



2023-2024



## Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate (TEAs)

When you are ready to begin Session 2,  
select the **Start** button.

**Start**

Estimated Time of Completion: 30 Minutes



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### Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate (TEAs)

When you are ready to begin Session 2, select the “Start” button.



CONNECTICUT STATE DEPARTMENT OF EDUCATION

## Session 2

# The Connecticut Alternate Assessment (CTAA) for English Language Arts and Mathematics

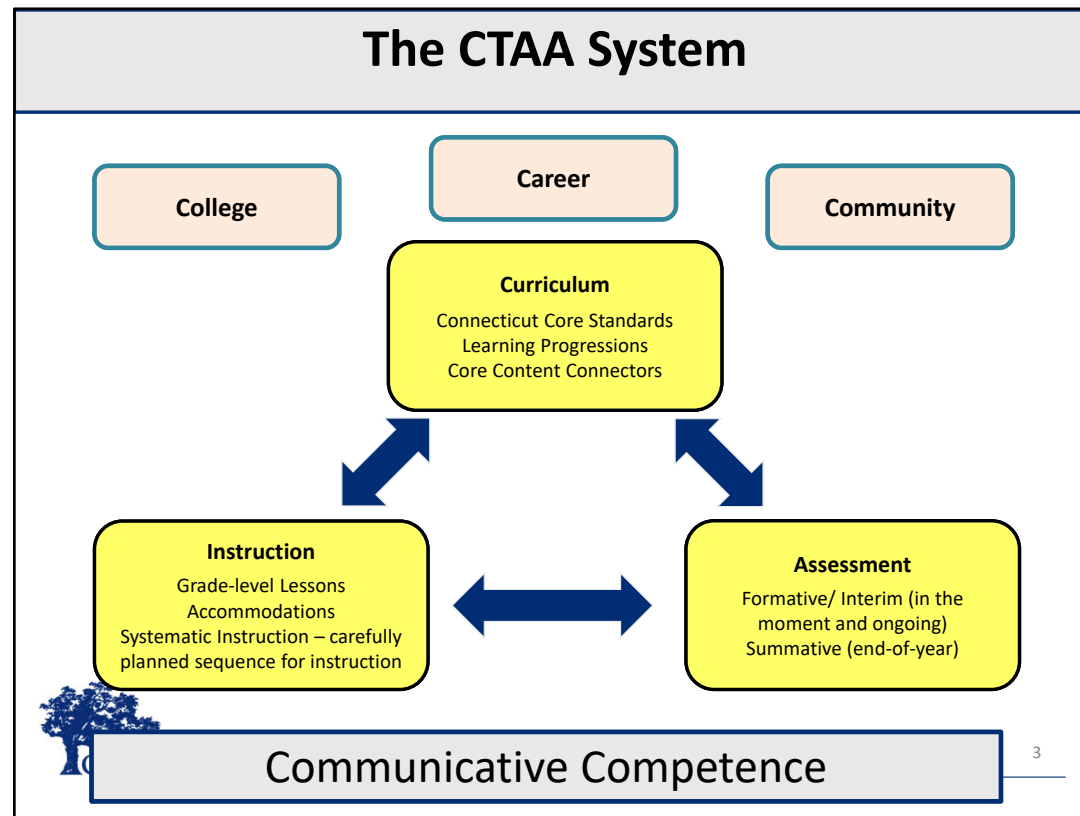


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### Session 2 Introduction

Welcome to the Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate (TEA).

This presentation is Session 2 of the four required training sessions for any teacher who has the primary responsibility for administering alternate assessments to eligible students participating in the alternate assessment system. In this session, we will look at the components and administration process for the Connecticut Alternate Assessment (CTAA) for English language arts and mathematics.



### The CTAA System

Connecticut continues to implement goals for students with significant cognitive disabilities through a comprehensive system that coherently incorporates evidence-based curriculum and instruction models, while providing technically defensible assessments. We are committed to all Connecticut students in preparing them to be College, Career, and Community ready upon graduation.

The **Curriculum** component specifies learning expectations and what students will be taught. This system includes Connecticut Core Standards, Learning Progressions, and Core Content Connectors. These can be used to support the IEP Goals and Objectives.

The **Instruction** component addresses how students will be involved in the teaching and learning of the standards and includes grade-level model lessons and guidance in providing accommodations as well as systematic instruction.

