



STUDENT ASSESSMENT NEWS

January 15, 2019

[Archived Student Assessment News](#)

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Connecticut SAT School Day Updates

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

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Accommodations Office Hours Online Session

The first Office Hours session for the Connecticut SAT School Day has been scheduled for **January 16, 2019, from 2-3 p.m.** [Participants must register](#) for this online session that will focus on entering accommodations for Special Education, 504 and EL students and the accommodated testing window. Time for questions will be provided.

2019 Test Manuals Posted

The 2019 Connecticut SAT School Day Manuals have been posted to the Connecticut State Department of Education's [\(CSDEs\) web site](#). Test Coordinators will receive the bulk of the printed copies of the manuals approximately three weeks prior to testing.

College Board Resources for Accommodations

A new College Board resource, [Types of College Board Accommodations](#), is available to assist with the planning of accommodations for the Connecticut SAT School Day. A training module, [College Board SSD Module - Understanding College Board Accommodations](#), is also a College Board created resource for those planning for accommodations. These are not CSDE specific resources, so some policies may differ with the administration of the Connecticut SAT School Day. If you have any questions specific to the Connecticut SAT School Day, please contact [Michelle Rosado](#) or [Deirdre Ducharme](#).

Test Coordinator Workshops

Test Coordinator training for the 2019 Connecticut SAT School Day will take place on February 26 and 27, 2019, at the [Institute of Technology and Business Development \(ITBD\) in New Britain](#). Schools may send **two** (2) people to **one** of the four repeated trainings. The session on February 27, 2019, from 12:00-3:30 p.m. is intended for **NEW** test coordinators, but any test coordinator may attend this session. We will spend more time on the details of the administration at this session. Registration information and details are included in the links below.

[Register for February 26, 2019, from 8:30-11:30 a.m.](#)

[Register for February 26, 2019, from 12:00-3:00 p.m.](#)

[Register for February 27, 2019, from 8:30-11:30 a.m.](#)

[NEW Coordinators Register for February 27, 2019, from 12:00-3:30 p.m.](#)

CTAA

Connecticut Alternate Assessment



Connecticut SAT School Day



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Smarter Balanced Educator Recruitment

The CSDE and Smarter Balanced are seeking educators who meet all the qualifications outlined below to participate in, in-person content development activities beginning in spring 2019.

Educators must meet the following qualifications in order to apply:

- currently certified to teach ELA/literacy or mathematics in a K–12 public school or certified to teach English learners and/or students with disabilities;
- currently teaching in a public school or currently employed by a public school, district or state education entity, including higher education located in Connecticut; and
- within the past three years:
 - ◇ have taught ELA/literacy or mathematics in Grades 3 through 8 *or* have worked in a classroom content support role such as a literacy or district-content specialist.

AND/OR

- ◇ Have taught students with disabilities and/or English learners in Grades 3 through 8 *or* have worked in a support role such as a district/school coordinator or instructional specialist. Specializations in visual impairments or teaching students who are deaf and hard of hearing are encouraged.
- have previously reviewed part or all of the Common Core State Standards for the content area in which they are interested in working.
- for item writing, all educators must submit a statement of interest upon request that describes (a) the reason(s) for their interest in developing items for the Smarter Balanced assessment system and (b) their qualifications for doing so.

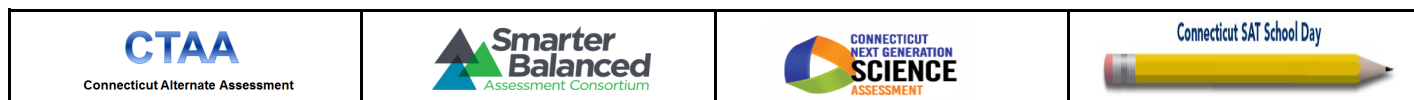
Educators who have documented expertise in the areas of science and/or social science may apply for ELA/literacy item review. Some activities will have additional preferred experience qualifications.

The Smarter Balanced item development process involves educators, researchers, policymakers, and community groups in a transparent consensus-driven process to help all students succeed in a global economy. The 2019 item development meetings will be:

- Item Authoring for ELA and Mathematics;
- Passage Review for Content, Fairness, and Accessibility;
- Item Review for Content, Fairness, and Accessibility;
- Rangefinding; and
- Data Review (virtual).

