



STUDENT ASSESSMENT NEWS

May 13, 2019

[Archived Student Assessment News](#)
CTStudentAssessment@ct.gov
860-713-6860



Updates to Summative Assessments

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

[Connecticut SAT School Day Updates](#)

[Board of Regents Adopts Uniform Credit Policy](#)

[Special Populations Updates](#)

[Assessment Calendar for 2018-19](#)

[Register for E-mail Updates](#)

Test Appeal Requests and Irregularities

There have been many requests for appeals and irregularities submitted to the Performance Office during the last few weeks for tests administered using the American Institutes for Research (AIR) Test Delivery System. These tests include the Smarter Balanced, Next Generation Science Standards (NGSS), Connecticut Alternate Assessment (CTAA), Connecticut Alternate Science Assessment (CTAS), and the Learner Characteristics Inventory (LCI). While some of the appeal requests and irregularities are related to extenuating circumstances, many are preventable. Please remind test proctors to:

- Carefully follow steps for test administration as outlined by the Test Administration Manual;
- Verify that appropriate supports and accommodations are functioning at the beginning of the test sessions; and
- Remind students to not submit assessments unless they are completely done with the test session.

If you have questions about testing irregularities, please contact the Performance Office at 860-713-6860.

Office Hours for Smarter Balanced, NGSS, CTAA and CTAS

The Connecticut State Department of Education (CSDE) staff continues to host Office Hour webinars. On these, the CSDE staff and their partner vendor, American Institutes for Research, provide brief, weekly assessment updates and provide phone support. Below are the details of the Office Hours.

Intended Audience: Any district/school staff who oversees state summative testing.

When: Every Thursday until June 6, from 3-4 p.m.

Where/How: Please register for each session using the following link.

<https://register.gotowebinar.com/register/231570739438409987>

Testing Window Closure and Tracking Test Completion

The Summative testing window closes on **June 7, 2019**, for the Smarter Balanced Summative Assessments, NGSS, CTAA, CTAS and the LCI. It is very important that districts and schools track test completion for students. The [Monitoring Test Progress: Test Status Code Report and Test Completion Rates](#) brochure contains instructions for generating Test Status Code Reports and Test Completion Rates in TIDE. These reports are excellent tools that should be used to track test completion for students at both the district and school level.



STUDENT ASSESSMENT NEWS
May 13, 2019



Connecticut SAT School Day Updates

Score Release Schedule for the 2019 Connecticut SAT School Day

Scores from the 2019 Connecticut SAT School Day administration will be available through the College Board K-12 Assessment Reporting portal beginning on the following dates:

| Test Date | Student Reports | Educator Reports |
|--------------------|-----------------|------------------|
| March 27 | April 19 | April 22 |
| April 9 | May 2 | May 6 |
| April 23/24 | May 16 | May 20 |

Student Access to Scores

Students need a College Board account to view their scores. Direct students to <https://studentscores.collegeboard.org/viewscore> and log in. Click sign up to register for an account if students do not already have one. **If students need access to a large print or Braille version of their score report, please contact [Michelle Rosado](#).**

Please note: Some scores will be released later for reasons that may include late receipt of answer sheets, missing information on the answer sheet, or other exceptional conditions that require additional attention. These students will receive an e-mail from the College Board as their scores are released.

Matching College Board Student Accounts and Registration

If a student is signed into his/her College Board account but doesn't see the score, it means the College Board was not able to link their score report and account automatically. For security reasons, a student must verify additional information before the College Board can display scores. The student will need either his/her SAT registration number or the Student ID number (SASID) the student was pre-identified with by the school or district. The registration number can be found in the Roster Report of the College Board K-12 Reporting Portal.

To match, the student will need to go to: <https://studentscores.collegeboard.org/viewscore>

1. Scroll down and click **Matching Tool**.
2. Review the personal information.
3. If any information is incorrect, click **Update** to revise. (Students will be prompted to re-enter their password.)
4. If the information is correct, click **Get My Scores**.
5. The student will have to select one of the following options:
 - I can supply my test information (test date and registration number); or
 - I can supply my student ID (using the student ID the student was pre-identified with).
6. Click **Get My Scores**.

