



STUDENT ASSESSMENT NEWS

September 20, 2019

[Archived Student Assessment News](#)
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2019 Smarter Balanced Results on EdSight

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

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Aggregate results from the 2019 Smarter Balanced for the state, districts, schools, and student groups are available on EdSight at: <http://edsight.ct.gov>. Student-level results are also available to authorized users through [EdSight Secure](#).

[EdSight Secure](#) includes the Smarter Balanced results for academic achievement and academic growth for the 2018-19 test administration. While the test scores were available to districts in mid-June through the American Institutes for Research (AIR) Online Reporting System, *EdSight Secure* includes the matched cohort growth results based on [Connecticut's Smarter Balanced Growth Model](#). Cohort growth is a better reflection of curriculum and instructional effectiveness than just tracking change in annual achievement. For a refresher on the growth model metrics, please be sure to view the [8-minute video](#) that is available; it discusses the two different ways that Connecticut reports academic growth i.e., growth rate *and* average percentage of target achieved.

Lexile® and Quantile® measures are now included starting with the 2018-19 results within the Smarter Balanced achievement report in *EdSight Secure*. The Lexile® is a measure of both reading ability and text complexity. This measure can be used at <http://fab.lexile.com> to find books and materials that match a student's reading ability and interests. The Quantile® measure can be used at <http://quantiles.com> to find math activities that match a student's ability and goals. Parents and teachers can use these websites to find books, resources, and activities that can improve students' understanding of the content.



Connecticut SAT School Day Updates

Connecticut SAT School Day Webinar

There will be a webinar for Connecticut SAT School Day Coordinators and Services for Students with Disabilities (SSD) Coordinators regarding **2020 Connecticut SAT School Day Administration Updates and Accommodations**. The webinar will be held on **November 13, 2019, from 2-3 p.m.** Please [register](#) in advance. The webinar will be recorded and posted.

Materials for the 2020 Test

Schools do **NOT** need to order any test materials for students for the Connecticut SAT School Day. Test materials, including student labels, will automatically be sent to each Test Coordinator prior to the March 25, 2020, or April 14, 2020, test. Quantities of materials will be based on enrollments in the Connecticut State Department of Education (CSDE) Public School Information System (PSIS) Registration Module, as well as special materials for students approved for accommodations through the College Board's SSD system.



Connecticut Alternate Assessment



Connecticut Alternate Science Assessment



Connecticut SAT School Day



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Connecticut SAT School Day Updates (continued)

Accommodations for Students with Disabilities, Section 504 and EL Students

The window to submit accommodations for students with an active Individualized Education Program (IEP) or Section 504 Plan for the 2020 Connecticut SAT School Day will be from November 22, 2019, to February 4, 2020.

2019-20 Connecticut SAT School Day Accommodations/EL Supports		
SSD Online Submission Dates		
IEP and 504 Plan Accommodations Window Opens	EL Window Opens	Accommodations Deadline
11/22/19	1/14/20	2/4/20

Accommodations must be submitted through the [College Board's SSD Online](#) system.

English learner (EL) students who require 50 percent extended time will be entered into SSD through a link embedded in the SSD Online beginning on January 14, 2020, and ending on February 4, 2020. As a reminder, students using the 50 percent extended time EL support receive extended time on the entire assessment.

Special Population resources can be found on the [Connecticut SAT School Day web page](#).



Special Populations Updates

Decision Guidelines for Text-to-Speech and the Read-Aloud for the Smarter Balanced Reading Passages

The decision to provide students in Grades 3-8 with Text-to-Speech or Human Read-Aloud Accommodations for the English language arts (ELA) reading assessment passages is a significant decision. The following updated guidance provides support for this accommodation decision. These accommodations are typically provided to students with a visual or print disability who use this accommodation during instruction. Please refer to these resources below:

[2019-20 Text-to-Speech and Read Aloud Accommodation for ELA Reading Passages Flowchart](#) - This resource should be used to determine student eligibility for the Text-to-Speech and Read Aloud Accommodation for ELA Reading Passages. It also provides the appropriate procedures based on accommodation need.

