A UNIVERSE OF OPPORTUNITIES

CONNECTICUT
Education

2024-2025

District Administrator Training for Statewide Assessments

January 2025

Connecticut State
Department of Education

Tips to make this Webinar a Success

- The slide deck is linked in the chat.

- This webinar will be [recorded and posted](#).

- There will be several points during the webinar to answer audio questions via the "raise hand" feature. This will be the only time to ask audio questions.

- Chat questions will be answered, time permitting, via the chat. If your question is not addressed, please email ctstudentassessment@ct.gov for an answer.

- No breaks will be taken.

- Thank you for attending and enjoy the webinar!

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

- **Goal #2**: Student Assessments

- **Goal #3**: Data Integration/Reporting

- **Goal #4**: Research and Analyses

- **Goal #5:** Accountability

Performance Office Team

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

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Performance Office

860-713-6860

ctstudentassessment@ct.gov

If you have questions pertaining to:

- State policy test administration questions

- Accommodations, designated supports, customized accommodations, special circumstances

- Reporting of security breaches

- CT-SEDS/TIDE syncing issues

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Connecticut Help Desk-Cambium Assessment

844-202-7583

cthelpdesk@cambiumassessment.com

If you have questions pertaining to:

- Test administration procedure questions

- Secure browser

- Technology questions

Presentation Overview

- **Overview of Summative Assessments**
- **Cambium System Overview**
- **Special Populations Update**
- **Connecticut Alternate Assessments**

2025 Assessment Calendar

State Assessment	Grade(s)	Testing Window	Delivery Method
Connecticut Alternate Assessment of English Language Proficiency (CAAELP)	K - 12	January 13 - March 7, 2025	Online
Smarter Balanced ELA & Math	3 – 8	March 24 - May 30, 2025	Online
Connecticut Alternate Assessments (CTAA)	3 – 8 and 11	March 24 - May 30, 2025	Online
NGSS Assessments	11	February 3 - May 30, 2025	Online
	5 and 8	March 24 - May 30, 2025	Online
Connecticut Alternate Science Assessment (CTAS)	5, 8, and 11	Test administered throughout the school year. Student ratings entered in the DEI: March 24 - May 30, 2025	Online Upload March 24 - May 30, 2025

SAT Bonus Info

Students in grade 11 are required to take the CT SAT.

- The testing window is March 3- April 23, 2025.
- Schools can choose whichever dates to test students. All students do NOT need to be tested on the same day.
- CT SAT training is February 10 and 11. Registration is available through Connecticut State Department of Education (SDE) Events Calendar
- Resources and recorded webinars are posted to the CT SAT School Day webpage.
- Contact: michelle.rosado@ct.gov

What's new? What's the same?

New

- Updated [Secure Browser](#)

- New [CAAELP webpage](#)

- Timing and distribution of Individual Student Reports (ISR's) changing

- Affirmation/attestation page

- [2025 - 26 calendar](#)

- CT-SEDS to TIDE sync improvements

- Change in Alert Notification on February 3

Same

- Designated supports and accommodations

- Data is still coming from PSIS and CTSEDS

- Cambium Systems

- Office Hours

- Processes for CAAELP Domain Exemptions and the Early Stopping Rule (ESR) for the Alternate Assessment System

- Teacher Training Slide Deck

- [Testing students out-of-state and in non-approved facilities](#)

- Rolling release of results

- Shipping paper manuals to districts

State Policy Regarding Assessment Participation

(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.

ESSA Requirements for Alternate Assessments

- ESSA placed a 1.0% cap on the state participation rate for each subject, based on the total number of all students in the state assessed in the subject (34 CFR 200.6(c)(2)). This is to ensure that students with the most significant cognitive disabilities have access to the grade level, general education standards.

- The CSDE has provided guidance and support to districts in making appropriate alternate eligibility determinations.

PSIS/TIDE/CT-SEDS
Data Sync

TIDE/PSIS Data Sync

District Administrators must 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.

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

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TIDE/PSIS Data Sync Facts

Testing Demographics SPED, FRL, EL/ML, Military Family, and Homeless values were loaded in November 2024.

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 30, 2025*. All changes to a student's status at the time of testing must be made by May 30, 2025.

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.

* Student demographic values will be locked in PSIS for the following assessments: March 7, 2025, for LAS Links and CAAELP; April 23, 2025, for the Connecticut SAT School Day; and May 30, 2025, for Smarter Balanced Assessments, NGSS, CTAS, and CTAA.

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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 [December 2024 edition](#) of the Student Assessment Newsletter for details on PSIS and state assessments.

CT-SEDS/TIDE Data Sync

- Designated supports and accommodations must be identified for the student's **current grade** in **finalized and implemented plans in CT-SEDS**.

- The Alternate Assessment Indicator in TIDE will activate for students who qualify for the Alternate Assessment per the completion of the Connecticut Alternate Assessment System Eligibility Form for the student's current grade.

- Designated supports and accommodations are updated daily in TIDE to reflect changes made to students' plans in CT-SEDS within 48 hours of finalization and the implementation date.

Refer to the [CT-SEDS to TIDE Designated Supports and Accommodations FAQ](#) for more information.

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!**

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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.

Important!

WARNING! YOU ARE ABOUT TO ADMINISTER A STATE SUMMATIVE (END-OF-YEAR) TEST.

All test items and test materials are secure and must be handled appropriately. Educators who administer Connecticut's summative assessments (e.g., Smarter Balanced, Connecticut Alternate Assessment, NGSS Assessments, and Connecticut Alternate Science) are required to maintain security of the tests, the testing materials, and the testing environment. Maintaining the security and integrity of the entire assessment process is vital to ensuring the reliability of the results and the validity of the inferences made about student performance.

Connecticut's test security requirements are outlined in the respective Test Administration Manuals listed below:

Smarter Balanced Test Administration Manual (see pages 2-4, 31 and 35)
Connecticut Alternate Assessment Test Administration Manual (see pages 25-29)
NGSS Assessment Test Administration Manual (see pages 9-12 and 45)

If you have any questions, please contact your School or District Coordinator.

WARNING! You are in the process of selecting a State Summative (End-of-Year) Test. Students only have one opportunity to take this test. Please confirm your selection below and click OK to continue. If you are ready to administer the SUMMATIVE TEST, type **Summative** in the box.

OK   Cancel

Improprieties, Irregularities, and Breaches

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

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.
Reset a Test	• Removes the test and scores from the system. • Enables student to start a new test.
Invalidate a Test	• Rarely used. • Eliminates the test. • Student does not receive a score.

Entering Appeals

Enter Appeals Judiciously	• Staff entering appeals should be trained. • CSDE is reviewing every appeal closely. • Provide necessary information 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.
Unsure of what to do, reach out for help	• Contact the CSDE with any questions. ctstudentassessment@ct.gov; 860-713-6860; 860-713-6862 or email Cristi.Alberino@ct.gov

Appeals Process for an Accommodation Issue

The DA must send a signed letter to the CSDE on letterhead that **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 SASID only** (no student name), 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

- 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.

- NGSS can be administered in one day or two consecutive days.
- The recommended testing time is **at least 90 minutes** for testing with an **additional 10 minutes** for directions.

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 access previously answered questions, only unanswered questions.

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Use "Raise Hand" Tool

CAI System

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

Secure Browser Updates

- The Secure Browser prohibits access to other programs or websites during testing.

- The 2024-25 Secure Browser was released in August 2024. Download the latest secure browser from the portal. **The secure browser from 2023-24 no longer works.**

- Students are required to use the Secure Browser to take the summative Smarter Balanced, NGSS, the CTAA math and ELA assessments, and the CAAELP.

Chrome Update

With the upcoming release of ChromeOS version 133 on the Stable channel, a required setting for the secure browser will no longer be enabled by default. District technology staff **must** utilize one of the options below to continue using the secure browser for student testing on ChromeOS devices.

1. Ensure all devices are on the Long-Term Support (LTS) channel or the Long-Term Support Candidate (LTC) channel. For more information on these channels, visit Long-term Support (LTS) on ChromeOS.