There may still be cases in which a student is not able to view their scores using these steps because the information is too different, or the scores have not yet been finalized. If students cannot view their scores, they should call the College Board's Student SAT Helpline at 1-866-756-7346.



STUDENT ASSESSMENT NEWS
May 13, 2019



Connecticut SAT School Day Updates

Educator Access to Scores in the College Board Reporting Portal

Educators will be able to view SAT scores through the College Board K-12 Reporting Portal beginning April 22, for March test takers and May 6, for April test takers. The reporting portal consists of two areas:

Report Center: allows educators to configure and run online reports, apply filters for data analysis, print student reports, and find student registration information.

Download Center: provides access to downloadable files of scores.

Educators need two things to access student scores in the score reporting portal:

1. A College Board professional account. If you don't have an account, [create one](#).
2. Permission from your institution's access manager.

To find out the name of your school's access manager:

1. Log in to your College Board professional account.
2. Scroll down to **Add Additional Tools and Services > K-12 > K-12 Assessment Reporting > Request Access**.
3. You should see the name and contact info of your access manager.

Please note that choosing **Request Access** from the portal dashboard doesn't notify your access manager. You still need to contact your access manager directly to receive access.

For additional questions about the K-12 reporting portal contact the SAT Educator Help Line at 1-888-728-4357 or k12reports@info.collegeboard.org.

2019 Administration Appreciation and Feedback

Thank you for your efforts regarding the 2019 administration of the Connecticut SAT School Day. CSDE welcomes feedback from districts and schools about the 2019 administration. A [survey](#) about the administration of the **Connecticut SAT School Day** is available. The survey will take approximately 5 minutes to complete.



Board of Regents Adopts Uniform Advanced Placement Policy

The Board of Regents for Higher Education (BOR) has adopted a uniform policy for Advanced Placement exam credit and student placement. Under the new policy, all CSCU institutions will grant academic credits to any student earning a score of 3 or higher on any AP examination. Students transferring from a CSCU community college to a CSCU university or Charter Oak State College, or transferring between two-year colleges or between four-year institutions within the CSCU with AP scores of 3 or higher shall be considered for the awarding of course credits and/or placement at any CSCU institution. The policy allows CSCU institutions to award credits as the equivalent of a specific course, as fulfilling a general education category, or as elective credits. Read the Advanced Placement Credit and Placement Policy [here](#) or visit the BOR's [website](#) for more information.

STUDENT ASSESSMENT NEWS
May 13, 2019



Special Populations Updates

Speech-to-Text Considerations for the 2019 Test Administration

Some applications for the Speech-to-Text (STT) accommodation are compatible with the AIR Secure Browser and Test Delivery System. However, depending upon the testing platform, manufacturer, the STT application, version updates and security considerations, some STT applications may not be permitted with the secure browser. Therefore, the CSDE strongly encourages districts to test the student's STT application with the secure practice test each year prior to testing.

If the STT cannot be accessed on the same device as the secure interface, a work around using two devices can be used. One device provides access to the Secure Student Interface. The second device provides access to the Speech-to-Text application. The student will respond to test items on the first device and respond to open-ended items on the device with Speech-to-Text. Students are expected to transcribe their open-ended responses back into the Student Secure Interface, however, this may be cumbersome for students to complete independently. If a scribe is needed, District Administrators should contact [Janet Stuck](#) or [Deirdre Ducharme](#) to initiate a Special Documented Accommodation Petition to request the provision of a scribe.

While waiting for approval, the CSDE recommends that districts postpone the administration of the Smarter Balanced English language arts (ELA) until receipt of the approval letter. During the interim, students should complete the NGSS (if applicable), the Math Computer Adaptive Test (CAT) and start the Math Performance Task (PT). If at any point during the Math PT the student needs to use the Speech-to-Text software, pause testing and resume once the student is approved for a scribe. Please contact Janet Stuck (860-713-6837) or Deirdre Ducharme (860-713-6859) with any questions.

