

District Administrator Training

January 2026





Webinar Reminders

- 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.
- 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 are scheduled.
- Thank you for attending and enjoy the webinar!



The Performance Office

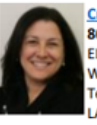
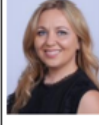
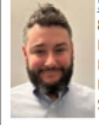
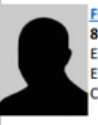
Data Collection, Assessment, Information Technology, Reporting, Research, and Accountability

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

Expert Areas			
Note: To email a person directly, click on their name. The email format is firstname.lastname@ct.gov .			
Data Collection	Student Assessment	EdSight	
 Keryn Felder 860-713-6833 Teacher Course Student, ED166 Discipline, PSIS, Website, Qualtrics	 Cristi Alberino 860-713-6862 ELA, Interims Writing Portfolio Testing Support LAS Links	 David Alexandro (860) 713-6881 Early Indication Tool, EdFacts Interim, Data Loads, Public/Secure Reports, Shortage Areas, Special Analyses	 Danielle Bousquet (860) 713-6832 Accountability Data Loads Public/Secure Reports P20WIN, Special Analyses
 Laura Guerrera 860-713-6898 Special Ed. – CTSEDS SEDAC Directory Manager Restraint and Seclusion	 Deirdre Ducharme 860-713-6859 Accessibility Accommodations Special Populations Testing Support	 Philip Gillett (860) 713-6893 EdFacts Coordinator SAT/AP, ACT, IB Data Data Loads Public/Secure Reports	 Stephanie O'Day 860-713-6803 Public/Secure Reports Data Loads Promotions Special Analyses
 Ada Kovaci-Kume 860-713-6855 CT-SEDS Eval. Timelines Pre-K Special Ed. K-3 Reading	 Jeff Greig 860-713-6854 NGSS Testing Support	 Briana Hennessy (860) 713-6873 Data Loads, Public/Secure Reports, P20WIN, Attendance, Special Analyses	 Samuel Kamin 860-713-6877 Perkins Public/Secure Reports Data Loads Special Analyses
 Raymond Martin 860-713-6876 Educator Data/Eval. Non-Certified Staff ED165 School Data Physical Fitness Directory Manager	 Michelle Rosado 860-713-6748 SAT, PSAT, AP ED159 Collection Testing Support Newsletters	 Christopher Zachau 860-713-6873 Summer EBT Program Free/Reduced Price Meal Eligibility Data Data Loads	 John Watson 860-713-6899 EdSight PM Data Loads Release Management
 Kendra Shakir 860-713-6896 PSIS Registration PSIS Oct/June PSIS Assessment Kindergarten Inv.	 Katherine Seifert 860-713-6722 Accessibility Accommodations Special Populations Testing Support		 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



[Ajit Gopalakrishnan](#)
Chief Performance
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860-713-6888



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[Renee Brousseau](#)
Support Staff
860-713-6865



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Administrative
Assistant
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Cambium Project Team

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Who and When Do I Contact?

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



Who and When Do I Contact? - Continued

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



2026 Assessment Calendar

State Assessment	Grade(s)	Testing Window	Delivery Method
Connecticut Alternate Assessment of English Language Proficiency (CAAELP)	K–12	January 12–March 6, 2026	Online
Smarter Balanced ELA & Math	3–8	March 23 –May 29, 2026	Online
Connecticut Alternate Assessments (CTAA)	3–8 and 11	March 23–May 29, 2026	Online
NGSS Assessments	11	February 2–May 29, 2026	Online
NGSS Assessments	5 and 8	March 23–May 29, 2026	Online
Connecticut Alternate Science Assessment (CTAS)	5, 8, and 11	Test administered throughout the school year. Student ratings entered in the DEI: March 23–May 29, 2026	Online Upload March 23–May 29, 2026



CT SAT School Day Requirement for Grade 11 Students

Students registered in PSIS as Grade 11 are required to take the CT SAT.

- The testing window is March 2–April 30, 2026.
- Schools can choose whichever dates to test students. All students do NOT need to be tested on the same day.
- CT SAT School Test Coordinator Training
 - In-Person Training February 3, 2026, 9:30-12:00 and 12:30-3:00. Register through the [Connecticut State Department of Education \(SDE\) Events Calendar](#).
 - Virtual Training is February 4, 2026, 11:00-1:00. [Register for the webinar](#).
- Resources and recorded webinars are posted to the [CT SAT School Day](#) webpage.
- Contact michelle.rosado@ct.gov with questions.



What's new? What's the same?

New

- TIDE has a new look!
- Updated [Secure Browser](#)
- [2026- 27 Assessment Calendar](#)
- Change in Alert Notification – [Hotline Direct](#)
- Clarifications for the Connecticut Alternate Assessment System Early Stopping Rule Process
- One copy of Individual Student Reports (ISR's)
- Test Administration Review
- Student-Centered Assessment for Learning (SCALE) Initiative

Same

- Designated supports and accommodations
- Data sync between PSIS and CT-SEDS
- Cambium Systems
- Office Hours
- Teacher Training Slide Deck
- [Testing students out-of-state and in non-approved facilities](#)
- Rolling release of results
- Shipping paper manuals to districts
- Timing and distribution of ISR's
- Affirmation/attestation page (Write in the word summative.)



What's New?

Test Administration Review (TAR)

What is TAR?

- TAR is an effort to review and improve test administration practices among CSDE, districts, educators, and students through observations, interviews, and data analysis.

Why TAR?

- **Required by USED Peer Review Criteria:** Critical Element 2.4 – Monitoring Test Administration – states *“The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools. Monitoring of test administration should be demonstrated for all assessments in the State system.”*
- **Standards for Educational and Psychological Testing - Standard 6.1:** *“Test administrators should follow carefully the standardized procedures for administration and scoring specified by the test developer and any instructions from the test user. Those responsible for testing programs should provide appropriate training, documentation, and oversight...”*
- *CSDE is committed to highest quality and continuous improvement.*



What's New?



CONNECTICUT
Education

Test Administration Review (TAR) - Continued

Who?

Through the CSDE's [Center for Educational Research Collaboration \(CCERC\)](#), a team of researchers from the University of Hartford and the University of Connecticut have been identified to jointly conduct this work.

In collaboration with CSDE, they will develop observation protocols, conduct site visits, analyze data, and create reports to support **systemic** improvement of test administration protocols and practices.

When?

This effort will start during the Spring 2026 testing window with Smarter Balanced and NGSS assessments.

The research team and CSDE will be in contact with sampled districts over the next month.



What's New? Student Centered Assessment for Learning (SCALE)

What is SCALE?

- A statewide professional learning, coaching, and technical assistance program to strengthen Connecticut's capacity to design, implement, and sustain balanced assessment systems (aka sensible assessment systems) that accelerate student learning.
- SCALE will align with CSDE's broader vision for teaching, learning, and assessment coherence, especially the important role of assessment for learning.
- SCALE is optional for districts.

Why SCALE?

- [Section 1 of Public Act No. 24-93](#) requires CSDE to develop and implement a program of professional learning for educators on assessment literacy.
- SCALE builds on the assessment audit conducted last year. The law requires the CSDE to evaluate the audit with the goals of eliminating redundant assessments, discouraging classroom test-prep activities, reducing testing time, and maximizing assessments that provide actionable information for teachers.



What's new? SCALE Initiative - Continued

Who?

CSDE is partnering with the Center for Assessment and the RESCs to develop and implement SCALE.

When?

Beginning in the Spring of 2026 through school year 2027-28.

More information on the program will be distributed to districts in the next month.



State Policy Regarding Assessment 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.



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



PSIS/TIDE 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.



PSIS/TIDE Data Sync Reminders

Same process as last year.....

- Testing Demographics SPED, FRL, EL/ML, Military Family, and Homeless values were loaded to TIDE in November 2025.
- 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 by the PSIS Coordinator. (**Important:** If Section 504 is not set in PSIS, accommodations cannot sync from CT-SEDS to TIDE.)
- Student demographic values will be saved, and the fields locked in PSIS on May 29, 2026. All changes to a student's status at the time of testing must be made by following dates:
 - March 6, 2026, for LAS Links and CAAELP
 - April 30, 2026, for the Connecticut SAT School Day
 - May 29, 2026, for Smarter Balanced Assessments, NGSS, CTAS, and CTAA
- Students who are repeaters should be retested.
- Student grade in PSIS is the grade in which the test is given.
- Grade 11 “skippers” are not tested.



PSIS/TIDE 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 2025](#) 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 (and all grades covered by the duration of the plan) 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. Educators should **never** manually update accommodations in TIDE for students with an IEP or Section 504 Plan.

Refer to the [CT-SEDS to TIDE Designated Supports and Accommodations FAQ](#) and the [Documenting Designated Supports and Accommodations in TIDE](#) for additional guidance.



Test Security Overview



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.



Test Administrator (TA) Confirmation Screen

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, 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





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

Appeal	Description
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.



Tips for 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) or posted to [TIDE Secure File Center](#).



Testing Time Reminders



Recommended Test Times

- 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, or active proctoring.

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



Recommended Test Times - Continued

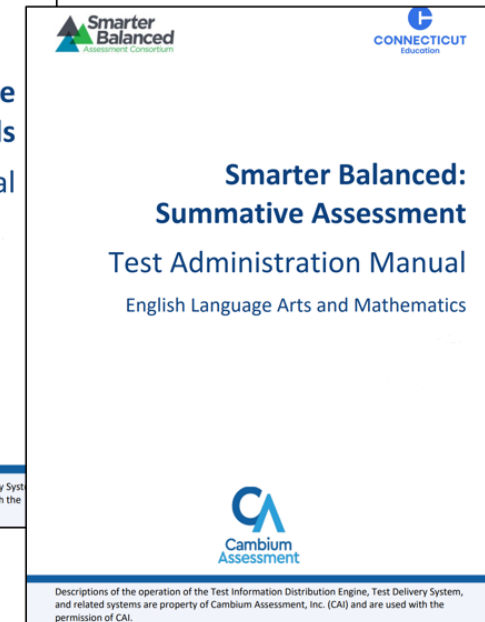
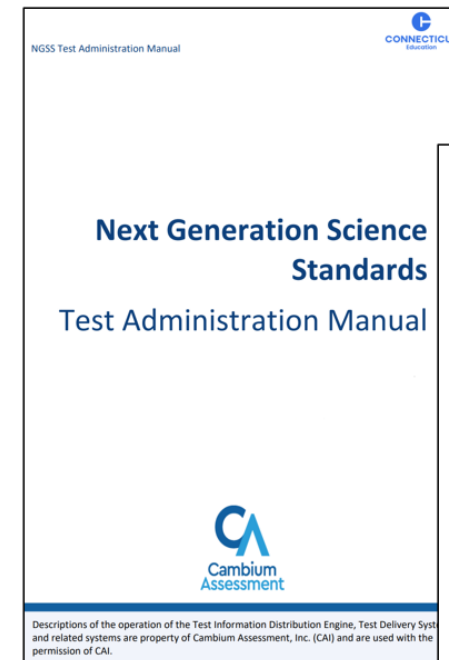
- NGSS can be administered in one day or two consecutive days.
- The recommended testing time is **at least 90 minutes** for testing with an **additional 10 minutes** for directions.
- **Pause rules:** If a student pauses a test, a 20-minute pause timer starts running.
 - If a student resumes the test 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.





Test Administration Reminders

- ☐ Remove or cover instructional materials.
- ☐ Ensure sufficient spacing between student seating.
- ☐ Prepare the test setting (e.g., small group, lighting, testing devices, assistive technology etc.).
- ☐ Set up a practice test experience for all students and model how to use universal tools, designated supports, and accommodations (e.g., text-to-speech, speech-to-text) with those students using them.
- ☐ Ensure student's have scrap paper and any non-embedded designated support/accommodation identified in TIDE.
- ☐ Headsets are also required on the Smarter Balanced ELA Listening Assessments.