2. Enable the *NativeClientForceAllowed (NaCl)* setting in the ChromeOS Management Console. For more information on enabling NaCl, visit Chrome Enterprise Policy List & Management | Documentation

Taking these actions now ensures that the ChromeOS Secure Browser will be usable for the remainder of the 2024-2025 school year.

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- All user accounts were rolled over and passwords reset in August 2024.

- If you log in on a new device or browser (or clear the cache) you must enter an emailed code after passing the login screen. This step does not occur when you activate your account.

TIDE ⌄

Select System

TIDE

AVA

TA Training Site

Test Administration

Centralized Reporting System

Tools for Teachers

Preparing for Testing
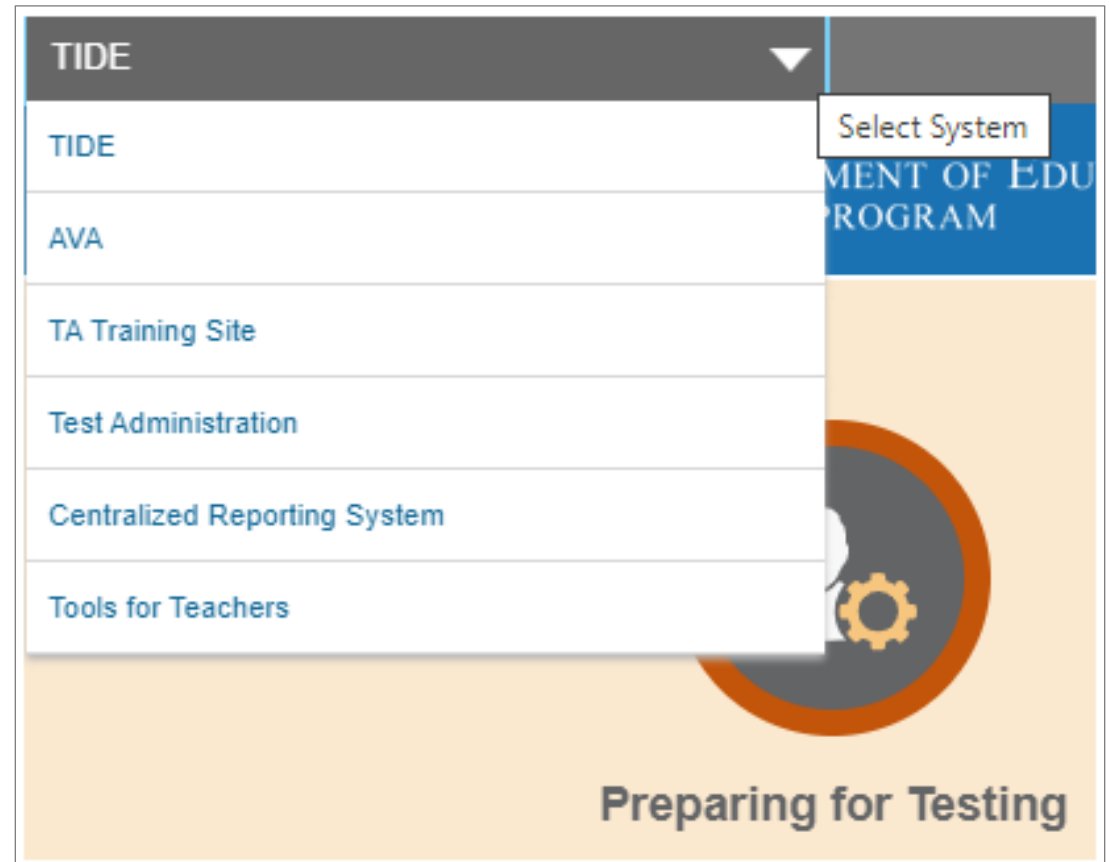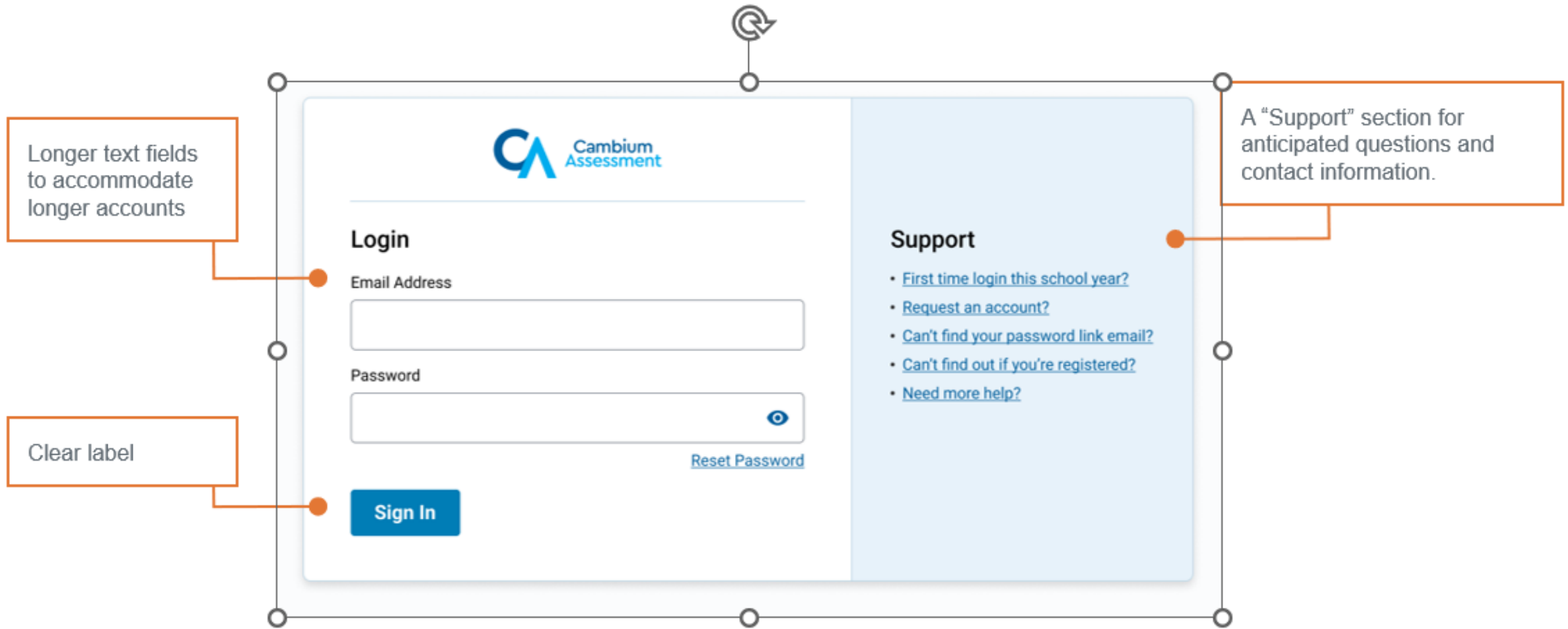
New password policy

- Password policy effective Fall 2024:
    - One (1) uppercase letter
    - One (1) lowercase letter
    - One (1) number
    - One (1) special character
    - Min 12 characters (increase from min 8 characters)
    - Different from last 24 passwords (increase from last 2 passwords)

Single Sign-On – User Interface Improvements

Longer text fields to accommodate longer accounts

Clear label

A "Support" section for anticipated questions and contact information.

CA Cambium Assessment

Login

Email Address

Password 👁

Reset Password

Sign In

Support

- First time login this school year?
- Request an account?
- Can't find your password link email?
- Can't find out if you're registered?
- Need more help?

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Test Information Distribution Engine (TIDE)

Refer to the <u>TIDE User Guide</u> 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 (<u>Understanding and Creating Rosters</u>)
- Order Paper Materials (i.e., large print and braille test booklets)
- Run Participation Reports (<u>Accessing Participation Reports</u>)

TIDE Reminders

- All students taking a summative assessment 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.

Administering Tests

SYSTEM

Test Administration

Create and manage test sessions.

SYSTEM

Data Entry Interface

Enter student responses for braille and large print paper tests and scores from the Connecticut Alternate Science (CTAS) Assessment Student Score Worksheet.

