



STUDENT ASSESSMENT NEWS

November 2, 2018

[Archived Student Assessment News](#)

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NGSS Interim Assessments

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

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[New Resources and Processes for Advanced Placement for School Year 2019-20](#)

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The new interim assessments aligned to the Next Generation Science Standards (NGSS) are now available. Each NGSS interim block includes two item clusters aligned to different performance expectations. There are seven NGSS interim blocks for elementary school and 10 each for middle school and high school. They can be accessed through the Comprehensive Assessment Web Portal using the secure American Institutes for Research (AIR) [AIR Test Delivery System](#). All Students in TIDE can take NGSS interims. District staff may access the items through the [Assessment Viewing Application](#) (AVA) and results are available through the [AIR Ways Reporting System](#).

A training webinar for the NGSS interims will take place on Monday, November 5, 2018, from 3-4 p.m. The NGSS Interim Assessment Webinar is intended for district- and school-level users who plan to administer the new NGSS Interim Assessments. The Connecticut State Department of Education (CSDE) and AIR will discuss the content of the NGSS Interim Assessments, how to administer the interim assessments and how to access the assessment data in the Air Ways Reporting System. Please register [here](#) for access to the webinar. After registering, a confirmation e-mail containing information about joining the webinar will be sent to the e-mail address provided during registration. The webinar will be recorded and posted to the Connecticut Comprehensive Assessment Portal. Please contact Jeff Greig (jeff.greig@ct.gov) if you have any questions about the NGSS assessments.



2017-18 Next Generation Accountability System Updates

An [October 9, 2018, letter](#) sent to Superintendents from Ajit Gopalakrishnan, Chief Performance Officer, explains the changes that will be incorporated in the 2017-18 accountability results due in part to the requirements of the *Every Student Succeeds Act* (ESSA) and Connecticut's approved ESSA plan. The CSDE is anticipating a December release of the 2017-18 Next Generation Accountability results.

Want to find recent announcements regarding Connecticut's assessments? Please visit the CSDE's [Comprehensive Assessment Program Portal](#). You will find information about each assessment, as well as technology resources and information for students and families.



Connecticut Alternate Assessment



Connecticut SAT School Day



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Connecticut SAT School Day Updates

Accommodations for Students with Disabilities, Section 504 and EL Students

The dates to submit accommodations for students with an Individualized Education Program (IEP) or Section 504 Plan for the 2019 Connecticut SAT School Day will be from **December 5, 2018, to February 5, 2019**. The late accommodations window for new students with IEPs and 504 Plans will be **February 5-19, 2019**. Accommodations must be submitted through the [College Board's Services for Students with Disabilities \(SSD\) Online system](#). English learner (EL) students who require 50% extended time will be entered into SSD through a special link from **January 25, 2019–February 19, 2019**. More instructions will be shared shortly on how to apply for 50% extended time for EL students.

New for 2019 Connecticut SAT School Day—Accommodated Window Testing

For the 2019 test, students testing with approved accommodations who previously tested within the two-day window will now be allowed to test within a two-week accommodated window. The additional days are provided to offer flexibility when testing students with eligible accommodations. Schools can still elect to test all students beginning on the primary test date or schedule testing across the window to manage space and/or room constraints.

Students who are approved for accommodations will fall into these groups as indicated on the Non-Standard Administration Report (NAR) available in SSD Online:

- Those who will use standard (purple) testing materials must test on the primary School Day test date (either March 27 or April 9, as selected by your school).
- Those who will use accommodated (blue) testing materials may test on any day during the accommodated testing window.

Planning for Accommodated Testing

Connecticut SAT test coordinators should flexibly schedule students within the window based on availability of classrooms and staff to administer the SAT to students.

- All accommodated students eligible to test within the accommodated testing window should be tested as early in the window as possible.
- Meet with your staff to determine when to start testing students eligible to test in the accommodated window. If possible, start testing these students on the primary test date.
- For accommodations that don't require multiple days, student testing must be completed on one of the days during the window.
- Students who test over two days must test on consecutive days, and their testing must be completed within the accommodated window.
- If a student is absent for the second day of testing, they can resume on the next day they return to school.
- Students using blue test books who are absent on test day should test later in the accommodated testing window using the same testing materials. If you have accommodated students testing within the window who require a makeup because of an irregularity, contact the SSD office.
- Once you have sent in any testing materials from the primary test date, hold all other accommodated testing window materials until all accommodated testing is complete.