Resources are available on the CSDE Portal which provide support for teachers to address the Connecticut Core Standards when teaching students with significant cognitive disabilities who participate in the CTAA.

The **Assessment** component addresses how student performance in lessons and the standards will be measured, through a well-designed summative assessment.

**The foundation for this framework is communicative competence. It is an essential requirement for students to access the Connecticut Core Standards.**

## Foundation for the CTAA System

### Communicative Competence

#### Goal:

By kindergarten, all students have a communication system in place and are able to gain and demonstrate knowledge using that communication system before they are assessed in the third grade.



### Foundation for the CTAA System

This communication goal reflects the need for all students to have a communication system in place by kindergarten, and the ability to use it to gain and demonstrate knowledge before they are assessed in the third grade. Establishing a communication mode for students ultimately provides access to the Connecticut Core Standards and the opportunity for our students to be college, career, and community ready. Evidence of the communication modes should be documented throughout the IEP, such as in the Present Levels of Performance, the IEP Goals and Objectives, and the Supplementary Aids and Services and Accommodations.

## Core Content Connectors (CCCs)

- Define the grade-specific academic content from which the assessment items are based;
- Define academic connections between the Connecticut Core Standards (CCS) and the Progress Indicators of the Learning Progression Frameworks, which preserves the sequence of learning into smaller, observable, and measurable segments of the content;
- Support access to grade-level content CCS for students with significant cognitive disabilities; and
- Provide instructional content aligned to the CCS.



### Core Content Connectors

The Core Content Connectors (CCCs) were developed to help identify grade level IEP Goals and Objectives that are aligned to state standards.

- They define the grade-specific academic content from which the assessment items are based;
- define academic connections between the Connecticut Core Standards (CCS) and the Progress Indicators of the Learning Progression Frameworks, which preserve the sequence of learning into smaller, observable, and measurable segments of the content;
- support access to grade-level content CCS for students with significant cognitive disabilities; and
- provide instructional content aligned to the CCS.

## Description of CTAA Test Segments and Item Types

CTAA Test Segments and Item Types	
Reading (Segment 1 and 2)	<ul style="list-style-type: none"><li>• Literary and informational passages</li><li>• Select-Response items</li><li>• Open-Response foundational items (Grades 3 and 4 only)</li></ul>
Writing (Segment 3)	<ul style="list-style-type: none"><li>• Select-Response items</li></ul>
Math (Segment 1 and 2)	<ul style="list-style-type: none"><li>• Select-Response items</li><li>• Constructed-Response Completion items (Grades 3-5, 8, 11)</li></ul>



### Description of CTAA Test Segments

The CTAA English language arts includes two reading segments and one writing segment. The majority of the items are selected response, also called multiple choice. Only students in grades 3 or 4 are assessed with Open Response items for word identification.

The CTAA mathematics includes two segments with selected-response items and constructed-response items in Grades 3, 4, 5, 8, and 11. A rubric is used to indicate the student response. The rubrics are included in the required Directions for Test Administration or DTA.

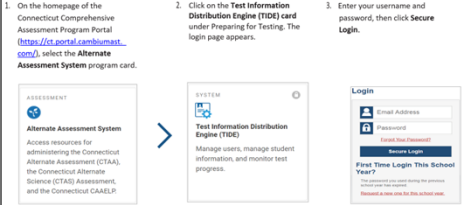
## Locating the Required Secure Directions for Test Administration (DTA)

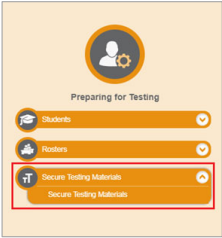
All directions and materials needed for administering the CTAA are in the secure Directions for Test Administration (DTA) that are **required** for each grade-level test form.

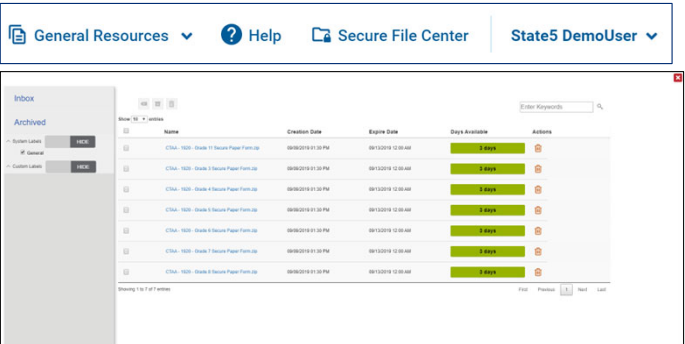
1. On the homepage of the Connecticut Comprehensive Assessment Program Portal (<https://ccaportal.embsystems.com/>), select the **Alternate Assessment System** program card.