TIDE Upload-ready Student Settings Report

Student settings can be exported from TIDE in the same format as the upload file.

TIDE Participation Reports

- Plan and Manage Testing

- Test Status Code Report

- Test Completion Rates

- Test Session Status Report

- Test Progress Summary

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- Used to summarize the number and percentage of students who have started or completed a test.

- Generated at the district or school level, depending on your user role.

- Includes all students in the specified school or district.

- 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.

TIDE Participation Reports
(Test Status 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.

- Generated at the district level or at the school level, depending on your user role.

- Generated for each test to obtain an accurate picture reflecting the testing status of all students for all tests by school or district.

- Useful for summative assessments.

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The Plan and Manage Testing Report in TIDE has undergone a complete redesign.

The new design:

- Provides a more intuitive, unified interface

- Supports users at all levels in quickly finding the information they need to monitor and manage testing

- Minimizes mouse clicks and decision points
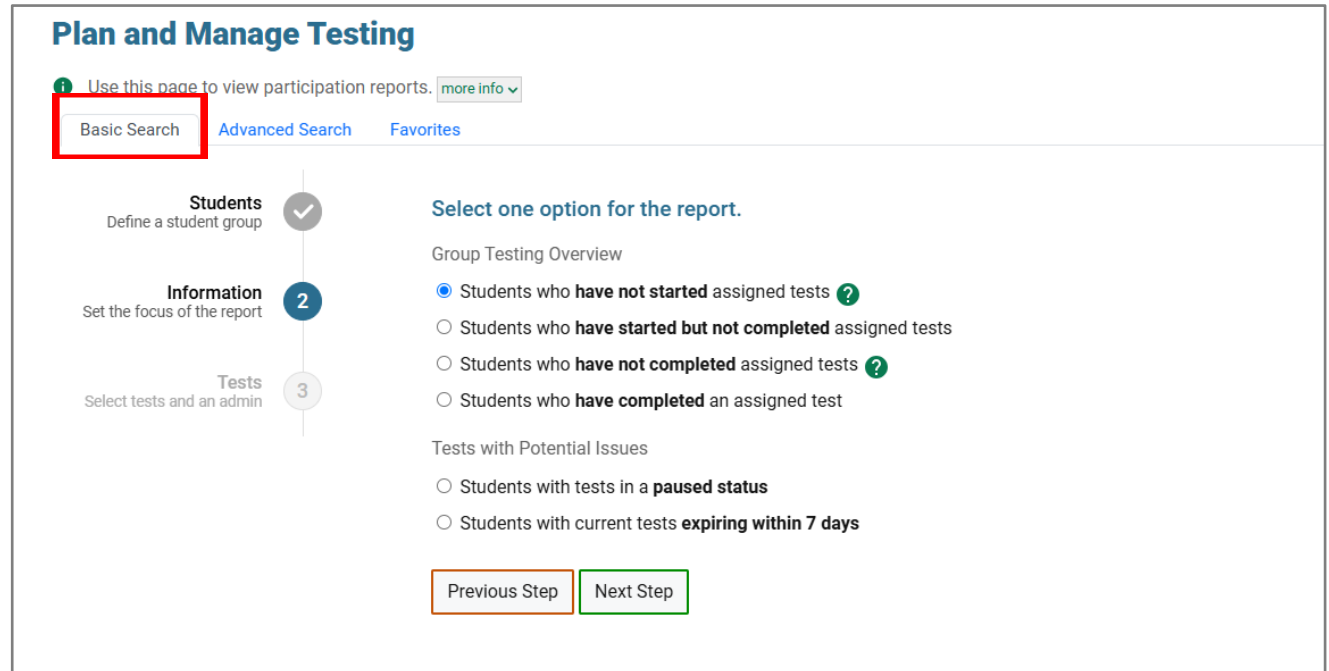
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The Plan and Manage Testing Report includes quick-access reports and smart defaults.

- This means fewer mouse clicks and fewer decisions required of users to answer questions such as, "Who still needs to test?"

- "Smart defaults" means TIDE will preselect as many options as possible based on a user's role, the most important test window to monitor right now, and so on.
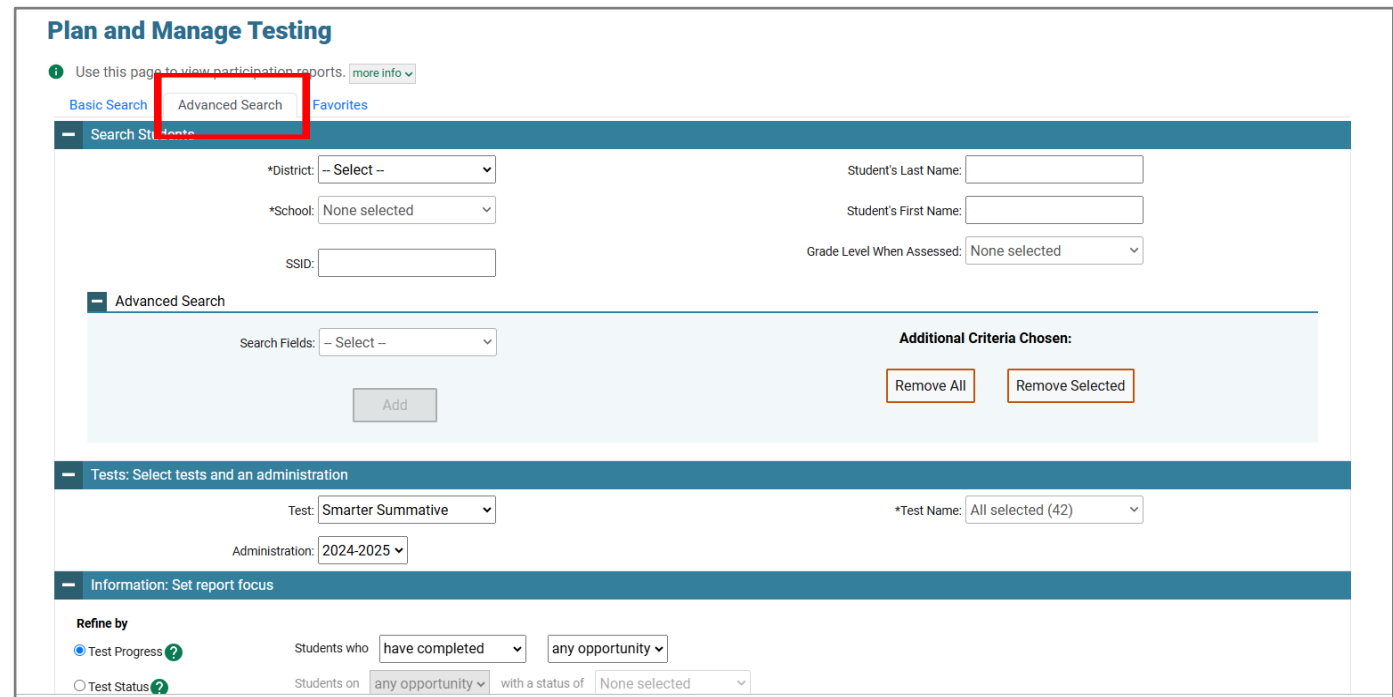
Plan and Manage Testing

ⓘ Use this page to view participation reports. more info ⌄

Basic Search   Advanced Search   Favorites

Students
Define a student group   ✓

Select one option for the report.

Group Testing Overview
- ● Students who **have not started** assigned tests ⍰
- ○ Students who **have started but not completed** assigned tests
- ○ Students who **have not completed** assigned tests ⍰
- ○ Students who **have completed** an assigned test

Information
Set the focus of the report   2

Tests
Select tests and an admin   3

Tests with Potential Issues
- ○ Students with tests in a **paused status**
- ○ Students with current tests **expiring within 7 days**

Previous Step   Next Step

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If you need something more than the quick-access report, the original Plan and Manage Testing report can be found under advanced search. This will allow you to create more detailed participation searches.

