



Student Assessment News

Connecticut State Department of Education • Performance Office

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[Archived Student Assessment News](#)
CTStudentAssessment@ct.gov

Connecticut SAT School Day Trainings

Use the quick links below to access articles and/or sections included in this newsletter.

Page 2
[CT SAT School Day Updates](#)

Page 3
[Special Populations Updates](#)

Page 6
[PSIS and State Assessments](#)

Page 7
[Summative Assessment Calendar for 2022-23](#)

[State Summative Assessment Calendar for Connecticut public schools for the 2023-24 school year](#)

In order to prepare staff for the 2023 Connecticut SAT School Day, several trainings have been scheduled. The links to register are included in the chart. **Test Coordinators should plan to attend one of the training options: In-person, TEAMS online training, or College Board online training module. The content for February 8 and 9 is the same. In case of inclement weather, in-person training will move to the February 9 online.** All trainings will be recorded and posted to the [CT SAT website](#).

Event	Date
CT SAT Test Coordinator In-person Training @ CSDE, 450 Columbus Ave, Hartford	Register for February 8, 2023, from 9:30-11:30 am
CT SAT SSD Coordinator In-person Training @ CSDE, 450 Columbus Ave, Hartford	Register for February 8, 2023, from 12:30-2:00 pm
CT SAT Test Coordinator Online Training	Register for February 9, 2023, from 10-11:30am
CT SAT SSD Coordinator Online Training	Register for February 9, 2023, from 1-2:15 pm

CPFA Transitions to Individual Student Collection

As announced last spring, the CSDE will be collecting individual student assessment achievement levels for the Connecticut Physical Fitness Assessment (CPFA) in 2022-23. Districts will be required to provide the achievement level attained for all four CPFA components for all students in tested grades through an online application. The *CPFA Individual Student Collection Application* will open soon. In the meantime, districts should retain individual scores for ALL tested students and ALL four components so that attainment levels can be submitted through the system. Information on the collection and application (e.g., Test Administration Manual, Sample/Template File) are posted on the [CPFA Individual Student Collection Page](#). The tentative deadline for data submission is June 30, 2023.

It is important to note that access for users will need to be provisioned by your district's LEA Security Manager when the *CPFA Individual Student Collection Application* opens. To find who your LEA Security Manager is, please visit the EdSight [Find Contacts Report](#).



Connecticut Alternate Assessment



Connecticut
Alternate
Science
Assessment



CONNECTICUT
SAT School Day

Student Assessment News: January 2023

CT SAT School Day Updates

Accommodations for the CT SAT School Day

As schools gear up for spring administration of the Connecticut SAT School Day, there are some important steps to complete to ensure that students have accommodations in place prior to testing. First, submit any new or updated accommodations and 50% time and one-half requests for EL/MLs in the College Board's Services for Students with Disabilities (SSD) by January 31, 2023. If there are no changes to pre-existing accommodations in SSD and no new students to add, nothing further needs to be done in SSD.

The next important phase involves access to the Non-Standard Administration Report (NAR) in SSD. This report will be available on February 1, 2023. The SSD Coordinators will use this report to work with administrators to plan for students testing with accommodations (and English learner extended time). Available on [SSD Online](#), SSD coordinators will select **Nonstandard Administration Report** from the navigation bar on the dashboard. Please note that a printed NAR won't be mailed to you.

Once the College Board's TIDE system is available to test coordinators on February 7, and user accounts for school

staff have been added, SSD Coordinators can use the Nonstandard Administration Report to activate student accommodations in TIDE. College Board approved accommodations must be set in TIDE prior to testing. Note that this TIDE system is different from TIDE used for Smarter Balanced and NGSS. **There is no syncing between CT-SEDS and College Board TIDE or SSD.** Refer to the [Accommodations Crosswalk for Connecticut SAT School Day](#) for digital alternatives to SSD-approved accommodations.

Finally, once accommodations are set in CB TIDE, schedule an opportunity for students to practice on a digital SAT to learn about the test format, universal tools, and practice with accommodations or assistive technology, if applicable. To practice giving a test using the TA Interface or to preview the student digital test experience, visit the [College Board's Digital Testing platform](#).

If you have questions about entering accommodations in SSD, approval status, or other related SSD questions, contact SSD Customer Service at 855-373-6387 or via email at ctsat@collegeboard.org. All other accommodation-related questions can be directed to [Deirdre Ducharme](#).