Contact the AIR Help Desk at 1-844-202-7583 if there are technical issues with the STT.

Special Documented Accommodations

ALL Special Documented Accommodated Petitions must be submitted to our office [no later than the close of business on Friday, May 17, 2019.](#)

Alternate Assessment System Early Stopping Rule

The [Connecticut Alternate Assessment \(CTAA\) Test Administration Manual](#) (Section IV.III Early Stopping Rule (ESR)) provides guidance for students who have not yet established a mode of communication. Please follow the process defined in the [Alternate Assessment System Early Stopping Rule Flow Chart](#). As a reminder, the Teacher Administering the Alternate (TEA) must attempt the **first four items of the CTAA Math and ELA and the first CTAS Performance Task** of the teachers choosing (for those students in Grades 5, 8, and 11) prior to reporting to the Performance Office. The TEAs should notify their DA and report potential ESRs to Janet Stuck (860-713-6837) or Deirdre Ducharme (860-713-6859).



STUDENT ASSESSMENT NEWS
May 13, 2019



Special Populations Updates (continued)

Student Test Settings and Tools Report

District Administrators should already have a process in place to ensure that test examiners are aware of the embedded and non-embedded designated supports and accommodations that are needed for their respective students prior to test administration.

However, many may not be aware of the **Student Test Settings and Tools Report** available in TIDE. This report can be generated by grade level and downloaded as an electronic file and then customized for each individual Test Examiner/ test setting configuration. This report can also be printed and disseminated to appropriate Test Examiners with the caveat that student data is confidential and should be securely stored and maintained and shredded once testing is completed.

Test Examiners using this report should verify that all non-embedded designated supports/accommodations (those ancillary supports provided by the teacher) are gathered prior to testing and made available to the student at the start of the test session (i.e., Multiplication Table, Specialized Calculator, and Translated Test Directions). The Test Examiner should ensure that the student has the appropriate embedded supports and accommodations (those tools provided by the Test Delivery System) and that they are working properly at the time of testing (i.e., Text-to-Speech, Math Stacked Translation, and Streamline). If there is a concern regarding the functionality of these embedded supports and accommodations, pause testing immediately and contact the Performance Office at 860-713-6860.

NOTE: This report contains personally identifiable student information that is confidential and pursuant to federal and state law. Please ensure that any test examiner who has access to this report maintain and store this information securely and with confidentiality.

Late Learner Characteristics Inventory Submissions

The Assessment Office established a series of LCI deadlines for the 2018-19 school year depending on student English learner (EL) status and grade, with a deadline of **February 1, 2019**, for students in Grades 3-8. The purpose of these deadlines was to ensure that students would have the appropriate assessments made available to them through the test delivery system at the time of testing. In order to make the online CTAAs for Math and ELA available to students, the CSDE activates the ALT Flag Indicator in the Test Information Distribution Engine (TIDE) to register students for the alternate assessments. When this indicator is not activated, students will only have access to the standard Smarter Balanced Assessments and NGSS Assessment.

The CSDE recognizes that planning and placement teams (PPTs) take place throughout the school year and there may be legitimate reasons why an LCI is submitted late, however, this is not the case for most of the late LCI submissions. These late entries compromise testing and often result in the processing of test irregularities that then require test invalidation or retesting, parental feedback, additional testing time, and undue stress to the student.

CSDE asks for your cooperation in working with teachers to meet these deadlines and to contact the Performance Office at 860-713-6860 following any LCI submission between now and the end of the testing window.





Special Populations Updates (continued)

Learner Characteristics Inventory Monitoring Round Two

The Performance Office is conducting a second round of monitoring for recently submitted Learner Characteristics Inventories (LCI) to determine if a student meets the **evidence-based criteria for participation in the Alternate Assessments**. The office is specifically focusing on students with an LCI that report a primary disability category (i.e., Emotional Disturbance, Specific Learning Disabilities, Speech and Language Impairment) that doesn't typically reflect a significant cognitive disability. Individualized education programs (IEPs) should clearly demonstrate that the student has pervasive nature of a significant cognitive disability that impacts intellectual functioning and adaptive behavior, and identifies the provision of extensive instructional supports to access content linked to/derived from the Connecticut Core State Standards and Next Generation Science Standards. Clarification with the members of the student's PPT may be necessary to ensure the accurate identification of the student's disability category and assessment selection.