Plan and Manage Testing

Use this page to view participation reports. more info ⌄

Basic Search   Advanced Search   Favorites

— Search Students

*District: — Select —   Student's Last Name: [   ]

*School: None selected   Student's First Name: [   ]

SSID: [   ]   Grade Level When Assessed: None selected

— Advanced Search

Search Fields: — Select —   **Additional Criteria Chosen:**

                                Remove All   Remove Selected

Add

— Tests: Select tests and an administration

Test: Smarter Summative   *Test Name: All selected (42)

Administration: 2024-2025

— Information: Set report focus

Refine by

○ Test Progress ?   Students who have completed   any opportunity

○ Test Status ?   Students on any opportunity with a status of None selected

You can also create your own personal report and save it which will allow you to return to and rerun the report.

The Test Progress Summary provides charts of the information available in Test Completion Report to provide a quick visual reference. You can also view the data on the screen, as well as export it.

TIDE Participation Reports
(Test Progress Summary)

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🏠 ⚙️ Preparing for Testing   👤 Administering Tests   Student ID/User Email [   ] 🔍

Monitoring Test Progress ⌄   **Print Testing Tickets** ⌄   **Appeals** ⌄

Test Progress Summary

ℹ️ The charts on this page show information from the Test Completion Rates (TCR) report. [more info ⌄]

Student Group :   Demo District 1 - 9999999999,   [Change Student Group]   Test Progress Legend: 🟢 Completed   🟠 In Progress   ⚪ Not Started

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➖ Open Test Windows

Smarter ICA	**Smarter IAB**	**NGSS Interim Assessments**	**Smarter Summative**
99.9%	100.0%	100.0%	100.0%
Total Eligible Tests: **66,180**	Total Eligible Tests: **505,365**	Total Eligible Tests: **537,463**	Total Eligible Tests: **16,789**
show details ⌄	show details ⌄	show details ⌄	show details ⌄

| **NGSS Summative**	**CTAA**	**CTAS**	**CAAELP (Alt ELPA)**
100.0%	100.0%	100.0%	99.5%
Total Eligible Tests: **2,402**	Total Eligible Tests: **268**	Total Eligible Tests: **48**	Total Eligible Tests: **6,426**
show details ⌄	show details ⌄	show details ⌄	show details ⌄

➕ Past Test Windows

Click on any test above to toggle between the summary and detail views, or to expand all click [show all details]
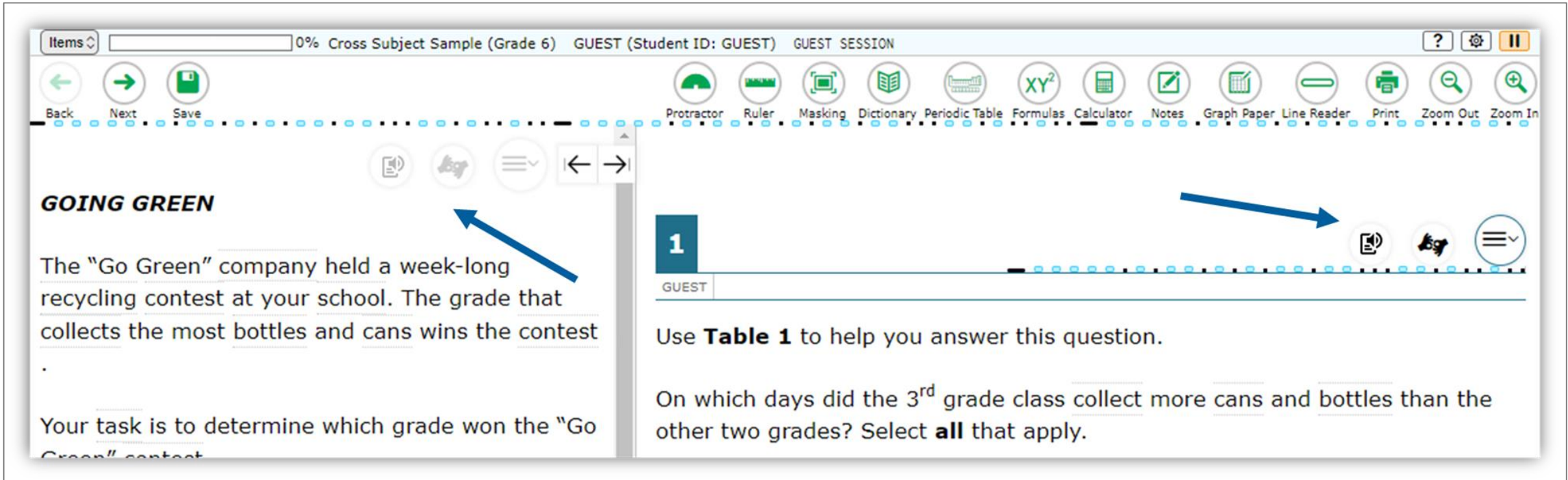
TIDE Participation Reports (Test Progress Summary)
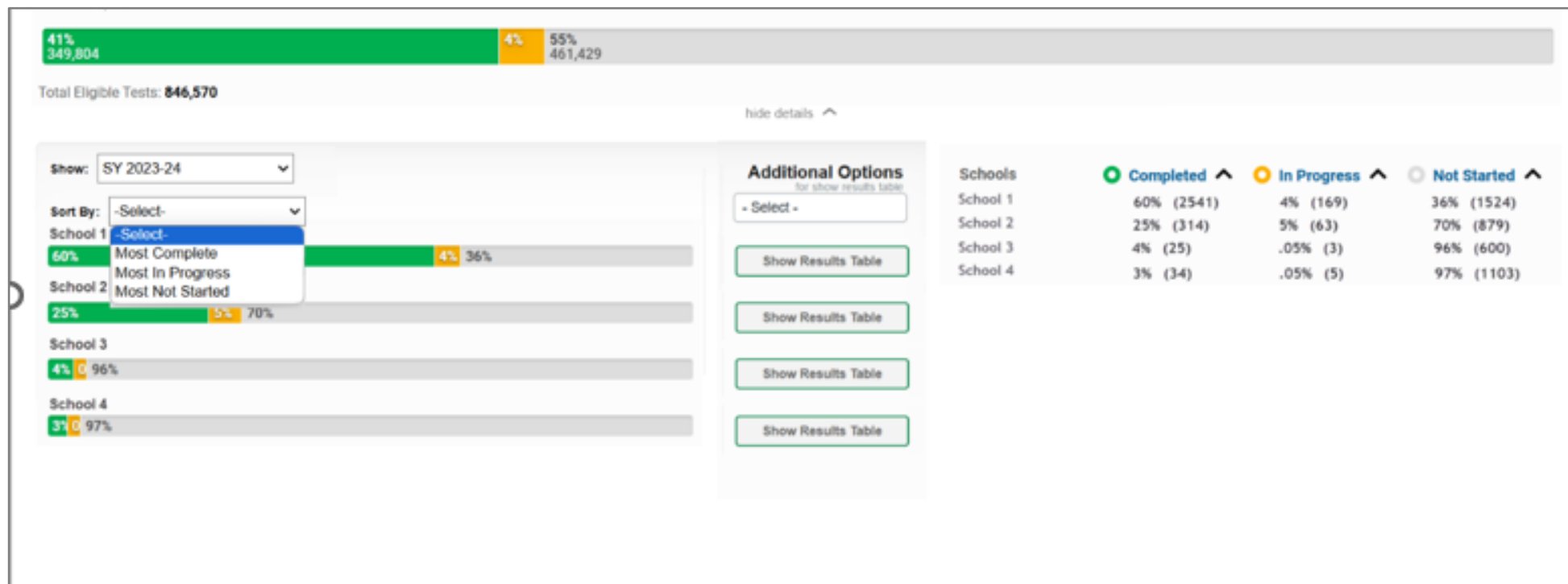
- Tools that students use on the tests are typically added inside the context menu. These tools include; TTS, ASL, strikethrough etc. This potentially creates a problem where students don't know they have access to an important feature like Text-to-Speech or American Sign Language until they "discover" it through opening the context menu.

- This has been done for years now to avoid too much clutter on the screen, which might distract students while they are testing."

