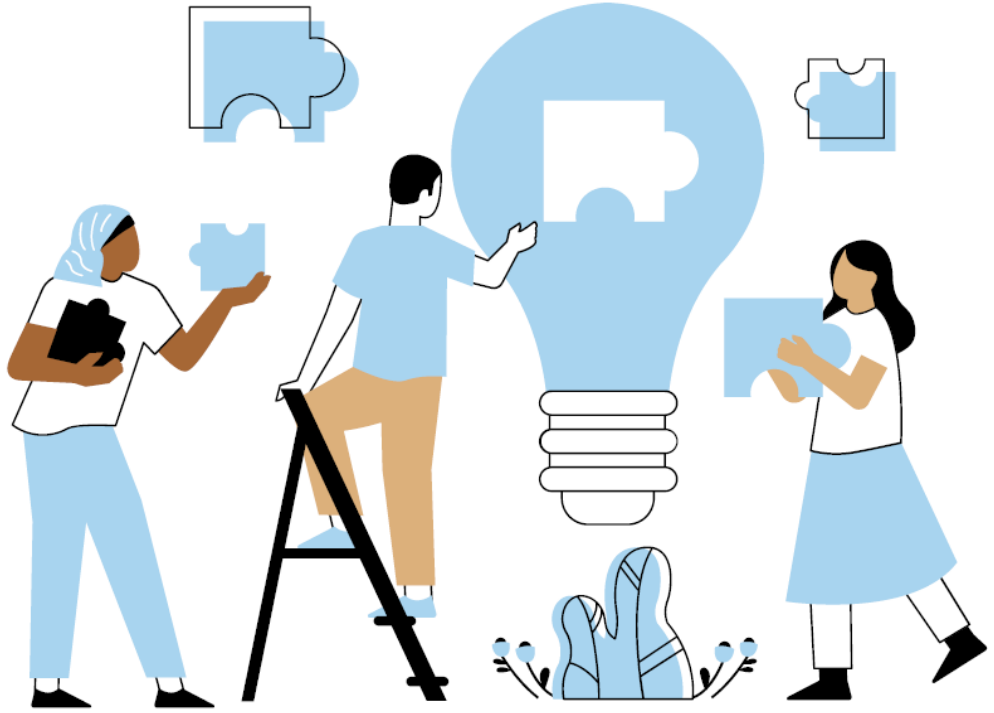
New



Questions

Accessibility and Special Populations

Accessibility and Special Populations Overview



- 2024 Calendar for Special Considerations
- Who is Eligible for Supports and Accommodations?
- What's New for 2023-24 Designated Supports and Accommodations?
- Accommodation Reminders
- CT-SEDS and TIDE
- The Connecticut Alternate Assessment System (CTAA, CTAS, and CAAELP)
- Questions

2024 Calendar for Special Considerations

	Deadline	Delivery Method
Connecticut Alternate Assessment Eligibility Form: Fully Implemented IEP in CT-SEDS	**December 29, 2023** CAAELP (students identified as EL/ML in Grades K-12); and CTAA and CTAS (Grade 11)	Through implemented IEP in CT-SEDs sync to TIDE through May 31, 2024
	February 1, 2024 CTAA (Grades 3-8, and newly identified students in Grade 11); and CTAS (Grades 5, 8, and newly identified students in Grade 11)	
Early Stopping Rule	Student Response Check (SRC) completed by TEA no later than **February 1, 2024;** then DA in TIDE submits Connecticut Alternate Assessment System Early Stopping Rule Request and Attestation Form via TIDE Forms by **March 1, 2024.**	TIDE Forms

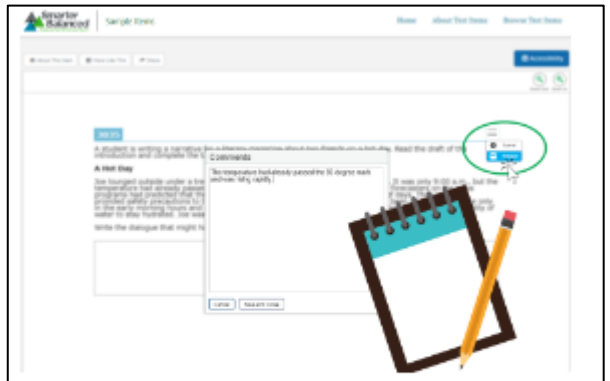
2024 Calendar for Special Considerations

	Deadline	Delivery Method
CAAELP Domain Exemption	**November 15, 2023**, through **March 22, 2024**	TIDE Forms
Designated Supports	*Must be entered or submitted via batch upload in TIDE **prior to testing** (This is for students who **do not** have IEPs/Section 504 plans)	TIDE Test Settings and Tools
Medical Exemptions	**March 8, 2024** - LAS Links **April 5, 2024** – CAAELP **April 26, 2024** - Connecticut SAT School Day **June 7, 2024** - Smarter Balanced, NGSS, Connecticut Alternate Assessments	DA Requests Application from CSDE

Who is Eligible for Supports and Accommodations?

Understanding Universal Tools

Universal Tools (embedded and non-embedded): available to **all** students based on student preference and selection (e.g., highlighter, notepad).



The notepad is a universal test tool available on interim assessments, the summative tests, and practice tests.

Making Decisions about Universal Tools:

Universal tools are automatically available to all students through the test delivery system.

Educators may need to determine if certain universal features are distracting for certain students.

- Universal tools can be turned off by the test administrator/proctor prior to testing.

Educators also need to ensure that appropriate, non-embedded universal features are available to meet individual students' needs.

Resource: Five Built-in Test Tools Students Should Know (and Use!)

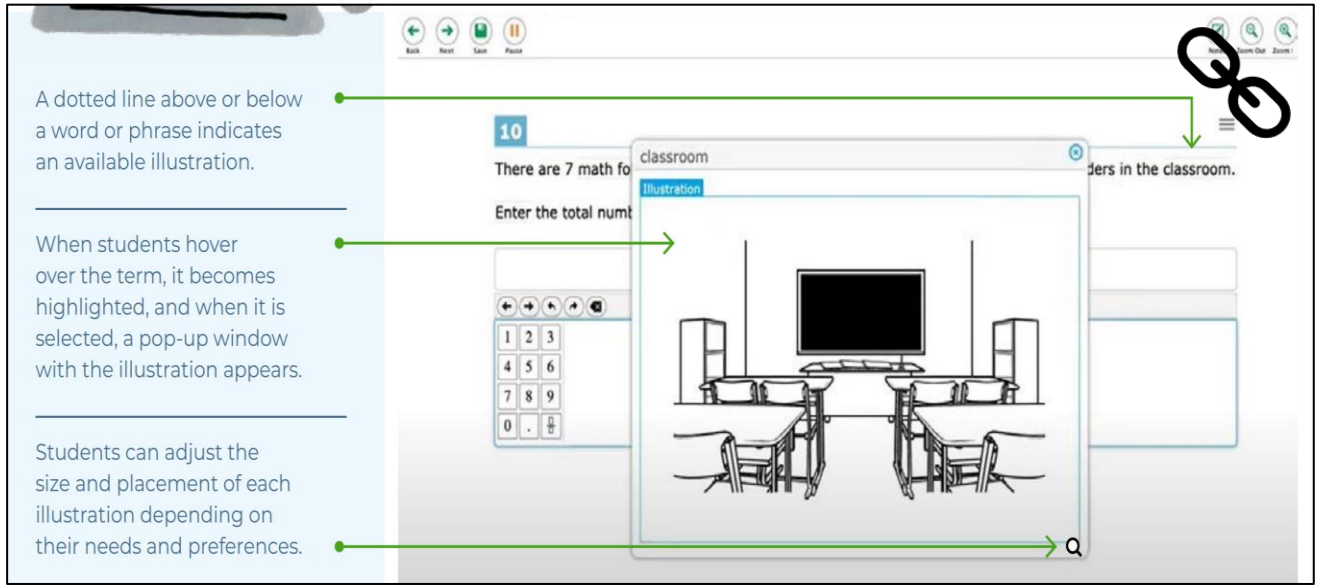
Understanding Designated Supports

Designated Supports (embedded and non-embedded): accessibility features available for use by any student for whom the need has been indicated by an educator team with input from the parent/guardian and student. If these supports are selected for use on statewide assessments, they should also be consistently embedded and accessed in the student's instructional setting.

Examples: color contrast, text-to-speech of items, illustration glossary (math) as shown to the right.

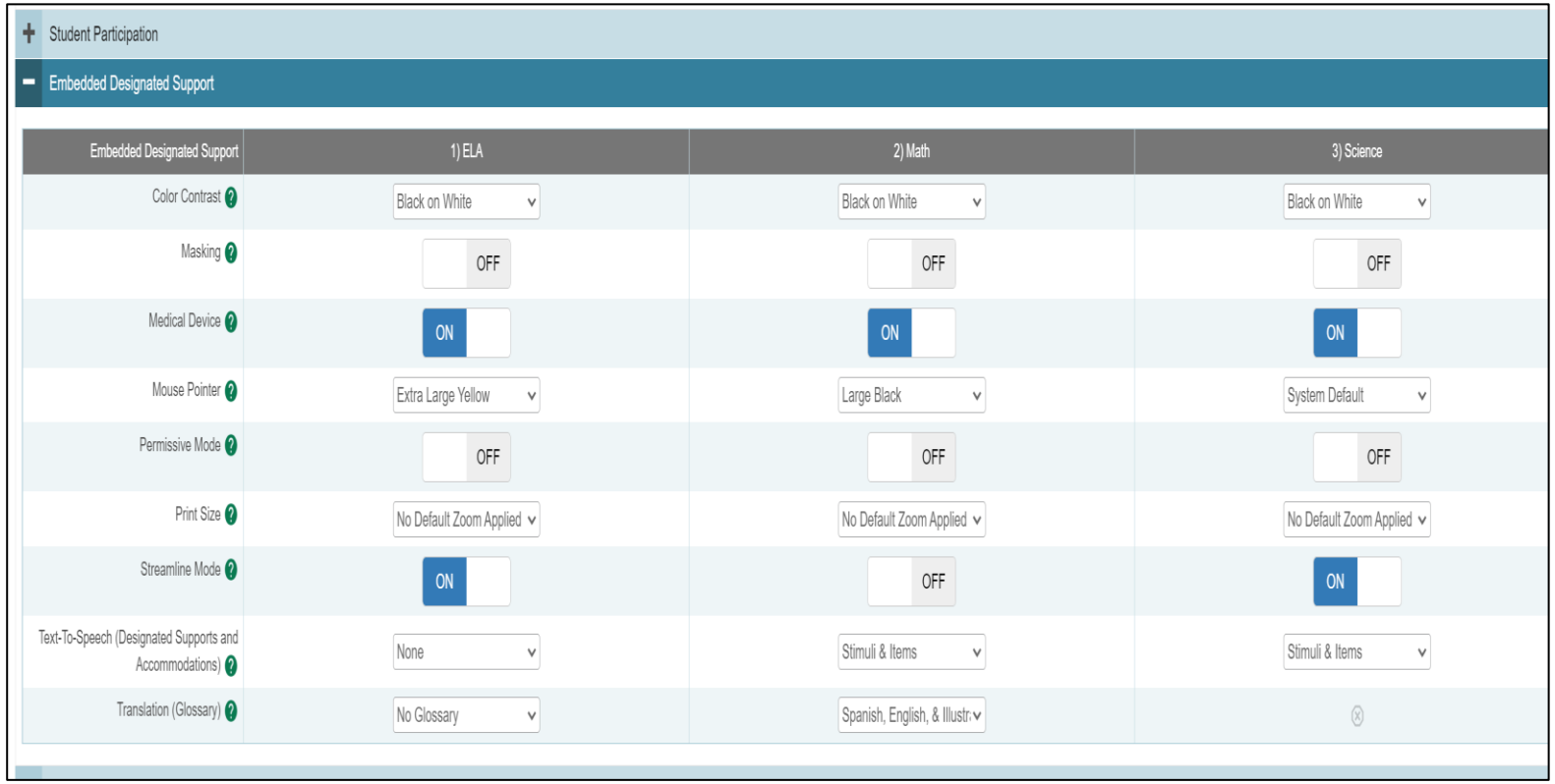
Making Decisions about Designated Supports:

Educator teams making these decisions should be familiar with the child's characteristics and needs.



Selecting Designated Supports for Students Without an IEP/504 Plan

- District Administrators should establish a process for setting designated supports in TIDE for eligible students who do not have an IEP or Section 504 Plan. Test supports must be set prior to the start of the student's test session.



Embedded Designated Support	1) ELA	2) Math	3) Science
Color Contrast	Black on White	Black on White	Black on White
Masking	OFF	OFF	OFF
Medical Device	ON	ON	ON
Mouse Pointer	Extra Large Yellow	Large Black	System Default
Permissive Mode	OFF	OFF	OFF
Print Size	No Default Zoom Applied	No Default Zoom Applied	No Default Zoom Applied
Streamline Mode	ON	OFF	ON
Text-To-Speech (Designated Supports and Accommodations)	None	Stimuli & Items	Stimuli & Items
Translation (Glossary)	No Glossary	Spanish, English, & Illustr	

For details, refer to the TIDE User Guide (See pages 39-40.)

Per the example above, the student is eligible to have a medical device, a mouse pointer, streamline mode, text-to-speech of math and science stimuli and items, and the Translation Glossary for Math.

Understanding Accessibility Supports

Accommodations (embedded and non-embedded): are changes in procedures or materials that increase equitable access during assessment. They generate valid assessment results for students who need them; they allow students to show what they know and can do. These accommodations should be consistently embedded and accessed in the student's instructional setting.

Examples: Assistive technology, American Sign Language, braille, closed captioning

Making Decisions About Accommodations:

Educator teams (PPT/Section 504/EL/ML team), along with the student's parents/guardians and the student (if appropriate) make decisions regarding needed accommodations.

Decisions about tools, supports, and accommodations should be integrated into all district, school, and/or classroom processes which prioritize student needs and ensure equity of accessibility for all students.

Understanding Accessibility Supports

Special Documented Accommodations (non-embedded): non-standard accommodations (e.g., human reader or signer, or a scribe to support written communication when the embedded accommodation, or standard accommodations, are not appropriate given the complexity of student need.) These accommodations require testing in an individual test setting and may require additional training for the test administrator. Refer to the Special Documented Accommodations resource available on the portal.