Districts should be aware that for the 2019-20 school year, the CSDE will be refining the Alternate Assessment Eligibility Guidance and revising the LCI Procedures and Guidance. This should help address any confusion or concerns when identifying the range of characteristics and abilities that represent the students who qualify. Questions should be directed to Janet Stuck (860-713-6837) or Deirdre Ducharme (860-713-6859).

Reminders for Teachers Administering the Connecticut Alternate Assessments

Teachers administering the Connecticut Alternate Assessments serve in an important role to provide the most optimal and appropriate test settings and supports to students with significant cognitive disabilities. Like the Smarter Balanced Assessments and NGSS, the CTAA for Math and ELA are secure online assessments. The TEAs must follow guidance outlined in the CTAA Test Administrators Manual and download the Directions for Test Administration (DTA) in TIDE prior to testing. The DTA is specific by grade level and subtest (math and ELA). The DTA provides the explicit script and guidance to be delivered by the TEA at the time of testing. Alternate Assessments administered without the use of a DTA result in a test irregularity and impact the reliability and validity of the student's assessment. The TEAs should download and print the DTAs in TIDE by selecting the Secure Testing Materials menu.

As a reminder, TEAs will use the online test delivery system and Student Secure Browser to administer the secure CTAA for math and English language arts. **All assessments must be administered by June 7, 2019.**

Unlike the CTAA, the CTAS is a non-secure assessment consisting of a series of Performance Tasks to be administered to students in Grades 5, 8, and 11 over the course of the year. Teachers will record the student responses using the Student Score Worksheet and submit ratings through the Data Entry Interface (DEI) by June 7, 2019.

Late submissions WILL NOT be permitted. Share these related resources with TEAs who are preparing for the administration of the CTAA/CTAS:

[CTAA Test Administration Manual \(TAM\)](#)

[CTAA Assessing Students who are Blind, Deaf, or Deaf-Blind Additional Guidance](#)

[CTAS Assessing Students who are Blind, Deaf, or Deaf-Blind Additional Guidance](#)

[The Connecticut Alternate Science Assessment TEA Responsibility Checklist](#)



STUDENT ASSESSMENT NEWS
May 13, 2019

NEW Special Populations Updates (continued)

Text-To-Speech in Spanish for NGSS

To activate Text-to-Speech in Spanish for the NGSS, select Stimuli & Items from the Science drop-down menu. See below:

Note: Spanish Translation (Toggle) must also be activated.

| Embedded Designated Support | ELA | Mathematics | Science |
|---|-------------------------|-------------------------|-------------------------|
| Mouse Pointer ? | System Default | System Default | System Default |
| Permissive Mode ? | OFF | ON | ON |
| Medical Device ? | OFF | OFF | OFF |
| Print Size ? | No Default Zoom Applied | No Default Zoom Applied | No Default Zoom Applied |
| Text-To-Speech (Designated Supports and Accommodations) ? | None | Stimuli & Items | Stimuli & Items |

Reminder: Text-to-Speech of the ELA Reading Passages vs. Read Aloud Accommodation

The embedded Text-to-Speech of the ELA Reading Passages **does not** require the submission of a Special Documented Petition. However, teachers must complete and electronically submit the [Decision Guidelines](#) document. **(Note the form displayed to the right uses a green arrow to indicate the hyperlink for electronic submission).**

The **Read Aloud of the ELA Reading Passages (a human reader)** requires the electronic submission of the Decision Guidelines **and** the submission of a Special Documented Accommodation Petition. See [the Assessment Guidelines](#) Appendix B.

Decision Guidelines for Text-to-Speech of the Smarter Balanced Reading Passages 2018-2019

Use this form to help determine the need for the text-to-speech of the reading passages assessment accommodation. This accommodation is only for students in Grades 3-8 with a documented print disability, or for blind students who do not yet have adequate braille skills. Please [submit this form electronic](#).