- Our new feature, called Toolstrips, will elevate really important features like TTS and ASL outside that menu and give them their own dedicated button.

TDS: Tool Strips

New, dedicated buttons for frequently accessed, very important accommodations like TTS and ASL.

TDS: Text-to-Speech Tracking by Line

- TDS highlights words as they are spoken aloud with text-to-speech. CAI has now added the ability to sentence tracking as well.

- The new TTS Tracking functionality will now highlight the word that is spoken aloud *and* the line that the word is on.

1   McGregor led us out of the barn on his stallion, followed by me on my mare, while my father brought up the rear on White Lightning. Breathing in lungfuls of crisp mountain air, we circled once around the corral and headed across a field into the forests beyond. I concentrated on holding the reins in one hand while

Use "Raise Hand" Tool

Accessibility and Special Populations

Connecticut Alternate Assessment Eligibility Form	CAAELP (Grades K-12 EL/ML students) and CTAA and CTAS (Grade 11)- Due **December 20, 2024** CTAA (Grades 3-8, and newly identified students in Grade 11) and CTAS (Grades 5, 8, and newly identified students in Grade 11) – Due **February 1, 2025**
Emergency Medical Exemptions	Smarter Balanced, NGSS, and CTAA/CTAS - due by **June 6, 2025**
Customized or Temporary Accommodations	DAs must request well in advance of testing.
Early Stopping Rule CTAA/CTAS	Student Response Check (SRC) completed by TEA no later than **February 1, 2025.** The DA in TIDE submits Connecticut Alternate Assessment System Early Stopping Rule Request and Attestation Form via TIDE Forms by **March 1, 2025.**

Who is Eligible for Supports and Accommodations?

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Designated supports and accommodations are determined based on student need.

- IEP determined per the PPT

- Section 504 Plan determined by the Section 504 Team

- EL/ML Language Plan determined by an educator team

- Educator(s) recommendation determined by an educator team

Educator Teams include but are not limited to the:

- Classroom teacher

- Special Education Teacher

- English learner/multilingual learner instructor

- Special service providers (e.g., speech/language specialist, reading/math coach)

- Student

- Parent/Guardian

- Planning and Placement Team

- Section 504 Team

- How many students receive designated supports, language supports (for EL/ML), and accommodations?

- What types of designated supports, language supports, and accommodations are provided, and are some used more than others?

- Does the student have an IEP or Section 504 Plan? If so, accessibility needs should be considered across instructional and assessment areas.

- What is our district plan for identification of accessibility features, implementation, evaluation of usage, and determination of need based on student barriers and increased access?

- What are the specific barriers that the individual has that require universal tools, designated supports, language supports, or accommodations within the learning environment?

- What considerations have been reviewed for student accessibility and independence along the continuum of services for access?

- What are the specific universal tools, designated supports, language supports, or accommodations being used within the learning environment with success that are providing the student with access?

- Has the student utilized the universal tools, designated supports, language supports, or accommodations within the educational setting? If yes:

  - What was the level of student usage?

  - Has it shown that it increases accessibility?

  - Has it shown that it increases independence?

Trial the designated support, language supports (for EL/ML), and/or accommodations within the practice test in TIDE. What was the student's level of:

- Automaticity
- Independence
- Usage

Talk to the student about their perception of how well the universal tools, designated supports, language supports, or accommodations worked.

[CCSSO Questions to Ask When Selecting Accessibility Supports](various tools that elicit discussion with educator teams, student, parent/guardian, and classroom teacher)

Resources for Accessibility Planning

From the CCSSO Accessibility Manual
ACCESSIBILITY SUPPORTS IN THE CLASSROOM: QUESTIONS FOR EDUCATOR TEAMS

Use this chart to track different aspects of the way(s) in which a student uses accessibility supports (universal tools, designated supports, and accommodations) in each classroom setting. This will help inform consistent decision-making on accessibility supports.

Student Name_____ Grade_____ Date _____

Disability_____ Languages_____ Accessibility Support _____

Each team member answers questions about the implementation of the accessibility support the student uses in their class.

ACCESSIBILITY SUPPORT Team Members (e.g., teacher, parent, specialist)		
SPECIAL ED TEACHER	EL/ML TEACHER	CONTENT
1. Is it noted in student's planning tool (such as a student profile) **and/or EL/ML, IEP, or Section 504 Plan?**		
2. For what types of task(s) is it used?		
3. Does the student use it for that task every time? Note how often.		
4. Does the student use it alone or with assistance? (e.g., aide, peers?)		

ACCESSIBILTY SUPPORTS FROM THE STUDENT'S PERSPECTIVE

Adapted from *A Student's Guide to the IEP* by the National Dissemination Center for Children with Disabilities, use this questionnaire to collect information about needed accessibility supports from the student's perspective. The questions can be answered by the student independently or as part of an interview process or discussion at a Planning and Placement Team Meeting or Section 504 Convening. Be certain that the student understands the concept of "accessibility supports" (universal tools, designated supports, and accommodations), and provide examples as necessary. Also, provide a list of possible accessibility supports to give the student a good understanding of the range of supports that may be available.

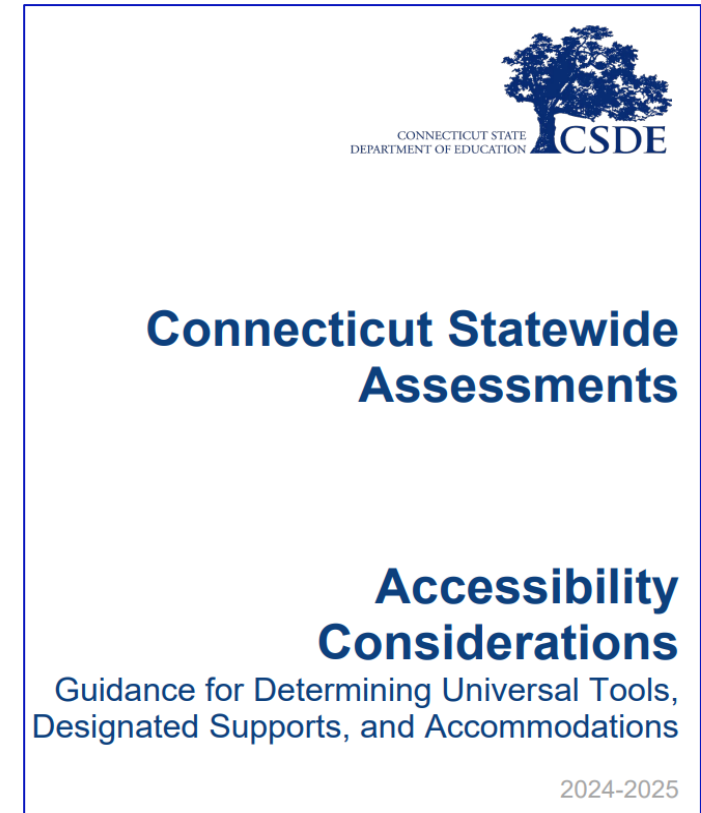Student Name _____ Grade_____ Date_____

Educator Name_____ Role _____

ACTIVITY (e.g., vocabulary, grammar, reading, writing, listening, drawing, homework, subject, recall, groupwork)	ACCESSIBILITY SUPPORT Used for individual or independent activity	HELPFULNESS Is the accessibility support helpful?		ACTION STEP (Keep, remove, change support)	REASON FOR ACTION STEP
		YES	NO		
What parts of learning are easiest for you?					
EXAMPLE Class discussion in history	Questions translated	X		Keep it	It helps me know what other students are talking about.
What is something in class that you do well?					
EXAMPLE Listening	Note taking	X		Keep it	It helps me focus.

Excerpts from the CCSSO Questions to Ask When Selecting Accessibility Supports

- Develop a systematic process across the district.

- Provide training to educators on available accessibility tools and supports.

- Communicate expectations and responsibilities to ensure effective implementation and fair/valid test experience for all students.