Making Decisions about Special Documented Accommodations

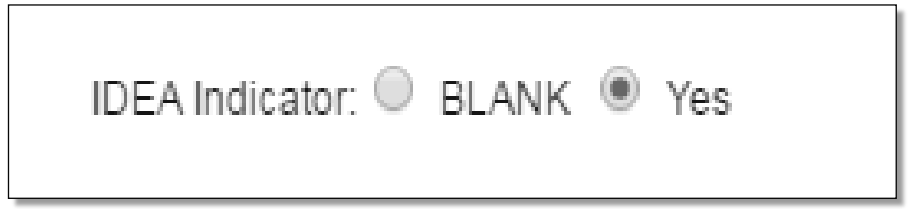
Must be determined at the PPT/Section 504 Convening.

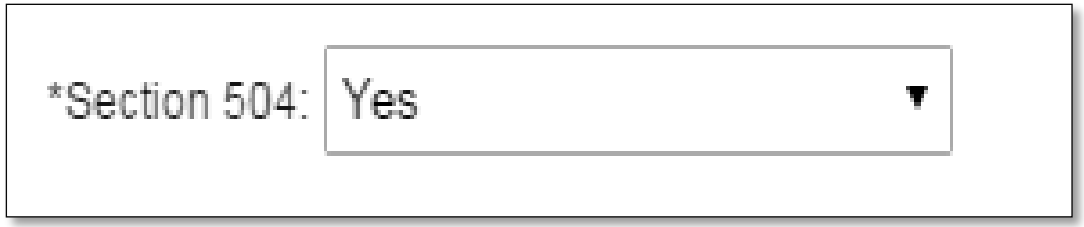
The educator team rules out that the standard embedded and non-embedded accommodations and accessibility features do not provide adequate access given the students documented disability.

These accommodations require the greatest extent of adult-dependence/support.

Designated Support/Accommodation Eligibility

- Eligibility for any embedded or non-embedded accommodation requires the IDEA or Section 504 indicator (based on the PSIS registration fields) set to Yes. Without this indication, accommodations cannot sync to TIDE from CT-SEDS.
- The student's EL/ML designation must be set to Yes in PSIS if the student is identified as EL/ML.
- Accommodations should **NEVER** be manually entered in TIDE unless authorized by the CSDE. The IEP/Section 504 is the source of truth. If corrections are necessary, contact the Case Manager and an amendment of edit/revise can be conducted.





2023-24 Accessibility Features for Connecticut Smarter Balanced and Next Generation Science Standards (NGSS) Assessments

Universal Tools
Available to All Students

Embedded	Non-Embedded
Digital Notepad	Scratch Paper/ whiteboard with marker
English Glossary ^	
Expanded Passages/ Stimuli/Items	
Highlighter	
Keyboard Commands	
Line Reader	
Mark for Review	
Math Tools	
Writing Tools	
Strikethrough	
Zoom	
Desmos Calculator (Math Segment 1 ONLY, Grades 6-8; Science Grades 5, 8, and 11	Calculator (Science Grades 5, 8, &11)
NGSS Periodic Table (Grades 8 & 11) English and Spanish	NGSS Periodic Table (Grades 8 & 11) English and Spanish *
Breaks	

Refer to the CSDE Assessment Guidelines for detailed information on universal tools, supports, and accommodations.

Designated Supports
Available to Any Student With a Need Determined by Educator Teams

Embedded	Non-Embedded
Print Size Online	Magnification
Color Contrast	Color Contrast
Masking	Color Overlay
Mouse Pointer	
Streamline	
Text-to-Speech- ELA Items (NOT ELA Reading Passages), Math and Science Stimuli and Items	Read Aloud (English) ELA Items, Math and Science Stimuli and Items ~ + Review Read Aloud Guidelines
Text-to-Speech-Spanish (Math, Science Stimuli and Items) *	Read Aloud in Spanish (Math, Science) * ~ + Review Guidelines for Spanish Read Aloud of Stimuli and Items
Spanish Presentation (Math, Science) (Toggle) * **Updated!**	
Translations Glossary (Math) (Includes Illustration Glossary as an available language support) *	Translation Glossary (Math) (Includes Illustrative Glossary as an available language support) **(Note: Requires large-print test booklet and must be requested through CAI Help Desk.)** *
Turn off any universal accessibility tool	
	Smarter Balanced Translated Test Directions (Math, ELA) * ^
	Bilingual Dictionary (Science) *
	Simplified Test Directions (Test Administration Manual for Math and ELA) ^ +
	Native Language Reader of Test Directions (Test Administration Manual for Math, ELA, Science) * +
	Translated Test Directions in ASL (Test Administration Manual for Math, ELA, Science) **New!** +
	Printed Test Directions in English (Test Administration Manual for Math, ELA, Science) **New!**
	Separate Setting
	Amplification +
	Noise Buffer

Accommodations
Available to Students with an IEP or Section 504 Plan

Embedded	Non-Embedded
Permissive Mode (compatible third-party accessibility software)	
Refreshable Braille	
Braille Type (UEB/UEB Nemeth)	Braille Booklet (UEB/UEB Nemeth)
	Large Print Booklet
American Sign Language Video (ELA Listening, Math) ^	Human Signer/Visual Support for ELA Items and Math/Science Stimuli and Items # ~ +
	Human Signer/Visual Support for ELA Reading Passages (Grades 3-8) # ~ +
Braille/Audio Transcription (ELA Listening) +	
Closed Captioning (ELA Listening)	
Text-to-Speech ELA Reading Passages (Grades 3-8); Complete the Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages	Read Aloud ELA Reading Passages (Grades 3-8) # ~ + Complete the Documented Evidence for a Read Aloud of the Smarter Balanced ELA Reading Passages
	Alternate Response Options
Word Prediction **New!**	
Speech-to-Text +	Scribe # ~ +
	Abacus
	(Braille/Talking) Specialized Calculator (Math Grades 6-8 Segment 1 ONLY; Science Grades 5, 8, & 11) +
	Calculator (Math Grades 6-8 Segment 1 ONLY) #
	Multiplication Table (Grades 3-8)
	100s Number Table (Grades 3-8)
	Math Manipulatives (Grades 3-8) # +
	Print on Demand # + (Contact the CSDE)
	Medical Device (e.g., glucose monitor)
	Customized Medical Accommodations # ~ + (Contact the CSDE)

Department of Education

Welcome to the Connecticut Comprehensive Assessment Program Portal

smarter BALANCED Smarter Balanced Assessments

SCIENCE NGSS Assessments

Alternate Assessment System

Key

^ NOT available for Science

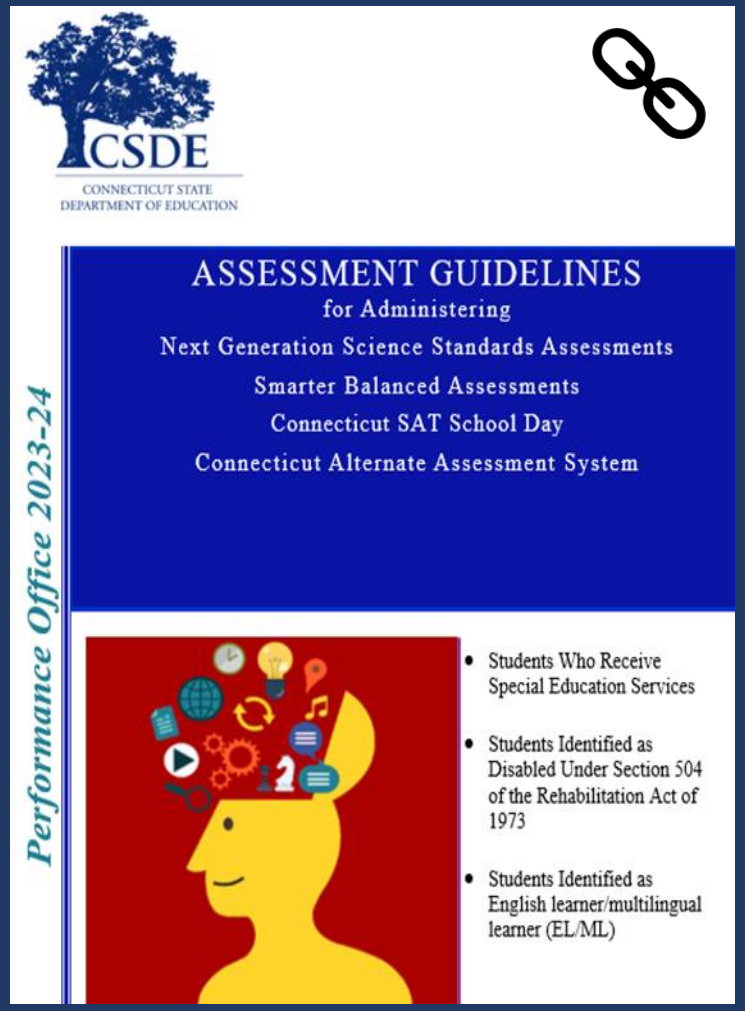
* Suggested for English learners/multilingual learners (ELs/MLs)

\+ Individual Test Setting

\# Special Documented Accommodation

~ Requires Trained Educator

CSDE Assessment Guidelines



- The **CSDE Assessment Guidelines** include detailed information related to accessibility supports and accommodations on statewide assessments.
- They provide guidance related to special circumstances such as medical exemptions and requests for non-standard special documented accommodations.

Reader Options Resource for Smarter Balanced/NGSS

Reader Designated Supports and Accommodations for Smarter Balanced Mathematics and English Language Arts and the Next Generation Science Standards (NGSS) Assessments

This document provides guidance, resources, and required documentation on:

- Designated Supports that provide greater access to print/text; and
- Accommodations that provide the greatest extent of access to print/text (available to students with visual and print disabilities per an IEP/Section 504 Plan)

Connecticut Comprehensive Assessment Program

Reader Designated Supports and Accommodations for Smarter Balanced Mathematics and English Language Arts and the Next Generation Science Standards (NGSS) Assessments

The decision to provide a student in Grades 3-8 with text-to-speech or human read-aloud of test items or of the Smarter Balanced ELA Reading Passages is a significant decision, one that has possible long-term implications for the student. Generally, 1% to 1.5% of the total student population may have a disability that severely limits or prevents them from decoding written text; or have a disability, such as blindness or a visual impairment, but have not learned to read braille proficiently. While students should participate in assessments with the greatest degree of independence possible, there are a variety of reader supports and accommodations available to enhance access needs due to vision, reading/print disabilities, and language development.

Reader options can be grouped into two categories: designated supports and/or accommodations. Within these categories, supports can be embedded (those provided directly to the student through the test delivery system) and non-embedded (those provided to the student by a test administrator). Embedded supports and accommodations offer greater student autonomy and can often be provided to students in a regular (or standard) test setting. For comparison, non-embedded designated supports and accommodations tend to limit the student's independence and increase reliance on the test administrator. They also often require testing in an individual test setting. Additionally, the provision of non-embedded supports and accommodations often requires the test administrator to be qualified and trained to properly administer the support or accommodation. Depending on the support/accommodation, administrators may need to review specific guidelines and complete security/confidentiality agreements prior to testing.

What are designated supports and how can they help students with visual, print, or language needs?

Designated Supports are available to any student with an identified need indicated by a team of educators with parent/student input. The recommended standardized means for providing a reader support is through the embedded text-to-speech (TTS) of test items, delivered through the online testing system. Students will require the use of a headset unless tested in an individual test setting. In short, TTS works when the student selects the TTS icon on their test screen to activate the audio feature. The student can control the speed, as well as raise or lower the volume of the voice via a volume control. Students should use this support during instruction on a consistent basis and become accustomed to using the technology on a practice test. If, due to a barrier, the student is unable to use the embedded text-to-speech technology, the non-embedded Read Aloud of items is available to the student by a trained and qualified human reader in an individual test setting. Refer to Table 1 to learn more about reader designated supports.

Page | 1

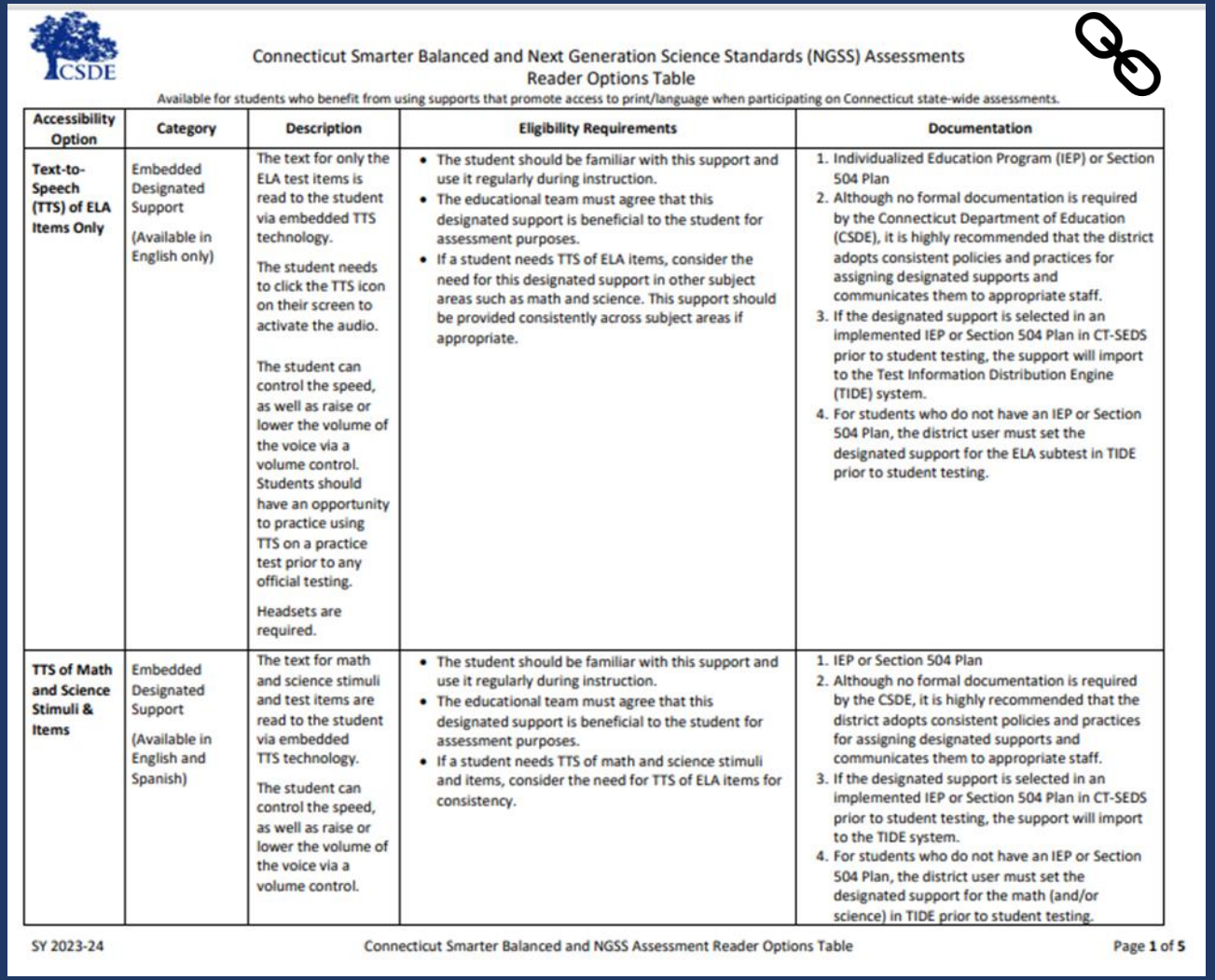
Cambium Assessment

Reader Options Resource for Smarter Balanced/NGSS

Connecticut Smarter Balanced and NGSS Assessments Reader Options Table

This resource provides information on various embedded and non-embedded Smarter Balanced and NGSS reader supports and accommodations. This document:

- defines the purpose
- test requirement, and;
- necessary documentation (if applicable)



Connecticut Smarter Balanced and Next Generation Science Standards (NGSS) Assessments
Reader Options Table

Available for students who benefit from using supports that promote access to print/language when participating on Connecticut state-wide assessments.