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NGSS Overview

A new resource has been developed that provides an [overview of the standard NGSS](#). Information such as the test design, item types, estimated time, and 2019 testing schedule is included. A sample item cluster for Grade 5, as well as key features and tools available for the online NGSS assessments are also highlighted. This overview is appropriate to copy and share with fellow educators and parents. A separate overview of the Connecticut Alternate Assessment in Science (CTAS) will be coming in the near future.

October PSAT Results

Results from the October 2018 PSAT will be available to school districts on December 3, 2018, through the College Board's K-12 score reporting portal. Students will be able to access their scores via their College Board account on December 11, 2018. Learn more about the release of PSAT results on the [College Board's web site](#).

College Board Opportunity Scholarship

The College Board is investing \$25 million in a new scholarship program, with students able to earn \$5 million in scholarships each year, beginning with the class of 2020. No application is necessary and [students can sign up](#) to get information via text about the scholarship. To learn more about this, please visit the [College Board Opportunity Scholarship web page](#).

New Resources and Processes for Advanced Placement for School Year 2019-20

The College Board's Advanced Placement (AP) program resources and processes are changing starting *next* school year in **2019-20**. The AP Coordinators, School Principals and AP Teachers should become familiar with the changes regarding the new ordering process and resources available for students and teachers. The publication, [New AP[®] Resources Coming in the 2019-20 School Year](#), describes the changes to the AP program in detail. More information can be found on the [College Board's web site](#).

Advanced Placement Readers

The College Board is accepting applications to become an AP reader. Becoming an AP reader is great professional development and gives even more in-depth understanding of AP exams. More information, including the application to become a reader, can be found on the [College Board's AP web page](#).

Special Populations Updates

Required Alternate Assessment System Training

The required Alternate Assessment System Training will be accessible online via the CSDE Comprehensive Assessment Program Portal. This training will be made available in late November. **All certified educators who will be administering the alternate assessments, regardless of previous training status, will need to participate in the 2018-19 training and each year thereafter.** The Teachers Administering the Alternate (TEAs) will be certified to administer the Con-



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Special Populations Updates (continued)

necticut 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 listed in TIDE will be notified via the Student Assessment News when this required training is available.

Two Overviews regarding the required Connecticut Alternate Assessment System Training are available: one for district administrators (DA) and one for the teachers who will be administering the CTAA for ELA and Math, and CTAS for Science during the 2018-19 school year. These overviews describe important procedures for identifying and updating contact information in TIDE for TEAs who are expected to administer the alternate assessments this 2018-19 school year. Information is also provided about 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 in late November.

[Connecticut Alternate Assessment System Training – Overview for District Administrators](#) - The Connecticut Alternate Assessment System Training Overview for District Administrators provides an overview of 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](#) - The Connecticut Alternate Assessment System Training Required for Teachers Administering the Alternate Overview describes the responsibilities of the TEA and the procedures to ensure the alternate assessments are administered by teachers qualified for this responsibility. The Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate is a mandatory online course completed each school year to provide qualified educators with essential alternate assessment materials and the permissions to administer these assessments. Educators passing the embedded quiz for the training with a score of 80 percent or better will be assigned the Trained TEA certification and be provided all associated privileges for administering the alternate assessment.

Updates on the Connecticut Alternate Science Assessment

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 Trained TEA in a one-to-one test setting with the student over the course of the school year. Once the assessment has been completed, student ratings recorded on the Student Score Worksheet must be entered into the online Data Entry Interface (DEI) by the Trained TEA during the CTAS upload window between **March 25 and June 7, 2019**. Ratings submitted in the DEI during the upload window will be processed for reporting.

CTAS Test Materials

Districts should have received CTAS materials the week of October 29, 2018. Materials have been shipped to DAs in TIDE. We have allocated different quantities of the CTAS materials to districts based on student participation in the CTAS Field Test in the spring of 2018. These CTAS materials include Performance Tasks, grade specific Resource Packs, and Student Score Worksheets.



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Special Populations Updates (continued)

Digital Copies of the CTAS Test Materials

Digital copies of the CTAS test materials are posted to the [Connecticut Comprehensive Assessment Program Portal](#). These materials can be downloaded, printed, and maintained as the district determines. These digital copies can also be used with eligible students who use assistive technology and require the manipulation of a PDF (i.e., Smartboard, switches, software programs).