Use “Raise Hand” Tool





CAI System



Connecticut (CT) Comprehensive Assessment Program Portal

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 2025-26 Secure Browser was released in September 2025. Download the latest [secure browser](#) from the portal. **The secure browser from 2024-25 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

New SecureTest PWA app

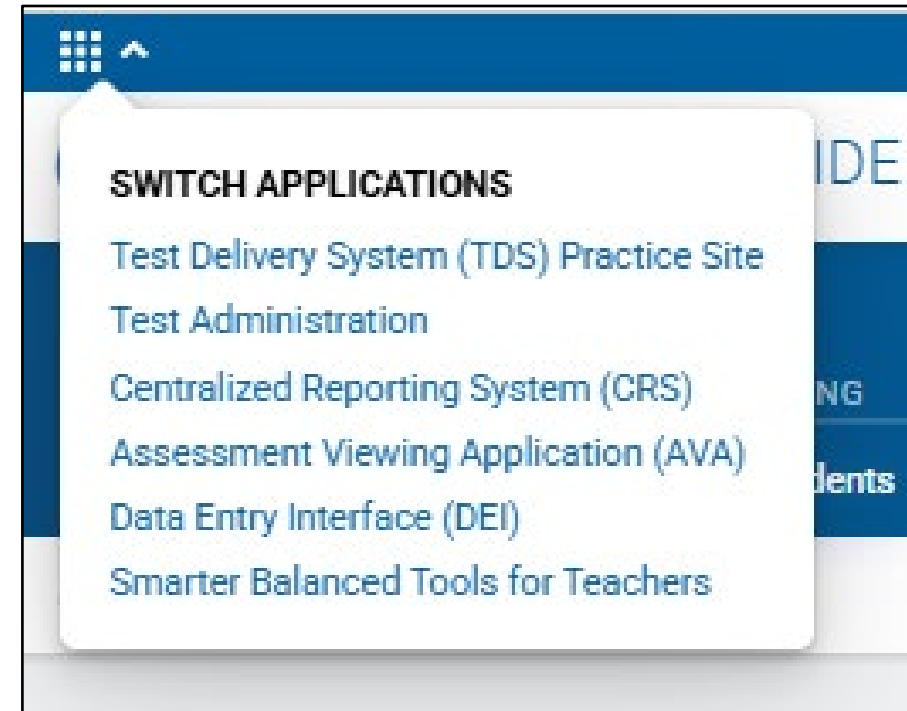
In past school years, secure testing on ChromeOS (Chromebook) was conducted using Cambium Assessment's (CAI) SecureTestBrowser Chrome App running in Kiosk mode. However, Google has deprecated Chrome Apps. As a result, we have transitioned to the SecureTest Progressive Web App (PWA) secure browser.

Setting up the SecureTest PWA browser requires multiple configuration steps to ensure that it is configured properly in the Google Admin Console (GAC). CAI has created a *SecureTest PWA Browser Troubleshooting Guide* that has been posted to the Portal. If you encounter any problems, please consult the guide or contact the Help Desk.



Accessing Systems

- All user accounts were rolled over and passwords reset in September 2025.
- 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.





Single Sign-On Password Policy

Password policy

- 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)



Test Information Distribution Engine (TIDE)

Refer to the [TIDE User Guide](#) for details.

Features include the following:

- Add/Manage User Accounts
- Review Student Demographic Information
- Review/Edit Student Settings and Tools (Note: Accommodations should not be changed directly in TIDE. All accommodations are imported from CT-SEDS.)
- Create/Submit Appeals
- Create and Submit TIDE forms
- Create Rosters ([Understanding and Creating Rosters](#))
- Order Paper Materials (i.e., large print and braille test booklets)
- Run Participation Reports ([Accessing Participation Reports](#))



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



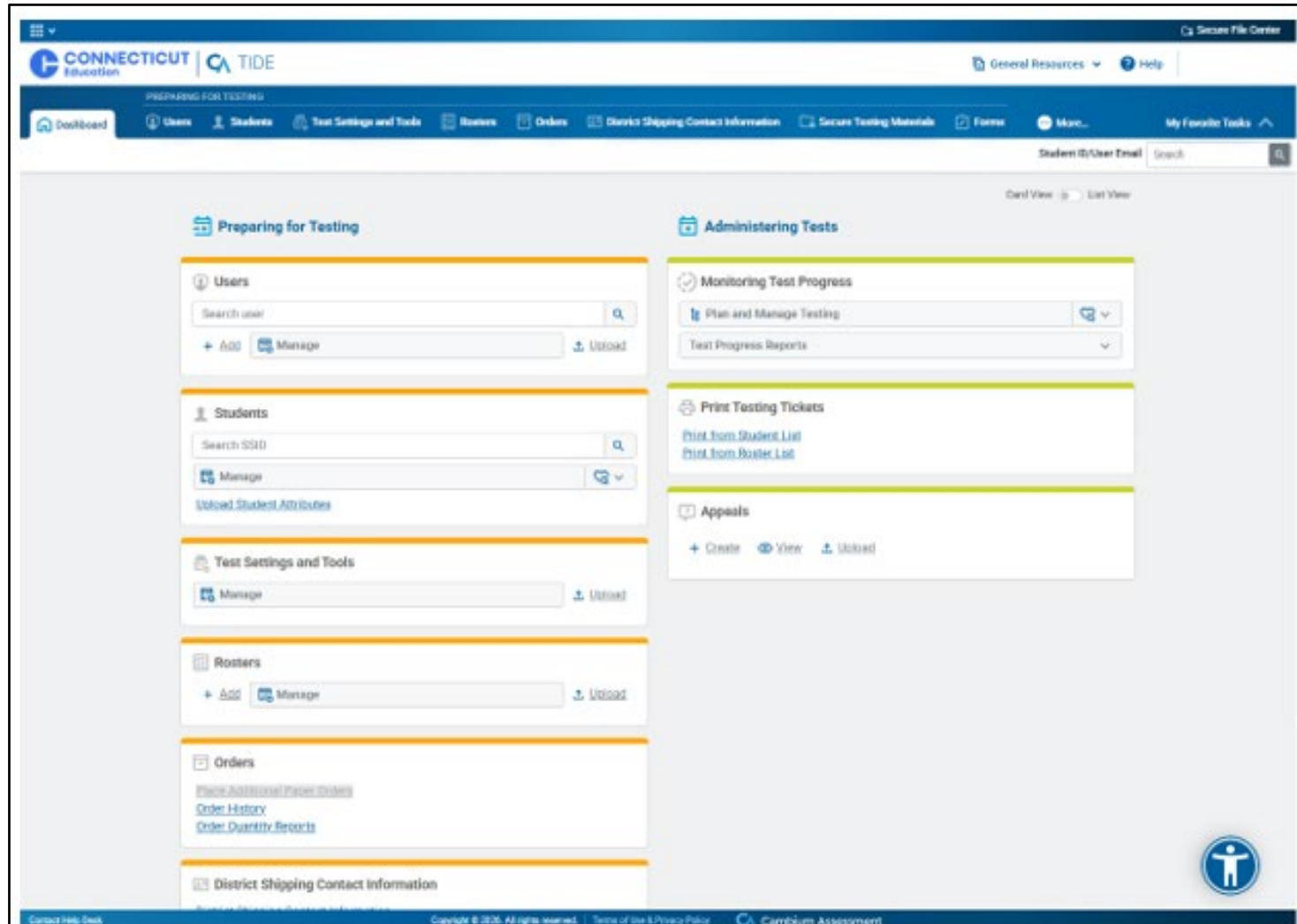
Data Entry Interface

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



TIDE's New Look

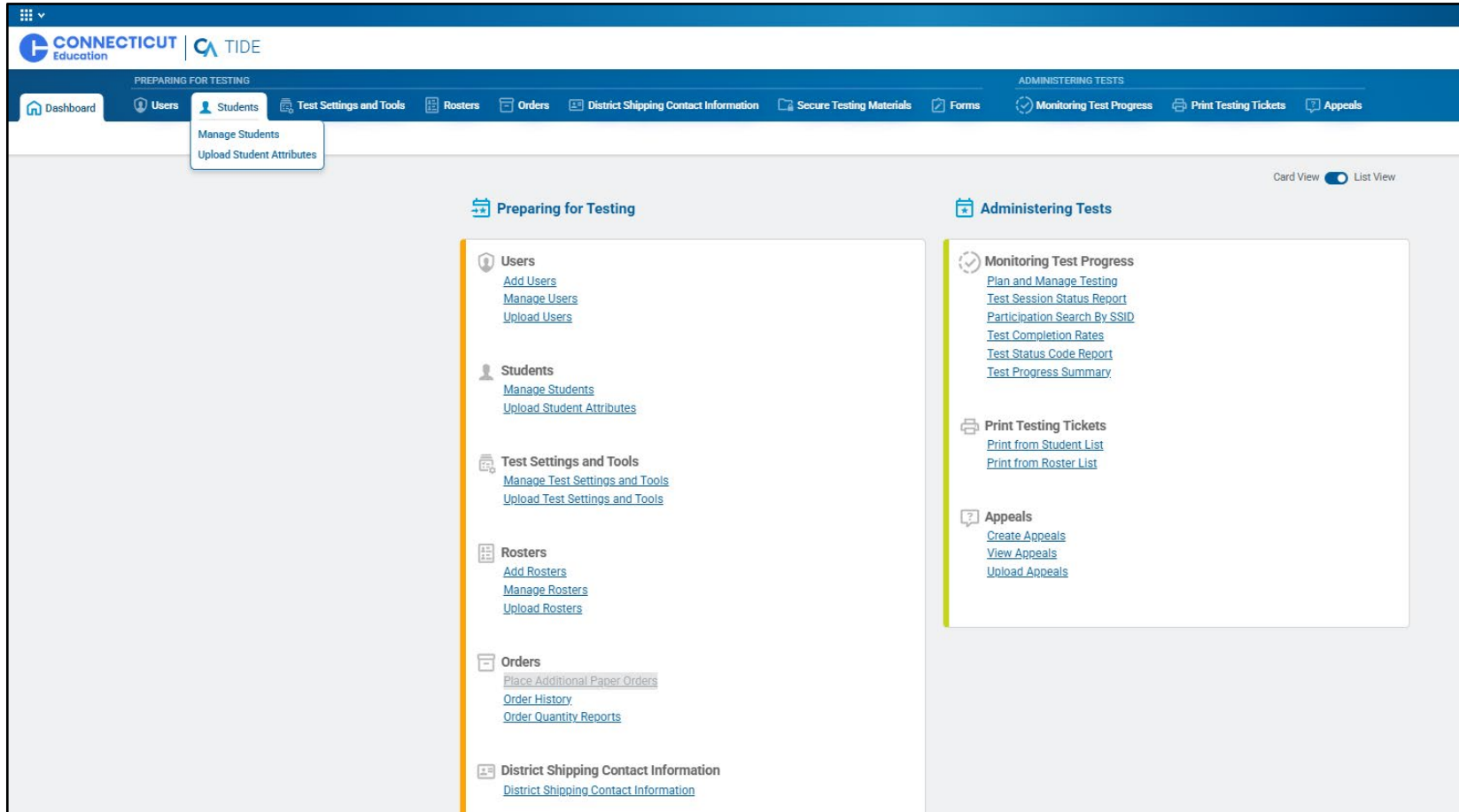
"Card-based" Layout





TIDE's List-Based Layout

"List-based" Layout



The screenshot displays the TIDE web application interface, which is designed for managing testing operations. The interface is organized into a list-based layout, showing various administrative tasks and monitoring tools.

Navigation Bar: The top navigation bar includes the Connecticut Education logo and the TIDE logo. It is divided into two main sections: **PREPARING FOR TESTING** and **ADMINISTERING TESTS**.

PREPARING FOR TESTING Section:

- Dashboard**
- Users**
- Students** (highlighted with a dropdown menu):
 - Manage Students
 - Upload Student Attributes
- Test Settings and Tools**
- Rosters**
- Orders**
- District Shipping Contact Information**
- Secure Testing Materials**
- Forms**

ADMINISTERING TESTS Section:

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

Main Content Area:

The main content area is divided into two columns. The left column is titled **Preparing for Testing** and the right column is titled **Administering Tests**. A toggle switch in the top right corner allows switching between **Card View** and **List View**.