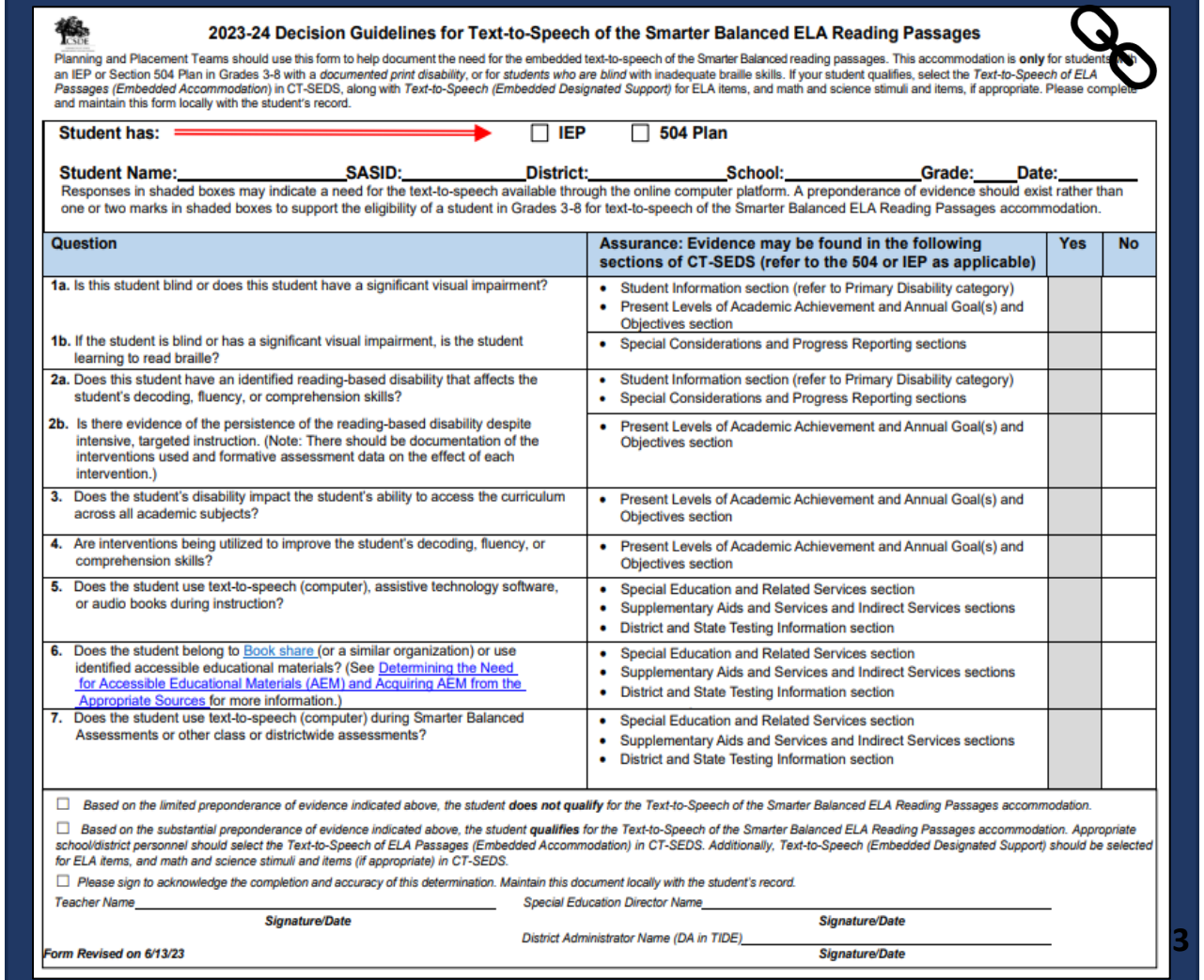
Accessibility Option	Category	Description	Eligibility Requirements	Documentation
Text-to-Speech (TTS) of ELA Items Only	Embedded Designated Support (Available in English only)	The text for only the ELA test items is read to the student via embedded TTS technology. The student needs to click the TTS icon on their screen to activate the audio. The student can control the speed, as well as raise or lower the volume of the voice via a volume control. Students should have an opportunity to practice using TTS on a practice test prior to any official testing. Headsets are required.	• The student should be familiar with this support and use it regularly during instruction. • The educational team must agree that this designated support is beneficial to the student for assessment purposes. • If a student needs TTS of ELA items, consider the need for this designated support in other subject areas such as math and science. This support should be provided consistently across subject areas if appropriate.	1. Individualized Education Program (IEP) or Section 504 Plan 2. Although no formal documentation is required by the Connecticut Department of Education (CSDE), it is highly recommended that the district adopts consistent policies and practices for assigning designated supports and communicates them to appropriate staff. 3. If the designated support is selected in an implemented IEP or Section 504 Plan in CT-SEDS prior to student testing, the support will import to the Test Information Distribution Engine (TIDE) system. 4. For students who do not have an IEP or Section 504 Plan, the district user must set the designated support for the ELA subtest in TIDE prior to student testing.
TTS of Math and Science Stimuli & Items	Embedded Designated Support (Available in English and Spanish)	The text for math and science stimuli and test items are read to the student via embedded TTS technology. The student can control the speed, as well as raise or lower the volume of the voice via a volume control.	• The student should be familiar with this support and use it regularly during instruction. • The educational team must agree that this designated support is beneficial to the student for assessment purposes. • If a student needs TTS of math and science stimuli and items, consider the need for TTS of ELA items for consistency.	1. IEP or Section 504 Plan 2. Although no formal documentation is required by the CSDE, it is highly recommended that the district adopts consistent policies and practices for assigning designated supports and communicates them to appropriate staff. 3. If the designated support is selected in an implemented IEP or Section 504 Plan in CT-SEDS prior to student testing, the support will import to the TIDE system. 4. For students who do not have an IEP or Section 504 Plan, the district user must set the designated support for the math (and/or science) in TIDE prior to student testing.

Decision Guidelines for Text-to-Speech of the ELA Reading Passages

Some reader supports require documented evidence for a reader, either embedded TTS of ELA Reading Passages or non-embedded Read Aloud of ELA Reading Passages.

Embedded - TTS of ELA Reading Passages

- PPT/Section 504 Team should complete the Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages and it should be maintained with the student's record.
- Accommodation must be documented in CT-SEDS for Smarter Balanced ELA and other subtests as appropriate (i.e., Math, Science).



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 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*

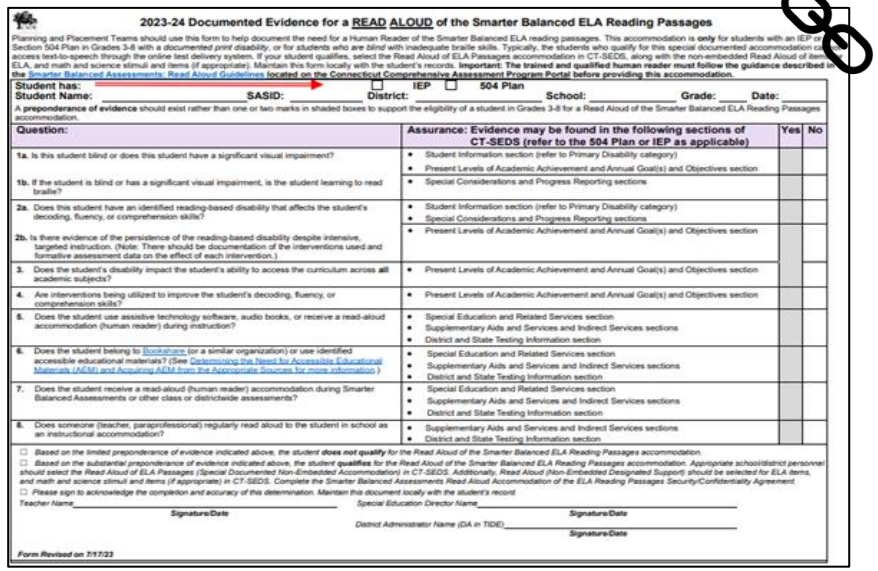
Form Revised on 6/13/23

Documented Evidence for Reader Supports

Non-Embedded –Read Aloud of ELA Reading Passages

- (1) PPT/Section 504 Team should complete the Documented Evidence for a Read Aloud of the Smarter Balanced ELA Reading Passages and it should be maintained in the student's record.
- (2) The qualified individual acting as the reader should review the Smarter Balanced Assessments: Read Aloud Guidelines and sign the Test Security/Confidentiality Agreement Form (Appendix B of document).
- Special Documented Accommodation must be indicated with attestation in CT-SEDS. The team should also select a read aloud accommodation for other applicable subtests (i.e., Math, Science).

1



2023-24 Documented Evidence for a READ ALOUD of the Smarter Balanced ELA Reading Passages

Planning and Placement Teams should use this form to help document the need for a Human Reader of the Smarter Balanced ELA 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. Typically, the students who qualify for this special documented accommodation do not access text-to-speech through the online test delivery system. If your student qualifies, select the Read Aloud of ELA Passages accommodation in CT-SEDS, along with the non-embedded Read Aloud of items in ELA, and math and science stimuli and items (if appropriate). Maintain this form locally with the student's records. **Important: The trained and qualified human reader must follow the guidance described in the Smarter Balanced Assessments: Read Aloud Guidelines located on the Connecticut Comprehensive Assessment Program Portal before providing this accommodation.**

Student has: ☐ IEP ☐ 504 Plan
Student Name: _____ SASID: _____ District: _____ School: _____ Grade: _____ Date: _____

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 a Read Aloud 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 Plan 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 assistive technology software, audio books, or receive a read-aloud accommodation (human reader) 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 Bookshare (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 receive a read-aloud (human reader) accommodation 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		
8. Does someone (teacher, paraprofessional) regularly read aloud to the student in school as an instructional accommodation?	• 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 Read Aloud of the Smarter Balanced ELA Reading Passages accommodation.*

☐ *Based on the substantial preponderance of evidence indicated above, the student **qualifies** for the Read Aloud of the Smarter Balanced ELA Reading Passages accommodation. Appropriate school/district personnel should select the Read Aloud of ELA Passages (Special Documented Non-Embedded Accommodation) in CT-SEDS. Additionally, Read Aloud (Non-Embedded Designated Support) should be selected for ELA items, and math and science stimuli and items (if appropriate) in CT-SEDS. Complete the Smarter Balanced Assessments Read Aloud Accommodation of the ELA Reading Passages Security/Confidentiality Agreement.*

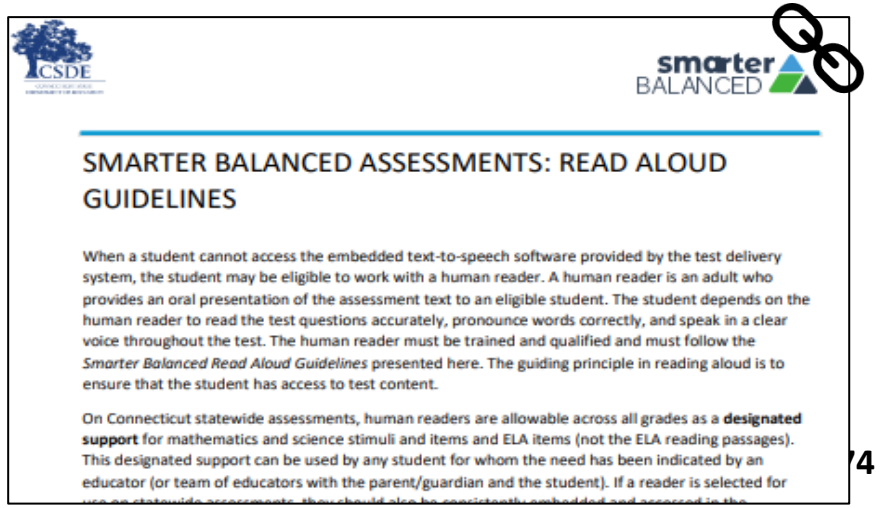
☐ *Please sign to acknowledge the completion and accuracy of this determination. Maintain this document locally with the student's record.*