CTAS TEA Responsibility Checklist

The [Connecticut Alternate Science Assessment TEA Responsibility Checklist](#) describes the administration responsibilities and pre-planning activities suggested for the Trained TEA. Please share this with your TEAs.

URL for White Listing

To ensure appropriate communication regarding topics related to English learners, please ensure the following URLs are “white listed” in your district. This will allow appropriate communications, especially for the LAS Links to be received and accessed rather than blocked by district security filters.

Program	URLs	Port/Protocol
LAS Links	https://drc-centraloffice.com https://ll-insight-client.drceidirect.com https://ll-insight.drceidirect.com https://ll.drceidirect.com https://www.drceidirect.com https://wbte.drceidirect.com https://dtk.drceidirect.com https://api-gateway-cloud.drceidirect.com https://api-gateway.drceidirect.com https://cdn-content-prod.drceidirect.com https://cdn-download-prod.drceidirect.com https://east-1-dre-wbte-prod-ll.s3.amazonaws.com/	80/http 443/https (applies to all of the URLs)

English Learners Assessment Coordinator (ELAC) LAS Links Training

English Learner Assessment Coordinators (ELAC) are expected to attend the half-day **2018-19 LAS Links Training** conducted November 27, 28, 29 and 30, 2018. The training is being held at the CSDE, 450 Columbus Blvd., Hartford, 2 North, Meeting Room B. Individuals attending must provide a photo identification to enter the building. Parking is available on the street or in the Morgan Street Garage.

This training is designed for individuals identified with the Student Assessment Office as the ELAC. Topics will include LAS Links Form D overview, Connecticut LAS Links Accommodations, the Data Recognition Corporations (DRC) digital Library, the LAS Links Student experience and the LAS Links Insight Portal. Each of the dates below have a link to register for one of the repeated sessions. The ELAC may register **one** additional colleague to attend with them. Seating is limited and a waitlist will be created.

	AM Sessions: 8:30-11:30	PM Sessions: 12:30-3:30	NOTE: All sessions are the same. You only need to register for one session!
ELAC Workshop (Session 1)	11-27-18 a.m.		
ELAC Workshop (Session 2)		11-27-18 p.m.	
ELAC Workshop (Session 3)	11-28-18 a.m.		
ELAC Workshop (Session 4)	11-29-18 a.m.		
ELAC Workshop (Session 5)		11-29-18 p.m.	
ELAC Workshop (Session 6)	11-30-18 a.m.		

PLEASE NOTE:
Parking is not validated.

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Special Populations Updates (continued)

LAS Links Online Connecticut District Technology Webinar

English Learner Assessment Coordinators (ELACs) have identified an individual in each district to be the main technology contact responsible for the LAS Links Online assessment system set up and maintenance. Two webinars hosted by DRC and CSDE will be conducted to ensure the administration of the LAS Links assessment for students identified as English learners in Grades K-12 and will be accessible during the testing window beginning January 2, through March 8, 2019. Designated IT Contacts should have received an invitation with registration information from DRC on Friday, October 26, 2018.

The webinars will be held on Friday, November 2, 2018, from 2—3 p.m. and will be repeated on Wednesday, December 5, 2018, from 12 - 1 p.m. Please click on one of the dates below to register for the upcoming webinar.

CT LAS Links for IT Contacts	11-2-18 (2 – 3 p.m.)
CT LAS Links for IT Contacts (Repeat Session)	12-5-18 (12 – 1 p.m.)

2018-19 Assessment Guidelines

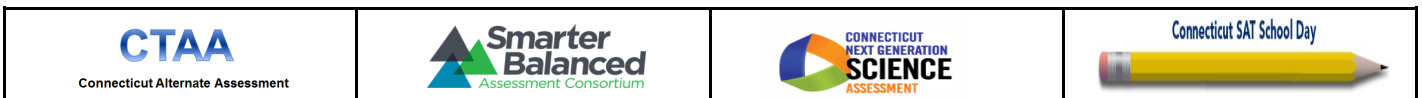
The [Assessment Guidelines](#) revised for school year 2018-19 is now available on our Web site. This document provides guidance for Connecticut school district personnel who must make decisions about testing special student populations on Connecticut’s Assessment Programs, including Smarter Balanced, the CTAA, the CTAS and the NGSS Standard Assessment. While these guidelines include information related to accommodations for students with active IEPs and Section 504 Plans, it also describes the embedded universal tools and embedded/non-embedded designated supports available to all students with a need determined by educators. Please share this valuable resource with your colleagues and teachers, especially those working with students with disabilities and English learners, as they are preparing for the upcoming test administration.