2. Click on the **Test Information Distribution Engine (TIDE)** card under Preparing for Testing. The login page appears.

3. Enter your username and password, then click **Secure Login**.









### Locating the Directions for Test Administration (DTA)

All required directions and materials needed to administer the CTAA are located in TIDE. To access, trained TEAs should log into the TIDE system following the steps shown. Once in the TIDE dashboard, TEAs will then locate these materials in the Preparing for Testing section. TEAs can access the **Secure File Center** by clicking the **Secure Testing Materials** tab in TIDE. In TIDE, only trained TEAs may access these materials in the **Secure File Center** by clicking the **Secure Testing Materials** tab in TIDE.

Directions for Test Administration (DTA) are **required** for each grade-level test form as they are grade and content specific. Please note that the DTAs include the manipulatives required to administer the constructed-response: mathematics completion items. All DTAs must be downloaded from TIDE **prior** to the test administration and must be followed verbatim at the time of test administration.





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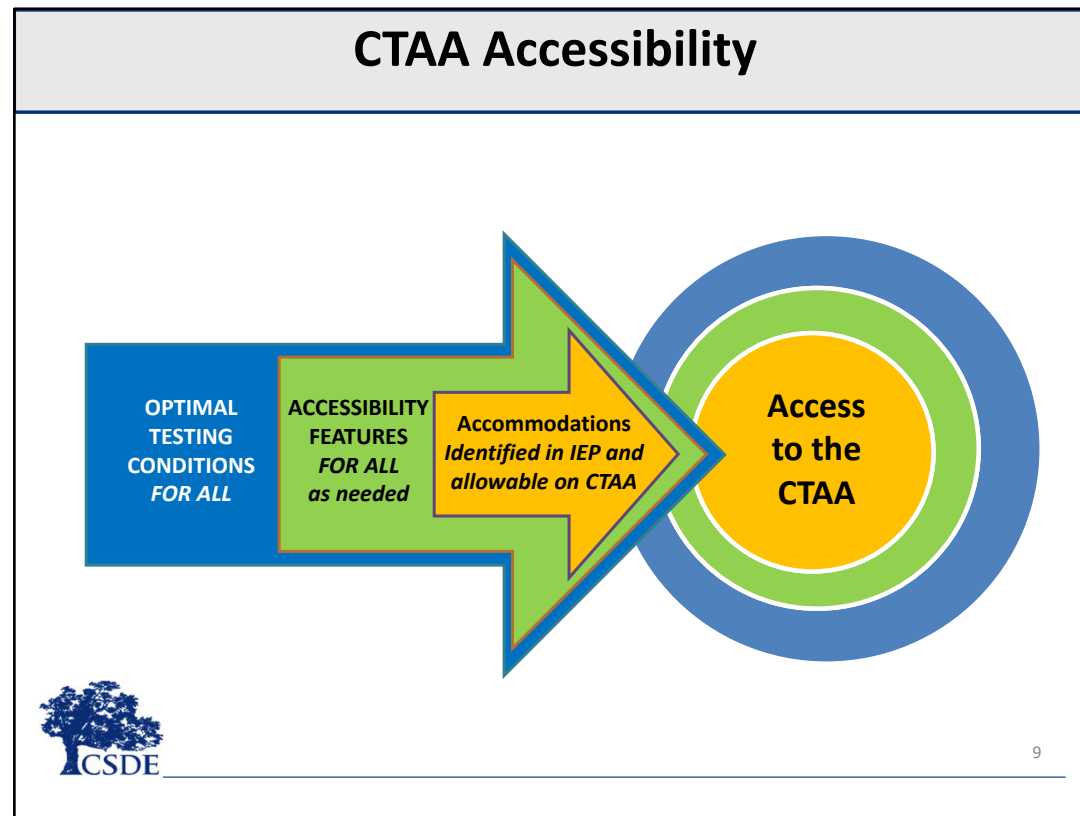
## Accessibility Features and Accommodations



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### **Accessibility Features and Accommodations**

We will now discuss accessibility features and accommodations.



### CTAA Accessibility

The CTAA is a secure, online assessment designed to promote maximum student access while maintaining the integrity of the constructs being assessed.