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

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

Form Revised on 7/17/23

2

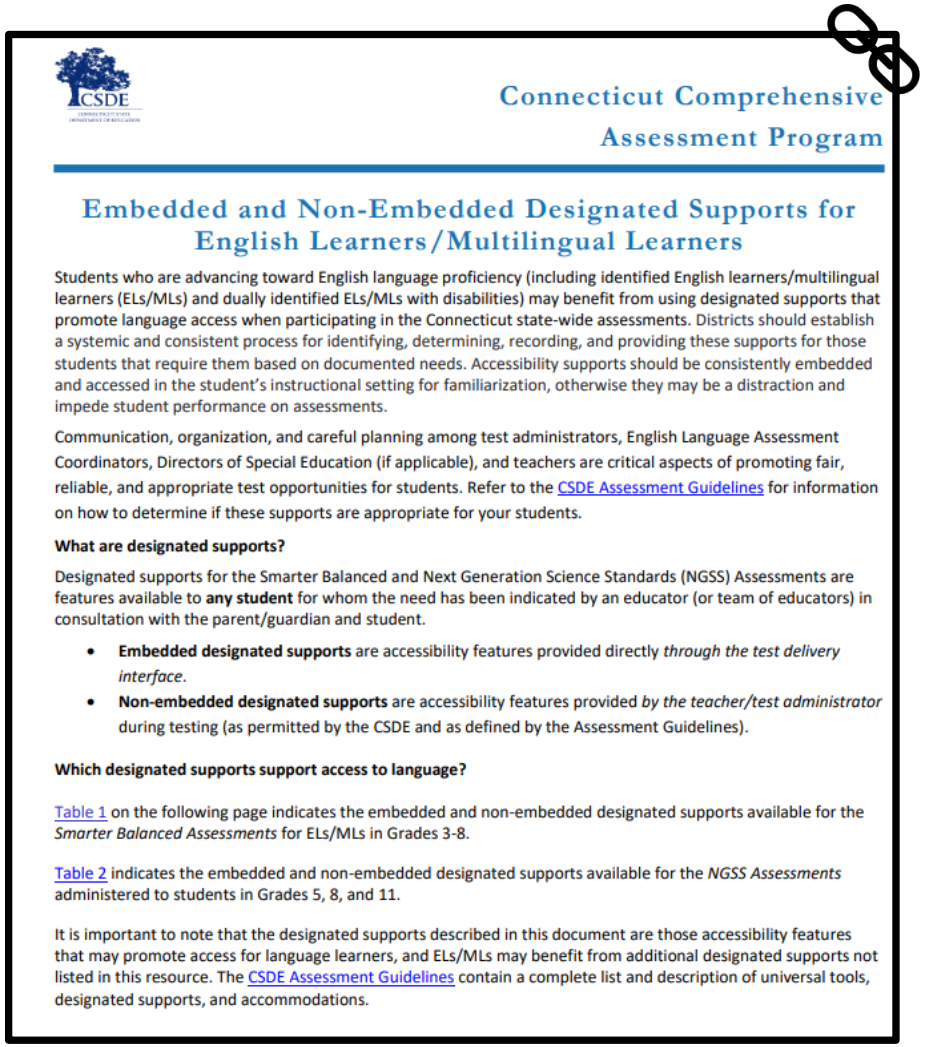


SMARTER BALANCED ASSESSMENTS: READ ALOUD GUIDELINES

When a student cannot access the embedded text-to-speech software provided by the test delivery system, the student may be eligible to work with a human reader. A human reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the human reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The human reader must be trained and qualified and must follow the *Smarter Balanced Read Aloud Guidelines* presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

On Connecticut statewide assessments, human readers are allowable across all grades as a **designated support** for mathematics and science stimuli and items and ELA items (not the ELA reading passages). This designated support can be used by any student for whom the need has been indicated by an educator (or team of educators with the parent/guardian and the student). If a reader is selected for

EL/ML Language Supports SB/NGSS



Connecticut Comprehensive Assessment Program

Embedded and Non-Embedded Designated Supports for English Learners/Multilingual Learners

Students who are advancing toward English language proficiency (including identified English learners/multilingual learners (ELs/MLs) and dually identified ELs/MLs with disabilities) may benefit from using designated supports that promote language access when participating in the Connecticut state-wide assessments. Districts should establish a systemic and consistent process for identifying, determining, recording, and providing these supports for those students that require them based on documented needs. Accessibility supports should be consistently embedded and accessed in the student's instructional setting for familiarization, otherwise they may be a distraction and impede student performance on assessments.

Communication, organization, and careful planning among test administrators, English Language Assessment Coordinators, Directors of Special Education (if applicable), and teachers are critical aspects of promoting fair, reliable, and appropriate test opportunities for students. Refer to the CSDE Assessment Guidelines for information on how to determine if these supports are appropriate for your students.

What are designated supports?

Designated supports for the Smarter Balanced and Next Generation Science Standards (NGSS) Assessments are features available to **any student** for whom the need has been indicated by an educator (or team of educators) in consultation with the parent/guardian and student.

- **Embedded designated supports** are accessibility features provided directly *through the test delivery interface*.
- **Non-embedded designated supports** are accessibility features provided *by the teacher/test administrator* during testing (as permitted by the CSDE and as defined by the Assessment Guidelines).

Which designated supports support access to language?

Table 1 on the following page indicates the embedded and non-embedded designated supports available for the *Smarter Balanced Assessments* for ELs/MLs in Grades 3-8.

Table 2 indicates the embedded and non-embedded designated supports available for the *NGSS Assessments* administered to students in Grades 5, 8, and 11.

It is important to note that the designated supports described in this document are those accessibility features that may promote access for language learners, and ELs/MLs may benefit from additional designated supports not listed in this resource. The CSDE Assessment Guidelines contain a complete list and description of universal tools, designated supports, and accommodations.

Examples of English Language Supports

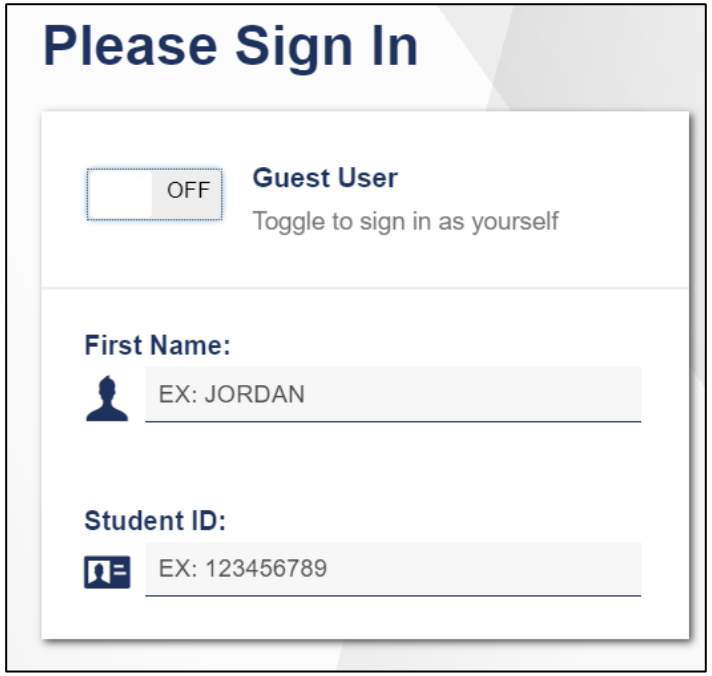
- Simplified Test Directions (Math and ELA)
- Smarter Balanced Translated Test Directions (Math and ELA) *New 2023/24 Portuguese
- Bilingual Word-to-Word Dictionary (NGSS only)
- Translation Glossary (Math)
- Read Aloud (Spanish) for Math and Science

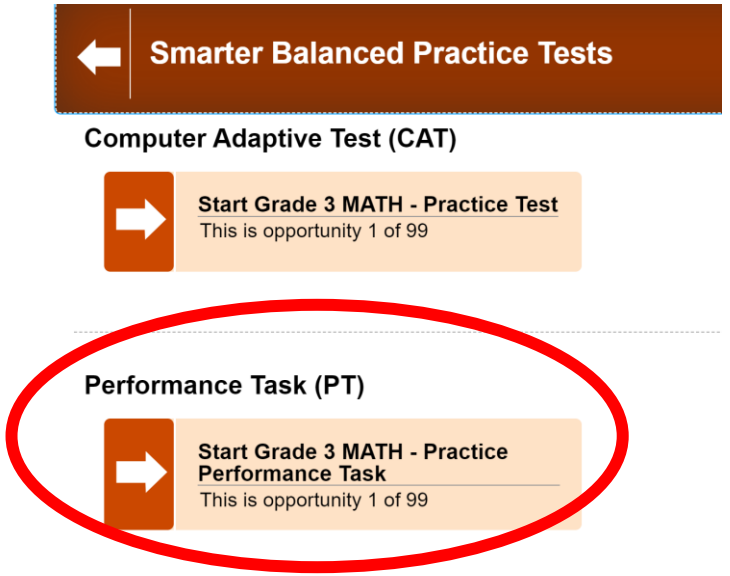
For more information, refer to the Assessment Guidelines and the Embedded and Non-Embedded Designated Supports for English Learners/Multilingual Learners (shown here).

Provide Students with Opportunities to Practice

Administer Practice Tests to allow students to become familiar with the online test platform, item format, universal tools, and practice with designated supports and accommodations (if applicable).

For optimal practice with certain accommodations that support language access and written communication, administer a Math Performance Task Practice Test.





New Designated Supports and Accommodations

New Designated Supports & Accommodations

New designated supports:

- Translated Test Directions in ASL (Test Administration Manual for Math, ELA, Science)
- Printed Test Directions in English (Test Administration Manual for Math, ELA, Science) (will be posted to the portal prior to testing)
- Translation Test Directions for Smarter Balanced Math and ELA-Portuguese was added.
- Updated! Toggle for Spanish Presentation for Math (was formerly Spanish stacked)

New embedded accommodation:

- Word Prediction (accompanies open-ended items) for Smarter Balanced Math and ELA items.

TTS in Spanish with Math and/or Science Spanish Toggle

Text-to-Speech in Spanish is available on the math and NGSS assessment. For eligible students, set Text-to-Speech to Stimuli & Items for math and Science and set presentation to Spanish Toggle.

Embedded Designated Support	1) ELA	2) Math	3) Science
Print Size	No Default Zoom Applied	No Default Zoom Applied	No Default Zoom Applied
Streamline Mode	ON	OFF	ON
Text-To-Speech (Designated Supports and Accommodations)	None	Stimuli & Items	Stimuli & Items
Translation (Glossary)	No Glossary	Spanish, English, & Illustr	⊗

Embedded Accommodation

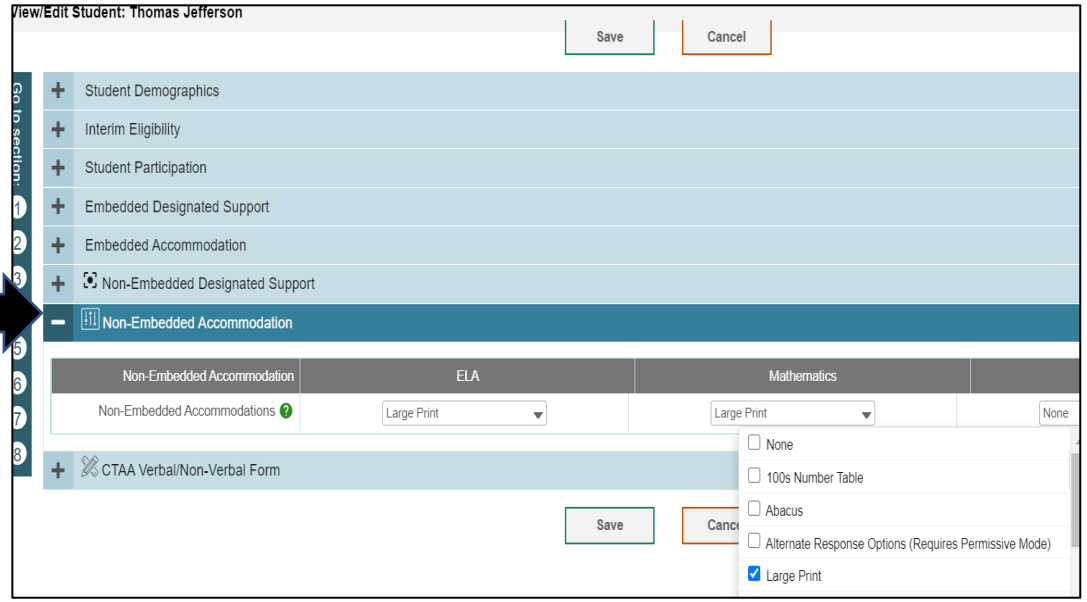
Embedded Accommodation	1) ELA	2) Math	3) Science
American Sign Language Video	OFF	OFF	⊗
Audio Transcriptions	OFF	⊗	⊗
Braille Type	Not Applicable	Not Applicable	Not Applicable
Closed Captioning	OFF	⊗	⊗
Customized Medical Accommodation	OFF	OFF	OFF
Exempted Domains	⊗	⊗	⊗
Math Manipulatives	OFF	OFF	OFF
Presentation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

