



STUDENT ASSESSMENT NEWS

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

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860-713-6860



Performance Matters Forum— Save the Date and Call for Proposals

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

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District/school leaders, data managers, data-entry staff, and informational technology (IT) staff should plan to join the Connecticut State Department of Education (CSDE) Performance Office on **October 17, 2019**, at the [Red Lion Hotel](#), 100 Berlin Road, Cromwell, CT. The Performance Matters Forum (PMF) will be a half-day conference that offers sessions highlighting best practices focused on the following five topic areas:

- Data Collection
- Assessment
- EdSight
- Accountability
- Research/Evaluation

The CSDE is seeking school and district teams to present at the PMF. Please share your best practices that use data, information, and research from the Performance Office. **Please submit your proposal no later than June 28, 2019.** You will be notified by July 28, 2019, if your proposal is selected. Contact [Michelle Rosado](#) if you have any questions.

Testing Window Closure and Tracking Test Completion

The Summative testing window closes on **June 7, 2019**, for the Smarter Balanced Summative Assessments, Next Generation Science Standards (NGSS) Assessment, Connecticut Alternate Assessments (CTAA), Connecticut Alternate Science Assessment (CTAS) and the Learner Characteristics Inventory (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 the Test Information Distribution Engine (TIDE). These reports are excellent tools that should be used to track test completion for students at both the district and school level.



Connecticut Report Card

The new Connecticut Report Card (CRC) is now available. The interactive, web-based and mobile-friendly report card for schools, districts, and the state contains trend data for key metrics and provides links to related EdSight reports. The CRC is directly linked from [EdSight](#).

The CSDE will continue to produce the PDF Profile and Performance Reports (PPRs), but the CRC will now be our primary report card.



The [Connecticut Report Card](#) for every district, school, and the state provides trends on metrics including enrollment, absenteeism, suspension/expulsion, expenditures, achievement, accountability, graduation, and college readiness.

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2019 PSAT for Alliance/CTECS Districts and 2020 AP Fees for Students from Low-Income Families

The CSDE will cover the cost for the October 16, 2019, administration of the PSAT for Grade 11 students who attend Alliance Districts and the Connecticut Technical Education and Career System (CTECS). Additionally, the CSDE and College Board will cover the entire cost of the 2020 Advanced Placement® (AP) exam fees for all students from low income families who attend public school in Connecticut.

The CSDE has a process with the College Board to direct bill the CSDE for Grade 11 students from low income families who take the October 2019 PSAT from Alliance districts and the CTECS. Schools don't need to do anything other than test the Grade 11 students and the CSDE will be billed. **Please make sure that Grade 11 students properly grid their year of graduation (YOG) on the PSAT answer sheet. Mis-grids and blank YOG will result in your school getting billed for those students.** Please order the exams as you would normally do. Contact [Michelle Rosado](#) with questions.

For 2020 AP testing, AP coordinators will now order tests for students in the fall 2019 for 2020 exams. In 2020, AP coordinators will have the opportunity in the AP Registration and Ordering site (APRO) to indicate students' low income status, thus avoiding having to do this twice as is currently the practice, once during the test ordering and once during the pre-administration activities. Please visit the [College Board's AP Central](#) for more information.

Connecticut SAT School Day Updates

2019 Administration Appreciation and Feedback

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



Summer Math Challenge

The Commissioner's Summer Math Challenge, sponsored by Metametrics, is a FREE [math skills maintenance program](#) based on grade-level standards that help prepare students for college and careers. The program is targeted to students who have just completed Grades 1-8 and is designed to help them retain math skills learned during the previous school year. Schools compete based on student population and grade level. The program then identifies the schools with the highest percentage of participating enrollment and the highest number of badges earned by participating students.

High School students in Grades 9-12 are also encouraged to practice their math skills using the [Official SAT Practice from College Board and Khan Academy](#). Students can link their College Board accounts or determine their current skill level using the diagnostic quizzes provided to get personalized practice recommendations. Schools with the highest percentage of participating enrollment are recognized for their efforts.

All [information and printable materials](#) for the Commissioner's Summer Math Challenge can be found on the [CSDE's Web site](#). Please contact [Jennifer Michalek](#) if you have any questions.



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Next Generation Accountability—Measuring Arts Access— Seeking Input

The Next Generation Accountability System was developed with extensive feedback from district and school leaders. The CSDE is seeking input on the potential specific courses in the secondary course list that: are not in Subject Area 5; are aligned to Connecticut's arts standards; provide students with access to the arts; and should be considered as an arts course toward Indicator 12. Please submit your responses using the [online survey](#) by **Friday, June 7, 2019**. Please share this with staff in your district who are familiar with secondary course offerings and the accountability system.

Testing Demographics and Public School Information System

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, NGSS, Smarter Balanced, CTAA in English language arts and mathematics, 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 (see list below). Select fields such as English learner (EL) status, Special Education (SPED) 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:

- 1) Special Education (SPED) Status;
- 2) Free and Reduced Lunch (FRL) Status;
- 3) English Learner (EL) Status;
- 4) Military Family;
- 5) Homeless;
- 6) Recently Arrived EL; and
- 7) 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 of 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 can and **must** be made by then. For LAS Links accountability calculations, **a freeze of the fields was taken on March 8, 2019**, which was the final **date of the LAS Links testing window**.