All interested candidates, **including candidates that have previously applied**, must apply by submitting the [online application form](#) to Smarter Balanced by **February 8, 2019**.

The CSDE will recommend a limited number of qualified education candidates to participate. Smarter Balanced and respective contractors will then select educators to serve based on recommendations from each consortium state. The selection of educators will strive to represent a balance of geographic region, grade levels, years of experience, district-type, among other demographic data.



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Smarter Balanced Educator Recruitment (continued)

Meetings will be held in July, October or December. Smarter Balanced will contact selected educators directly via e-mail. The selected educators will need to complete additional travel and contract information. Lodging, travel costs, and applicable reimbursements will be provided by Smarter Balanced following the meeting, and may include substitute reimbursement defined by local policy.

Please contact Michelle Rosado at the CSDE by [e-mail](#) if you have any questions.

District Administrator Workshops

District Administrator (DA) Workshops are scheduled for January 23, 24, and 25, 2019, at the [Institute of Technology and Business Development \(ITBD\) in New Britain](#). There will be five sessions to choose from and each session will repeat the same content. The session on January 24, from 12:00-3:30 p.m. is for **NEW** DAs. **Training will be provided for the administration of the Smarter Balanced Assessments for English language arts/literacy and mathematics, NGSS, CTAS, and the CTAA for English language arts and mathematics.** Since 2019 will be the first administration of the NGSS and CTAS, the session will provide in-depth information on administering these assessments.

District Administrators will be provided with information to support training school coordinators and test administrators. **Registration is limited to two (2) attendees per district.**

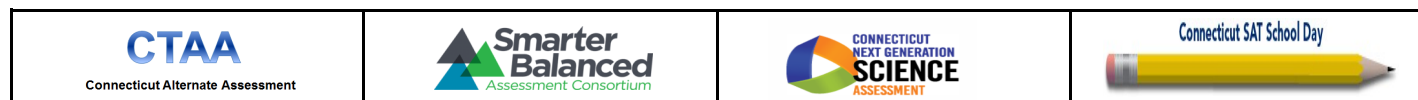
Register for January 23, 2019, from 8:30-11:30 a.m.	Register for January 23, 2019, from 12:00-3:00 p.m.
Register for January 24, 2019, from 8:30-11:30 a.m.	NEW DAs Register for January 24, 2019, from 12:00-3:30 p.m.
Register for January 25, 2019, from 8:30-11:30 a.m.	



Interim Assessment Update

This school year, Math and ELA Interim Assessment Blocks remain the same, with no new items or blocks. However, there is an incredible new feature - hand scoring is available in the AIRWays Reporting System! Now teachers not only see how students performed, but can score or rescore open-ended items, all within the same system. In the past, if a student took a block with a hand-scored item the scores for the entire block would not show in AIRWays until a teacher scored the one open-ended item in that block. Now, AIRWays includes automated scoring for all open-ended items in Math (the Performance Task (PT) blocks) and in ELA (the Reading, Brief-Write, and PT blocks). All scores will be available immediately after the student submits the interim. Items receive a tentative score, prompting teachers to review student responses and alter or accept the computer-assigned score. Scores will not be considered final until the automated score is reviewed and accepted or changed after hand scoring.

Please remember that the hand scoring of the interim assessments is a local responsibility. Educators will use the same scoring rules as the summative assessment to score the open-ended interim responses. Training is essential to provide optimal levels of reliability and validity when interpreting test results.



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Testing Demographics and PSIS

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, Next Generation Science Standards (NGSS), Smarter Balanced, Connecticut Alternate Assessment (CTAA) in English language arts and mathematics, Connecticut Alternate Science (CTAS), and the Connecticut SAT School Day. **District PSIS Coordinators must work closely with District Administrators (DAs) responsible for statewide student testing, to ensure that student information is being reported accurately.** The state relies on districts to provide accurate reporting of seven of these individual student demographic fields at the time of testing. Select fields such as English learner (EL) 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 and secure reporting of statewide test results and as part of Connecticut's Next Generation Accountability System.