[2019-20 Text-to-Speech Decision Guidelines](#) - The Text-to-Speech Decision Guidelines form must be completed for any student in Grades 3-8 who will receive the accommodation of Text-to-Speech for English language arts/literacy (ELA) reading passages on the Smarter Balanced assessments. This form can be completed online by selecting the "submit this form electronically" hyperlink embedded in the form.

[2019-20 Decision Guidelines for Read-Aloud of the Smarter Balanced Reading Passages](#) - The Read-Aloud of the ELA Reading Passages requires the submission (and approval of) a Special Documented Accommodation. If approved, the Decision Guidelines for a Read-Aloud must be completed online by selecting the "submit this form electronically" hyperlink embedded in the form. (Please note that this link will not be activated until the Special Documented Accommodations window opens on December 9, 2019.)

What's New for Designated Supports and Accommodations for Smarter Balanced and Next Generation Science Standards?

In an effort to get a head start on providing all students with the most appropriate tools and supports when participating on the optional Smarter Balanced Interim Assessments and spring summative assessments, refer to the updated [2019-20 Accessibility Chart](#) (see Figure 1) and [Test Supports/Accommodations Form](#) available on the CSDE Web site



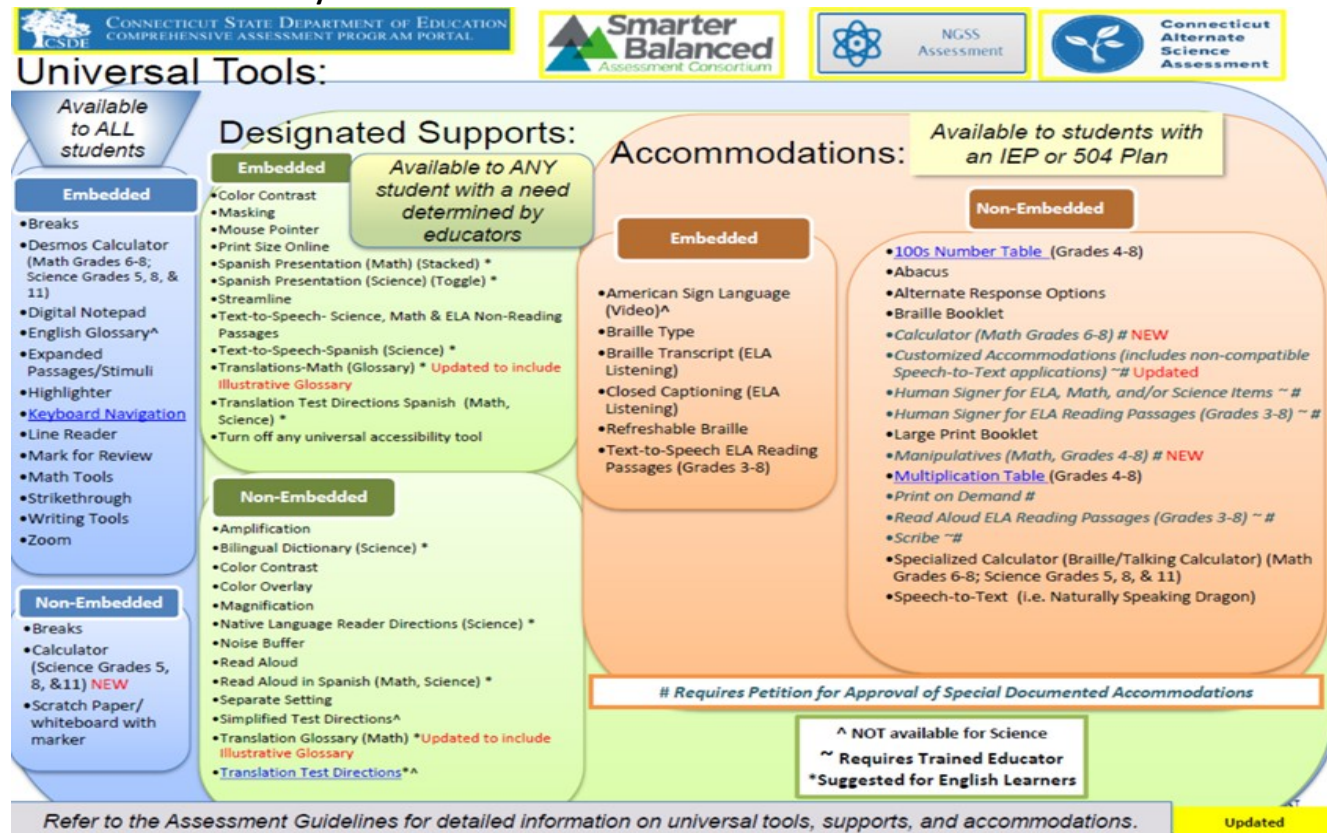
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NEW Special Populations Updates (continued)