Student has: IEP 504 Plan
 Student Name: _____ SASID: _____ District: _____ School: _____ Grade: _____ Date: _____

Responses in shaded boxes may indicate a need for the text-to-speech available through the online computer platform. A preponderance of evidence should exist rather than one or two marks in shaded boxes to support the eligibility of a student in Grades 3-8 for text-to-speech of the reading passages accommodation.

| Question | Assurance- For students with an IEP, evidence found on: | Yes | No |
|--|--|-----|----|
| 1a. Is this student blind or does this student have a significant visual impairment? | <ul style="list-style-type: none"> Page 1: -----COVER PAGE WITH DISABILITY CATEGORY Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE Page 10: -----SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA | | |
| 1b. If the student is blind or has a significant visual impairment, is the student learning to read braille? | <ul style="list-style-type: none"> Page 10: -----SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA | | |
| 2. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills? | <ul style="list-style-type: none"> Page 10: -----SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA | | |
| 3. Does the student's disability impact the student's ability to access the curriculum across all academic subjects? | <ul style="list-style-type: none"> Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE Page 7: -----GOAL & OBJECTIVES | | |
| 4. Are interventions being utilized to improve the student's decoding, fluency, or comprehension skills? | <ul style="list-style-type: none"> Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE Page 7: -----GOAL & OBJECTIVES | | |
| 5. Does the student use text-to-speech (computer), assistive technology software, audio books, or receive a read-aloud accommodation (human reader) during instruction? | <ul style="list-style-type: none"> Page 8: -----PROGRAM ACCOMMODATIONS AND MODIFICATIONS Page 11: -----SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION | | |
| 6. Does the student belong to Bookshare (or similar organization) or use identified accessible educational materials? (See Determining the Need for Accessible Educational Materials (AEM) and Acquiring AEM from the Appropriate Sources for more information.) | <ul style="list-style-type: none"> Page 8: -----PROGRAM ACCOMMODATIONS AND MODIFICATIONS Page 11: -----SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION | | |
| 7. Does the student use text-to-speech (computer), or receive a read-aloud (human reader) accommodation during Smarter Balanced Assessments or other class or districtwide assessments? | <ul style="list-style-type: none"> Page 8: -----PROGRAM ACCOMMODATIONS AND MODIFICATIONS Page 9: -----STATE AND DISTRICT TESTING AND ACCOMMODATIONS | | |
| 8. Does someone (teacher, paraprofessional, another student, parent) regularly read aloud to the student in school as an instructional accommodation? | <ul style="list-style-type: none"> Page 8: -----PROGRAM ACCOMMODATIONS AND MODIFICATIONS | | |
| Student Input: | | Yes | No |
| 9. Does the student indicate that, given the choice, he or she would prefer to read tests to himself or herself? | Evidence on IEP Pages 1,2,4,6 and student offered to attend PPT | | |

By the submission of this form, we acknowledge that this student qualifies to receive the Smarter Balanced Assessments accommodation of Text-to-Speech (computer) of ELA Reading Passages.

Teacher Name _____ Print / Telephone _____
 Special Education Director Name _____ Print / Telephone _____
 District Administrator Name (DA in TIDE) _____ Print / Telephone _____

When a student is eligible for text-to-speech of the ELA reading passages via a computer, but cannot access text-to-speech, the student may be eligible to work with a human reader. Text is read aloud on the ELA reading test to the student by a trained and qualified human reader who follows the [GUIDELINES FOR READ ALOUD, TEST READER](#).

Given the student's specific disability, the student requires a human reader for the Read-Aloud Accommodations for ELA Reading Passages. The [PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS 2018-2019](#) has been submitted by the District Administrator to the CSDE.

1/30/19

STUDENT ASSESSMENT NEWS
May 13, 2019



Special Populations Updates (continued)

Activating the Embedded Text-to-Speech for Math, English Language Arts, and NGSS in TIDE

To activate the embedded Text-to-Speech (TTS) within a Student’s TIDE Account, select the following variables located in the *Embedded Designated Supports* section. (See Table 1.)