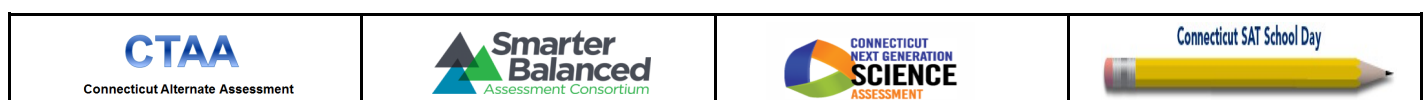
The PSIS Registration module has been updated to include the following Testing Demographic fields:

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

These seven values must reflect the student's status at the time of testing for the 2018-19 school year. The SPED, FRL, EL, 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 2, 2018). 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 locked in PSIS on **June 7, 2019** (i.e., the last day of the summative test window), so all changes to a student's status at the time of testing must be made by then. For LAS Links accountability calculations, **a freeze of the fields will be taken on March 8, 2019**, which is the final date of the LAS Links testing window.



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Testing Demographics and PSIS (continued)

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 the Data Recognition Corporation (DRC’s) INSIGHT System. Currently, the Testing Demographic fields are optional for all students; once the Smarter Balanced testing begins, values will be required for students in Grades 3-8, and 11. **Again, these seven fields in the PSIS Registration Module must reflect the student’s status at the time of testing.**

In order to enter accommodations in TIDE, students must be identified as Special Education or Section 504 in the PSIS Registration Module. Similarly, in order for a student to access a LAS Links assessment in the DRC Insight system, a student must be identified as an English 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 available now through March 8, 2019. Please note that any changes to a student’s SPED status can create cases on the Nexus Discrepancy Report in the Registration Module. It is important that you closely monitor **ALL** reports in the PSIS to ensure all student data is being reported accurately. If you have any questions, please feel free to contact [Kendra Shakir](#).

Spring 2019 CT Testing Demographic Status Only available during testing. EL, Special Education, and Section 504 required for K - 12 during LAS Links; all required for 3 - 8 and 11 during CT Comprehensive Assessments.					
English Learner (EL):	No	Recently Arrived EL:	No	Military Family:	No
Special Education:	No	Section 504:	No		
Free/Reduced Lunch Eligible:	Free	Homeless:	00 - Not homeless		



Test Administrator Training Course

A recently revised resource is available for test administrators of the Smarter Balanced and NGSS. An interactive, self-paced, online [Test Administrator Training Course](#) is designed to familiarize Test Administrators with the student sign-in process in the Student Interface and the test session creation process in the Test Administration Interface for administering the Smarter Balanced and NGSS.

To ensure course takers have learned the skills necessary to administer tests using AIR’s online system, each prospective Test Administrator is encouraged, **but not required to complete this self-paced course.**



CTAS Errata Sheet

A printing error occurred in the **Resource Packet for the Grade 5 Connecticut Alternate Science Assessment (CTAS)**. This issue involves the graphic for **Storyline 4 - Activity 6 - Resource 1** in **Grade 5**. The printed table has two rows of data when it should have three rows.

The graphic has been updated and is available at the following link: [Pond Organisms Data Table Poster](#)

Districts should remove the resource from the CTAS Resource Packet and replace it with the updated graphic from the portal. If you have any questions, please follow up with the American Institutes for Research Help Desk at 1-844-202-7583 or email CTHelpDesk@air.org.



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Special Populations Updates

Learner Characteristics Inventory (LCI) Submission Deadlines and Reminders

The next submission deadlines for the LCI is coming up soon and there are important considerations to ensure the efficiency for submitting this information through the Data Entry Interface. Please take a moment to read the information below and share with your teachers who are responsible for administering Alternate Assessments this school year.

LCI Deadline	Grade(s)	Student Populations by Assessment Window
January 18, 2019	Grade 11	Supporting state collections for Connecticut SAT School Day, Science, and CTAA/CTAS
February 1, 2019	Grades 3-8, 11	Supporting state collections for Smarter Balanced, Science (Grades 5 & 8), and CTAA/CTAS

Reminders:

- Any teacher administering the alternate assessment must have a **TEA** user role set in TIDE. Only District Administrators (DAs in TIDE) have the ability to add or edit a TEA user role in TIDE.
- **ALL** TEAs must complete the online Alternate Assessment System Training and pass the quiz with a score of 80% or greater in order to have the “trained” status activated in TIDE.
- TIDE users with roles other than TEA **do not** have access to the Data Entry Interface (DEI) and may not submit an LCI, even if the user has a “trained” status indicated in TIDE.
- After completing and passing the training, TEAs should submit the PPT-approved LCI through the DEI, as soon as possible to meet the deadlines posted above, and to ensure students may access the appropriate tests.
- TEAs administering the Connecticut Alternate Science Assessment (CTAS) to students in Grades 5, 8, or 11 should refer to the [Connecticut Alternate Science Assessment TEA Responsibility Checklist](#) for pre-planning activities. As a reminder, hard copy test materials were sent to DAs in October 2018, and [digital copies](#) of the CTAS are available on the Connecticut Comprehensive Assessment Program Portal.