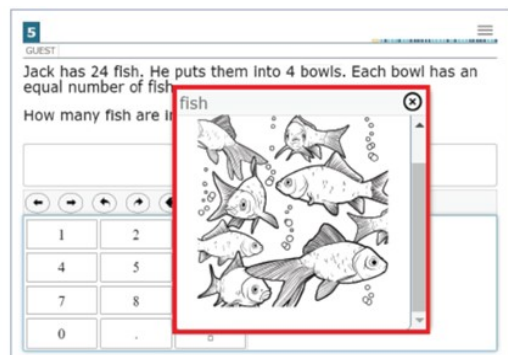
and [Connecticut Comprehensive Assessment Program Portal](#). The Performance Office encourages teachers and test coordinators to plan early when determining the types of supports and accommodations their students may need. Refer to most recent 504 Plans and Page 8 of IEPs to ensure that appropriate supports and accommodations are identified and submitted through the Test Information Distribution Engine (TIDE) system this November. For students who need additional accessibility to assessments such as the use of a Read Aloud of the Smarter Balanced English language arts (ELA) Reading Passages or use of a Scribe, please contact the Performance Office, as early as possible to apply for Special Documented Accommodations. More information on this process will be provided in the months ahead.

Figure 1. 2019-20 Accessibility Chart



Illustrative Glossary

An **Illustrative Glossary** is now available! The Illustrative Glossary is a designated support for students who have language support needs. Available for Smarter Balanced math, this language tool is available through the [Translations Math Glossary](#). When activated in the student's Test Settings and Tools in TIDE, students can access a visual representation of certain non-construct relevant terms. When there is a term for which a Glossary is available, there will be a faint gray dotted border around the term. When the student hovers the mouse over the term, it will provide an illustration of the term (as shown by the red box). Like other translation glossaries, the student may use the Illustrative Glossary as a standalone, or it can be combined with English.



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Special Populations Updates (continued)

Translation Glossary for Math Available in Additional Languages

Hmong and Somali are now available language options through the **Translation Glossary for Math**. Language supports, including the Illustrative Glossary, are available on the Smarter Balanced Practice Tests, as well as certain Interim Assessment Blocks. For more information, refer to the [Embedded and Non-Embedded Designated Supports for English Learners](#) brochure and the [Translation \(Glossary\) Embedded Designated Support](#) brochure available on the portal.

Connecticut Alternate Assessment System- New Eligibility Form for 2019-20

In the August 21, 2019, [letter](#) details were communicated about the replacement of the Learner Characteristics Inventory with the [Connecticut Alternate Assessment Eligibility Form](#). Effective immediately, trained Teachers Administering the Alternate Assessments (TEAs) and Planning and Placement Teams (PPTs) will use the new form to determine eligibility for student participation in Connecticut’s Alternate Assessment System. Forms must be submitted through the Data Entry Interface (DEI) in order to register a student for participation. To facilitate this transition process, please refer to the following resources:

[Frequently Asked Questions and Answers about the Connecticut Alternate Assessment Eligibility Form](#)

[2019-20 Connecticut Alternate Assessment System Transition from the Learner Characteristics Inventory to the Connecticut Alternate Assessment Eligibility Form](#)

[Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams](#) Updated!