Preparing for Testing Column:

- Users**
 - [Add Users](#)
 - [Manage Users](#)
 - [Upload Users](#)
- Students**
 - [Manage Students](#)
 - [Upload Student Attributes](#)
- Test Settings and Tools**
 - [Manage Test Settings and Tools](#)
 - [Upload Test Settings and Tools](#)
- Rosters**
 - [Add Rosters](#)
 - [Manage Rosters](#)
 - [Upload Rosters](#)
- Orders**
 - [Place Additional Paper Orders](#)
 - [Order History](#)
 - [Order Quantity Reports](#)
- District Shipping Contact Information**
 - [District Shipping Contact Information](#)

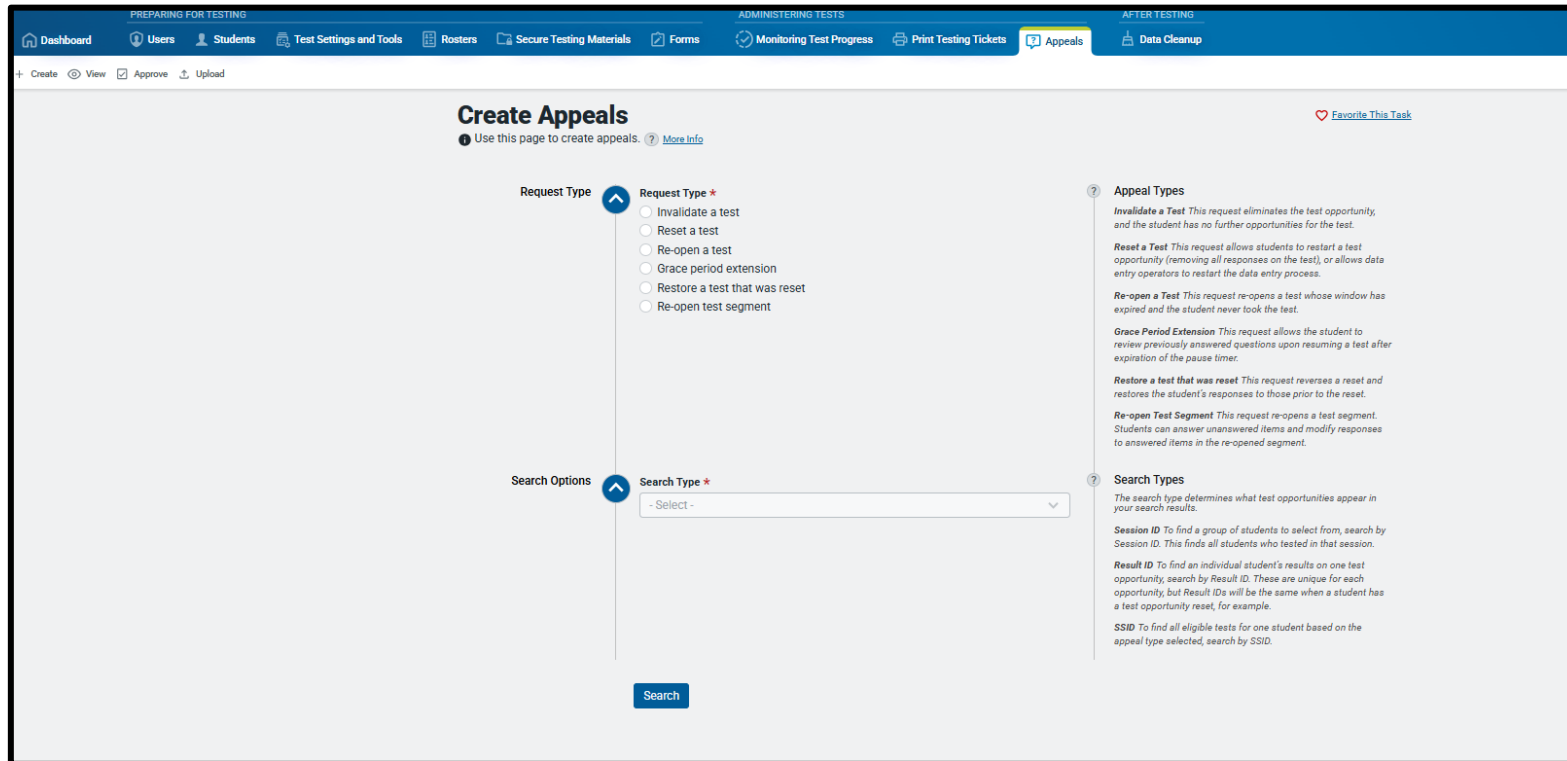
Administering Tests Column:

- Monitoring Test Progress**
 - [Plan and Manage Testing](#)
 - [Test Session Status Report](#)
 - [Participation Search By SSID](#)
 - [Test Completion Rates](#)
 - [Test Status Code Report](#)
 - [Test Progress Summary](#)
- Print Testing Tickets**
 - [Print from Student List](#)
 - [Print from Roster List](#)
- Appeals**
 - [Create Appeals](#)
 - [View Appeals](#)
 - [Upload Appeals](#)



TIDE's List-Based Layout- Continued

- Tasks are featured in the center to help shift user focus.
- Descriptions have been added to the right rather than buried within a tool tip.



The screenshot displays the 'Create Appeals' page in the TIDE system. The interface is organized into three main horizontal sections: 'PREPARING FOR TESTING', 'ADMINISTERING TESTS', and 'AFTER TESTING'. The 'ADMINISTERING TESTS' section is active, showing a navigation bar with options like 'Monitoring Test Progress', 'Print Testing Tickets', and 'Appeals'. Below this, the 'Create Appeals' task is centered, with a sub-instruction: 'Use this page to create appeals. [More Info](#)'. The task area is divided into two main sections: 'Request Type' and 'Search Options'. The 'Request Type' section has a dropdown menu with a list of options: 'Invalidate a test', 'Reset a test', 'Re-open a test', 'Grace period extension', 'Restore a test that was reset', and 'Re-open test segment'. The 'Search Options' section has a dropdown menu with a list of options: 'Session ID', 'Result ID', and 'SSID'. A 'Search' button is located at the bottom of the 'Search Options' section. To the right of the central task area, there is a 'Favorite This Task' button and a 'Search Types' section. The 'Search Types' section contains detailed descriptions for each search type: 'Session ID' (To find a group of students to select from, search by Session ID. This finds all students who tested in that session.), 'Result ID' (To find an individual student's results on one test opportunity, search by Result ID. These are unique for each opportunity, but Result IDs will be the same when a student has a test opportunity reset, for example.), and 'SSID' (To find all eligible tests for one student based on the appeal type selected, search by SSID.).



TIDE's Customize View

Number of students: 50    Customize ^

Column Customization

- ☒ Select All
- ☒ Student
- ☒ SSID
- ☒ Name
- ☒ Gender
- ☒ Birth Date
- ☒ Grade Level When Assessed
- ☒ Location
- ☒ District
- ☒ School
- ☒ Student Information
- ☒ Student's Middle Name
- ☒ IDEA Indicator

Visual Customization

Text Size
Normal ▼

Alternating Row Background
Light Impact ▼

Row Divider Lines
Light ▼

Header Style
All Caps ▼





TIDE Student Dashboard

Elvis Presley (11112) Student Information Student Settings/Accommodations Student Participation Roster Association History

Student Demographics

District: 999999999 - Demo District 1

School: 999999999-999999992 - CSDE Training School

SSID

11112

1 Select Reporting District

2 Select Reporting School

Student's Last Name

Presley

Student's First Name *

Elvis

Student's Middle Name

Gender

☐ Male ☐ Female

Birth Date

mmdyyy

Grade Level When Assessed *

05

Registration ID

Recently Arrived EL

Resident Town Code

☐ NO ☒ YES IDEA Indicator

☐ NO ☐ YES EL/ML

Section 504 *

No

☐ NO ☐ YES Economic Disadvantage Status

Language Code

? Student Demographics

Use the first two tabs to update a test participation, roster assignment on your role.

You can update embedded design the TDS TA Interface. Depending

Important Reminder: If a test has setting is also available in the TD

Need more details? Just click the

Edit Student

Use these tools to edit the current

Print



TIDE: Customize Favorites

General Resources ▾ ? Help

Manage Students

Test Session Status Report

+ Create Appeals

My Favorite Tasks ▾

Codes

Codes

Student ID/User Email

Search

reset

Re-open test segment

Search Options

Search Type ★
- Select -

Search

Favorite This Task

Appeal Types

Invalidate a Test This request eliminates the test opportunity, and the student has no further opportunities for the test.

Reset a Test This request allows students to restart a test opportunity (removing all responses on the test), or allows data entry operators to restart the data entry process.

Re-open a Test This request re-opens a test whose window has expired and the student never took the test.

Grace Period Extension This request allows the student to review previously answered questions upon resuming a test after expiration of the pause timer.

Restore a test that was reset This request reverses a reset and restores the student's responses to those prior to the reset.

Re-open Test Segment This request re-opens a test segment. Students can answer unanswered items and modify responses to answered items in the re-opened segment.

Search Types

The search type determines what test opportunities appear in your search results.

Session ID To find a group of students to select from, search by Session ID. This finds all students who tested in that session.

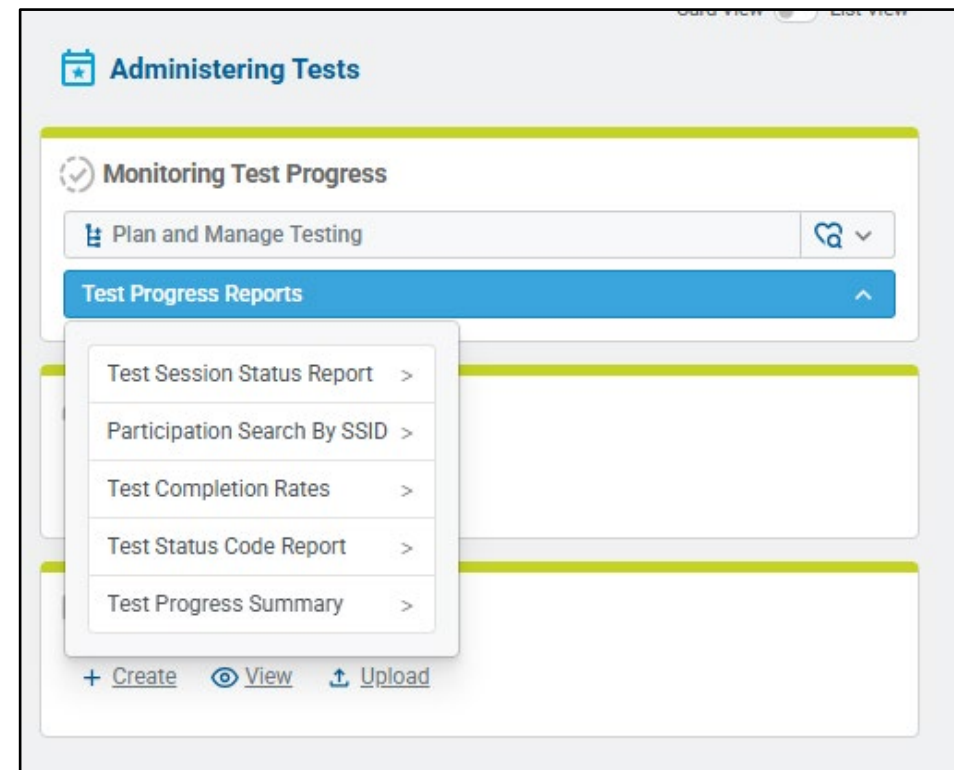
Result ID To find an individual student's results on one test opportunity, search by Result ID. These are unique for each opportunity, but Result IDs will be the same when a student has a test opportunity reset, for example.

SSID To find all eligible tests for one student based on the appeal type selected, search by SSID.



TIDE Participation Reports

- Plan and Manage Testing
- Test Session Status Report
- Participation Search by SSID
- Test Completion Rates
- Test Status Code Report
- Test Progress Summary





TIDE Participation Reports (Test Session 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.



TIDE Participation Reports (Plan and Manage Testing)

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?”
- Provides a list of general reports that can be generated.

Plan and Manage Testing

 Use this page to view participation reports. [more info](#) 

[Basic Search](#) [Advanced Search](#) [Favorites](#)

Students
Define a student group

Information
Set the focus of the report

Tests
Select tests and an admin

✓

2

3

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

Tests with Potential Issues

☐ Students with tests in a **paused status**

☐ Students with current tests **expiring within 7 days**

[Previous Step](#) [Next Step](#)



TIDE Participation Reports (Plan and Manage Testing): Advanced Search

If you need something more than the quick-access report, an advanced view of the 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 [Favorite This Task](#)

Use this page to view participation reports. [More Info](#)

Basic Search **Advanced Search** Favorites

Student Group ⓘ

1 District: Demo District 1 - 9999999999 ▼

2 Select School* ▼

Grade Level When Assessed

Select Grade Level When Assessed ▼

Specific Student ⓘ

SSID

Student's Last Name Student's First Name

Advanced Search ⓘ

Optional criteria

Add New Criteria

Select... ▼ Add Selected Remove All

Tests: Select tests and an administration ⓘ

Test

Smarter Summative ▼

Administration

2025-2026 ▼

Test Name ★

All selected (42) ▼

Information: Set report focus ⓘ

Refine by

Student Group ⓘ

Tip: Be sure to select a school before searching for a specific student.