The "Missing Connecticut Testing Demographic Status Values" report is available in the PSIS Registration Module, and



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Testing Demographics and Public School Information System (continued)

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 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 have been reflected as such in the PSIS testing demographic fields prior to the opening of the LAS Links testing window which ended on 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 PSIS to ensure all student data is being reported accurately. If you have any questions, please feel free to contact [Kendra Shakir](#).



Special Populations Updates

Processing the Early Stopping Rule Requests

All Alternate Assessment Early Stopping Rule cases must be reported to the CSDE **by 3:00 p.m. on June 7, 2019**. The [Connecticut Alternate Assessment \(CTAA\) Test Administration Manual](#) (see Section IV.III Early Stopping Rule (ESR) of this manual) 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 trained Teacher Administering the Alternate (TEA) must attempt the **first four scorable items of the CTAA Math and ELA. These tests must be left in paused status.** For students in Grades 5, 8, or 11, **all items in the first activity of the CTAS Performance Task** of the teachers choosing must also be administered prior to contacting the Performance Office. For students who do not have a communication mode and are being considered for the Early Stopping Rule (ESR) for CTAS, log into the Data Entry Interface and select the NR option that corresponds with the Performance Task that was attempted and pause the test. These steps should occur prior to calling Janet Stuck (860-713-6837) or Deirdre Ducharme (860-713-6859). The TEAs should have the paper copy of the student's LCI with them when they call.

Please note these requests are called in rather than communicated via e-mail to protect student confidentiality, and so that teachers administering the alternate assessments can respond to specific administration questions. We recommend that you place these calls early in the remaining weeks to ensure they are processed by 3:00 p.m. on June 7, 2019.

Reminders to communicate to your Trained Teachers Administering the Alternate Assessments (TEAs)!

In preparation for the closing of the 2018-19 assessment window, all Connecticut Alternate Science Assessment (CTAS) Student Score Worksheets **must** be submitted through the Data Entry Interface by **June 7, 2019**. Similarly, all CTAA tests must be submitted in the Secure Student Interface by **June 7, 2019**. **Late Submissions are not accepted or scored.**



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Special Populations Updates (continued)

Submission of Large Print, Braille or Paper Test Materials for In-State and Out-of-State Testers

As a reminder, all large print and braille Smarter Balanced and/or NGSS Assessments for in- and out-of-state testers must be submitted by a qualified teacher with TIDE permissions into the Data Entry Interface by **June 7, 2019, in order to be scored.**

If you have hardcopy CTAA math/ELA responses from out-of-state testers, please designate a trained TEA from your district to submit them using the Test Administration Interface/Student Secure Interface. If you have a hardcopy of the CTAS Student Score Worksheet, please have your designated trained TEA submit the worksheet through the Data Entry Interface. This must be completed by **June 7, 2019**, as well to be scored.

If you have any questions, please contact [Janet Stuck](#) or [Deirdre Ducharme](#). For more information, please reference this resource: <https://ct.portal.airast.org/core/fileparse.php/51/urlt/CT-1819-Out-of-State-and-Non-Approveds.pdf>.

Assessment Calendar and Acronym Table for 2018-19

Event		Dates	
NGSS Standard Assessment		February 4— June 7, 2019 (Grade 11)	
Connecticut Alternate Science Assessment - CTAS (Designed to be administered through the school year:		(Upload Window for Submission through the DEI) March 25— June 7, 2019	
Connecticut Smarter Balanced Assessments		March 25— June 7, 2019 (Grades 3-8)	
Connecticut Alternate Assessments - CTAA		March 25— June 7, 2019 (Grades 3-8, 11)	
AIR	American Institutes for Research	IT	Information Technology
AP	Advanced Placement®	LCI	Learner Characteristics Inventory
APRO	AP Registration and Ordering	NAR	Nonstandard Administration Report
BOR	Board of Regents	NGSS	Next Generation Science Standards
CAT	Computer Adaptive Test	PMF	Performance Matters Forum
CRC	Connecticut Report Card	PPR	Profile and Performance Report
CSCU	Connecticut State Colleges & Universities	PPT	Planning and Placement Team
CSDE	Connecticut State Department of Education	PSIS	Public School Information System
CTAA	Connecticut Alternate Assessment	PT	Performance Task
CTAS	Connecticut Alternate Science Assessment	SAN	Student Assessments Newsletter
CTECS	CT Technical Education & Career System	SASID	State Assigned Student Identification Number
DA	District Administrator (in TIDE)	SBAC	Smarter Balanced Assessment Consortium
DEI	Data Entry Interface	SPED	Special Education
DRC	Data Recognition Corporation	SSD	Services for Students with Disabilities
DTA	Directions for Test Administration	STT	Speech-to-Text
EL	English learner	TC	Test Coordinator
ELA	English Language Arts	TEA	Teacher Administering the Alternate
ELAC	English Learner Assessment Coordinator	TIDE	Test Information Distribution Engine
ESR	Early Stopping Rule	TTS	Text-to-Speech
FRL	Free and Reduced Lunch	YOG	Year of Graduation
IEP	Individualized Education Program		

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