[Frequently Asked Questions and Answers about the Connecticut Alternate Assessment System](#) Updated!

2019-20 Connecticut Alternate Assessment Eligibility Form Deadlines

The DEI will open on November 15, 2019, and close prior to the end of the assessment window in June 2020. It is recommended that the Connecticut Alternate Assessment Eligibility Form be submitted through the DEI, as soon as the PPT determines that a student meets eligibility criteria for participation in the Alternate Assessment System. To ensure that qualified students have access to the alternate assessments at the time of testing, the following deadline submissions were established:

Connecticut Alternate Assessment Eligibility Form Submission into the DEI Deadlines	Student Subgroup
January 15, 2020	Grade 11; Dually identified (special education and English learner) Grades 3-8 and 11
February 14, 2020	Grades 3-8; Extended deadline for new Grade 11 students
June 5, 2020	DEI closes for the spring 2020 assessment window.

Educators must make every effort to meet these specified deadlines. The submission of the eligibility form through the DEI registers a student for the alternate assessment system. Without submission of the Connecticut Alternate Assessment Eligibility Form, the student **will not** have access to the alternate assessments. **Reminder: Only CSDE trained teachers have the necessary permissions to enter the Connecticut Alternate Assessment Eligibility Form into the DEI.**





Special Populations Updates (continued)

Connecticut Alternate Assessment System Training Required for Teachers Administering the Alternate

All TEAs who will be administering the alternate assessments, regardless of previous training status, will need to participate in the **required** Alternate Assessment System Training, accessible online via the CSDE Comprehensive Assessment Program Portal. The TEAs who participate will be certified to administer the Connecticut Alternate Assessment (CTAA) and the Connecticut Alternate Science Assessment (CTAS) after completing the Connecticut Alternate Assessment System Training required for TEA sessions and passing the associated quiz with a score of at least 80 percent. ***District Administrators (DAs) listed in TIDE will be notified via the Student Assessment News when this required training is available.***

Connecticut Alternate Science Assessments for Eligible Students in Grades 5, 8, and 11

The CTAS is a non-secure test that is administered to eligible students with significant cognitive disabilities in Grades 5, 8, and 11. The CTAS was designed to be administered by the TEA in a one-to-one test setting with the student. The CTAS is comprised of a series of Performance Tasks that must be administered by the Trained TEA over the course of the school year. The TEA rates student responses according to scoring and content guidance provided in the grade- and content-specific Performance Task documents. These student ratings are recorded on the Student Score Worksheet throughout test administration. Once the assessment has been completed, student ratings must be entered into the online Data Entry Interface (DEI) during the CTAS upload window (**March 23, thru June 5, 2020**). Ratings submitted in the DEI during the upload window will be processed for reporting. The [Connecticut Alternate Science Assessment TEA Responsibility Checklist](#) for pre-planning activities suggested for the Trained TEA is available to help facilitate this process. The TEAs may access the [CTAS materials](#) online or access the hard copies that are shared by the district.

Ensuring TEA Access to the Connecticut Alternate Assessment Systems

Two overviews regarding the required CTAA System Training are available: one for DAs and one for the teachers who will be administering the CTAA for ELA and Math, and CTAS (if applicable) during the 2019-20 school year. Information also includes how to manage and update the list of TEAs and ensure that all user accounts in TIDE are updated, so that teachers can access the required online training when it becomes available.

Connecticut Alternate Assessment System Training – [Overview for District Administrators](#)—describes the responsibilities of the DA in TIDE for the mandatory online course completed each school year, to provide qualified educators with essential alternate assessment materials and the permissions to administer these assessments. The DAs must follow these procedures to ensure the alternate assessments are administered by teachers qualified for this responsibility.