Summative Test Materials

Summative Assessment [Test Coordinator Manual \(TCM\)](#)
[Smarter Balanced Summative Test Administration Manual \(TAM\)](#)
[NGSS Test Administration Manual \(TAM\)](#)
[Collaborative for the Alternate Assessment of English](#)

[Language Proficiency Test Administration Manual](#)

[Connecticut Alternate Assessment \(CTAA\) Test Administration Manual](#)

[Connecticut Alternate Science Assessment \(CTAS\) Test Administration Manual](#)

[District Administrator Test Administration Workshops Training Materials](#)

Special Documented Accommodations due March 1, 2023

In exceptional circumstances, there may be a student whose disabilities are such that the allowable accommodations listed in the Assessment Guidelines would be insufficient to provide access to an assessment (e.g., need for a scribe or human reader). In these cases, upon request, the District Administrator can request and complete a petition for a special documented accommodation. Please refer to the Assessment Guidelines, (Appendix C) for details. Petitions are due no later than March 1, 2023. In some cases the approval of certain accommodations, such as the provision of a human reader or scribe, will require teachers to review specific test guidelines and complete test security/confidentiality protocols.



Connecticut Alternate Assessment



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SAT School Day

Student Assessment News: January 2023

Special Populations Updates

English Language Proficiency Assessments

Students in Grades K-12 identified as English learners/multilingual learners (EL/ML) are required to participate in an annual assessment of their English language Proficiency (ELP). In Connecticut, this assessment is the LAS Links. This ELP assessment window opened on January 3 and will close on March 3, 2023. Non-secure resources for this assessment may be found on the [Connecticut DRC LAS Links website](#).

Beginning February 1 through March 31, 2023, Connecticut's K-12 students identified as EL/ML with an active Individualized Education Program (IEP) including evidence of a significant cognitive disability will have the opportunity to participate in the Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP). This new assessment will allow eligible participants to receive scores and have the potential to exit from EL status. These scores are not represented in the accountability system. Additionally, CAAELP is administered individually by a trained test administrator who may gain insight into student understanding of the English language, ultimately supporting instruction. Student participation in the CAAELP operational field test provides an important opportunity for Connecticut students to “vote” on the final test form development items and the CAAELP provides experience to this unique population of students for future administrations and support.

The [CAAELP Resources](#) provides access to participation guidelines, practice test information, training and the [Connecticut CAAELP Accessibility and Accommodations Manual](#). The [Collaborative for the Alternate Assessment of English Language Proficiency Test Administration Manual](#) (CAAELP TAM) is now available on the CAAELP webpage. This resource is required for the administration of the CAAELP. It includes directions for test administration for each domain (Listening, Reading, Writing, and Speaking) as well as general guidance and administration procedures for test administration.

The [CAAELP Module Alt ELPA Test Administrator Training \(2022-2023\)](#) required for the administration of the new CAAELP assessment for EL/MLs in grades K-12 with significant cognitive disabilities is also available. Note that this training is located on a separate website from the Connecticut Alternate Assessment System training for the CTAA and CTAS. Also note that while there are a variety of optional training modules available for viewing, teachers should review the “Alt ELPA Test Administrator Training (2022-2023)” as a priority.

Educators responsible for this administration must participate in this training and pass the associated quiz. They must also be provided the TEA user role in TIDE by the District Administrator (DA) for testing in TIDE. Student's determined eligible for this assessment using the [Alternate Assessment System Eligibility Form](#) at their PPT must have the form submitted into the DEI by a TEA trained for the CTAA and CTAS.

Comparison of Connecticut Alternate Assessments: This table describes features across all three assessments within the Alternate Assessment System, which includes the Connecticut Alternate Assessment (CTAA) for Math and ELA, the Connecticut Alternate Science (CTAS) and the Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP).

Comparison of LAS Links and CAAELP: This resource describes differences between the LAS Links and CAAELP including the test delivery system, participants, rostering, and accommodations.

LAS Links and CAAELP Text-To Speech (TTS) vs. Read Aloud: This table describes the differences for the provision of a reading accommodation (TTS or Read Aloud) for each of the English Language Proficiency Assessments (LAS Links and the Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP)).

* CAAELP is a new assessment for 2022-23 but no accommodations will be populated in TIDE.

Student Assessment News: January 2023

Special Populations Updates

ELP Domain Exemption Form for LAS Links or CAAELP

ELP Domain Exemptions are available for the Listening and/or Speaking Domains.

- ◆ If a student is identified as Deaf or hard of hearing, they may not be able to participate in the Listening subtest due to this disability.
- ◆ ELs/MLs with an IEP or 504 Plan may be non-verbal and, even when provided assistive technology or augmentative and alternate communication supports, may not be able to participate in the Speaking subtest.
- ◆ EL/ML students with an IEP or Section 504 Plan who cannot access the Listening or Speaking domains due to their disability may request a domain exemption for the applicable subtest.
- ◆ For the LAS Links assessment, the ELAC submits the [LAS Links Domain Exemption Form](#).
- ◆ The CAAELP Domain Exemption Form is submitted by the District Administrator (DA) for Testing. The Form is located under Preparing for Testing.
- ◆ Please note a separate form should be submitted for each Domain requested for both LAS Links and CAAELP prior to testing the student. Communicate this information and expectations clearly to test administrators.