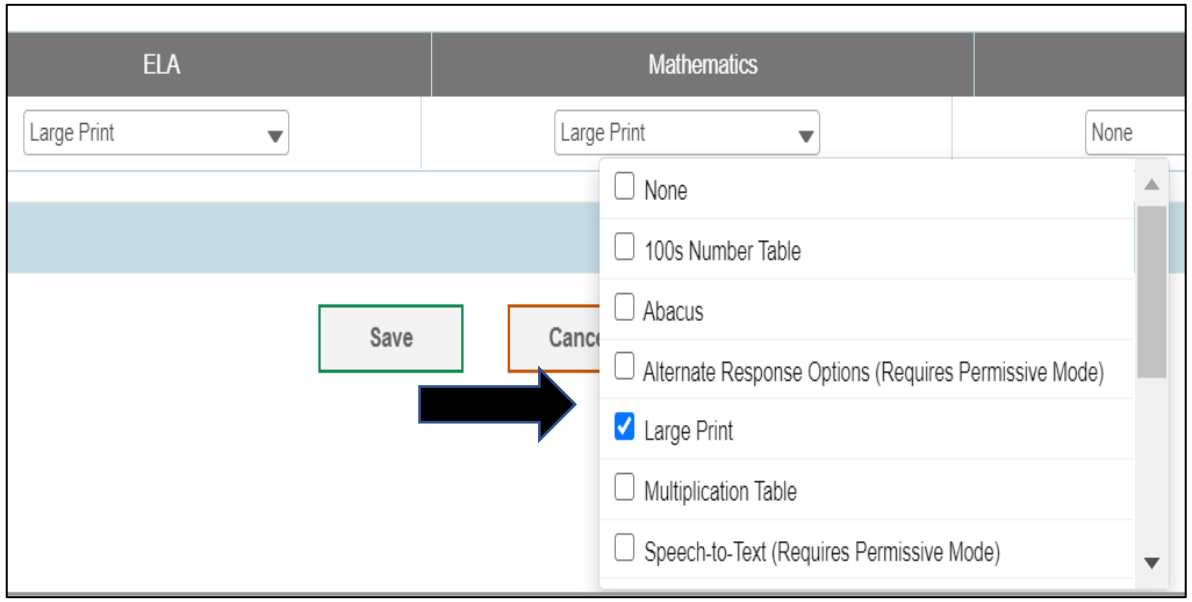
Accommodation Reminders

Large Print or Braille Test Materials

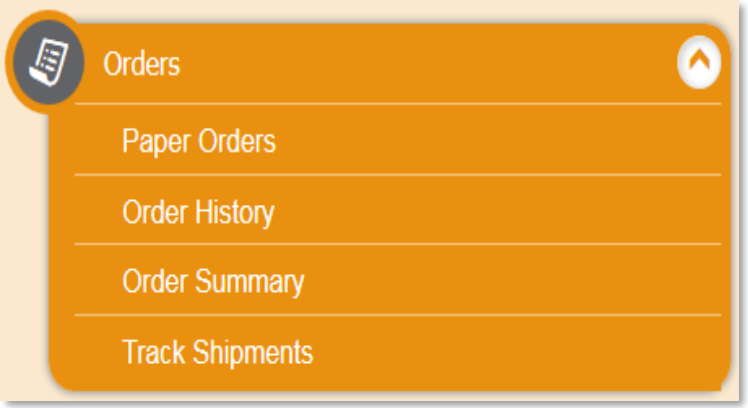
District Administrators can order large-print and braille kits for Smarter Balanced and NGSS in TIDE any time after January 26, 2024.

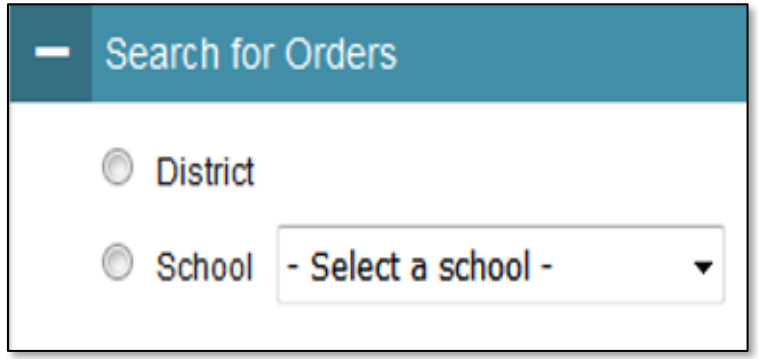
Confirm that the student has the non-embedded accommodation set properly in TIDE. If the accommodation is missing or is incorrectly reported, contact the student's Case Manager in CT-SEDS.





Ordering Paper Materials in TIDE





Step 1: From the Orders task menu on the TIDE dashboard, the DA selects **Paper Orders**.

Step 2: Search for orders by District or School.

Step 3: Enter the quantity needed for each of the materials needed.

Districts can track shipments in TIDE.

Special Documented Accommodations

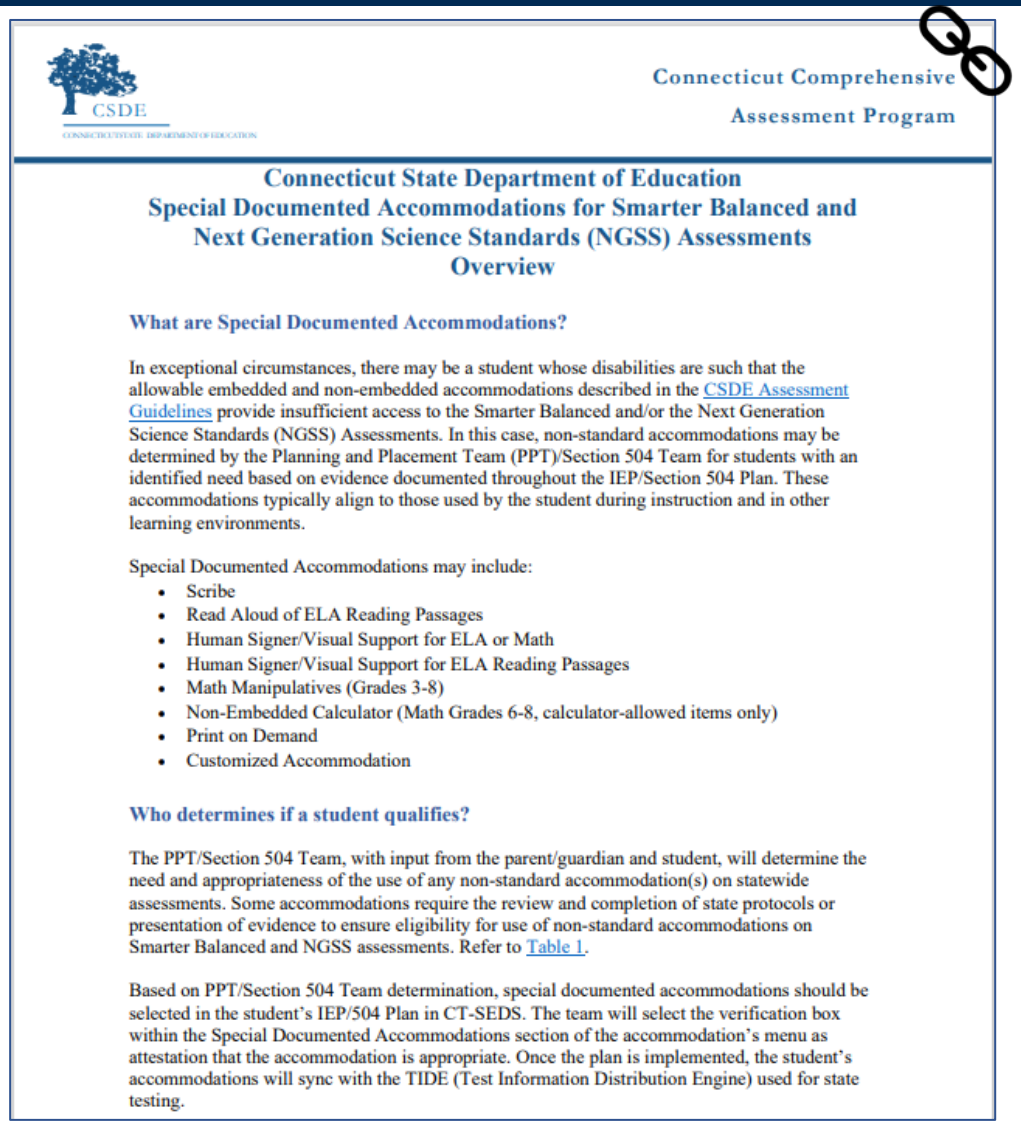
What are Special Documented Accommodations?

When universal tools, designated supports, and standard accommodations do not meet a student's accessibility needs as described in their IEP/504 Plan, special, non-standard accommodations may be discussed by the PPT/Section 504 Team to determine appropriateness. These accommodations are completed and verified through the PPT/Section 504 process in CT-SEDS. They include:

- Scribe
- Read Aloud of ELA Reading Passages*
- Human Signer/Visual Support for ELA or Math
- Human Signer/Visual Support for ELA Reading Passages
- Math Manipulatives (Grades 3-8)
- Non-Embedded Calculator (Math Grades 6-8, calculator-allowed items only)
- Print on Demand
- Customized Accommodation

*Requires the completion of Documented Evidence for a Read Aloud of the Smarter Balanced ELA Reading Passages by the PPT or Section 504.

Preparing to Administer Special Documented Accommodation



CSDE

Connecticut Comprehensive Assessment Program

Connecticut State Department of Education
Special Documented Accommodations for Smarter Balanced and Next Generation Science Standards (NGSS) Assessments
Overview

What are Special Documented Accommodations?

In exceptional circumstances, there may be a student whose disabilities are such that the allowable embedded and non-embedded accommodations described in the CSDE Assessment Guidelines provide insufficient access to the Smarter Balanced and/or the Next Generation Science Standards (NGSS) Assessments. In this case, non-standard accommodations may be determined by the Planning and Placement Team (PPT)/Section 504 Team for students with an identified need based on evidence documented throughout the IEP/Section 504 Plan. These accommodations typically align to those used by the student during instruction and in other learning environments.

Special Documented Accommodations may include:

- Scribe
- Read Aloud of ELA Reading Passages
- Human Signer/Visual Support for ELA or Math
- Human Signer/Visual Support for ELA Reading Passages
- Math Manipulatives (Grades 3-8)
- Non-Embedded Calculator (Math Grades 6-8, calculator-allowed items only)
- Print on Demand
- Customized Accommodation

Who determines if a student qualifies?

The PPT/Section 504 Team, with input from the parent/guardian and student, will determine the need and appropriateness of the use of any non-standard accommodation(s) on statewide assessments. Some accommodations require the review and completion of state protocols or presentation of evidence to ensure eligibility for use of non-standard accommodations on Smarter Balanced and NGSS assessments. Refer to Table 1.

Based on PPT/Section 504 Team determination, special documented accommodations should be selected in the student's IEP/504 Plan in CT-SEDS. The team will select the verification box within the Special Documented Accommodations section of the accommodation's menu as attestation that the accommodation is appropriate. Once the plan is implemented, the student's accommodations will sync with the TIDE (Test Information Distribution Engine) used for state testing.

DA's should develop a plan for:

- Reviewing all designated supports and accommodations and Special Documented Accommodations in IEPs/Section 504 Plans via Accommodation Report in CT-SEDS Everyday (see Data Manager or student Case Manager for details)
- Verifying Documented Evidence for a Read Aloud of the Smarter Balanced ELA Reading Passages & Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages
- Preparing for accommodation implementation
- Training Staff
- Collecting and Providing guidelines, test security forms, non-embedded test materials
- Scheduling
- Staffing

Contact the CSDE to request a customized accommodation or Print on Demand if applicable.

Medical Exemption Procedure

In Connecticut, the exemption determination for a medical emergency rests primarily on the following criteria: **The student is unable to attend school and is medically/emotionally unavailable for homebound/hospitalized instruction for the entire testing window.**

Medical Exemption Form due dates (must be signed by presiding physical and returned to the CSDE):

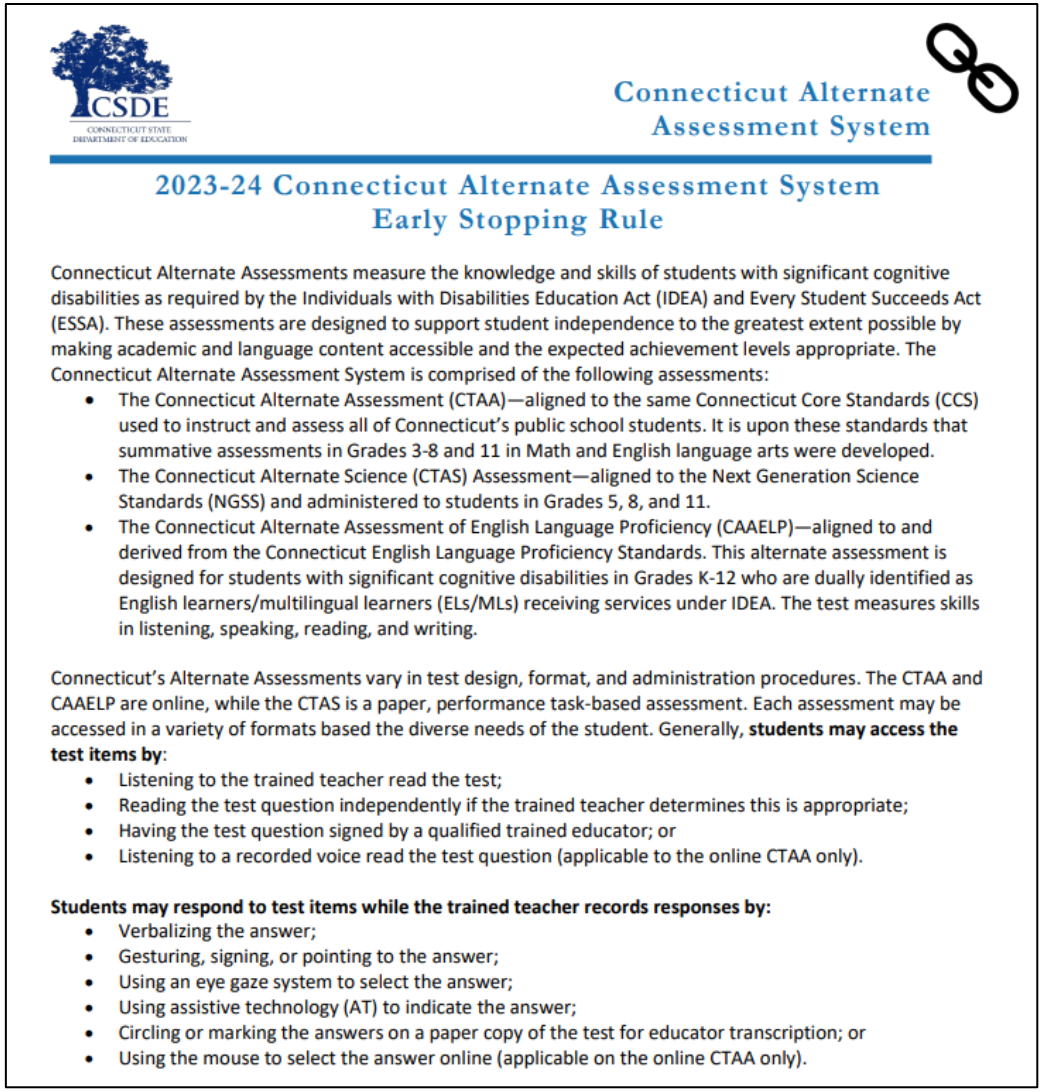
- LAS Links – **March 8, 2024**
- CAAELP - **April 5, 2024**
- Connecticut SAT School Day- **April 26, 2024;** and
- Smarter Balanced, the NGSS, and the Connecticut Alternate Assessments (CTAA/CTAS) - **June 7, 2024**

See Appendix for Medical Exemption of the Assessment Guidelines.