Connecticut Alternate Assessment System Training – [Overview for Teachers Administering the Alternate](#)—describes the responsibilities of the TEA and the procedures to ensure the alternate assessments are administered by teachers qualified for this responsibility.

Smarter Balanced Interim Assessments: Guidance for Entering Designated Supports and Accommodations

Given that the 2019-20 Smarter Balanced Interim Assessment Blocks (IABs) will be available for administration on **September 24, 2019**, and Next Generation Science Standards (NGSS) IABs on **October 15, 2019**, there are some considerations that impact the selection of accommodations prior to test administration. Because the selection of accommodations in TIDE is dependent on a student's special education and 504 status, accommodations will not be selectable in



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Special Populations Updates (continued)

TIDE until the 2019-20 PSIS student batch upload into TIDE occurs on November 15, 2019. If your school or district expects to administer an IAB prior to November 15, 2019, accommodations will need to be selected in the Test Administration (TA) Interface at the time of testing. Please see the guidance, below, for administering Interim Assessment Blocks, and entering Designated Supports or Accommodations, prior to November 15, 2019:

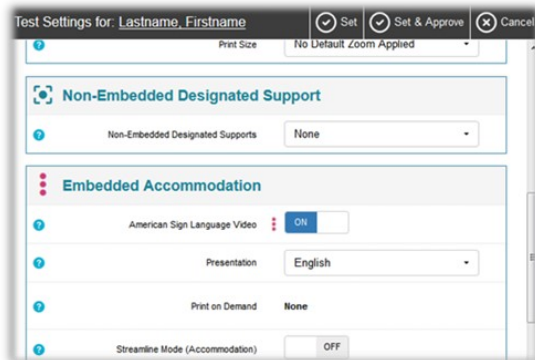
1. Designated Supports should be entered directly into TIDE by the DA or School Test Coordinator (SC) either manually or via the upload process. These supports will be immediately visible to the SC in the TA Interface and will be immediately available to the student for use while taking the IAB. Once a designated support is set in TIDE, this setting will persist in TIDE.
2. While Designated Supports are persistent in TIDE over time, accommodations (both Embedded and Non-Embedded) should be entered manually by the SC using the TA Interface prior to the approval/administration of an Interim Assessment Block (see Figure 1).

Note: The Test Administrator will need to set accommodations for each applicable student every time an IAB is administered.

Figure 1. Test Setting Menu Available on the Test Administration Interface

After the PSIS upload on November 15, 2019, accommodations set in TIDE (for students with the Individuals with Disabilities Education Improvement Act (IDEA) or 504 Indicator) will be available to students taking the IABs, and the manual entry of these accommodations through the TA Interface Test Setting Menu will no longer be required.

For more information, please refer to the brochure [MANUALLY ENTERING DESIGNATED SUPPORTS AND ACCOMMODATIONS](#).



Next Generation Science Standards Interim Assessments

The NGSS Interim Assessments will be available for use starting on October 15, 2019. This is an optional assessment resource that local school districts may use for different purposes. The NGSS interim assessments include 14 item clusters for Grades 3-5, 20 items clusters for Grades 6-8 and 20 item clusters for High School. Each item cluster is aligned to an NGSS performance expectation and includes a variety of item interaction types that students will encounter on the live NGSS Assessments in the spring. Immediate results are available for students with roster reports and aggregate results available for educators. Further information about the NGSS Interim Assessments including a recorded webinar that provides an overview of their use can be found at <https://ct.portal.airast.org/get-started/ngss-assessment.stml>.

Smarter Balanced Focused Interim Assessment Blocks

In the 2019-20 school year, Smarter Balanced will begin releasing new Interim IABs focused on fewer assessment targets than most current IABs. These [focused IABs](#) are designed to measure smaller bundles of content to give teachers



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Smarter Balanced Focused Interim Assessment Blocks (continued)

a better understanding of students' knowledge and academic performance and provide teachers with precise next steps for instruction.