CONNECTICUT STATE DEPARTMENT OF EDUCATION CSDE

Connecticut Statewide Assessments

Accessibility Considerations
Guidance for Determining Universal Tools, Designated Supports, and Accommodations

2024-2025

CT-Assessments-Accessibility-Considerations.pdf

Which Types of Accessibility Supports are Available?

2024-25 Accessibility Features for Connecticut Smarter Balanced and Next Generation Science Standards (NGSS) Assessments

Universal Tools – Available to All Students		Designated Supports – Available to Any Student With a Need Determined by Educator Teams		Accommodations – Available to Students with an IEP or Section 504 Plan	
Embedded	**Non-Embedded**	**Embedded**	**Non-Embedded**	**Embedded**	**Non-Embedded**
Digital Notepad	Scratch Paper/ whiteboard with marker	Print Size Online	Magnification	Permissive Mode (compatible third-party accessibility software)	
English Glossary ^		Color Contrast	Color Contrast	Refreshable Braille	
Expanded Passages/ Stimuli/Items		Masking	Color Overlay	Braille Type (UEB/UEB Nemeth)	Braille Booklet (UEB/UEB Nemeth)
Highlighter		Mouse Pointer			Large Print Booklet
Keyboard Commands		Streamline			
Line Reader		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; NGSS Read Aloud Guidelines	American Sign Language Video (ELA Listening, Math) ^	Human Signer/Visual Support for ELA Items and Math/Science Stimuli and Items # ~ +
Mark for Review		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		Human Signer/Visual Support for ELA Reading Passages (Grades 3-8) # ~ +
Math Tools		Spanish Presentation (Math, Science) (Toggle) *		Braille/Audio Transcription (ELA Listening) +	
Writing Tools				Closed Captioning (ELA Listening)	
Strikethrough		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.) *^**	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
Zoom		Turn off any universal accessibility tool			Alternate Response Options
Desmos Calculator (Math Segment 1 ONLY, Grades 6-8; Science Grades 5, 8, and 11)	Calculator (Science Grades 5, 8, &11)		Smarter Balanced Translated Test Directions (Math, ELA) *	Word Prediction ^	
			Bilingual Dictionary (Science) *	Speech-to-Text + ^	Scribe # ~ +
			Simplified Test Directions (Test Administration Manual for Math and ELA) ^ +		Abacus
NGSS Periodic Table (Grades 8 & 11) English and Spanish	NGSS Periodic Table (Grades 8 & 11) English and Spanish *		Native Language Reader of Test Directions (Test Administration Manual for Math, ELA, Science) * +		(Braille/Talking) Specialized Calculator (Math Grades 6-8 Segment 1 ONLY; Science Grades 5, 8, & 11) +
			Translated Test Directions in ASL (Test Administration Manual for Math, ELA, Science) +		Calculator (Math Grades 6-8 Segment 1 ONLY) #
Breaks			Printed Test Directions in English (Test Administration Manual for Math, ELA, Science)		Multiplication Table (Grades 3-8)
			Separate Setting		100s Number Table (Grades 3-8)
			Amplification +		Math Manipulatives (Grades 3-8) # +
			Noise Buffer		Print on Demand # + (Contact the CSDE)
					Medical Device (e.g., glucose monitor)
					Customized Medical Accommodations # ~ + (Contact the CSDE)

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

Key

^ NOT available for Science

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

+ Individual Test Setting

Special Documented Accommodation

~ Requires Trained Educator

This resource was updated 11/22/24.

Connecticut State Department of Education

Welcome to the Connecticut Comprehensive Assessment Program Portal

smarter BALANCED — Smarter Balanced Assessments

NEXT GENERATION SCIENCE — NGSS Assessments

Alternate Assessment System

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Universal Tools

(embedded and non-embedded): available to **all** students based on student preference and selection (e.g., highlighter, notepad).
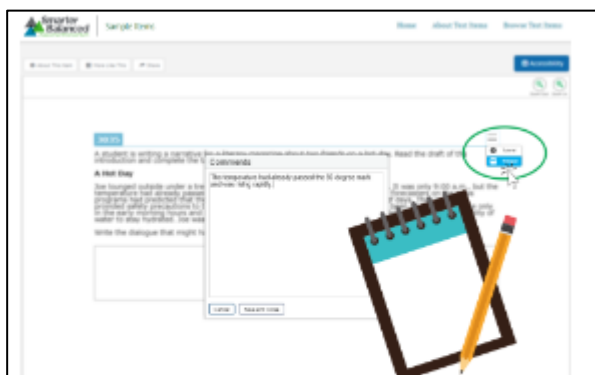
The notepad is a universal test tool available on interim assessments, the summative tests, and practice tests.

What to Know

Universal Tools

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

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

- include non-embedded tools if needed by the student (Refer to Accessibility Chart).
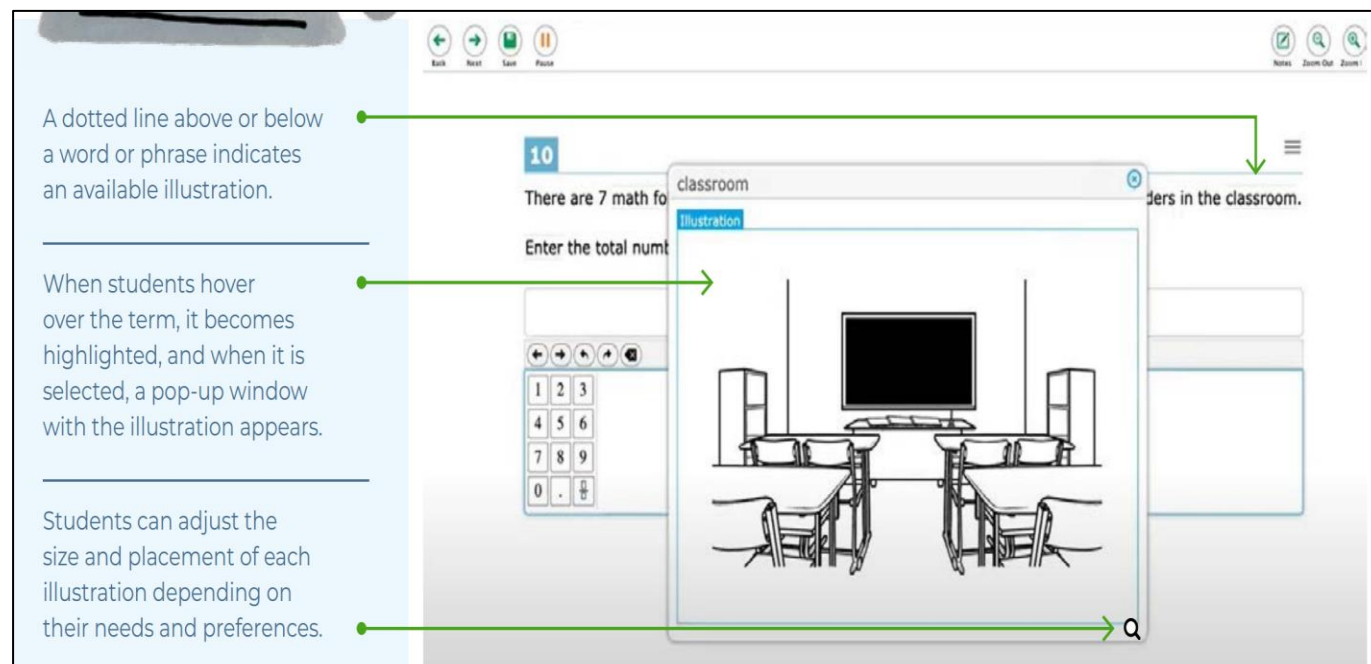
Resource: Five Built-in Test Tools Students Should Know (and Use!)

Designated Supports (embedded and non-embedded): accessibility features available for use by any student (determined by educator team with input from the parent/guardian and student).

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

- Establish a process for setting designated supports in TIDE for eligible students who do **<u>not</u>** have an IEP or Section 504 Plan.

- Test supports must be set prior to the start of the student's test session.

- If using a batch file to upload accessibility supports to TIDE, be sure to **remove** any records of students that have IEP/Section 504 Plans.