Specific Student ⓘ

Adding specifics in this section will narrow your search to match the information you enter—if what you enter is found in the results.

Advanced Search ⓘ

Adding specifics in this section will further narrow your search to match the information you enter—if what you enter is found in the results.



TIDE Participation Reports (Plan and Manage Testing): Save New Favorite



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

Plan and Manage Testing [Favorite This Task](#)

Use this page to view participation reports. [More Info](#)

Basic Search Advanced Search Favorites

Student Group [?](#) All Schools (4)
Grade Level When Assessed All selected (4)

Specific Student [?](#)

Advanced Search [?](#)
Optional criteria

Tests: Select tests and an administration [?](#) Test Smarter Summative Administration 2025-2026
Test Name All selected (42)

Information: Set report focus [?](#) Test Progress Students who have completed any opportunity

[Generate Report](#) [Export Report](#) [Save New Favorite](#)

[Export](#)

Number of results: 0

Filter Results

Plan and Manage Testing [Favorite This Task](#)

Use this page to view participation reports. [More Info](#)

Basic Search Advanced Search Favorites

Filter Results

TITLE	DESCRIPTION	LAST USED (ET)	DATE CREATED (ET)
...	Jen	favorite	1/9/2026 5:01:09 PM

[Export](#)

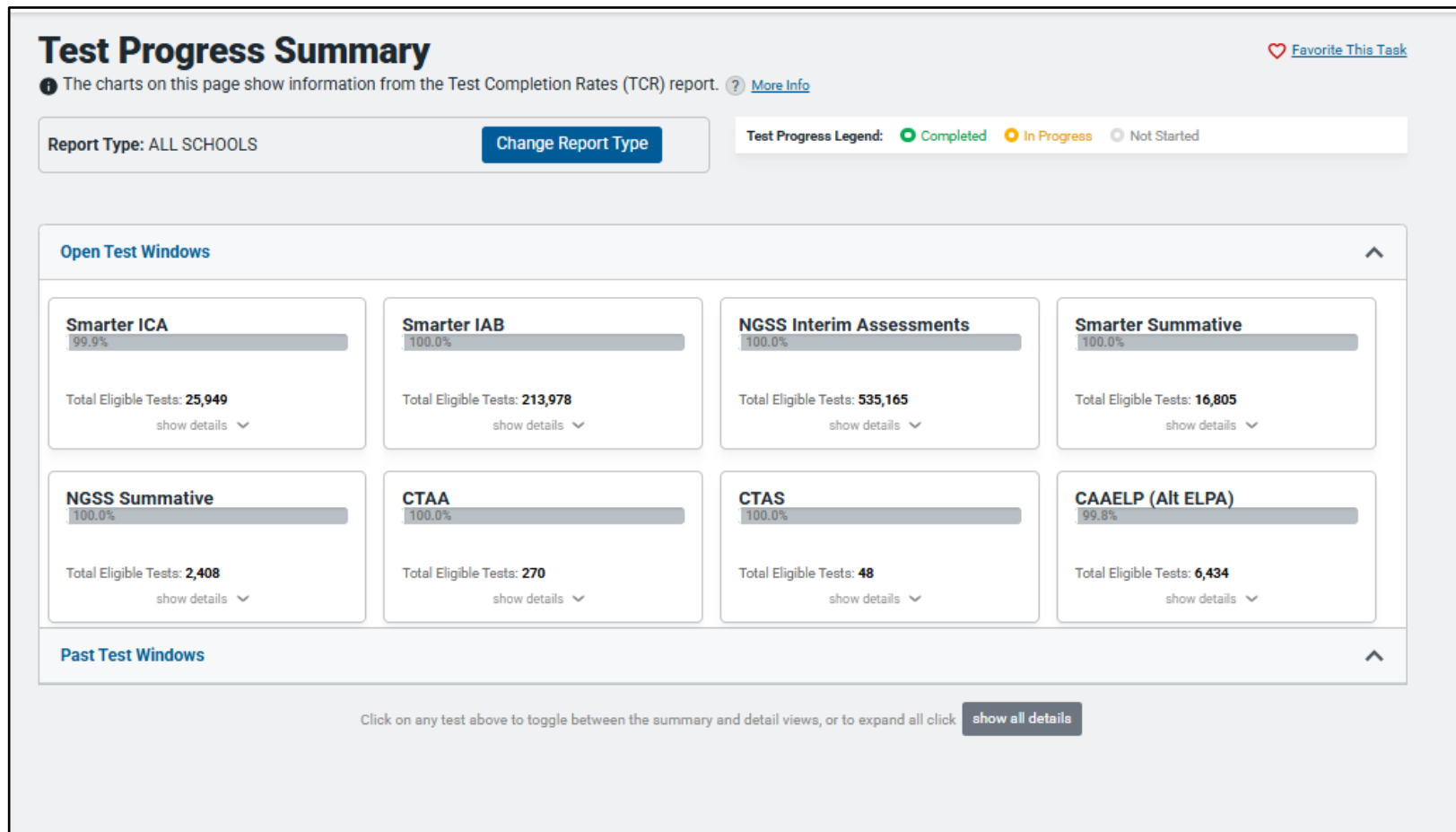
Number of results: 0

Filter Results



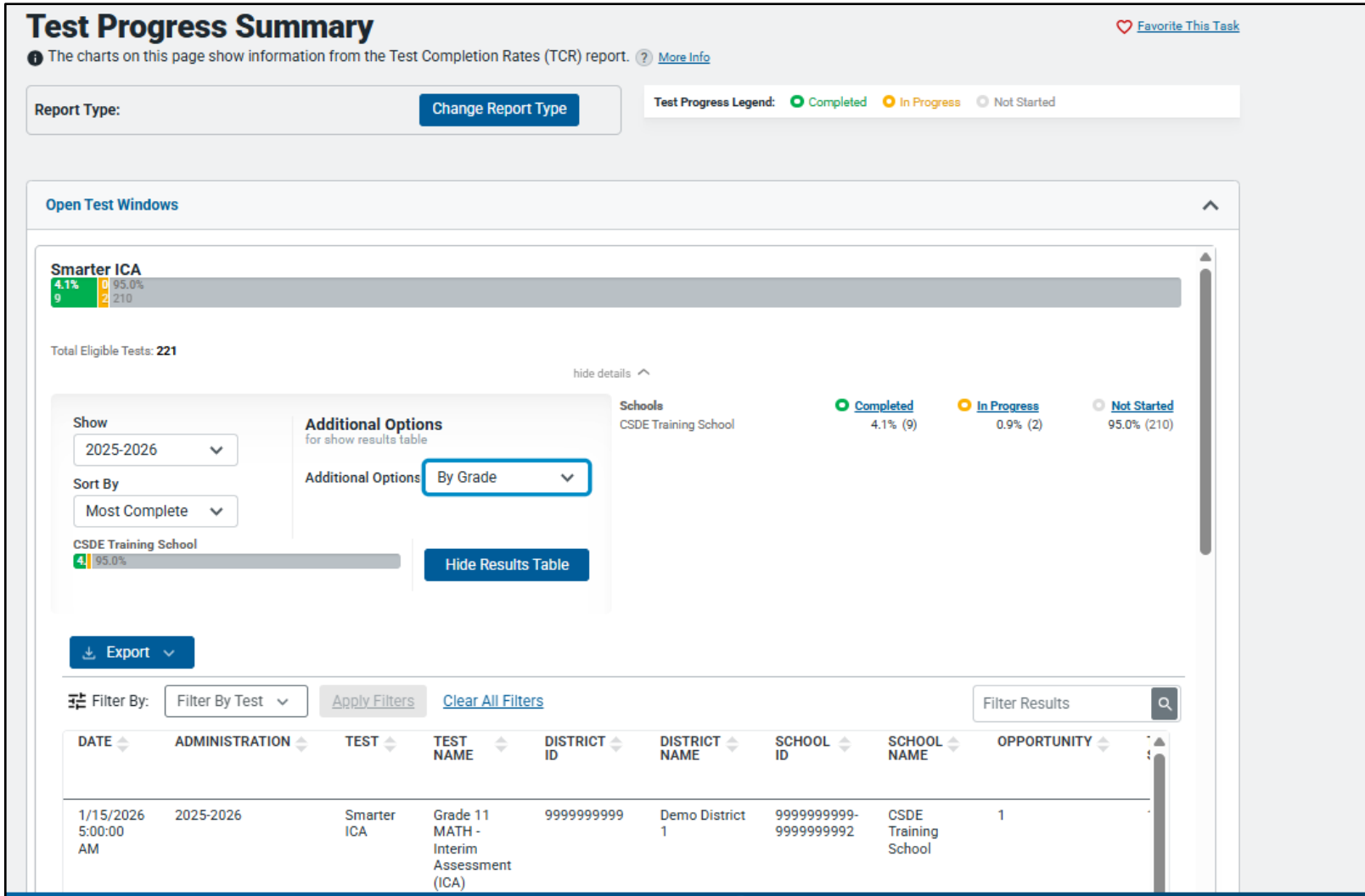
TIDE Participation Reports (Test Progress Summary Dashboard)

The Test Progress Summary Dashboard provides charts of the information available in Test Completion Report to provide a quick visual reference.





TIDE Participation Reports (Test Progress Summary) - Continued





Test Delivery Interface (TDS): Dense Strikethrough

- New version of strikethrough uses several diagonal lines to cover the selected option.

Ellen worked for about an hour on her sandcastle. Then, she noticed that her dad had spent that entire time just reading a book. She felt annoyed. She tugged at Dad's book. She looked at him.

Dad grinned and set his book aside. Together, the two raced into the warm, bubbly waves. They laughed with excitement.

Select **two** of the choices that have the **best** descriptive sentences to replace Dad read and Ellen played and She looked at him.

☐ Dad enjoyed relaxing with his new book while Ellen built a sandcastle. / She gave him a look that said, "I want you to spend time with me."

☐ Dad helped Ellen build a sandcastle. / She gave him a look that said, "I'm glad you like your book."

☐ Dad read a book to Ellen and then they swam. / She looked at the pictures in the book.

☐ Dad read a book to Ellen and then they swam. / She looked at the pictures in the book.