Early Stopping Rule for CTAA, CTAS, & CAAELP

The 2023-24 Connecticut Alternate Assessment System Early Stopping Rule document includes:

- The Student Response Check (Appendix A)
- The SRC Administration Behavioral Notes (Appendix B)
- The Early Stopping Rule Request and Attestation Form (Appendix C)



CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

Connecticut Alternate Assessment System

2023-24 Connecticut Alternate Assessment System Early Stopping Rule

Connecticut Alternate Assessments measure the knowledge and skills of students with significant cognitive disabilities as required by the Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act (ESSA). These assessments are designed to support student independence to the greatest extent possible by making academic and language content accessible and the expected achievement levels appropriate. The Connecticut Alternate Assessment System is comprised of the following assessments:

- The Connecticut Alternate Assessment (CTAA)—aligned to the same Connecticut Core Standards (CCS) used to instruct and assess all of Connecticut's public school students. It is upon these standards that summative assessments in Grades 3-8 and 11 in Math and English language arts were developed.
- The Connecticut Alternate Science (CTAS) Assessment—aligned to the Next Generation Science Standards (NGSS) and administered to students in Grades 5, 8, and 11.
- The Connecticut Alternate Assessment of English Language Proficiency (CAAELP)—aligned to and derived from the Connecticut English Language Proficiency Standards. This alternate assessment is designed for students with significant cognitive disabilities in Grades K-12 who are dually identified as English learners/multilingual learners (ELs/MLs) receiving services under IDEA. The test measures skills in listening, speaking, reading, and writing.

Connecticut's Alternate Assessments vary in test design, format, and administration procedures. The CTAA and CAAELP are online, while the CTAS is a paper, performance task-based assessment. Each assessment may be accessed in a variety of formats based the diverse needs of the student. Generally, **students may access the test items by**:

- Listening to the trained teacher read the test;
- Reading the test question independently if the trained teacher determines this is appropriate;
- Having the test question signed by a qualified trained educator; or
- Listening to a recorded voice read the test question (applicable to the online CTAA only).

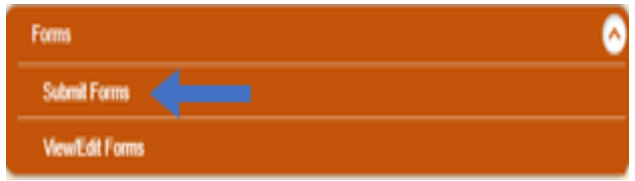
Students may respond to test items while the trained teacher records responses by:

- Verbalizing the answer;
- Gesturing, signing, or pointing to the answer;
- Using an eye gaze system to select the answer;
- Using assistive technology (AT) to indicate the answer;
- Circling or marking the answers on a paper copy of the test for educator transcription; or
- Using the mouse to select the answer online (applicable on the online CTAA only).

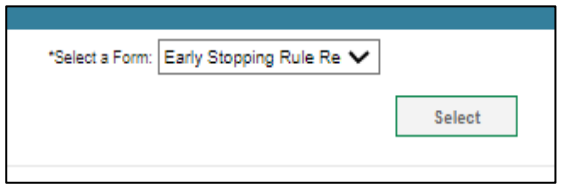
Update to ESR

New this year! The ESR Code is included on student dashboard in TIDE.

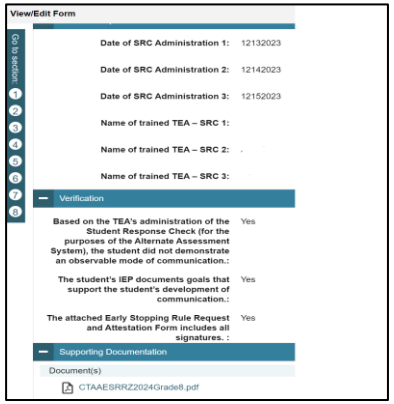
1. From the TIDE menu, select Forms and choose the “Submit Forms” option.



2. Select the “Early Stopping Rule” from the drop-down menu.



3. Complete and submit form.



4. After the form is submitted in TIDE and is approved by the CSDE, the ESR Indicator will be activated on the student dashboard.

CT-SEDS and TIDE

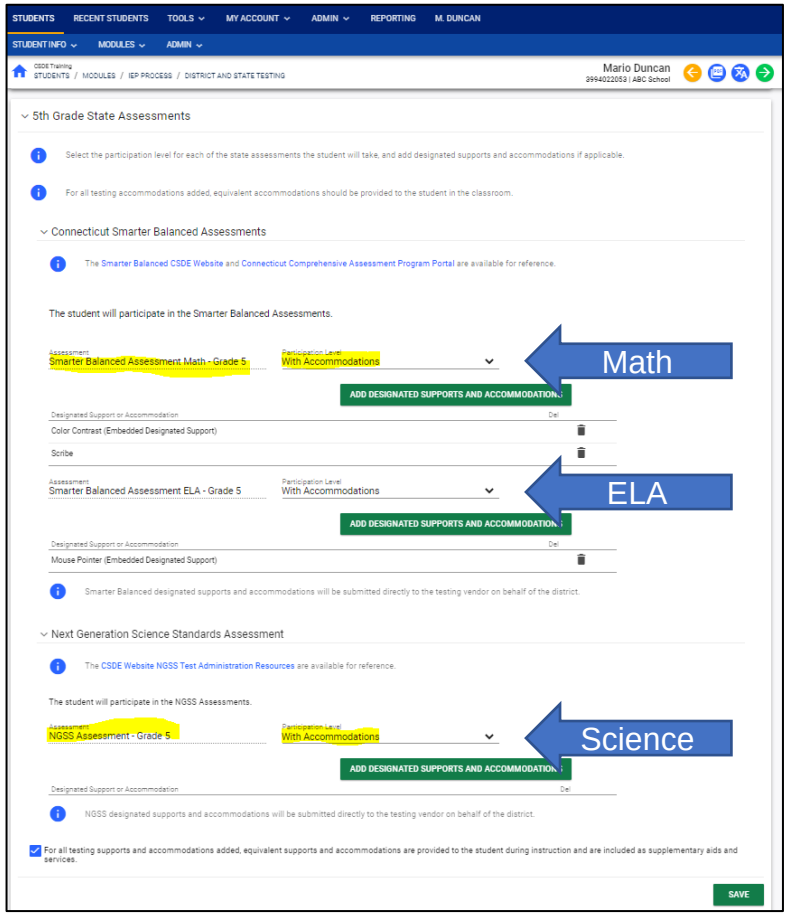
Update to CT-SEDS

- Currently CSDE is providing a one-way import of accommodations from CT-SEDS into TIDE.
- Allow up to 48 hours for accommodations to appear in TIDE following the IEP/Section 504 implementation date.
- Currently CSDE is providing a weekly one-way import of Alt Eligibility data from implemented IEPs in CT-SEDS to TIDE. This data will turn the Alt flag indicator either on or off within TIDE based on status in IEP. If the Alt Flag is NOT populated in TIDE, confirm that the PPT completed the Connecticut Alternate Assessment Eligibility form within CT-SEDS and that the student meets eligibility criteria. Also verify that the IEP is implemented (refer to the IEP Start Date).

CT-SEDS: IEP District and Statewide Testing Page

This page includes:

- Each specific state assessment (associated with the student's tested grade)
- A drop-down menu to select appropriate designated supports and accommodations
- Prior to spring testing, designated supports and accommodations in a finalized IEP/504 in CT-SEDS will sync with TIDE

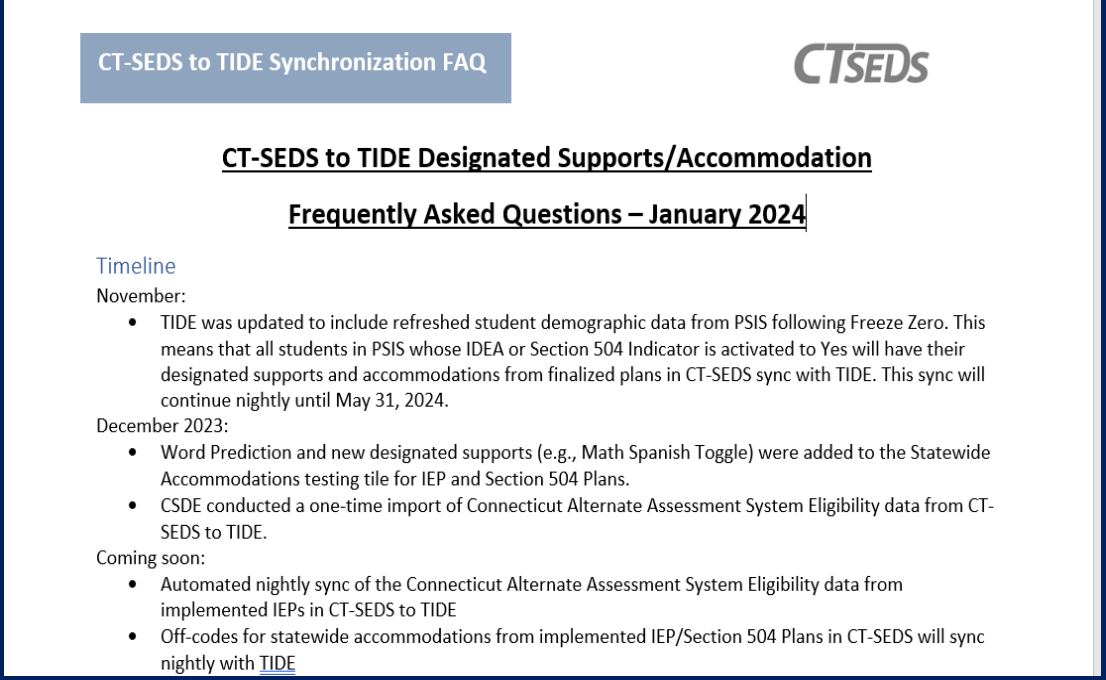


CT-SED FAQ and Resources

To support districts and schools, the CSDE developed resources available in CT-SEDS and on the Student Assessment webpage.

CT-SEDS to TIDE Designated Supports/Accommodation Frequently Asked Questions

Resources for PPTs and 504 Teams - CT SEDS and Statewide Assessments



CT-SEDS to TIDE Synchronization FAQ

CTSEDS

CT-SEDS to TIDE Designated Supports/Accommodation

Frequently Asked Questions – January 2024

Timeline

November:

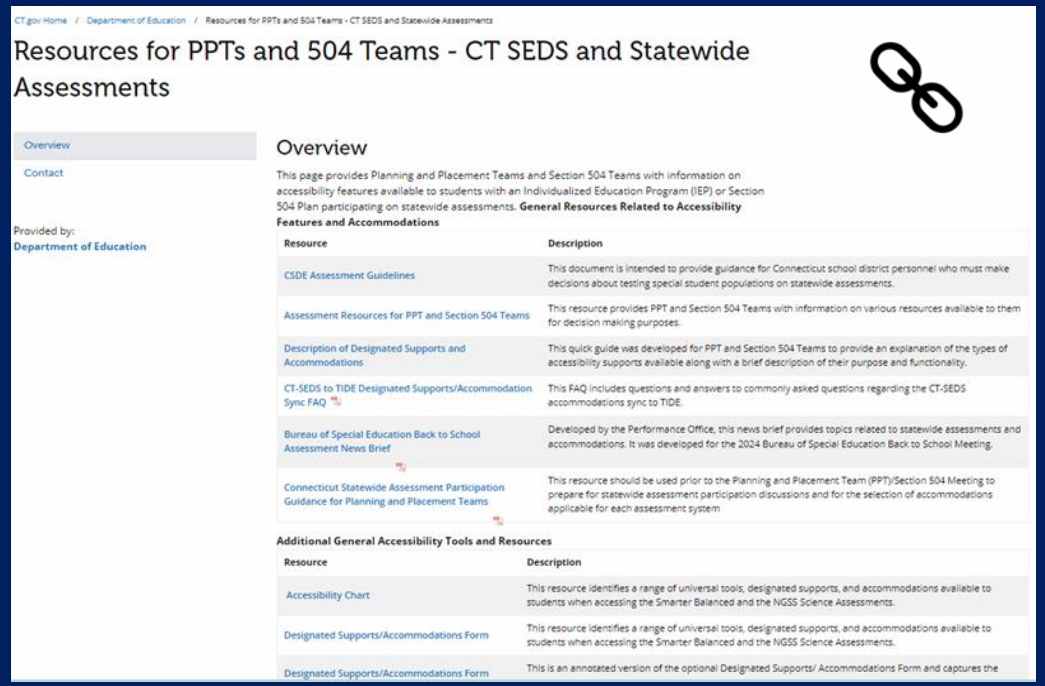
- TIDE was updated to include refreshed student demographic data from PSIS following Freeze Zero. This means that all students in PSIS whose IDEA or Section 504 Indicator is activated to Yes will have their designated supports and accommodations from finalized plans in CT-SEDS sync with TIDE. This sync will continue nightly until May 31, 2024.

December 2023:

- Word Prediction and new designated supports (e.g., Math Spanish Toggle) were added to the Statewide Accommodations testing tile for IEP and Section 504 Plans.
- CSDE conducted a one-time import of Connecticut Alternate Assessment System Eligibility data from CT-SEDS to TIDE.