On January 4, 2023, the Performance Office conducted the first in the series of Office Hours for 2023. This presentation focused on both the LAS Links and the new CAAELP assessments. The presentation and notes may be accessed here: [English Language Proficiency \(ELP\): LAS Links and CAAELP](#) (PDF) and [Presentation Notes](#).

The required annual, online [Alternate Assessment System Training Course](#) for teachers administering the CTAA and CTAS is available on the Connecticut Comprehensive Assessment Program Portal. The training and quiz must be completed before teachers with the TEA user role can submit their student's [Alternate Assessment System Eligibility Form](#) in the Data Entry Interface (DEI), registering their student for alternate participation and providing the TEA access to all secure materials required for testing.

Early Stopping Rule Submission for CTAA, CTAS, and CAAELP

Beginning with the 2022-23 school year, the CSDE is using a new process for the Early Stopping Rule (ESR) for students who do not show an observable mode of communication. Refer to the [2022-23 Connecticut Alternate Assessment System Early Stopping Rule \(ESR\)](#) guidance for details. Teachers who believe their student may qualify should administer the Student Response Check (SRC) (included in Appendix A of the ESR guidelines) to determine eligibility between December 1, 2022, and February 1, 2023. If the student does not demonstrate an observable response during any of the three SRC trials, and the student's IEP documents goals and objectives support the development of communication, the TEA will

complete the Connecticut Alternate Assessment System Early Stopping Rule Request and Attestation Form (located in Appendix C of the ESR guidelines) and return it to their DA no later than **February 1, 2023**. The DA will then submit the form in TIDE by **March 1, 2023**, for processing. District Administrators should select from the "Forms" drop-down menu under the Preparing for Testing section in TIDE. No further action will be required on behalf of the teacher or student if the student meets eligibility through the SRC. Thus, if the attestation form is approved by the CSDE, the TEA will not administer any portion of the CTAA, CTAS, or CAAELP to the student. Instead, the CSDE will assign a special code to the student's tests between March 1 and the start of the testing window indicating an ESR.

Special Populations Updates

Text-to-Speech: Items vs. Reading Passages

This time of year, the Performance Office frequently receives questions about the use of text-to-speech for the ELA Reading Passages. Text-to-speech of the ELA reading passages is an accommodation available to students who typically have visual or print disabilities, including dyslexia. Claim 1 Reading is designed to measure a student's reading, comprehension, and analyses of grade-level complex informational and literary text. Therefore, the text-to-speech accommodation for reading passages should only be provided when there is an access barrier to the digital text, as outlined by the [Smarter Balanced Guidelines for Choosing Text-to-Speech or Read Aloud](#) and the [Decision Guidelines for Text-to-Speech of the ELA Reading Passages](#). Inappropriate use of this accommodation may impact the performance results, the accuracy of interpretation of test results, and the comparison of the individual student with the test results of their peers. Generally speaking, the designated support of text-to-speech for items in ELA and stimuli and items in math and science is available to all students for whom a team has determined its appropriateness. It should not be selected for students who don't use text-to-speech during instruction as it may pose a distraction to some students and hinder their test experience. Students should have time to practice in advance of testing and know how to activate the audio, speed, and volume using the System Settings icon on their test screen.

Also note that a handful of ELA items that measure grammar usage, spelling, and punctuation may not be keyed to TTS because the reading of the item might inadvertently queue a student's response. If such an item does not include TTS, encourage your student to try their best.

Speech-to-Text

Often used with students who have motor or processing disabilities (such as dyslexia), this accommodation allows students to orally dictate their responses to Smarter Balanced open-ended items using Cambium Assessment's internal speech-to-text software. Any open-ended item (often associated with the Math Performance Task and the ELA reading and writing assessments) will have a speech-to-text icon that can be activated by the student and used to generate a dictated response. Here are some reminders:

- ◆ Students can delete or revise their response as appropriate.
- ◆ This feature auto punctuates and capitalizes as it transcribes a student's dictation. Students should proof read and edit responses before moving onto the next item.
- ◆ Must test in a separate 1:1 setting.
- ◆ Set the embedded Speech-to-Text accommodation in TIDE to activate.
- ◆ Students should try this accommodation in advance of summative testing by signing onto a Practice or Interim Assessment (with open-ended items, such as a math Performance Task) with their SASID.