Interim Assessment Blocks measure a limited number of standards (or assessment targets) at greater depth and can support curriculum and instruction. On the contrary, the state summative assessment (e.g., Smarter Balanced, SAT) takes a broader sampling of all the assessment targets for a particular grade; it is designed to provide an efficient and reliable estimate of a student's overall performance for use in accountability, public aggregate reporting, and program evaluation; it is not intended to inform day-to-day classroom instruction.

The CSDE encourages the use of IABs and the soon-to-be-available focused IABs as tools that can help classroom teachers identify strengths and weaknesses of an individual student or a small group of students on specific content and skills aligned to the Connecticut Core Standards (CCS). The scope, sequence, number, and timing of the IABs can be determined at the district/school/classroom level. These valuable, optional tools can be used in a variety of ways in the classroom to support the teaching of text annotation or note taking.

Teachers can use one item to model skills such as problem solving, close reading, or examining text features. Brief write blocks can be incorporated as a think-aloud activity or as a starting place for research, editing, or further writing activities. Interim items can be completed in a small group or whole class setting. Lastly, the IABs also support professional learning; teachers might work through difficult items during small learning community (SLC) meetings to better understand the expectations of the assessments and to determine how their own curriculum aligns to the CCS and to what is being measured.

Please contact [Cristi Alberino](#) if you have any questions about the Smarter Balanced Interim Assessments.

Performance Matters Forum Registration Open

District/school leaders and data managers should plan to join the CSDE Performance Office for the **Performance Matters Forum (PMF)** on **October 17, 2019, at the Connecticut Convention Center, 100 Columbus Blvd, Hartford**. [Registration is now open](#). [Details about the sessions are available](#). There is no cost to attend this event and parking will be validated. The PMF is being sponsored by the CSDE, AIR and The College Board. Questions can be directed to [Michelle Rosado](#).



The Connecticut Physical Fitness Assessment Manual

The Connecticut Physical Fitness Assessment (CPFA) is Connecticut's annual assessment of public school students' physical well-being. Students in Grades 4, 6, and 8 are assessed annually. At the high school level, schools have the flexibility to assess students at any grade, but must assess each student at some point between Grades 9 and 12. The Performance Office recently made some minor updates to the manual to clarify some of the administration policies and procedures. This updated manual is available on the [CSDE web site](#). All changes to the manual are summarized in Appendix H.



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AP Exam Ordering and Fee Waivers

For 2020 Advanced Placement® (AP) testing, AP coordinators will now order tests for students in the fall 2019. It is important that all schools set up their AP Registration and Ordering (APRO) system, as soon as possible because this is how AP exams will be ordered. **The deadline to order is November 15, 2019.** Setting up the APRO is also a necessary step for teachers and students to begin accessing the new AP resources and supports.

The CSDE and College Board will cover the entire cost of the 2020 AP exam fees for all students from low-income families who attend public school in Connecticut. The AP coordinators will indicate in the APRO site a student’s low income status.

Note that any exams canceled after November 15, or any ordered exams that are not taken, the school will incur a \$40 unused/canceled exam fee, including for students from low-income families. This fee doesn’t apply to exams originally ordered for students who transfer out of the school.

Please visit the [College Board’s AP Central](#) for more information.

Summative Assessment Calendar for 2019-20

Assessment	Dates
The AIR secure browsers for the 2019-20 school year must be downloaded for all 2019-20 online tests	Currently available
English Language Proficiency LAS Links	January 2 – March 6, 2020
Connecticut SAT School Day	Primary Test Dates: March 25, 2020 or April 14, 2020 (Based on school selection) Makeup Dates: April 28 and 29, 2020
NGSS Assessment	February 3 – June 5, 2020 (Grade 11) March 23 – June 5, 2020 (Grades 5 and 8)
Connecticut Smarter Balanced	March 23 – June 5, 2020
Connecticut Alternate Science Assessment - CTAS	(Upload Window for Submission through the DEI) March 23 – June 5, 2020 (Grades 5, 8, and 11)
Connecticut Alternate Assessment - CTAA	March 23 – June 5, 2020

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.