Special Documented Accommodation Requests for Students with IEPs or 504 Plans

The Performance Office is already receiving requests for special documented accommodations for the 2018-19 summative assessments. Some requests include accommodations such as scribe, the Read Aloud of the ELA Reading Passages, and a Human Signer for Math and ELA. For exceptional circumstances in which the needs of the student cannot be met with the standard accommodations listed in the Assessment Guidelines, requests can be made by the DA in TIDE to the CSDE. Please review the procedures and discuss them in advance with your teachers:

- ◇ Teachers should make a request for special documented accommodations to the DA, as soon as it’s determined that a student may need one of these types of accommodations to access the summative assessments. These accommodations should already be provided to the student in the instructional setting. Teachers should provide DAs with the student SASID, grade, assessment name, type of special accommodation, and rationale for the request.
- ◇ The DA should contact the CSDE (see contact information

Special Documented Accommodation Deadline	Assessment
December 10, 2018	Science (Grade 11) CT SAT School Day
January 28, 2019	Smarter Balanced (Grades 3-8) Science (Grades 5 & 8) and Alternate Assessments



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Special Populations Updates (continued)

below) to make an initial request for the accommodation at which point it will be determined if the student may require or meet criteria for qualification for a special documented accommodation.

- ◇ If initial approval is granted, the CSDE will provide the DA with the Special Documented Accommodations Petition form for completion by the teacher which also requires signatures from the teacher, DA, and Director of Special Education.
- ◇ Once the petition is completed and includes sufficient evidence for request (i.e., enclose a copy of IEP form), the DA will return the form to the CSDE for processing and approval. The DA will receive a letter of approval (or denial), along with ancillary documents for the teacher to review prior to administration (if applicable). Incomplete petitions **WILL NOT** be processed.
- ◇ Special documented accommodation requests should be made as early as possible to ensure sufficient time for processing. Without approval, students may not be administered assessments with the requested special accommodations during testing.

Special Documented Accommodation Petitions sent after these dates may require additional time for processing. Until approved by the CSDE, administering these tests with special documented accommodations are prohibited. For questions, contact [Deirdre Ducharme](#) or [Janet Stuck](#).

The Learner Characteristics Inventory and Submission Deadlines

An updated version of the [Learner Characteristics Inventory \(LCI\)](#) has been released and is available for teacher access. The LCI will be used by TEAs to describe the population of students who are assessed with the CTAA for ELA and Math, and CTAS for Science. These are students with the most significant cognitive disabilities and statewide are expected to comprise less than 1 percent of the total students tested. The LCI is required to support the determination of the appropriate assessment at the planning and placement team (PPT) meeting and must be submitted in the DEI in order to register a student for participation in either alternate assessment (CTAA or CTAS).

The [Learner Characteristics Inventory \(LCI\)](#) is a document used to describe the characteristics of students participating in the Alternate Assessment System. Teachers Administering the Alternate Assessments (CTAA and CTAS) use the [Completion Procedures for the Learner Characteristics Inventory \(LCI\)](#) at the PPT with supporting evidence to determine eligibility for the Alternate Assessments. If a student is determined eligible, the TEA submits the LCI into the DEI on the [CSDE Comprehensive Assessment Program Portal](#).

Given that an early submission of LCIs ensures that students will have access to the Alternate Assessment at the time of testing, please note the submission deadlines for the LCI based upon the following testing windows:

LCI Deadline	Grade(s)	Student Populations by Assessment Window
December 21, 2018	Grades 3-8, 11	English learners who are dually identified and eligible for the CTAA/CTAS; Support state collections for participation in LAS Links
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



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Special Populations Updates (Continued)

Prior to each testing window, LCI data is retrieved from the DEI and an ALT Flag indicator in TIDE is activated giving the student access to the CTAA at the time of testing. If an LCI is submitted after the indicated deadline, additional steps may be required by the TEA and DA to ensure that the student has access to the appropriate assessments. Given that PPTs occur throughout the school year, the DEI will remain open during the testing window through May 31, 2019. However, it is highly recommended that any LCI approved at a PPT be entered into the DEI immediately following the PPT in advance of the testing window.