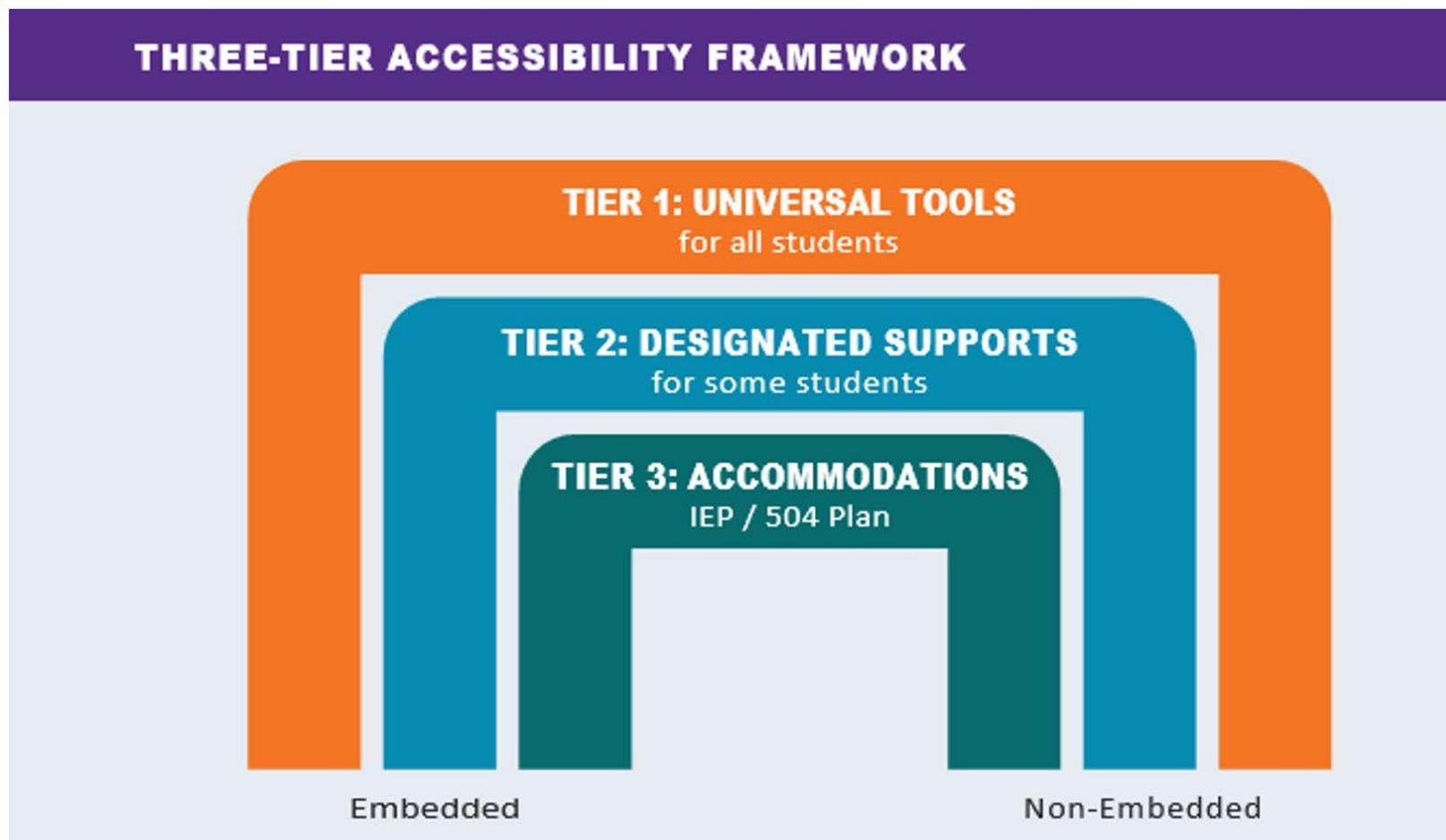
Use “Raise Hand” Tool







Three-Tier Accessibility Approach



This document is an adaptation of the following National Center on Educational Outcomes report commissioned and published by CCSSO: Lazarus, S., Goldstone, L., Wheeler, T., Paul, J., Prestridge, S., Sharp, T., Hochstetter, A., and Warren, S. (2021). *CCSSO Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students*. The Council of Chief State School Officers (CCSSO).



How are accessibility supports determined?

Based on a preponderance of evidence, educational teams should establish

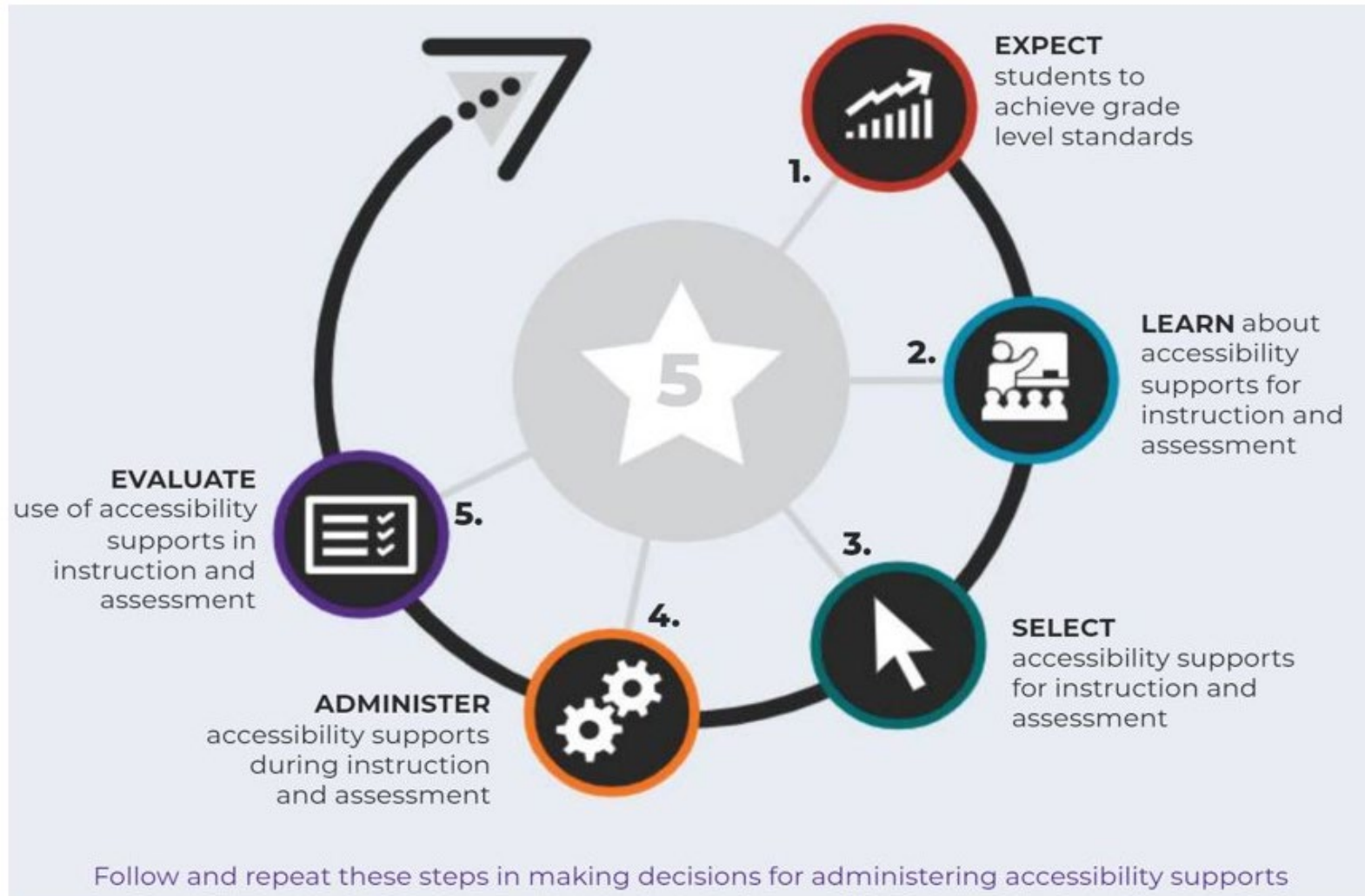
- The learning or access strengths
- The learning or access barriers
- The points of access needed by the student
- Supplemental aids and services needed throughout the academic and non-academic school day
- Accommodations needed for the student with an IEP or Section 504 Plan to access district and statewide assessments

Teams should review sources to document and identify student strengths and needs:

- ☐ Individualized Education Program (IEP)
- ☐ Section 504 Plan
- ☐ Educational Evaluations
- ☐ Diagnostic Assessments
- ☐ Psychological Assessments
- ☐ Assistive technology Evaluations and Trials
- ☐ EL/ML Plan
- ☐ Other (formative assessments)
- ☐ SRBI Plans
- ☐ Educator(s) Recommendations



Five-Step Decision Making



This document is an adaptation of the following National Center on Educational Outcomes report commissioned and published by CCSSO: Lazarus, S., Goldstone, L., Wheeler, T., Paul, J., Prestridge, S., Sharp, T., Hochstetter, A., and Warren, S. (2021). *CCSSO Accessibility Manual: How to Select, Administer, and Evaluate Use of*



Considerations for Educator Teams Including PPT and Section 504 Teams

- What are the student's learning profile strengths and how can we leverage them to support any access needs?
- 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?
- What is the student's experience and 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)



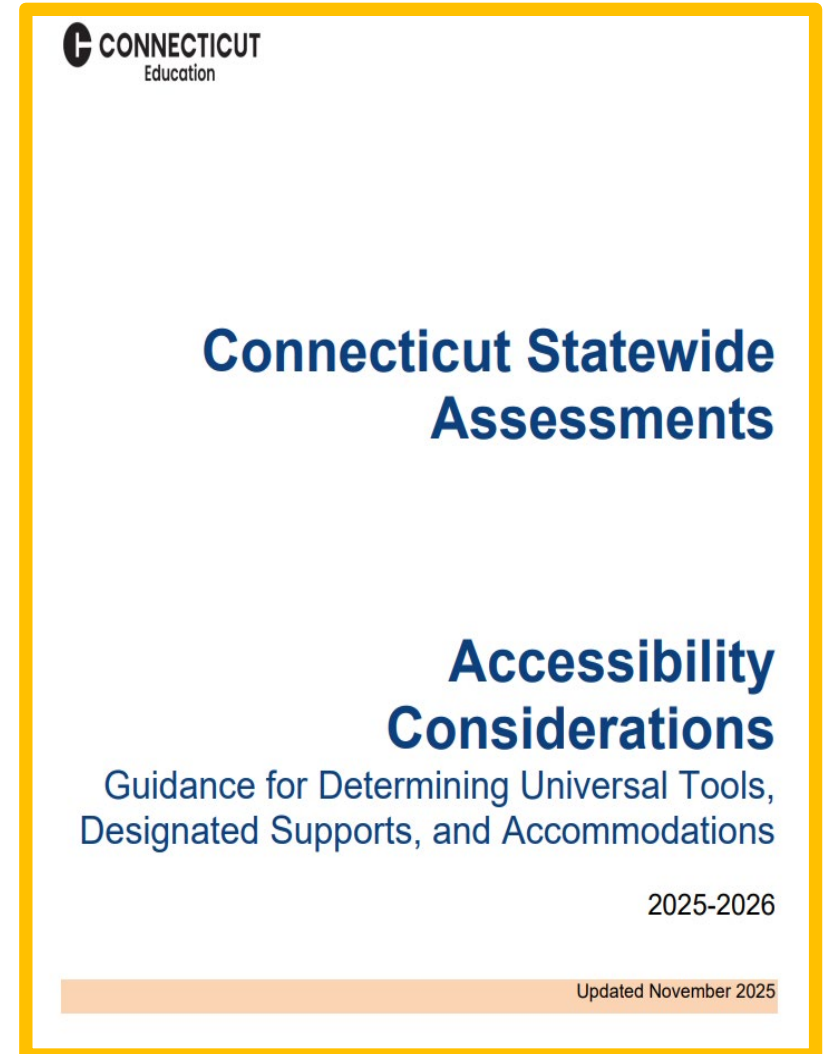
Reminders for Educator Teams

- Accessibility supports are not a one size fits all.
- Understand the purpose and functionality for each accessibility support in the context of online testing in conjunction with the students' current specific strengths and learning barriers before making a determination.
- “More” [accessibility supports] are not equated to a better test experience.
- Selecting conflicting supports may lead to confusion during the test set-up and student test experience and may lead to test irregularities. Common conflicting accommodations include:
 - Embedded Text-to-Speech and Non-Embedded Read Aloud
 - Embedded Speech-to-Text and Scribe
 - Embedded Color Contrast and Non-Embedded Color Contrast or Color Overlay
 - Print Size and Large Print (Note: Large Print= Large Print Test Booklet)



Implementation

- 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.
- [CT-Assessments-Accessibility-Considerations.pdf](#)





Which Types of Accessibility Supports are Available?