Coming soon:

- Automated nightly sync of the Connecticut Alternate Assessment System Eligibility data from implemented IEPs in CT-SEDS to TIDE
- Off-codes for statewide accommodations from implemented IEP/Section 504 Plans in CT-SEDS will sync nightly with TIDE



CT.gov Home / Department of Education / Resources for PPTs and 504 Teams - CT SEDS and Statewide Assessments

Resources for PPTs and 504 Teams - CT SEDS and Statewide Assessments

Overview

Contact

Provided by:
Department of Education

Overview

This page provides Planning and Placement Teams and Section 504 Teams with information on accessibility features available to students with an Individualized Education Program (IEP) or Section 504 Plan participating on statewide assessments. **General Resources Related to Accessibility Features and Accommodations**

Resource	Description
CSDE Assessment Guidelines	This document is intended to provide guidance for Connecticut school district personnel who must make decisions about testing special student populations on statewide assessments.
Assessment Resources for PPT and Section 504 Teams	This resource provides PPT and Section 504 Teams with information on various resources available to them for decision making purposes.
Description of Designated Supports and Accommodations	This quick guide was developed for PPT and Section 504 Teams to provide an explanation of the types of accessibility supports available along with a brief description of their purpose and functionality.
CT-SEDS to TIDE Designated Supports/Accommodation Sync FAQ	This FAQ includes questions and answers to commonly asked questions regarding the CT-SEDS accommodations sync to TIDE.
Bureau of Special Education Back to School Assessment News Brief	Developed by the Performance Office, this news brief provides topics related to statewide assessments and accommodations. It was developed for the 2024 Bureau of Special Education Back to School Meeting.
Connecticut Statewide Assessment Participation Guidance for Planning and Placement Teams	This resource should be used prior to the Planning and Placement Team (PPT)/Section 504 Meeting to prepare for statewide assessment participation discussions and for the selection of accommodations applicable for each assessment system

Additional General Accessibility Tools and Resources

Resource	Description
Accessibility Chart	This resource identifies a range of universal tools, designated supports, and accommodations available to students when accessing the Smarter Balanced and the NGSS Science Assessments.
Designated Supports/Accommodations Form	This resource identifies a range of universal tools, designated supports, and accommodations available to students when accessing the Smarter Balanced and the NGSS Science Assessments.
Designated Supports/Accommodations Form	This is an annotated version of the optional Designated Supports/ Accommodations Form and captures the

Connecticut Alternate Assessment System (CTAA, CTAS, & CAAELP)

Connecticut Alternate Assessment System

	Connecticut Alternate Assessment (CTAA) for Math and ELA	Connecticut Alternate Science (CTAS)	Connecticut Alternate Assessment of English Language Proficiency (CAAELP)
Test Window	March 25-May 31, 2024	Administered throughout the year. Upload student score worksheets via the Data Entry Interface March 25-May 31, 2024	February 1-March 29, 2024
TIDE User Role Required	Teacher Administering the Alternate (TEA)		
Student Eligibility	Students identified as special education with significant cognitive disabilities per PPT decision using Alternate Assessment System Eligibility Form. This form must be submitted in CT-SEDS and IEP must be fully implemented		Students identified as EL/ML and special education with significant cognitive disabilities must have the Alternate Assessment System Eligibility Form submitted in CT-SEDS at the PPT and IEP must be fully implemented.

Connecticut Alternate Assessment System

	Connecticut Alternate Assessment (CTAA) for Math and ELA	Connecticut Alternate Science (CTAS)	Connecticut Alternate Assessment of English Language Proficiency (CAAELP)
Grades	3-8 and 11	5, 8, and 11	K-12
Test Subject Areas	English Language Arts • Reading • Writing • Mathematics	Science • Earth • Life • Physical	• Reading • Listening • Speaking • Writing
Test Delivery Method	Trained TEA (with TEA User Role) administers the grade-specific math and ELA items using Cambium's online testing system individually to eligible students in a one-to-one test setting.	Trained TEA assesses eligible student with performance tasks based on Connecticut Alternate Science Assessment Essence statements in a one-to-one test setting.	Trained educator (with TEA User Role) administers CAAELP assessment items to eligible EL/ML using the Cambium Test Delivery System in a one-to-one test setting.

Connecticut Alternate Assessment System

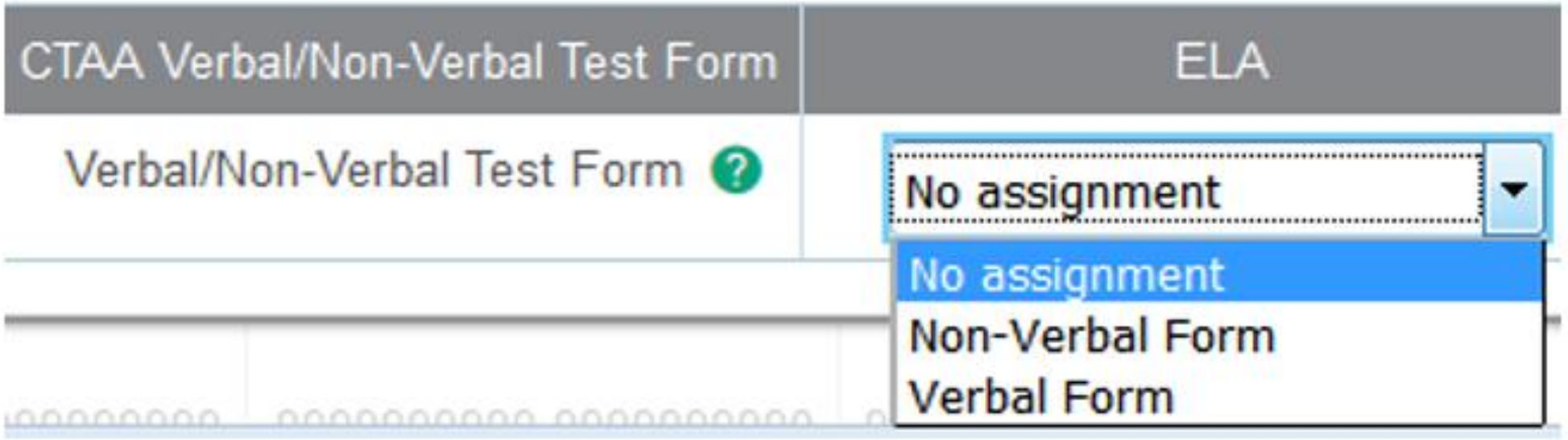
	Connecticut Alternate Assessment (CTAA) for Math and ELA	Connecticut Alternate Science (CTAS)	Connecticut Alternate Assessment of English Language Proficiency (CAAELP)
Required Administration Materials	Administered with required secure Directions for Test Administration (DTAs) and CTAA Test Administration Manual.	Designed to be administered throughout the school year using CTAS Required Materials and CTAS Test Administration Manual. Student ratings recorded on the CTAS Student Score Worksheet and entered in the DEI.	Administered using grade- and domain-specific Test Administrator Directions and Scoring Rubrics Booklets and CAAELP Test Administration Manual.
Security	Secure	Non-Secure	Secure
Training	Connecticut Alternate Assessment System Training Course (cambiumast.com)		CAAELP Test Administration Training
Certificate	"Trained status" indicated in TIDE profile. TEA can print/download Certificate after passing the required quiz.		Trained status certificate is not linked to TIDE and should be maintained locally.
Submissions into DEI	None	CTAS Score Worksheet for scoring between March 25 and May 31, 2024.	None

CTAA Verbal and Non-Verbal ELA Test Forms
Grades 3 and 4 Only

- The forms differ in the presentation of the foundational word identification items or Open-Response (OR) items.
- The selection of either the Verbal or Non-Verbal form is based upon the student's communication mode.
- The form assignment must be made in TIDE prior to test administration.
- The Non-Verbal Form presents the Open Response items in a Selected-Response format for students who do not respond
  - with oral speech;
  - are blind, deaf, or deaf-blind; or
  - use augmentative and alternative communication (AAC).

CTAA Verbal and Non-Verbal ELA Test Forms
Grades 3 and 4 Only

		9999999999	9999999999-9999999990	999993452	Test	Test	Y	Male	05	Yes
		9999999999	9999999999-9999999990	999993453	Test	Test	Y	Male	08	Yes

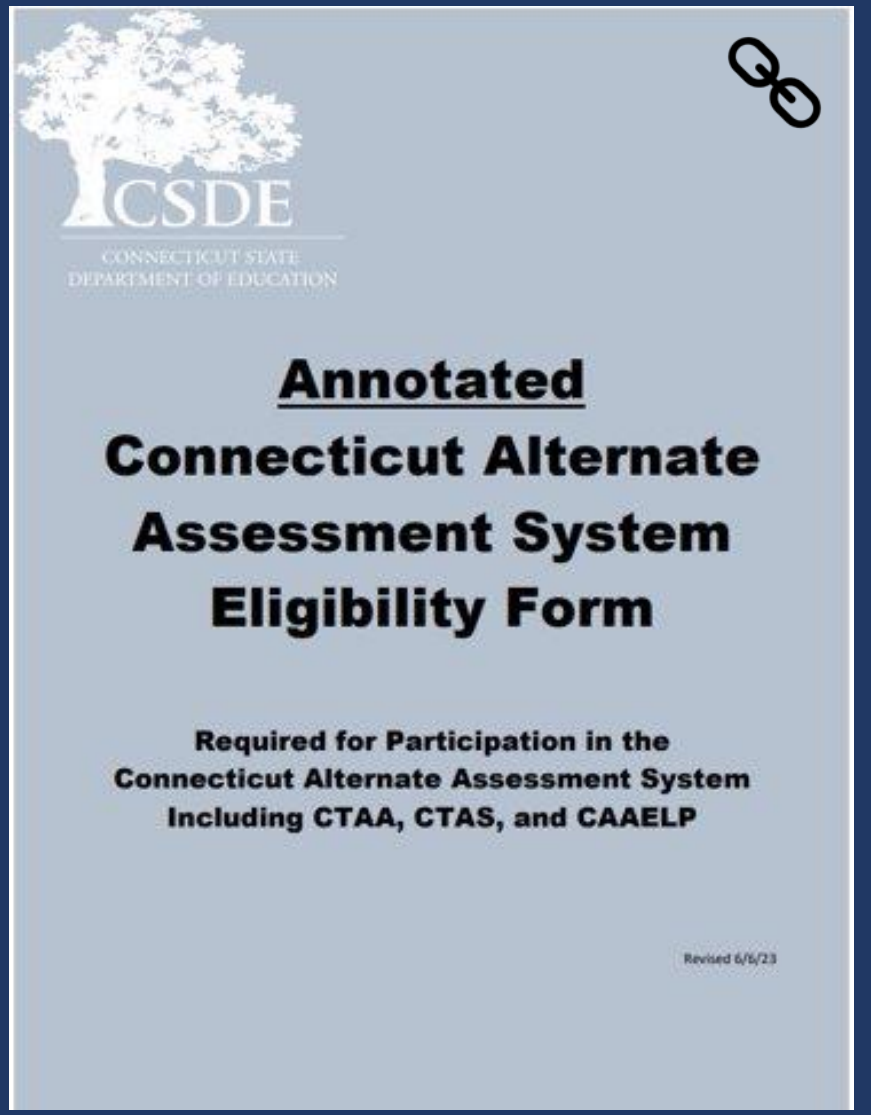


The default setting is the Verbal form. Procedures for selecting the form are located on the CSDE Comprehensive Assessment Program Portal under Alternate Assessment Resources or in the *CTAA Test Administration Manual*.

Connecticut Alternate Assessment System for Eligible Students

- PPTs complete this eligibility form when considering/determining eligibility for CAAELP, CTAA, or CTAS.
- Connecticut Alternate Assessment Eligibility Form is completed as part of the PPT process in CT-SEDS.
- Once IEP is implemented CT-SEDS will sync with TIDE to turn on the ALT Flag.

Reminder: This assessment is designed for a small, specialized subgroup of students (approximately one-percent) with the most complex and significant needs. Districts should review local eligibility processes and screenings to ensure that they understand the eligibility process for alternate assessments.