Math: Select Stimuli & Items

ELA: Select Items (If the student qualifies for Text-to-Speech of the ELA Reading Passages, select Passages & Items)

NGSS: Select Stimuli & Items

Table 1: TIDE Test Settings and Tools: Text-to-Speech

| Embedded Designated Support | ELA | Mathematics | Science |
|---|------------------|------------------|-----------------|
| Color Contrast | Yellow on Blue | Yellow on Blue | Yellow on Blue |
| Masking | OFF | OFF | OFF |
| Mouse Pointer | System Default | System Default | System Default |
| Permissive Mode | ON | OFF | OFF |
| Medical Device | OFF | OFF | OFF |
| Text-To-Speech (Designated Supports and Accommodations) | Items | Stimuli & Items | Stimuli & Items |
| Translation (Glossary) | English Glossary | English Glossary | |

Questions regarding the delivery of the Text-to-Speech feature on certain ELA test items also often arise. This feature will not be available for specific test items measuring grammar usage, punctuation, or spelling in an effort to accurately measure explicit skills that would otherwise be compromised if read by the TTS. If a student encounters an item for which this feature is not provided, the student should be encouraged to complete the item and continue testing.

Spanish Text for NGSS

To activate Spanish Translation for the NGSS, select Spanish (toggle) from the Science drop-down menu. This will present the NGSS Text in Spanish or English.

| Embedded Accommodation | ELA | Mathematics | Science |
|---|----------------|----------------|------------------|
| Permissive Mode | OFF | ON | |
| Audio Transcriptions | OFF | | |
| Braille Type | Not Applicable | Not Applicable | |
| Closed Captioning | OFF | | |
| Presentation (Designated Supports and Accommodations) | English | Spanish | Spanish (toggle) |

Reminders: Designated Supports for English Learners

Prior to testing:

- Review English Learner Annual Plan to determine which designated supports are needed.
- Review [Embedded and Non-Embedded Designated Supports for English Learners Brochure](#) to explore options.
- Activate Embedded and Non-Embedded Designated Supports by subject area in TIDE test settings.
- If applicable, download the Translated Test Directions for math and ELA and review the list of [approved word-to-word Bilingual Dictionaries](#).

Additional information can be found in the [Assessment Guidelines](#).



STUDENT ASSESSMENT NEWS
May 13, 2019

Assessment Calendar and Acronym Table for 2018-19

| Event | Dates |
|--|--|
| 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) |

Student Assessment Newsletter Most Commonly Used Acronyms

| | | | |
|------|---|-------|--|
| AIR | American Institutes for Research | IEP | Individualized Education Program |
| AP | Advanced Placement® | LCI | Learner Characteristics Inventory |
| BOR | Board of Regents | NAR | Nonstandard Administration Report |
| CAT | Computer Adaptive Test | NGSS | Next Generation Science Standards |
| CSCU | Connecticut State Colleges & Universities | PSIS | Public School Information System |
| CSDE | Connecticut State Department of Education | PT | Performance Task |
| CTAA | Connecticut Alternate Assessment | PPT | Planning and Placement Team |
| CTAS | Connecticut Alternate Science Assessment | SAN | Student Assessments Newsletter |
| DA | District Administrator (in TIDE) | SASID | State Assigned Student Identification Number |
| DEI | Data Entry Interface | SBAC | Smarter Balanced Assessment Consortium |
| DRC | Data Recognition Corporation | SPED | Special Education |
| DTA | Directions for Test Administration | SSD | Services for Students with Disabilities |
| EL | English learner | STT | Speech-to-Text |
| ELA | English Language Arts | TC | Test Coordinator |
| ELAC | English Learner Assessment Coordinator | TEA | Teacher Administering the Alternate |
| ESR | Early Stopping Rule | TTS | Text-to-Speech |
| FRL | Free and Reduced Lunch | TIDE | Test Information Distribution Engine |

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.