Classifying Accessibility Supports

Universal Tools, Designated Supports, and Accommodations can be classified into two categories:

- **Embedded:** Tools available through the online computer platform
- **Non-Embedded:** Tools provided to the student by the school/test administrator

Resources:

- [Description of Designated Supports and Accommodations for Smarter Balanced and Next Generation Science Standards Assessments](#)
- [Accessibility Chart](#)
- [CSDE Assessment Guidelines](#)

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 Color Contrast Masking Mouse Pointer Streamline	Magnification Color Contrast Color Overlay	Permissive Mode (compatible third-party accessibility software) Refreshable Braille Braille Type (UEB/UEB Nemeth)	Braille Booklet (UEB/UEB Nemeth) Large Print Booklet
English Glossary ^		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 # ~ +
Expanded Passages/ Stimuli/Items		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) # ~ + ^
Highlighter		Spanish Presentation (Math, Science) (Toggle) *		Braille/Audio Transcription (ELA Listening) + ^	
Keyboard Commands		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 .) * ^	Closed Captioning (ELA Listening) ^	Read Aloud ELA Reading Passages (Grades 3-8) # ~ + Complete the Documented Evidence for a Read Aloud of the Smarter Balanced ELA Reading Passages
Line Reader				Text-to-Speech ELA Reading Passages (Grades 3-8); Complete the Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages	Alternate Response Options
Mark for Review				Word Prediction ^	
Math Tools				Speech-to-Text + ^	Scribe # ~ +
Writing Tools					Abacus (Braille/Talking) Specialized Calculator (Math Grades 6-8 Segment 1 ONLY; Science Grades 5, 8, & 11) +
Strikethrough					Calculator (Math Grades 6-8 Segment 1 ONLY) #
Zoom					Multiplication Table (Grades 3-8) ^
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) * ^		100s Number Table (Grades 3-8) ^
			Bilingual Dictionary (Science) *		Math Manipulatives (Grades 3-8) # + ^
			Simplified Test Directions (Test Administration Manual for Math and ELA) * ^ +		Print on Demand # + (Contact the CSDE)
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) * +		Medical Device (e.g., glucose monitor)
			Translated Test Directions in ASL (Test Administration Manual for Math, ELA, Science) +		Customized Medical Accommodations # ~ + (Contact the CSDE)
			Printed Test Directions in English (Test Administration Manual for Math, ELA, Science)		
			Separate Setting		
			Amplification +		
			Noise Buffer		

For detailed information on universal tools, designated supports, and accommodations, refer to:

- [CSDE Assessment Guidelines](#)
- [Embedded and Non-Embedded Designated Supports for English Learners/Multilingual Learners](#)
- [Description of Designated Supports and Accommodations for Smarter Balanced and Next Generation Science Standards Assessments](#)

Key
^ NOT available for Science

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

+ Individual Test Setting

Special Documented Accommodation

~ Requires Trained Educator

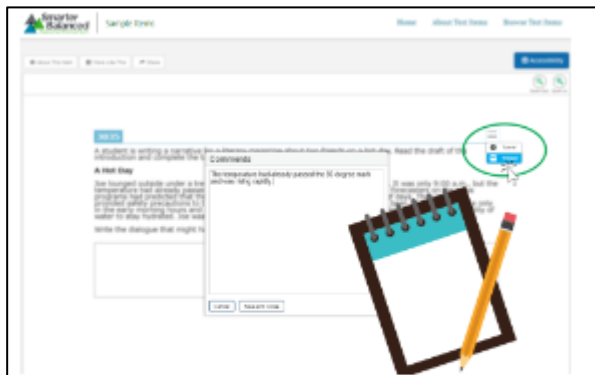
~

The Connecticut State Department of Education is an affirmative action/equal opportunity employer.



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.

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 \(and Use!\)](#)



Understanding Designated Supports

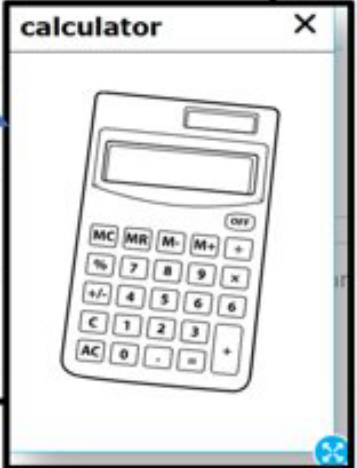
Designated Supports (embedded and non-embedded): accessibility features available for use by any student (determined by educator team with input from the parent/guardian and student).

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

Chevon is using **calculator** to multiply 5426 and 30. He enters 5426×300 by mistake.

What can Chevon do to correct his mistake?

- ☐ Ⓐ add 270 to the product
- ☒ Ⓑ subtract 270 from the product
- ☐ Ⓒ multiply the product by 10
- ☐ Ⓓ divide the product by 10





Understanding Accommodations

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

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.



Documenting Designated Supports for Students without IEPs/Section 504 Plans in TIDE



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- 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.
- 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.
- Resources:
 - [Documenting Designated Supports and Accommodations in TIDE](#)
 - [TIDE User Guide](#) for more information.



Connecticut Comprehensive
Assessment Program

Documenting Designated Supports and Accommodations in TIDE

Overview

CSDE will preload K-12 student data from the Public School Information System (PSIS) into TIDE on September 22, 2025. 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 2026. To ensure accurate and appropriate documentation, this resource identifies two different processes for:

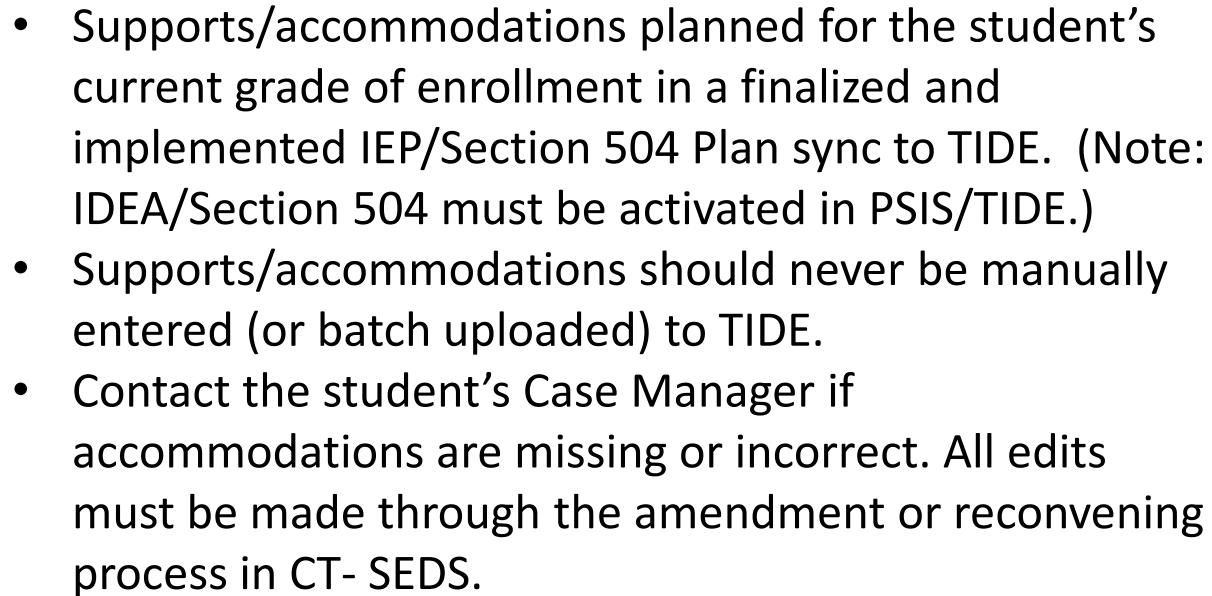
- Students in the general education population who do not have an Individualized Education Program (IEP) or Section 504 Plan, and
- Students who are identified as Special Education or Section 504 and have a finalized and implemented plan in CT-SEDS.

Documenting Designated Supports for Students Without IEPs/Section 504 Plans

Effective on September 22, 2025, 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 in TIDE 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. To prevent test irregularities and over testing, verify the student's TIDE test settings for accuracy prior to testing.

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





Designated Support/Accommodation Eligibility in PSIS/TIDE

- 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 for students with IEPs/Section 504 Plans should **NEVER** be manually entered in TIDE unless authorized by the CSDE.
- Reminder: Work with your PSIS Coordinator to ensure that IDEA, Section 504, and EL/ML indicators are accurately reflected in PSIS.

☐	☒	IDEA Indicator
☐	☒	EL/ML
Section 504 *		
No		



Language Supports/Designated Supports for English Learners/Multilingual Learners



Language Supports for ELs/MLs

- Eligibility is based on student identification as EL/ML in the Connecticut Public School Information System (PSIS)
- Available for any EL/ML including those dually identified under the Individuals with Disabilities Education Act and/or Section 504 for whom the need has been indicated by a team of educators with input from the parent/guardian and student
- Should be used regularly during learning and instruction across all content areas
- May require some adult-dependence for support
- Additional test time may be necessary

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



2025-26 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 statewide assessments (Smarter Balanced ELA and Math Assessments and Next Generation Science Standards (NGSS) Assessments). Districts should establish a systematic and consistent process for identifying, determining, recording, and providing these supports for those students that require them based on documented need. 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. Planning and Placement Teams (PPTs) and Section 504 Teams should discuss the appropriateness of language [supports](#) for students who are dually identified as an EL/ML with an Individualized Education Program (IEP) or Section 504 Plan. If language supports are determined necessary, the PPT and Section 504 Team should document these supports within the State Testing section of the plan in CT-SEDS.

Refer to the [Resources for PPTs and Section 504 Teams](#) webpage and the [CSDE Assessment Guidelines](#) for information on how to determine if designated supports are appropriate for your students. Other resources include:

- [Designated Supports/Accommodation Form](#) – Includes three optional forms that can be used by educator teams to determine accessibility supports and accommodations available on Smarter Balanced and NGSS Assessments.
- [Accessibility Chart](#) - The Accessibility Chart identifies a range of universal tools, designated [supports](#), and accommodations available on Smarter Balanced and the NGSS Science Assessments.
- [Best Practices for Determining Accommodations for Statewide Assessments](#) - This training provides explanations of best practices for determining accommodations for use during statewide assessments.
- [CCSSO-Questions to Ask When Selecting Accessibility Supports](#) - This resource provides questions that can be used by educator teams to guide the initial selection of appropriate accessibility supports and to revisit the usefulness of current supports.

What are designated supports?

Designated [supports](#) for the Smarter Balanced and NGSS Assessments are features available to **any student** for whom the need has been indicated by a 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 enhance 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.

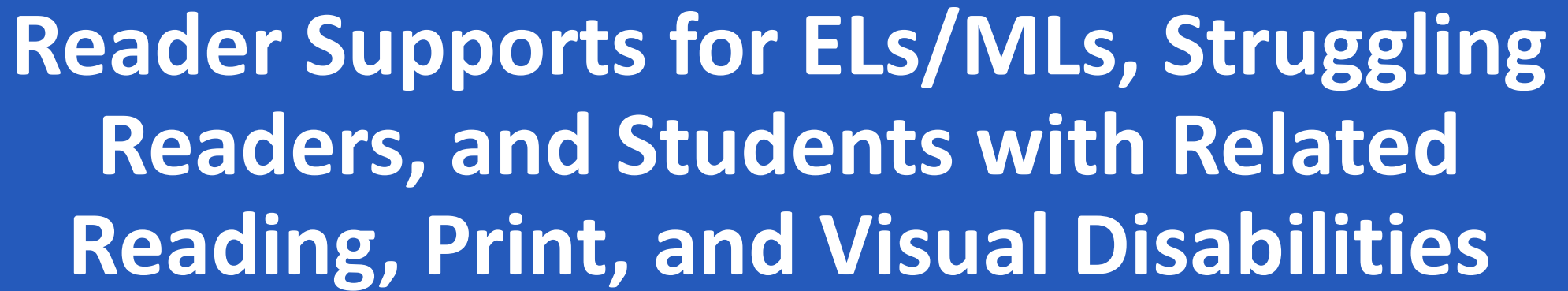


Embedded Spanish Presentation for Math and Science

- Spanish presentation will allow the literate Spanish-speaking student to toggle between a full Spanish translation of the math and science stimuli and items and the English presentation.
- All test directions, navigation buttons, and test content will be presented to the student in the Spanish language.



To toggle from Spanish to English presentation, students will select the globe icon  located at the top of their test screen.





To determine appropriate reader supports, review the following:

- Does the student have a documented print or visual disability?
- In the case of significant visual impairments, does the student have adequate braille skills?
- Does the student have an identified reading-based disability that affects decoding, fluency, or comprehension skills?
- Is there evidence of the persistence of the disability despite intensive, targeted instruction in the Science of Reading? (Note: Documentation of interventions data on each intervention is required.)
- Are interventions used to improve decoding, fluency, or comprehension skills?
- Does the student use assistive technology software, audio books, [Bookshare](#), [Accessible Educational Materials](#), or a read-aloud accommodation (human reader) during instruction?



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.

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

Overview

The decision to provide a student in Grades 3-8 with test items or of the Smarter Balanced ELA Reading has possible long-term implications for the student population may have a disability that severely limit text; or have a disability, such as blindness or a visual impairment, that prevents the student from reading braille proficiently. While students should be given the degree of independence possible, there are a variety of supports available to enhance access needs due to vision, hearing, or physical development.

Reader options can be grouped into two categories: accommodations. Within these categories, supports are provided to the student through the test delivery system (e.g., a student by a test administrator). Embedded supports are designed to enhance student autonomy and can often be provided to students in a test setting. For comparison, non-embedded designated supports limit the student's independence and increase reliance on the test administrator. Often require testing in an individual test setting, supports and accommodations often requires the test administrator to be trained to properly administer the support or accommodation, administrators may need to obtain security/confidentiality agreements prior to testing.

What are designated supports and how can they be used for print, or language needs?

Designated Supports are available to any student with a disability or language needs. Please note that students with Special Education or Section 504 should have designated supports finalized and implemented Individualized Education Program (IEP) administration, if applicable. The recommended support is through the embedded text-to-speech feature in the online testing system. Students will require the use of a mouse and right-click anywhere within the test question.

