



# A UNIVERSE OF OPPORTUNITIES



CONNECTICUT  
Education

**2024-2025**

## The Assessment Audit Data Collection

January 21, 2025

Connecticut State  
Department of Education



# Assessment Audit

## Section 1 of Public Act 24-93

- “The Department of Education shall, in consultation with national assessment experts and local and regional boards of education in the state, **conduct a comprehensive audit of the assessments that are administered to students.**”
- Such audit shall include, but not be limited to,
  - (1) issuance of guidance to local and regional boards of education for conducting an inventory of the assessments administered to students at the classroom, school and school district levels,
  - (2) development of a **program of professional learning** for teachers concerning assessment literacy, and
  - (3) an **evaluation of the assessments** inventoried by local and regional boards of education with the goals of eliminating redundant assessments, discouraging classroom activities that focus only on test preparation, reducing testing time and maximizing assessments that provide actionable information for classroom teachers.
- “Not later than January 31, 2026, the Department of Education shall submit”  
.... a report to the Education Committee.



# Tool Development and Implementation

- Reviewed inventories from Achieve, Ohio, California Collaborative for Educational Excellence, Delaware, Illinois, Kentucky, Michigan, Oregon, and WestEd.
- Consulted with Connecticut's Accountability Advisory Committee
- Incorporated feedback from national experts
- Data collection tool designed to balance the need for detailed information with burden on districts and schools
  - Includes assessments required only by districts and schools, not individual teachers.



# What assessments must be submitted?

- All core academic assessments that are required by the district or school to be administered without modification to some or all students.
- Core academic assessments means ELA, Math, Science, Social Studies, or related achievement/ability assessments including:
  - Vendor-created assessments administered district/school-wide to some or all grades, or used for progress monitoring;
  - Locally created assessments that are required to be administered without modification to some or all grades and some/all subjects;
  - Smarter Balanced/NGSS Interim assessments that are required to be administered in a standard method; and
  - Vendor created K3 benchmark assessments (over and above what is required by the CSDE) that are administered district/school wide.



# What assessment must NOT be submitted?

- Required state assessments i.e., KEI, K3 Literacy Benchmark Assessments, LAS Links, CAAELP, Smarter Balanced, NGSS, SAT, CTAA, or CTAS
- National Assessment of Educational Progress (NAEP)
- Advanced Placement / International Baccalaureate Exams
- Seal of Biliteracy exams
- Assessments that are created or modified by individual teachers for use within their classrooms
- Assessments used by teachers that are not required by the district or school
- Non-core academic assessments (e.g. DESSA, climate assessments, physical fitness, or arts assessments)



# Getting Started

- Every district submits a single [Excel file](#) along with the district assessment calendar.
- The district assessment calendar is a key resource, but District Administrators (DAs) in TIDE should consult others in the district and at the school-level to ensure this is a “comprehensive audit.”
- Review the instructions tab within the [Excel file](#) carefully and communicate the expectations to others who may be providing information to you for submission.
- Responses should be recorded and saved in the AuditQuestions worksheet.
- Three sample responses are provided, please do not remove those rows. District response should begin on Row 16.



## Items 1a & 1b: Name of Assessment/Vendor

- 1a includes a dropdown list with 19 options including “Locally Developed” and “Other.”
  - Acadience, DRA, DIBELS, NWEA, PSAT, etc.
- 1b is an opportunity to provide additional detail.
  - If selecting “Other” for 1a, provide more information here.
  - Example of specificity: If NWEA is selected from the 1a dropdown, including MAP Growth for 1b provides additional detail.

<b>1a. Name of Assessment/Vendor:</b> Select from the dropdown list.	<b>1b.</b> If reporting an assessment as "other" in Column A, provide more information here.  Additionally, if the assessment/vendor reported in Column A requires further specificity, use this field to clarify.
PSAT	10/11
PSAT	10/11
NWEA	MAP Growth



## Items 2 & 3: Grade(s) and Content Area

- Report all applicable grades for the assessment by selecting Y for each grade

**2. Grade(s):**  
Select Y for each grade where the test is administered. Leave all other grades blank.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12
											Y		
											Y		
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				

- Select a single content area using the dropdown. Options are Mathematics, ELA, Science, Social Studies, Other.
  - If the assessment reported includes more than one subject area, there should be one entry for each content area.
  - Example: World Language assessment that is not an AP exam or used for the Seal of Biliteracy would be reported as Other.