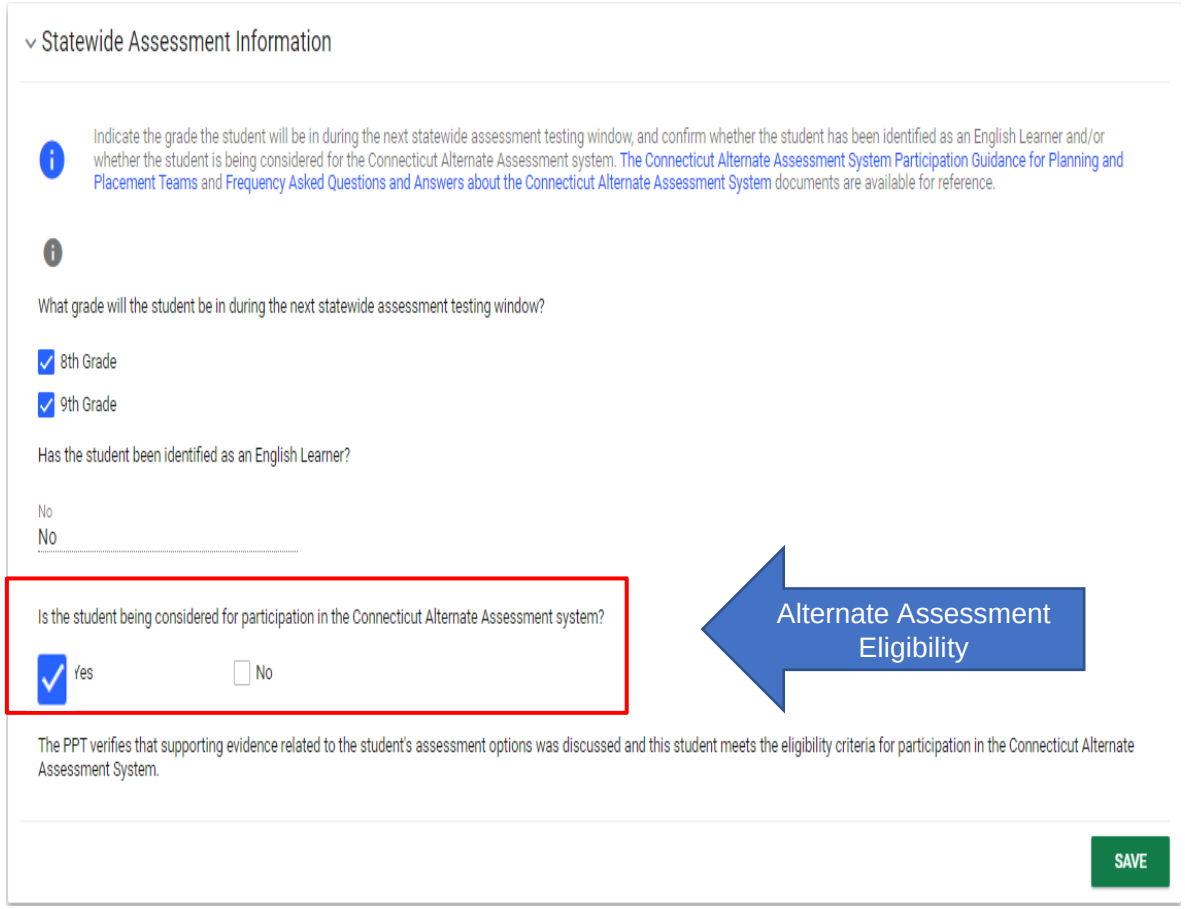


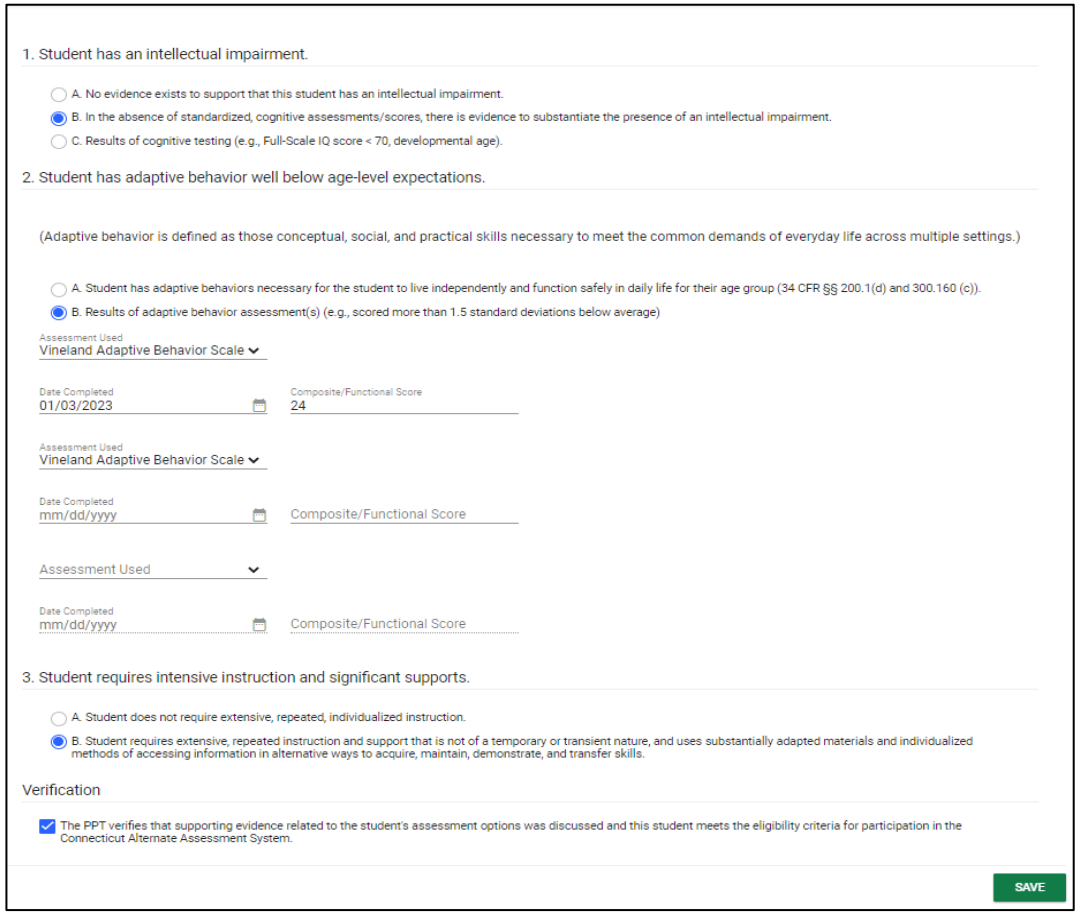
CT-SEDS: Alternate Assessment Eligibility

CONNECTICUT STATE DEPARTMENT OF EDUCATION

1. PPTs can indicate that a student is being considered for the Connecticut Alternate Assessment System.

2. The Connecticut Alternate Assessment System Eligibility Form is built into CT-SEDS.





Resources to Support Alternate Assessment System Eligibility

Frequently Asked Questions and Answers about the Connecticut Alternate Assessment System

Annotated Connecticut Alternate Assessment System Eligibility Form

Frequently asked Questions and Answers About the Connecticut Alternate Assessment System Eligibility Form

Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams Flowchart

Comparison of Connecticut Alternate Assessments

For more information, visit the CSDE Website and the Connecticut Comprehensive Assessment Program Portal.

Alternate Assessment System Training Requirements CTAA/CTAS

- Connecticut Alternate Assessment System Training must be completed **annually by certified educators administering the alternate (TEAs).**
- Training is online and available on the Alternate Assessment web page on the portal.
- TEAs must complete and pass the end-of-training quiz with a score of at least 80 percent or better.

Resources:

- Overview for District Administrators
- Overview for Teachers Administering the Alternate
- CTAA Test Administration Manual
- CTAS Test Administration Manual
- Connecticut Alternate Assessment System Training Course
- Connecticut Alternate Assessment System Training Resources

Alternate Assessment System Training Requirements CAAELP (Grades K-12)

- CAAELP/Alt ELPA Training must be completed **annually by certified educators administering the CAAELP (TEAs).**
- Training is online at ELPA 21.
- District Verification code is elpa21.
- Certificate is maintained locally through a process determined by the district.

Additional training available:

CAAELP Office Hours

Resources:

- CAAELP Training Announcement
- Directions for Accessing CAAELP Online Training for New Users
- Directions for Accessing CAAELP Online Training for Returning Users
- CAAELP Accessibility and Accommodations Manual
- Connecticut Alternate Assessment of English Language Proficiency (CAAELP)Test Administration Manual
- 2023-24 Connecticut Alternate Assessment System Early Stopping Rule

Connecticut Alternate English Language Proficiency Assessment (CAAELP)

Who should be designated to administer the CAAELP?

Educators or test administrators are:

- Determined by the district;
- Those who support ELs/MLs;
- Those who support special education; or
- Both special education and EL/ML educators/ administrators supporting EL/ML.

CAAELP Domain Exemptions

Domain Exemptions are available on the Listening and/or Speaking subtests for the following students:

- If a student is identified as Deaf or hard of hearing, they may not be able to participate in the Listening subtest due to this disability.
- Students who are non-verbal and, even when provided assistive technology or augmentative and alternate communication supports, may not be able to participate in the Speaking subtest.

Domain Exemptions are submitted by the District Administrator (DA) in TIDE between **November 15, 2023, through March 22, 2024.**

Reprint of CTAS Materials

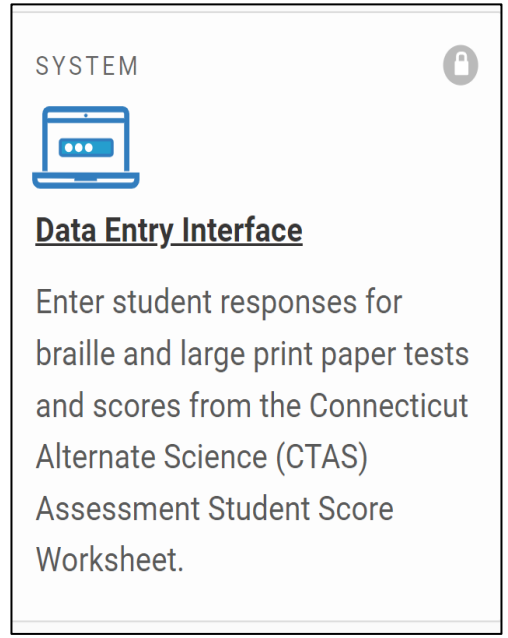
In October, CAI mailed DAs for Testing a new supply of CTAS materials.

Reminders:

- The 2023-24 CTAS Student Score Worksheets are available for downloading and printing on portal.
- Districts should create a system to share materials across schools and store them for future use.
- Districts should continue to reuse their CTAS materials as they are shared by teachers for test administration throughout the school year.
- TEAs can also continue using their old sets if replacements are not needed.

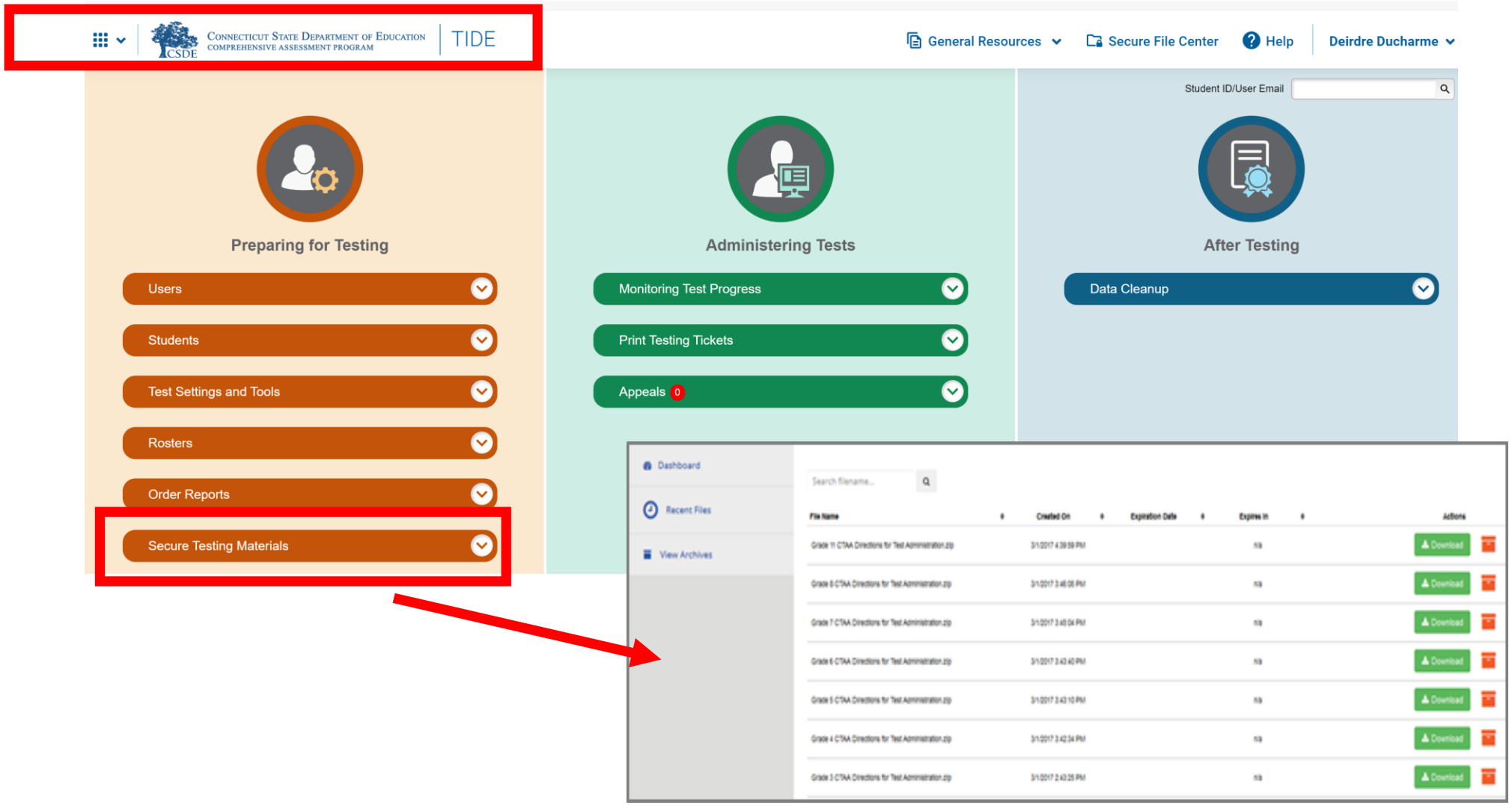
Data Entry Interface (DEI)

- The DEI can be accessed via the portal under the Smarter Balanced, NGSS, or Alternate Assessment program cards.
- For students who take the paper Braille and Large Print Smarter Balanced and NGSS**, teacher must transcribe students' responses from these booklets into the DEI no later than May 31, 2024**.
- All secure braille/large-print paper materials must be returned to Measurement Incorporated (MI) by the end of the test window. Instructions are included with shipment of materials. Non-secure testing materials can be shredded (i.e. Smarter Balanced/NGSS Test Administration Manuals).
- TEA submits CTAS into the DEI no later than **May 31, 2024**.



There are certain instructions for the submission of tests using the Data Entry Interface. Refer to the How to Access the Data Entry Interface brochure for details.

Required Secure Alternate Assessment Materials for CTAA and CAAELP



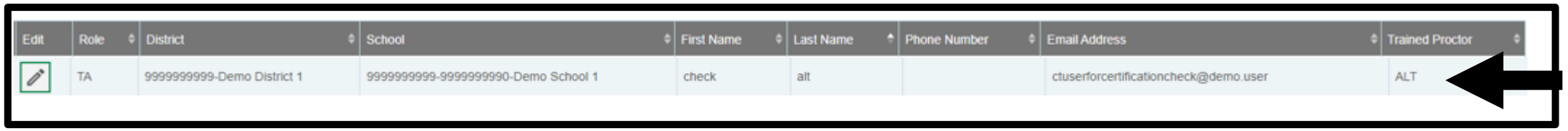
Confirming Trained Teacher Status

Only the DA has access to add, change, or delete a TEA User Role.

1

2

3



Edit	Role	District	School	First Name	Last Name	Phone Number	Email Address	Trained Proctor
	TA	9999999999-Demo District 1	9999999999-9999999990-Demo School 1	check	alt		ctuserforcertificationcheck@demo.user	ALT

Questions

Special Populations Contact Information

If you have any additional questions, please feel free to reach out.

Deirdre Ducharme	**Deirdre.Ducharme@ct.gov**	**860-713-6859**
Katie Seifert	**Katherine.Seifert@ct.gov**	**860-713-6722**

Thank you for your participation!