In short, TTS works when the student selects the text and clicks the audio feature. The student can control the speed of the voice via a volume control. Students can reread or skip a question by clicking the mouse and right-click anywhere within the test question.

the specified area.

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 TTS technology and needs a reader, the non-embedded Read Aloud of items is available to the student by a trained and qualified human reader in an individual test setting. More information about reader designated supports are included below.

Reader Designated Supports

Description of Designated Supports to Support Access to Reading/Seeing Text	Resource
Reader options available on Smarter Balanced Math and English Language Arts and NGSS Assessments	Connecticut Smarter Balanced and NGSS Assessments Reader Options Table
Guidelines for the provision of a human reader for the NGSS Assessments	Next Generation Science Standards (NGSS) Assessment: Guidelines for Read Aloud of Stimuli and Items If the student qualifies, print, complete, and sign the Security/Agreement Form (see Appendix C). File and maintain the paper form locally with the student's records.
Guidelines for the provision of a human reader in Spanish for the Smarter Balanced Mathematics and the NGSS Assessments	Smarter Balanced Mathematics and Next Generation Science Standards (NGSS) Assessments: Guidelines for Spanish Read Aloud of Stimuli and Items If the student qualifies, print, complete, and sign the Security/Agreement Form (see Appendix A). File and maintain the paper form locally with the student's records.
Guidelines for the provision of a human reader of items for Smarter Balanced Mathematics and English Arts Assessments (Not ELA Reading Passages)	Smarter Balanced Assessments: Read Aloud Guidelines If the student qualifies, print, complete, and sign the Security/Agreement Form (see Appendices A and C). File and maintain the paper form locally with the student's records.



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. PPTs and Section 504 Teams should review this resource to determine if and which designated supports and accommodations are most appropriate for the student.

 Connecticut Smarter Balanced and Next Generation Science Standards (NGSS) Assessments Reader Options Tables			
Available for students who benefit from using supports that promote access to print/language when participating on Connecticut state-wide assessments. For detailed information on each specific accessibility feature please see the Reader Designated Supports and Accommodations for Smarter Balanced Mathematics and English Language Arts and the Next Generation Science Standards (NGSS) Assessments document. Teams should refer to the Documenting Designated Supports and Accommodations in TIDE brochure for more information on how to record these supports for students with and without an IEP or Section 504 Plan.			
Designated Supports			
Accessibility Option	Type	Description	Documentation
Text-to-Speech (TTS) of ELA Items Only	Embedded	The text for only the ELA test items is read to the student via embedded TTS technology. Provided only in English.	No additional documentation required.
TTS of Math and Science Stimuli & Items	Embedded	The text for math and science stimuli and test items are read to the student via embedded TTS technology. Available in English and Spanish (Spanish Presentation and Voice pack is required.)	No additional documentation required.
Read Aloud of ELA Items (Not ELA Reading Passages)	Non-Embedded	ELA test items (not the ELA Reading Passages) are read aloud to the student in an individual test setting by a trained and qualified human reader. Provided only in English.	The qualified educator acting as the reader should review the Smarter Balanced Assessments: Read Aloud Guidelines and sign the Security/Confidentiality Agreement to ensure standardization and proper administration during testing. This signed form should be maintained locally by the district.
Read Aloud of Math and Science Stimuli & Items	Non-Embedded	The math and science stimuli and test items are read aloud to the student in an individual test setting by a trained and qualified human reader. Available in English and Spanish. To view and read the test in Spanish, Presentation must be set to Math or Science Toggle in TIDE. The teacher will read the Spanish presentation from the student's computer in a 1:1 test setting.	The qualified educator acting as the reader should review the Smarter Balanced Assessments: Read Aloud Guidelines or the Smarter Balanced Mathematics and Next Generation Science Standards (NGSS) Assessments: Guidelines for Spanish Read Aloud of Stimuli and Items and sign the Security/Confidentiality Agreement to ensure standardization and proper administration during testing. This signed form should be maintained locally by the district.



Decision Guidelines for TTS of the Smarter Balanced ELA Reading Passages

When TTS of the ELA Reading Passages are being considered, PPTs/Section 504 Teams should complete the [Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages](#) during the annual convening to establish the extent of need based on the student's access barriers due to a print or visual disability.

- This accommodations is intended for students
 - with a documented print disability,
 - with significant visual disabilities, or for those
 - who are blind with inadequate braille skills.
- Complete and maintain this form locally with the student's record.

Question	Assurance: Evidence may be found in the following sections of CT-SEDS (refer to the IEP or Section 504 Plan as applicable).	Circle YES if Evidence Exists	Circle NO if No Evidence Exists
1a. Is this student blind or does this student have a significant visual impairment?	Evidence may be found in: • Student Information section (refer to Primary Disability category) • Special Considerations • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Determination of Eligibility	YES	NO
1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	Evidence may be found in: • Student Information section (refer to Primary Disability category) • Special Considerations • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Determination of Eligibility	YES	NO
2a. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	Evidence may be found in: • Student Information section (refer to Primary Disability category) • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Determination of Eligibility	YES	NO
2b. Is there evidence of the persistence of the reading-based disability despite intensive, targeted instruction in the Science of Reading. (Note: There should be documentation of the interventions used and formative assessment data on the effect of each intervention.)	Evidence may be found in: • Student Information section (refer to Primary Disability category) • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Determination of Eligibility	YES	NO
3. Does the student's disability impact the student's ability to access the curriculum across all academic subjects?	Evidence may be found in: • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Plan Details	YES	NO



Determining Eligibility for a Read Aloud Special Documented Accommodation



CONNECTICUT
Education

- PPTs/Section 504 Teams should provide documentation of need in present levels of performance, reading/communication goals and objectives, and in supplementary aids and services/program accommodations sections.
- Psychological assessments and/or academic performance assessments referenced showing processing disabilities related to visual, print, or reading disabilities and understanding/use of language. Skills related to listening, thinking, speaking, reading, writing, or spelling may also be reflected.
- Teams must complete the [Documented Evidence for a Read Aloud of the Smarter Balanced ELA Reading Passages](#) as a screener for eligibility and maintain locally with the student's record.

CONNECTICUT Education			
Question	Assurance: Evidence may be found in the following sections of CT-SEDS (refer to the IEP or Section 504 Plan as applicable).	Circle YES if Evidence Exists	Circle NO if No Evidence Exists
1a. Is this student blind or does this student have a significant visual impairment?	Evidence may be found in: • Student Information section (refer to Primary Disability category) • Special Considerations • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Determination of Eligibility	YES	NO
1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	Evidence may be found in: • Student Information section (refer to Primary Disability category) • Special Considerations • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Determination of Eligibility	YES	NO
2a. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	Evidence may be found in: • Student Information section (refer to Primary Disability category) • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Determination of Eligibility	YES	NO
2b. Is there evidence of the persistence of the reading-based disability despite intensive, targeted instruction in the Science of Reading. (Note: There should be documentation of the interventions used and formative assessment data on the effect of each intervention.)	Evidence may be found in: • Student Information section (refer to Primary Disability category) • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Determination of Eligibility	YES	NO
3. Does the student's disability impact the student's ability to access the curriculum across all academic subjects?	Evidence may be found in: • Present Levels, Annual Goal, and Supplementary Aids and Services • Section 504 Plan Details	YES	NO



Determining Eligibility for a Read Aloud Special Documented Accommodation- Continued

- If eligible for a Read Aloud, document in CT-SEDS for associated tests and grades covered by the duration of the plan.
- 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). The signed security/attestation form should be maintained locally.

 SMARTER BALANCED ASSESSMENTS: READ ALOUD GUIDELINES Overview 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. The student depends on the human reader to read the test questions correctly, and speak in a clear voice throughout the test. The human reader must follow the Smarter Balanced Read Aloud guiding principle in reading aloud is to ensure that the student has access to the test content. On Connecticut statewide assessments, trained and qualified individuals may be used as a designated support for mathematics and science ELA items (not the ELA reading passages). This designated support is for whom the need has been indicated by an educator (or the parent/guardian and the student). If a reader is selected for a student, the reader should also be consistently embedded and accessed in the test session. It is recommended that a consistent process in each district be used for decisions regarding these supports for individual students. If a student is determined as a need for a student who is identified as a student with a disability, the determination of need must be documented within the Individualized Education Program (IEP) or Section 504 Plan. Human readers are allowable for ELA reading passages, in a documented accommodation for eligible students in Grades 3-8 who have an identified need determined by a team of educators with input from the parent/guardian and student. For more information about other designated supports, please see the current edition of the CDE Assessment Guidelines , located on the Connecticut Comprehensive Assessment Program Portal . The Planning and Placement Team (PPT) or Section 504 Team should review the Evidence for Read Aloud of the Smarter Balanced ELA Reading Test page of the portal to determine if there is evidence indicating that the student qualifies for the Read Aloud accommodation. This accommodation is appropriate for a very small number of students, approximately 1-2% of students with disabilities participating in the assessment. Students who cannot access print or text due to a significant visual or print disability, or whose accommodation are those who despite intensive and explicit instruction in the Science of Reading or in braille acquisition, are unable to access the test content.	  Appendix A. Smarter Balanced Assessments Read Aloud Designated Support of the ELA Items (NOT ELA READING PASSAGES) Security/Confidentiality Agreement A human reader for the Smarter Balanced ELA Items (not ELA reading passages) is a trained, certified staff (or a staff person under the supervision of a certified staff) employed by the district who has read these guidelines and agreed to this security/confidentiality agreement prior to test administration. This security agreement must be signed by the human reader and maintained locally. The human reader reads the content of the Smarter Balanced ELA items to the eligible student in an individual setting. The student depends on the human reader to read the test items in English accurately, pronounce words correctly, and speak in a clear voice throughout the test session. The guiding principle in the Read Aloud of ELA items is to ensure that the student has access to test content. This designated support is allowable for eligible students in Grades 3-8 who have an identified need determined by a team of educators with input from the parent/guardian and student. For more information about other designated supports, please see the current edition of the CDE Assessment Guidelines , located on the Connecticut Comprehensive Assessment Program Portal . Verification: By signing my name below, I verify that I have read and understand my responsibilities as a human reader as described in this document. Please provide a copy of this signed form to the District Administrator (DA in TIDE) for testing. Teacher Name/Signature/Telephone Number/Date: District Administrator in TIDE (DA) Name/Signature/Date:
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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



Special Documented Accommodations Overview Document

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).



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

The Connecticut State Department of Education is an affirmative action/equal opportunity employer. 1 | Page



Large Print and Braille Test Booklets



Large Print and Braille Test Booklets Ordering Information

District Administrators can order large-print and braille kits for Smarter Balanced and NGSS in TIDE any time after January 26, 2026.

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.

Non-Embedded Accommodation			
	1) ELA	2) MATH	3) SCIENCE
Non-Embedded Accommodations 	Large Print	100s Number Table, Large Print, Multiplication Table	Large Print

Non-Embedded Accommodation			
	1) ELA	2) MATH	3) SCIENCE
Non-Embedded Accommodations 	UEB Braille Booklet-Uncontracted (No Math Content)	UEB Braille Booklet-Uncontracted + UEB Math	UEB Braille Booklet-Contracted + Nemeth Math



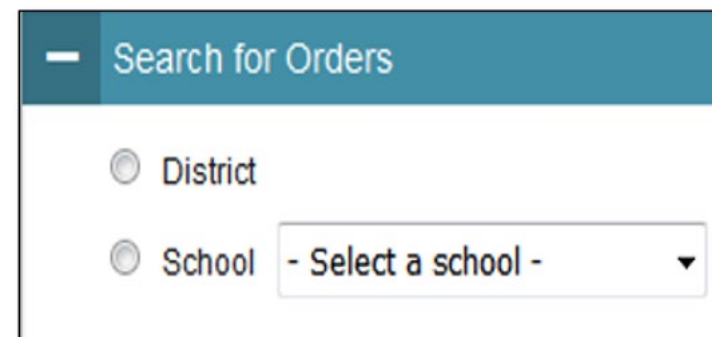
How to Order Large Print and Braille Test Booklets

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.