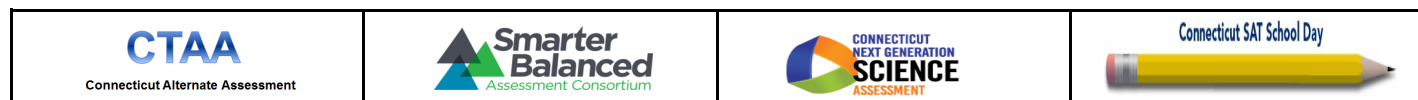
For additional information about the TEA role and submission of the LCI, refer to the [December 20, 2018, edition of the SAN](#).

Alternate Assessment System Training

The required online Alternate Assessment System Training for teachers administering the 2018-19 Alternate Assessments is available on the [CSDE Comprehensive Assessment Program Portal](#) and can be accessed with TIDE user credentials. Refer to the [December 20, 2018](#), Student Assessment News for more information.

LAS Links Field Test

The LAS Links Assessment window of January 2-March 8, 2019, has started. The LAS Links Field Test is being conducted during the LAS Links testing window. The purpose of the LAS Links Field Test is to develop an additional test form compatible with Forms C and D for state/district use. Please see additional information provided in the [December 20, 2018](#), Student Assessment News.



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Special Populations Updates (continued)

Special Documented Accommodations

If districts have students with an IEP or 504 Plan that indicates the need for an accommodation that is not identified by the [2018-19 Accommodations Form](#) (Smarter Balanced/NGSS) or approved by the College Board, please contact Deirdre Ducharme or Janet Stuck, as soon as possible. This is a time-sensitive process that requires the examination of the student's present needs and accommodations documented in the IEP/504 Plan. Petition forms will be sent to the District Administrator based on eligibility and must be returned to the CSDE with accompanying documentation (IEP/504 Plan or other supporting evidence) by **January 28, 2019**.

Examples of special documented requests include the use of a Read Aloud of the ELA Smarter Balanced Reading Passages, a scribe on the Smarter Balanced or NGSS assessments, or a human signer on statewide assessments, including the Connecticut SAT School Day. Please direct any questions to [Deirdre Ducharme](#) at 860-713-6859; or [Janet Stuck](#) at 860-713-6837.

Learner Characteristics Inventory Monitoring

Representatives from the Performance Office and the Bureau of Special Education have been meeting with stakeholders, attending national meetings, and developing resources to clarify the intended purpose for the Alternate Assessments and eligibility criteria for student participants. Historically, guidance on these topics were published (and continue to be updated) in publications such as the [CSDE Assessment Guidelines](#); the [Learner Characteristics Inventory](#); [The Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams](#); and [the Frequently asked Questions and Answers About The Connecticut Alternate Assessment System \(all available on the CSDE website and Connecticut Comprehensive Assessment Program Portal\)](#). To further support the understanding and careful identification of students taking the Alternate Assessments, the CSDE offered optional, in-person training (*Alternate Assessment Counts*) to administrators and teachers during the 2017-18 school year.

To support this ongoing initiative, Education Consultants from the Performance Office will be monitoring the 2018-19 LCI submissions. Data reported by the LCI will be reviewed to determine if the student meets the evidence-based criteria for participation in the alternate assessments by examining the Primary Disability Categories for consistency with a significant cognitive disability. Academic functioning and other student characteristics will also be reviewed to determine if additional clarification of evidence is needed to support eligibility.

The District Administrator (DA in TIDE), the Director of Special Education, and the Teacher Administering the Alternate Assessment (TEA) will be contacted with any areas of concern for particular students identified during the LCI Monitoring process. Districts will be expected to closely reexamine the evidence used to support the decision regarding the most appropriate assessment for these identified students. Based on district reexamination, administrators may determine there is not sufficient evidence to support that the student qualifies for the Alternate Assessments, or administrators may confirm that there is sufficient evidence to document the support for participation. Districts will be expected to complete and return the monitoring form with specific evidence from the student's Individualized Education Program (IEP), and any other supporting documentation (if applicable). These reviews must take place prior to the student's participation in statewide testing. Questions should be directed to Janet Stuck or Deirdre Ducharme at 860-713-6860.