To accomplish this goal, CTAA has incorporated:

- optimal testing conditions that must be provided to all students who take the test;
- accessibility features that must be provided to students as needed; and
- accommodations that students must receive as specified in their IEPs.

This combination of accessibility features, optimal testing conditions, and accommodations is incorporated within the assessment design and is intended to maximize students' test access and performance.

## Accessibility Through the Read Aloud

- All text in each subject area is designed to be read aloud by the TEA.
- Students may respond online, although, for most students, the TEA will enter the student response.
- Review the *CTAA System User Guide and CTAA Test Administration Manual* for information on accessibility features.



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### Accessibility Through the Read Aloud

The content of the CTAA for both English language arts and mathematics is designed to be read aloud to all participating students. The TEA reads the item, response options, and passages as often as is reasonable to obtain a student's response to an item. All text must be read to students exactly as written. The TEA may not paraphrase or vary speed to emphasize words in ways that hint at correct or incorrect responses.

Students may respond to items in the Secure Browser if the TEA considers the student's skills to be at an appropriate level. However, the TEA must ensure that there is an appropriate wait time for the student to provide their answer. For students that do not have this skill level, the TEA will enter the response indicated by the student.

Review the *CTAA System User Guide*, available on the Connecticut Comprehensive Assessment Program Portal, to determine how to activate accessibility features for the administration of the CTAA if they are needed.

## CTAA Test Accommodations

Accommodations are changes in the materials or procedures of the assessment that do not alter the construct being measured.

A student may use the accommodations included per their IEP that are consistent with the secure standardized administration of the CTAA.

**Physical prompting such as hand-over-hand is not permitted during the administration of the CTAA.**



### CTAA Test Accommodations

Accommodations are changes in the materials or procedures of the assessment that do not alter the construct being measured. For the CTAA, a student may use the accommodations that are in their Individualized Education Program that are consistent with the CTAA.

Remember that physical prompting such as hand-over-hand is not permitted during the administration of the CTAA and is considered to be an inappropriate test practice and a test irregularity that should be reported through the TIDE appeals system.

# CTAA Accessibility Features

The test is designed to have all passages, items, and response options read to the student, either by the text-to-speech embedded accessibility feature or the TEA. Refer to the CTAA System User Guide, the CTAA Test Administration Manual, and the Assistive Technology webpage for more information.

Embedded Accessibility Feature
Color Contrast
Highlighter
Line Reader Tool
Magnification
Mark For Review
Masking
Print-on-Demand
Speech-to-Text
Strikethrough
Text-To-Speech
Volume Control
Word Prediction
Zoom

Non-Embedded Accessibility Feature
American Sign Language
Assistive Technology
Augmentative and Alternative Communication
Read Aloud (Items Directions, Response Options, Passages)
Scribe



## CTAA Accessibility Features

Accessibility features support student access to the test and are either built into the Test Delivery System or are typically available on a computer. The non-embedded assessment features may be provided by the TEA. Accessibility features are typically enabled by the TEA at the time of testing. Generally, assistive technology supports or augmentative and alternative communication (AAC), are supported by the Test Delivery System but should be tested with the CTAA practice site in the secure browser to confirm compatibility prior to test administration.

As a reminder, refer to the Supplementary Aids and Services areas of the IEP to ensure that all appropriate accommodations, including Assistive Technology and Augmentative and Alternative Communication Supports, are documented. Additionally, it is very important that if text-to-speech is used to read to the student, the TEA must be listening to follow the required support as written in the DTA.

## Implementing Accommodations from the IEP

Accommodations	Access Information
Assistive Technology (AT) devices (for viewing, responding to, or interacting with the test items)	Refer to <i>CTAA System User Guide</i> and the <i>Assistive Technology webpage</i> for information about: <ul style="list-style-type: none"> <li>• Compatibility of AT with Test Delivery System and with accessibility features</li> <li>• Enabling AT devices</li> </ul>
Paper Version of Test (for students not able to access the items via the Test Delivery System)	Test item/s can be provided via a secure PDF available in TIDE in the Secure File Center.
Scribe (may be used for recording all responses to test items)	Refer to the DTAs accessed in TIDE and the <i>CTAA Test Administration Manual</i> .
Sign Language (e.g., ASL, PSE, SEE)	Refer to the DTAs accessed in TIDE and the <i>CTAA Assessing Students who are Blind, Deaf, or Deaf-Blind Additional Guidance</i> document.