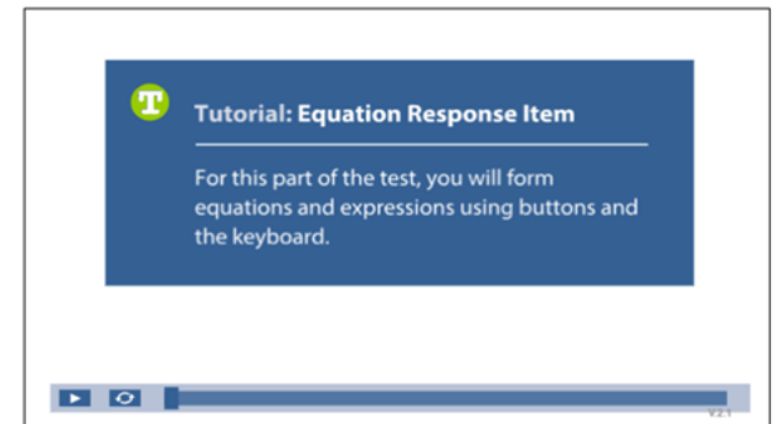
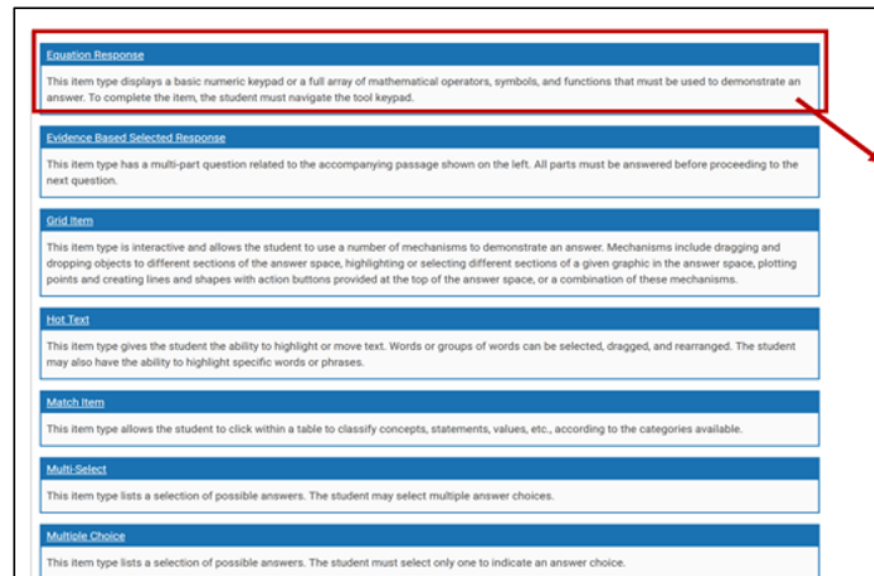
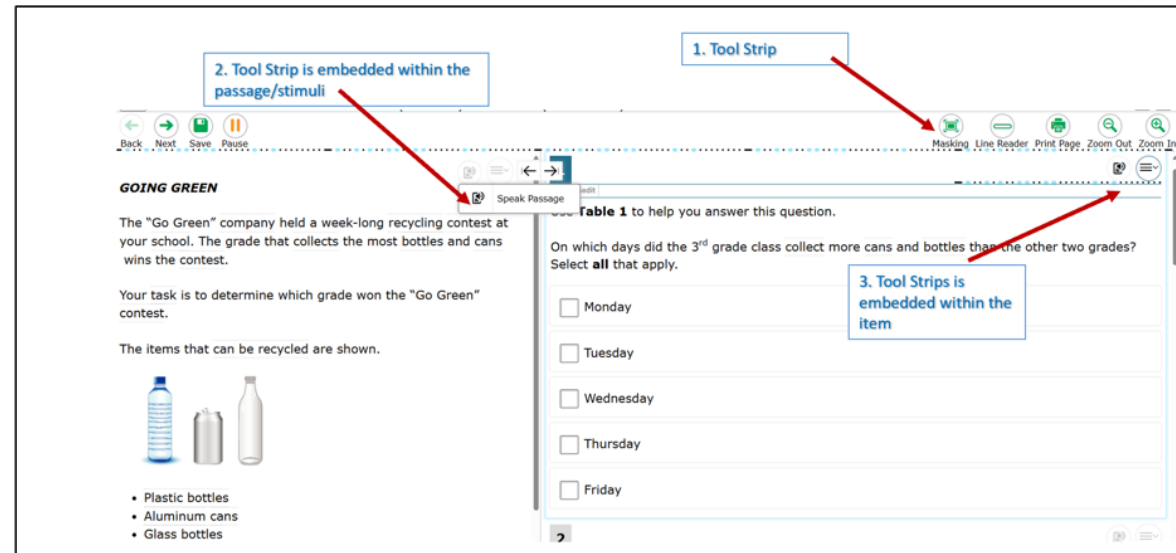


Practice Tests Overview



Practice Tests

- Teachers can use the [Practice Test](#) to explicitly demonstrate to students how to navigate the test interface, use tools, and practice using accessibility features. [Item Type Tutorials](#) can also be used and modeled to students.





Important Dates



Important Dates to Remember

Activity	Deadline
Connecticut Alternate Assessment Eligibility Form	CAAELP (Grades K-12 EL/ML students) and CTAA and CTAS (Grade 11)- Due December 22, 2025 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 2, 2026
Emergency Medical Exemptions	Smarter Balanced, NGSS, and CTAA/CTAS - due by June 5, 2026
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 2, 2026 The DA in TIDE submits Connecticut Alternate Assessment System Early Stopping Rule Request and Attestation Form via TIDE Forms by March 2, 2026



Use “Raise Hand” Tool





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



Characteristics of a Student with the Most Significant Cognitive Disabilities

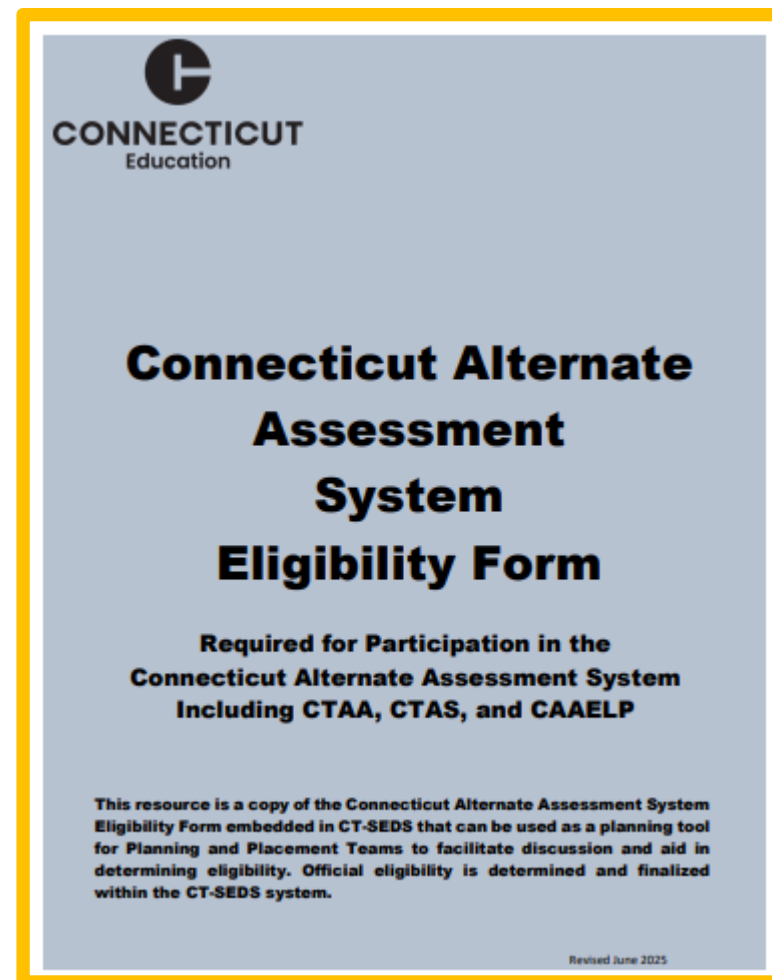
The Connecticut Alternate Assessment System is designed for a very small number of children with the **most significant cognitive** disabilities. Characteristics include:

- 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



How to Determine Eligibility for Participation on Alternate Assessments

- 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

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

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 01/03/2023 Composite/Functional Score 24

Assessment Used
Vineland Adaptive Behavior Scale

Date Completed mm/dd/yyyy Composite/Functional Score

Assessment Used

Date Completed mm/dd/yyyy Composite/Functional Score

3. Student requires intensive instruction and significant supports.

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

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 Crosswalk

Assessment Detail	CTAA for Math and ELA Grades 3-8, and 11	CTAS Grades 5, 8, and 11	CAAELP Grades K-12
Required Administration Materials	Administered online with secure Directions for Test Administration (DTAs) and CTAA TAM .	Administered throughout the school year using CTAS Required Materials and CTAS TAM . 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 TAM .
Security	Secure	Non-Secure	Secure
Training	Connecticut Alternate Assessment System Training Course	Connecticut Alternate Assessment System Training Course	CAAELP Test Administration Training
Certificate	"Trained status" indicated in TIDE profile. TEA can print/download certificate after passing the required quiz.	"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 printed/downloaded from ELPA21 .
Submissions into DEI	Does not apply.	TEA must submit the CTAS Student Score Worksheet in the DEI between March 23 and May 29, 2026.	Does not apply.



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

- 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).
- 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](#).

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

CTAA Verbal/Non-Verbal Test Form	ELA
Verbal/Non-Verbal Test Form ?	No assignment No assignment Non-Verbal Form Verbal Form



The Early Stopping Rule (ESR)

The ESR is a tool developed by the CSDE to identify students with the most significant cognitive disabilities who are unable to demonstrate an observable and consistent mode of communication during instruction and on assessments.

- Trained TEAs who are familiar with the student complete the Student Response Check (SRC) and complete the SRC Behavioral notes.
- Refer to the [Connecticut Alternate Assessment System Early Stopping Rule and Student Response Check](#) to observe procedures, timelines and due dates for ESR identification and approval from the CSDE.



Early Stopping Rule (ESR) and Student Response Check Administration

SRC 1

Administer SRC Day 1 and the 3-student response checks on day 1 and document observational/behavioral notes.

- If no observable mode of communication, move to day 2.
- If observable mode of communication, discontinue the SRC. Student does not qualify.

SRC 2

Administer SRC Day 2 and the 3 student response checks on day 2 and document observational/behavioral notes.

- If no observable mode of communication, move to day 3.
- If observable mode of communication, discontinue the SRC. Student does not qualify

SRC 3

Administer SRC Day 3 and the 3 student response checks on day 3 and document observational/behavioral notes.

- If no observable mode of communication, complete Attestation and provide Attestation and SRC Behavioral Notes to DA.
- If observable mode of communication, discontinue student does not qualify



ESR Submission Tips

Things to double check before and during the ESR submission in TIDE.

1. Verify the Alt Assessment Indicator is set to “Yes” in TIDE.
2. SRC Behavioral Notes clearly specify the 3 separate dates and a total of 9 trials with detailed information.
3. Review the Attestation Form and SRC Behavioral Notes prior to upload for the following information
 - a) SASID matches ESR submission in TIDE.
 - b) All SRC sessions are dated and signed by TEA.
 - c) All signatures are completed and dated by TEA, Special Education Director, and DA.
 - d) TEA EIN is provided.
 - e) SRC Behavioral Notes indicate no observable mode of communication for all 3 SRC dates and the 3 trials per day.



ESR in TIDE - Approval

- If approved, you will receive an automatic email from DoNotReply@cambiumassessment.com.
- A nightly upload will mark approved ESR students in TIDE.
- Once approved, no further action is necessary!
- **Do NOT begin any tests for approved ESR students.**
- Cambium will close all tests for ESR approved students.
- Once closed, the test(s) will appear as completed in the student's TIDE profile.

☐ NO	☒ YES	Early Stopping Rule Indicator
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Training Requirements for the CTAA/CTAS

Resources

- 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.
- [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](#)



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)

Resources

- 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](#)
- [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](#)
 - [Connecticut Alternate Assessment System Early Stopping Rule](#)



Connecticut Sensible Assessment System

- **The Connecticut Alternate Assessment System: Monitoring and Assessment Supports Updates**  (**transcript** ) - November 7, 2025
- **Connecticut Alternate Assessment System: Overview of the Early Stopping Rule and Student Response Check** 
- **Language Supports for English Learners/Multilingual Learners Participating on Smarter Balanced and Next Generation Science Standards Assessments**  (**transcript** )
- **Connecticut Alternate Assessment System: Overview of the Early Stopping Rule and Student Response Check**  (**transcript** )
- **Reader Options for Smarter Balanced and Next Generation Science Standards (NGSS) Assessments**  (**transcript** )



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