- Refer to the [Documenting Designated Supports and Accommodations in TIDE](#) and the [TIDE User Guide](#) for more information.

Documenting Designated Supports and Accommodations in TIDE (Updated 11/25/24)

The CSDE preloaded K-12 student data from the Public School Information System (PSIS) into TIDE on August 22, 2024. This will allow districts to document designated supports in TIDE for students who will participate on the optional interim assessments this fall and on summative assessments in spring 2025. To ensure accurate and appropriate documentation, this resource identifies two different processes for:

- Students in the general education population who do not have an Individualized Education Program (IEP) or Section 504 Plan.
- Students who are identified as Special Education or Section 504 and have a finalized and implemented plan in CT-SEDS.

For Students Without IEPs/Section 504 Plans

Effective on August 22, 2024, designated supports **for students who are not identified as Special Education or Section 504** can be entered directly into TIDE by the District Administrator (DA) or School Test Coordinator (SC) either manually or via the upload process. If conducting a batch upload, remember to remove records for students with IEP/Section 504 Plans.

Designated supports must be entered prior to testing. They will be visible in the Test Administration Interface and will be immediately available to the student for use while taking an interim or summative assessment. Once a designated support is set in TIDE, this setting will persist until the end of the school year unless otherwise adjusted. Also note that many designated supports are not retroactive (e.g., text-to-speech), meaning that if the support is not reflected in TIDE prior to testing, it will not be available on the test form. Instead, an appeal may need to be submitted through TIDE to generate a new test form with the updated test setting.

Please refer to the Accessibility Chart and the Embedded and Non-Embedded Designated Supports for English Learners/Multilingual Learners for additional guidance.

For details about entering designated supports in TIDE, refer to Section 1 of this document.

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;

- allow students to show what they know and can do.

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

What to Know

Accommodations:

- must be documented for the student's current grade in a finalized and implemented plan in CT-SEDS.

- sync directly from CT-SEDS to TIDE.

- should be integrated into all district, school, and/or classroom processes which prioritize student access needs.

Designated Support/Accommodation Eligibility

- The IDEA or Section 504 indicator (based on the PSIS registration fields) must be set to Yes for accommodations to sync from CT-SEDS.

- The 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.

IDEA Indicator: ○ BLANK ● Yes

*Section 504: | Yes ▼ |

EL/ML: ○ BLANK ● Yes

Reader Options Resources 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 resource provides information about designated supports and accommodations that provide access to print/text.

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. Please note, that students who are identified as Special Education or Section 504 should have any designated support documented within their finalized and implemented Individualized Education Plan (IEP) or Section 504 Plan prior to test administration. If the plan is finalized and implemented within CT-SEDS prior to testing, the designated support will sync with TIDE. Designated supports should **not** be manually entered nor included in a batch upload to TIDE for students with an IEP or Section 504 Plan. 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.

Reader Options Table for Smarter Balanced & NGSS

[Connecticut Smarter Balanced and NGSS Assessments Reader Options Table](#)

This resource provides a quick glance at reader supports by accessibility type and assessment.

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. If the student has an Individualized Education Program (IEP) or Section 504 Plan, the TTS of ELA Items should be: a) documented within the District and State Testing tile/section of the plan and b) finalized and implemented in CT-SEDS prior to testing. 2. If the designated support is selected in a finalized and implemented plan in CT-SEDS prior to student testing, the support will sync with the Test Information Distribution Engine (TIDE) system. **Designated supports should not be manually entered nor included in a batch upload to TIDE for students with an IEP/Section 504 Plan.** 3. Although no formal documentation is required by the Connecticut Department of Education (CSDE) for students who do not have an IEP or Section 504 Plan, it is highly recommended that the district adopt consistent policies and practices for assigning designated supports and communicate them to appropriate staff. 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 or include in a batch upload file to 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. If the student has an IEP or Section 504 Plan, the TTS of Math and Science Stimuli & Items should be: a) documented within the District and State Testing tile/section of the plan and b) finalized and implemented in CT-SEDS prior to testing. 2. If the designated support is selected in a finalized and implemented plan in CT-SEDS prior to student testing, the support will sync with TIDE. **Designated supports should not be manually entered nor included in a batch upload to TIDE for students with an IEP/Section 504 Plan.**

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

- Used by educators (including PPTs/Section 504 Teams) to establish the extent of need of this reader accommodation for the text-to-speech (TTS) of ELA Reading Passages.

- This accommodation is intended for students:
  - with a documented print disability
  - with significant visual disabilities
  - who are blind with inadequate braille skills

- Complete and maintain this form locally with the student's record.

Documented Evidence for Read Aloud of the Smarter Balanced ELA Reading Passages

Non-Embedded Read Aloud of ELA Reading Passages

- Teams should complete the [Documented Evidence for a Read Aloud of the Smarter Balanced ELA Reading Passages](#) and maintain with the student's record.

- 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).

2024-25 Documented Evidence for a READ ALOUD of the Smarter Balanced ELA Reading Passages

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, trained and qualified 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 use on statewide assessments, they should also be consistently embedded and accessed in the student's instructional setting. It is recommended that a consistent process in each district be used to determine and communicate decisions regarding these supports for individual students. If this designated support is determined as a need for a student who is identified as special

What are Special Documented Accommodations?

Special Documented Accommodations are:

- non-standard accommodations.

- align to those used by the student during instruction and in other learning environments.

- must be administered in an individual test setting.

Special Documented Accommodations may include:

- Scribe

- Read Aloud of ELA Reading Passages

- Human Signer/Visual Support for Smarter Balanced ELA or Math and/or NGSS (includes directions, math and science items and stimuli, and ELA items [Not Reading Passages])

- 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

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Teams and DAs should:

- review the [Special Documented Accommodations for Smarter Balanced and Next Generation Science Standards (NGSS) Assessments Overview](#) for a listing of corresponding guidelines and protocols.

- work with teachers/test administrators to access and review applicable guidelines for those that qualify well in advance of testing.

- ensure completion/signoff of a security/confidentiality form (collect and maintain locally).

CSDE CONNECTICUT STATE DEPARTMENT OF EDUCATION

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 Individualized Education Program (IEP)/Section 504 Plan. These accommodations typically align to those used by the student during instruction and in other learning environments.

When considering special documented accommodations on statewide assessments, PPT/Section 504 Teams should choose the accessibility supports that provide the greatest extent of independence and access. However, accommodations should be carefully selected based on each student's unique learning profile as supports that do not meet the specific access needs may cause unintended barriers or compromise the validity of the student's performance on the assessment(s) and the constructs being measured.

Special Documented Accommodations may include:
- Scribe
- Read Aloud of ELA Reading Passages
- Human Signer/Visual Support for Smarter Balanced ELA or Math and/or NGSS (includes directions, math and science items and stimuli, and ELA items [Not Reading Passages])
- 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.

Large Print and Braille Test Booklets

Large Print and Braille Test Booklets

District Administrators can order large-print and braille kits for Smarter Balanced and NGSS in TIDE any time after January 27, 2025.

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.

How to Order Large Print and Braille Test Booklets

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.

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

What are the characteristics of a student with the most significant cognitive disabilities?

The Connecticut Alternate Assessment System is designed for a very small number of children with the **most significant cognitive** disabilities. Characteristics include:

- The identification of one or more of the existing categories of disability under the IDEA

- Significant Intellectual Impairment

- Functional adaptive skills are well below age level expectations

- Need for intensive instruction and significant supports

What are the characteristics of alternate assessments?

Based on grade-level learning standards developed for students with the **most significant cognitive disabilities**, the Connecticut Alternate Assessment System adjusts for:

- **Depth** (the level of cognitive complexity of the knowledge, skills, and abilities within the standard),

- **Breadth** (how many standards are measured), and

- **Complexity** (describes the difficulty of content with built-in scaffolding to support accessibility needs).

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What are the characteristics of alternate assessments?