English Learner Language Supports

Students who are advancing toward English language proficiency (including identified ELs/MLs and dually identified ELs/MLs with disabilities) may benefit from using designated supports that promote language access when participating in the Connecticut state-wide assessments. Examples of English Language Supports include:

[Simplified Test Directions \(Math and ELA\)](#)
[Smarter Balanced Translated Test Directions \(Math and ELA\)](#)
[Bilingual Word-to-Word Dictionary \(NGSS only\)](#)
[Translated Glossary \(Math\)](#)
[Read Aloud \(Spanish\) for Math and Science](#)

Student Assessment News: January 2023

Public School Information System (PSIS) and State Assessments

The Public School Information System (PSIS) provides data to test delivery systems for state summative assessments administered to Connecticut public school students. These assessments include the LAS Links, the Collaborative for the Alternate Assessment of English Language Proficiency (CAELP), Next Generation Science Standards (NGSS) Assessment, Smarter Balanced, Connecticut Alternate Assessments (CTAA) in English language arts and mathematics, Connecticut Alternate Science (CTAS), and the Connecticut SAT School Day. **District PSIS Coordinators must work closely with Testing Coordinators, English Language Assessment Coordinators (ELACs), and SAT Test Coordinators to ensure that student information is being reported accurately.** The state relies on districts to provide accurate reporting of PSIS student-level data. Select fields such as English Learner status, Special Education status, and Section 504 status must be updated prior to testing to ensure students eligible for accommodations may access them. Data are used for public/secure reporting of statewide test results and as part of Connecticut's Next Generation Accountability System.

The PSIS Registration module has been updated to include the following Testing Demographic fields:

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

These seven values must reflect the student's status at the time of testing for the 2022-23 school year. The SPED, FRL, EL/ML, Military Family, and Homeless have been loaded with the values reported in the October PSIS Collection Freeze Zero file (i.e., freeze file from the collection generated on November 3, 2022). The values for Recently Arrived EL and Section 504 were not pulled from Freeze Zero because these data are not reported in the PSIS October collection. These values have been set to "No" in the Registration Module and must be updated in the PSIS Registration Module for testing and reporting purposes.

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

Changes to the Testing Demographic data can be made via the "Edit Registration/Unregister" page in the PSIS Registration Module or by batch. The Testing Demographics Record Layout for batch uploads can be found in the [PSIS Reference Guide](#) located on the PSIS help site.

District PSIS Coordinators must make all changes to student enrollment and demographic information directly into the PSIS Registration Module. Student demographic values will be saved and the fields will be locked in PSIS on the following dates for accountability calculations:

- **March 3, 2023**, for LAS Links;
- **March 31, 2023**, for the Collaborative for the Alternate Assessment of English Language Proficiency (CAELP);
- **April 27, 2023**, for the Connecticut SAT School Day; and
- **June 2, 2023**, for Smarter Balanced Assessments, the Next Generation Science Standards Assessments, and the Connecticut Alternate Assessment System Assessments (CTAS and CTAA).

The Missing Connecticut Testing Demographic Status Values report is available in PSIS Registration Module, and the Active Roster download has been updated to include the Testing Demographic values. Data from the PSIS Registration Module are updated on a nightly basis in both the Test Information Distribution Engine (TIDE) and DRC's INSIGHT System. Again, these seven fields in the PSIS Registration Module must reflect the student's status at the time of testing.

To enter accommodations in TIDE, students must be identified as Special Education or Section 504 in the PSIS Registration Module. (CSDE is working on a process to load SPED and Section 504 values as well as accommodations from CT-SEDS into PSIS on a nightly basis. More information will be provided as that process is implemented.) Similarly, for a student to access a LAS Links assessment in the DRC Insight system, a student must be identified as an English learner/multilingual learner in the PSIS Registration Module. Additionally, a student may be identified as both an English learner and a student with disabilities, and should be reflected as such in the PSIS testing demographic fields prior to the opening of the LAS Links testing window, **January 3, 2023.**

Student Assessment News: January 2023

Summative Assessment Calendar for 2022-23

Assessment	Dates
Enter Accommodations into SSD Online for Grade 11 students with IEP, 504 Plan or 50% extended time EL students	November 14, 2022 - January 31, 2023
English Language Proficiency Assessment-LAS Links	January 3-March 3, 2023
CAAELP (Alternate Assessment of English Language Proficiency)	February 1-March 31, 2023
CT SAT School Day	March 22-24 and March 28-29, 2023; Additional make up dates: April 25-27, 2023
NGSS	February 6-June 2, 2023 (Grade 11) March 27-June 2, 2023 (Grades 5 and 8)
Connecticut Alternate Assessment—CTAA	March 27-June 2, 2023
Connecticut Alternate Science Assessment—CTAS (Administered throughout the year)	(Upload Window for Submission through the DEI: CTAS Student Score Worksheet) March 27-June 2, 2023 (Grades 5, 8, and 11)
Connecticut Smarter Balanced Assessments	March 27-June 2, 2023
Connecticut Physical Fitness Assessment	Anytime during the school year

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