2018-19 Testing Designated Supports and Accommodations Form

The updated [2018-19 Testing Designated Supports/ Accommodations Form: Students with an IEP, Students with a Section 504, and/or Students who are English Learners \(EL\)](#) is available both on the [Student Assessment webpage](#) and the [Connecticut Comprehensive Assessment Program Portal](#).

There are **two** specific changes reflected in this updated form:

- Streamline, once an embedded accommodation, is now a designated support available to **ANY** student with a need determined by educators. This feature allows any text on a screen to be presented without a split screen. Items are presented sequentially below the stimuli. The streamline must be activated in the TIDE Test Settings.
- Burmese is now included as a language choice for the embedded and non-embedded translation glossary and the non-embedded translation test directions. It also must be activated in the TIDE Test Settings.

Additionally, the 2018-19 form provides clarification related to specific accommodations requiring use of the *Permissive Mode* (see Embedded Refreshable Braille, Braille Embosser, and Permissive Mode) and the *activation of specific TIDE settings* (see Refreshable Braille, Braille Embosser and Streamline).

Also note that the *non-embedded specialized calculator* is now available on the NGSS Assessment. This non-embedded calculator is for students requiring a specialized calculator, such as a braille calculator or a talking calculator, as described in their IEP or Section 504 Plan.

Connecticut State Department of Education

Testing Designated Supports/Accommodations Form: Students with an IEP, Students with a Section 504, and/or Students who are English Learners (EL)

Meeting Date		SASID	
Student's First Name		Student's Last Name	
Administrator/Designee		E-mail	
District		School	
This student has a (choose one): <input type="radio"/> Special Education IEP <input type="radio"/> Section 504 Plan <input type="radio"/> Neither			
This student is an English Learner - EL <input type="radio"/> Yes <input type="radio"/> No			

MATH-SMARTER BALANCED Grades 3-8 Mathematics			
ELA-SMARTER BALANCED Grades 3-8 English Language Arts - Includes Reading, Writing, Listening, Research			
SC-NGSS Science, Grades 5, 8, & 11 ONLY			
MATH	ELA	SC	PRESENTATION SUPPORTS/ACCOMMODATIONS ALL ▲ SPED/504 ■ EL ♦
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Refreshable Braille (<input type="radio"/> Contracted <input type="radio"/> Uncontracted) Permissive mode required and Presentation must be set to "Braille" in TIDE ■
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Braille Embosser (<input type="radio"/> Contracted <input type="radio"/> Uncontracted) Permissive mode required and Presentation must be set to "Braille" in TIDE ■
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-Embedded: Braille supplemental math booklet for online fixed form test ■
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: American Sign Language (ASL) - Video * (ELA-Listening only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-Embedded: ^Sign Language for test items, including directions by qualified staff ■
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Text-to-Speech (TTS) for ELA Reading Passages - (Grades 3-8) ■ Requires TTS in all subjects
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Text-to-Speech (*Does NOT include ELA Reading passages) ▲
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Print Size Online - <input type="radio"/> 21 point (Level 1) <input type="radio"/> 24.5 point (Level 2) <input type="radio"/> 35 point (Level 3) <input type="radio"/> 42 point (Level 4) <input type="radio"/> 70 point (Level 5) <input type="radio"/> 140 point (Level 6) <input type="radio"/> 210 point (Level 7) <input type="radio"/> 280 point (Level 8) ▲
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Streamline (automatically enforced when Presentation is set to "Braille" in TIDE) ▲