Alternate Assessments incorporate:

- Optimal testing conditions that must be provided to all students who take the test

- Accessibility features that must be provided to students as needed

- Accommodations and assistive technology that students should receive per their IEP (if applicable) in conjunction with CSDE testing policies and procedures

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Connecticut Alternate Assessment System for Eligible Students

- PPTs determine eligibility by completing the Connecticut Alternate Assessment System Eligibility Form in CT-SEDS.
- If the student doesn't meet eligibility, plan for standard testing with accommodations and assistive technology (if applicable).
- Once IEP is finalized and implemented, CT-SEDS will sync with TIDE to turn on the Alternate Assessment Indicator.
- Refer to the [Annotated Connecticut Alternate Assessment System Eligibility Form](#) for additional considerations and guidance.
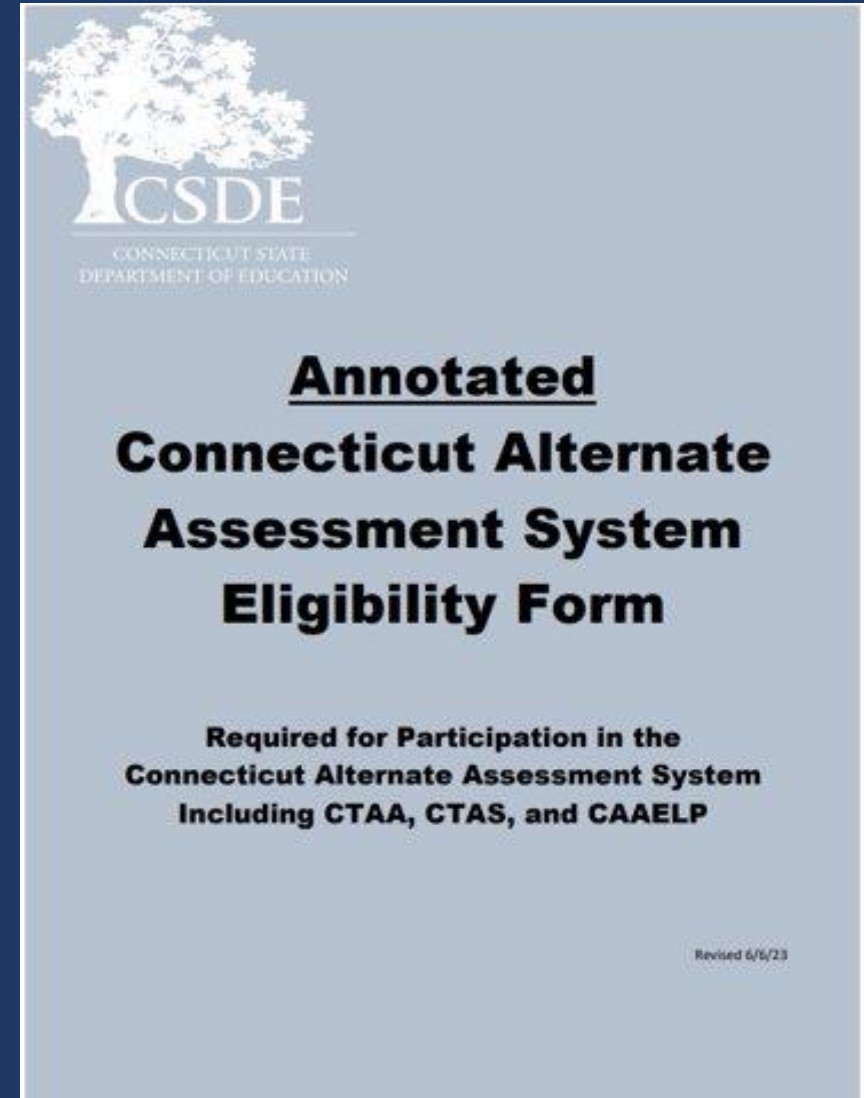
CT-SEDS: Alternate Assessment Eligibility

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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.

⌄ Statewide Assessment Information

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

ⓘ

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

☑ 5th Grade
☑ 6th Grade

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

Has the student been identified as an English Learner?

Yes
Yes

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

Is the student being considered for participation in the Connecticut Alternate Assessment system (CTAA, CTAS, and/or CAAELP)?

☐ Yes   ☐ No

SAVE

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

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

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

   ○ A. Student has adaptive behaviors necessary for the student to live independently and function safely in daily life for their age group (34 CFR §§ 200.1(d) and 300.160 (c)).
   ● B. Results of adaptive behavior assessment(s) (e.g., scored more than 1.5 standard deviations below average)

   Assessment Used
   Vineland Adaptive Behavior Scale ⌄

   Date Completed   Composite/Functional Score
   01/03/2023   24

   Assessment Used
   Vineland Adaptive Behavior Scale ⌄

   Date Completed   Composite/Functional Score
   mm/dd/yyyy

   Assessment Used   ⌄

   Date Completed   Composite/Functional Score
   mm/dd/yyyy

3. Student requires intensive instruction and significant supports.
   ○ A. Student does not require extensive, repeated, individualized instruction.
   ● B. Student requires extensive, repeated instruction and support that is not of a temporary or transient nature, and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, demonstrate, and transfer skills.

Verification

☑ The PPT verifies that supporting evidence related to the student's assessment options was discussed and this student meets the eligibility criteria for participation in the Connecticut Alternate Assessment System.

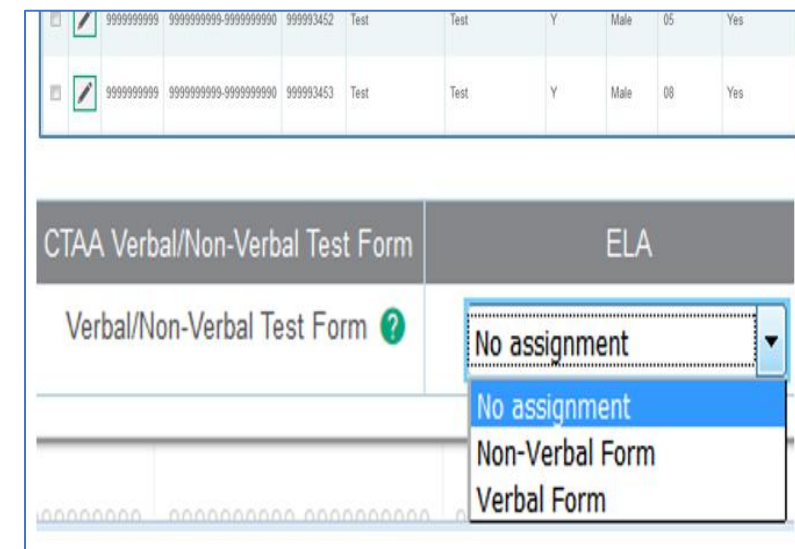**SAVE**

Connecticut Alternate Assessment System

	CTAA for Math and ELA (Grades 3-8, 11)	CTAS (Grades 5, 8, 11)	CAAELP (Grades K-12)
Required Administration Materials	Administered online with secure Directions for Test Administration (DTAs) and Test Administration Manual.	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 online 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 24 and May 30, 2025.	None

- The Non-Verbal Form presents the Open Response items in a Selected-Response format for students who <u>do not</u> respond:

  - with oral speech;

  - are blind, deaf, or deaf-blind; or

  - use augmentative and alternative communication (AAC).

- The forms differ in the presentation of the foundational word identification items or Open-Response (OR) items.

- The form assignment must be made in TIDE prior to test administration.

The default setting is the Verbal form. Procedures for selecting the form are located in the *CTAA Test Administration Manual*.

Training Requirements for the CTAA/CTAS

CONNECTICUT
Education

- Connecticut Alternate Assessment System Training must be completed **annually by certified educators administering the alternate (TEAs).**

- Training is online and available on the <u>Alternate Assessment web page</u> on the portal.

- TEAs must complete and pass the end-of-training quiz with a score of at least 80 percent or better.

Resources

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

Resources to Support Alternate Assessment 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](#).

Training Requirements for the CAAELP (Grades K-12)

CONNECTICUT Education

- 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
- 2024-25 Connecticut Alternate Assessment System Early Stopping Rule

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Use "Raise Hand" Tool

Thank you!!!!

Thank you for attending and for all you do for your students.

Connecticut State Department of Education