## Items 4 & 5: Who requires the assessment and Who is assessed?

- Who requires the assessment? Using the dropdown, select one of two options.
  - District
  - School
- Who is assessed? Using the dropdown, select one of two options.
  - All Students
  - Select Group of Students



## Item 6: Primary Purpose of Assessment

- **Summative:**
  - An assessment administered at the end of instruction to measure whether students have learned what was expected to be learned
- **Interim/Benchmark**
  - An assessment typically administered during the year to all students to measure general progress
- **Universal Screening**
  - An assessment typically administered to all students to identify those who may need additional intervention
- **Progress Monitoring**
  - Assessments administered for students in intervention to see if they are making progress
- **Diagnostic**
  - Assessments administered to diagnose specific strengths/weakness or make a particular diagnosis (e.g., identify risk for dyslexia)
- **Other**



## Items 7, 8, & 9: Number of Students, Number of Times, and Time (in minutes)

- Total number of students tested each time the test is administered.
  - If the test is used for progress monitoring, the number of students may vary for each administration. In these cases, enter the approximate average number of students receiving intervention at any time throughout the year.
  - NOTE: If a test is administered to all students in a grade, be sure the number reported for item 7 aligns with enrollment.
- Number of times the test is administered annually to each student.
  - If the test is administered in the Fall, Winter, and Spring, enter 3.
- Time in minutes per administration.
  - Select from the dropdown the value that is closest to the actual, designated time for administering the test. If the test is untimed or varies by students, select the time taken by the average student.
  - Options range from 5 minutes to 3 hours.
  - NOTE: If one assessment is measuring content in two areas, requiring two separate entries, adjust the time accordingly.



## Item 10: Public Reporting

- Are the results of the assessment reported publicly?
  - Public reporting includes local Board of Education presentations, district or school websites, newsletters, etc.
  - Two response options: Yes or No



## Item 11: Primary User

**Primary User:** Who is the Primary User of the assessment? Using the dropdown, select one of three options.

- District/School Leader
- Teacher
- Other District/School Staff



## Items 12a & 12b: Main and Secondary Uses of the Assessment

- **Main Use:** What is the most important way in which the results are used by the Primary User?
- **Secondary Use:** What is the next more important way in which the results are used, if applicable, by the district/school?
- Select the appropriate dropdown to report uses
  - Track/report group and subgroup performance
  - Identify students for intervention (or) exit from intervention
  - Assess student learning of specific content
  - Identify specific strengths/weaknesses of students to inform instruction
  - Make a diagnosis about a student
  - Determine professional learning needs
  - Evaluate the effectiveness/impact of programs
  - Determine resource allocation
  - Other



# Submission Instructions

- Save the completed Excel file with .xlsx as the extension.
- The file name should be the district name as displayed in cell B3 of the AuditQuestions worksheet.
  - For example, Bloomfield's submission should be named  
0110011 – Bloomfield School District.xlsx

Academic Assessment Audit v1.0	
District-Wide Information	
District Name:	0110011 - Bloomfield School District

- Send the Excel file and a copy of the district's assessment calendar to [ctstudentassessment@ct.gov](mailto:ctstudentassessment@ct.gov)
- Due date: Friday, February 21, 2025



# Submission Checklist

- ☐ Excel file name matches cell B3 with .xlsx as the extension.
- ☐ Cells B3, B5, B6, and B7 are complete.
- ☐ All sample rows are preserved. District responses begin on Row 16.
- ☐ All assessments have a validation of YES in column AB.
- ☐ None of the assessments listed as “not” to be reported in the instructions are included in the Excel.
- ☐ Assessments that measure two content areas are entered twice and the timing for each administration in a single content area (item 9) is reported accurately.
- ☐ Assessments administered to all students (item 5), include a count of students (item 7) that roughly aligns with enrollment data.
- ☐ Assessment calendar provided





# Assessment Audit Web Page



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## Assessment Audit

Overview

Contact

Provided by:  
[Department of Education](#)

### Overview

Section 1 of Public Act 24-93 requires the Department of Education to conduct a comprehensive audit of the assessments that are administered to students by public school districts. The goals of this audit are to eliminate redundant assessments, discourage test preparation, reduce testing time, and maximize assessments for classroom teachers.

Based on feedback from district assessment staff and national experts, the CSDE has created a [collection Excel form](#) .

The completed audit Excel file along with a copy of the district assessment calendar should be emailed to [ctstudentassessment@ct.gov](mailto:ctstudentassessment@ct.gov) by February 21, 2025.

An illustration of a classroom door on the left, slightly ajar, revealing a glimpse of a classroom with a desk, a red chair, and a blue planet floating in the air. The door is set against a dark blue background filled with white stars and a few larger, brighter stars, suggesting a cosmic or 'universe' theme.

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Questions?