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Special Populations Updates (continued)

Communication Regarding Dually Identified English Learner Procedures for 2019 LAS Links

In the December 20, 2018, Student Assessment News, a [memo](#) titled *Dually Identified English Learner Procedures for the 2019 LAS Links* was described. Please review this memo to ensure you have followed procedures and are aware of critical due dates. For example, all paper form orders, including large print and braille forms, **must** be placed by **January 31, 2019**.

Reminders When Creating LAS Links Testing Sessions

When creating test sessions, consider using the date filter to show sessions from this year's administration ONLY. This will make creating sessions easier. Please note that if you have already completed your test sessions for 2019, then you do not need to take any action. This is only a suggestion to make it easier to view current test sessions. Below is a snapshot of the suggested filter.

The screenshot shows a web interface with a date range filter. The 'Date Range FROM' is set to 01/02/2019 and the 'Date Range TO' is set to 03/08/2019. Below the filter are buttons for 'Show Sessions' and 'Print All Tickets'. There are tabs for 'Sessions' and 'Status Summary'. A table is visible with a header 'Session Detail' and columns: District, School, Session Name, Assessment, Status, Begin Date, End Date, Scoring Option, and Action. A red arrow points from the 'Date Range TO' field to the 'Session Detail' header.

When your permissions to add accommodations have been activated per ELAC request, remember to add accommodations **BEFORE** entering the student into a test session. If you have already placed the accommodated student into a test session, simply remove the student from the session, add the accommodation, then add the student back into the test session. This is especially important for the Text-to-Speech accommodation.



Smarter Balanced Resources for Educators

[Sample Items Website](#)

This site provides examples of test questions used on Smarter Balanced assessments in English language arts/literacy and math.

[Desmos Calculator](#)

This site provides information about the Smarter Balanced Desmos calculator, including how to configure the screen reader on your device, how to activate audio trace, and a comprehensive list of keyboard shortcuts.

[Practice Test Resources and Documentation](#)

This site provides information about the practice tests including scoring guides and annotated anchors.

[Smarter Balanced in the Classroom](#)

This site provides examples of how schools are using the Smarter Balanced interim and formative assessments in the classroom.

CTAA

Connecticut Alternate Assessment

Smarter
Balanced
Assessment Consortium

CONNECTICUT
NEXT GENERATION
SCIENCE
ASSESSMENT

Connecticut SAT School Day



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Assessment Calendar for 2018—19

Event	Dates
The AIR secure browsers for the 2018-19 school year must be downloaded for all 2018-19 online tests	Currently available
Connecticut SAT School Day Accommodation Window for Students with IEP and 504 Plans	December 5, 2018—February 5, 2019 Late Window Ends February 19, 2019
English Language Proficiency LAS Links	January 2—March 8, 2019
Deadline for Submission of LCI in DEI for students in Grade 11	January 18, 2019
Connecticut SAT School Day Accommodation Window for EL Students with 50% Extended Time	January 25, 2019—February 19, 2019
Deadline for Submission of LCI in DEI for students in Grades 3-8	February 1, 2019
Connecticut SAT School Day	Primary Test Dates: March 27, 2019, or April 9, 2019- (Based on district selection) Makeup Dates: April 23 and 24, 2019
NGSS Standard Assessment	February 4—June 7, 2019 (Grade 11) March 25—June 7, 2019 (Grades 5 and 8)
Connecticut Alternate Science Assessment - CTAS (Designed to be administered through the school year: student ratings will be entered in the DEI.)	(Upload Window for Submission through the DEI) March 25—June 7, 2019 (Grades 5, 8, and 11)
Connecticut Smarter Balanced	March 25—June 7, 2019 (Grades 3—8)
Connecticut Alternate Assessment - CTAA	March 25 —June 7, 2019 (Grades 3—8, 11)

Register for email updates

To automatically receive the *Student Assessment News* and/or other announcements, [register for e-mail updates](#) on the Comprehensive Assessment Program Portal.