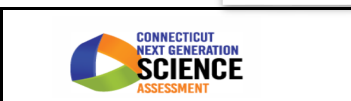
MATH	ELA	SC	DESIGNATED SUPPORTS EL ♦
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Translation Glossary (Includes audio): <input type="radio"/> Arabic <input type="radio"/> Burmese <input type="radio"/> Cantonese <input type="radio"/> Filipino (Tagalog & Ilokano) <input type="radio"/> Korean <input type="radio"/> Mandarin <input type="radio"/> Punjabi <input type="radio"/> Russian <input type="radio"/> Spanish <input type="radio"/> Ukrainian <input type="radio"/> Vietnamese ♦
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Translation (Stacked - Spanish only) Includes test directions♦
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-Embedded: Native Language Reader Directions Only (Certified Staff or Non-Certified Staff) ♦
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-Embedded: Bilingual Dictionary - Word-to-Word ♦
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-Embedded: Read Aloud in Spanish (Trained and qualified human reader) ♦
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-Embedded: Translation Glossary - Only for large-print paper/pencil assessments: <input type="radio"/> Arabic <input type="radio"/> Burmese <input type="radio"/> Cantonese <input type="radio"/> Filipino (Tagalog & Ilokano) <input type="radio"/> Korean <input type="radio"/> Mandarin <input type="radio"/> Punjabi <input type="radio"/> Russian <input type="radio"/> Spanish <input type="radio"/> Ukrainian <input type="radio"/> Vietnamese ♦
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-Embedded: Translation Test Directions - <input type="radio"/> Arabic <input type="radio"/> Burmese <input type="radio"/> Cantonese <input type="radio"/> Dakota <input type="radio"/> French <input type="radio"/> Filipino (Tagalog & Ilokano) <input type="radio"/> Haitian-Creole <input type="radio"/> Hmong <input type="radio"/> Japanese <input type="radio"/> Korean <input type="radio"/> Lakota <input type="radio"/> Mandarin <input type="radio"/> Punjabi <input type="radio"/> Russian <input type="radio"/> Somali <input type="radio"/> Spanish <input type="radio"/> Ukrainian <input type="radio"/> Vietnamese <input type="radio"/> Yunk ▲

Connecticut State Department of Education

Testing Designated Supports/Accommodations Form: Students with an IEP, Students with a Section 504, and/or Students who are English Learners (EL)

Meeting Date		SASID	
Student's First Name		Student's Last Name	
Administrator/Designee		E-mail	
District		School	
This student has a (choose one): <input type="radio"/> Special Education IEP <input type="radio"/> Section 504 Plan <input type="radio"/> Neither			
This student is an English Learner - EL <input type="radio"/> Yes <input type="radio"/> No			

MATH-SMARTER BALANCED Grades 3-8 Mathematics			
ELA-SMARTER BALANCED Grades 3-8 English Language Arts - Includes Reading, Writing, Listening, Research			
SC-NGSS Science, Grades 5, 8, & 11 ONLY			
MATH	ELA	SC	PRESENTATION SUPPORTS/ACCOMMODATIONS ALL ▲ SPED/504 ■ EL ♦
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Refreshable Braille (<input type="radio"/> Contracted <input type="radio"/> Uncontracted) Permissive mode required and Presentation must be set to "Braille" in TIDE ■
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Braille Embosser (<input type="radio"/> Contracted <input type="radio"/> Uncontracted) Permissive mode required and Presentation must be set to "Braille" in TIDE ■
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-Embedded: Braille supplemental math booklet for online fixed form test ■
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: American Sign Language (ASL) - Video * (ELA-Listening only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Non-Embedded: ^Sign Language for test items, including directions by qualified staff ■
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Text-to-Speech (TTS) for ELA Reading Passages - (Grades 3-8) ■ Requires TTS in all subjects
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Text-to-Speech (*Does NOT include ELA Reading passages) ▲
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Print Size Online - <input type="radio"/> 21 point (Level 1) <input type="radio"/> 24.5 point (Level 2) <input type="radio"/> 35 point (Level 3) <input type="radio"/> 42 point (Level 4) <input type="radio"/> 70 point (Level 5) <input type="radio"/> 140 point (Level 6) <input type="radio"/> 210 point (Level 7) <input type="radio"/> 280 point (Level 8) ▲
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Streamline (automatically enforced when Presentation is set to "Braille" in TIDE) ▲
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Color Contrast - <input type="radio"/> Black on White <input type="radio"/> Yellow on Blue <input type="radio"/> Medium Gray on Light Gray <input type="radio"/> Reverse Contrast <input type="radio"/> Black on Rose ▲
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Permissive Mode - Must be set in TIDE. Permits accessibility software such as ScreenZoom screen reader, Refreshable Braille Display (RBD) , embosser, or magnifiers ■
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Embedded: Masking ▲



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Assessment Calendar

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
Connecticut SAT School Day Accommodation Window for EL Students with 50% Extended Time	January 25, 2019-February 19, 2019
Connecticut SAT School Day	Primary Test Dates: March 27, 2019, or April 9, 2019 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	March 25–June 7, 2019
Connecticut Smarter Balanced	March 25–June 7, 2019
Connecticut Alternate Assessment - CTAA	March 25–June 7, 2019

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