Accommodations typically included in IEPs may be used with the CTAA. There are a variety of ways a TEA can administer the CTAA so that it is accessible using the mode of communication used by the student.

For example, assistive technology can be used in conjunction with the test delivery interface. Permissive mode must be activated in the student's TIDE account and the functionality should be tested using a practice test before the student participates in summative testing.

A paper version of the CTAA may be downloaded and printed from TIDE and made available to the student if it is a more appropriate format than the online test platform. As a reminder, the TEA will transcribe the student responses from the paper test into the test delivery interface in order to submit and process the student's test.

The TEA typically reads and scribes all portions of the test as needed by the student.

The TEA may also administer the assessment using sign language if that is an appropriate accommodation in the

student's IEP.

Refer to the resources referenced on this slide for more information. These resources are available on the CT Portal.

## Assessing Students Who Are Blind, Deaf, or Deaf-Blind

Additional procedures are provided in the document *CTAA Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration*. This document is intended for students meeting one or more of the following criteria. The student:

- has low vision; uses vision for some activities of daily living;
- has no functional use of vision for activities of daily living, or unable to determine functional use of vision;
- has profound hearing loss, even with aids; and/or undetermined functional use of hearing; and/or
- uses braille (contracted or uncontracted).



### Assessing Students Who Are Blind, Deaf, or Deaf-Blind

If the student is blind, deaf, or deaf-blind, the TEA must download the *CTAA Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Directions for Test Administration* from the Portal.

If your student meets the criteria for this resource, follow the directions in the *CTAA: Test Administration Manual* to obtain the additional components needed for test administration.



## Verbal and Non-Verbal ELA Test Forms Grades 3 and 4 Only

- The forms differ in the presentation of the foundational word identification items or Open-Response (OR) items.
- The selection of either the Verbal or Non-Verbal form is based upon the student's communication mode.
- The form assignment must be made in TIDE prior to test administration.
- The Non-Verbal Form presents the Open Response items in a Selected-Response format for students who do not respond
  - with oral speech;
  - are blind, deaf, or deaf-blind; or
  - use augmentative and alternative communication (AAC).



### Verbal and Non-Verbal ELA Test Forms

For students in grades 3 and 4 taking the ELA reading assessment, select either a Verbal or Non-Verbal test form in the TIDE test settings. The forms differ in the presentation of the foundational word identification items or Open-Response (OR) items. Based on the student's mode of communication, the Verbal or Non-Verbal form should be selected in TIDE prior to test administration.

## Verbal and Non-Verbal ELA Test Forms Grades 3 and 4 Only

	Edit	School Information		Student Information						
		District	School	SSID	Student's Last Name	Student's First Name	Student's Middle Name	Gender	Grade Level When Assessed	
<input type="checkbox"/>		999999999	999999999-999999999	999993452	Test	Test	Y	Male	05	Yes
<input type="checkbox"/>		999999999	999999999-999999999	999993453	Test	Test	Y	Male	08	Yes

CTAA Verbal/Non-Verbal Test Form	ELA
Verbal/Non-Verbal Test Form ?	<div> No assignment </div> <div> No assignment Non-Verbal Form Verbal Form </div>

The default setting is the Verbal form. Procedures for selecting the form are located on the CSDE Comprehensive Assessment Program Portal under Alternate Assessment Resources or in the *CTAA Test Administration Manual*.



### Verbal and Non-Verbal ELA Test Forms

As you can see in this image, the appropriate test form must be selected in the student's test settings in TIDE for the CTAA ELA reading assessment, which includes the open-response items for students in Grades 3 or 4.

The Verbal Form is the default form presented to the student If no form is assigned in TIDE.



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## **Administering the Connecticut Alternate Assessment (CTAA)**



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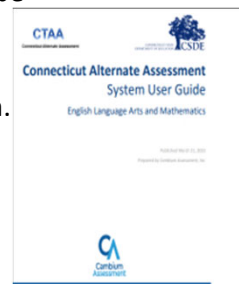
### **Administering the CTAA**

We will now discuss the process necessary to administer the CTAA.

## How do I administer the CTAA?

Two devices are required to administer the CTAA online. The basic workflow for administering the CTAA online is as follows:

1. On the first device, the TEA logs in to the Test Administration Interface (TA Interface), selects tests to be included in the test session, and starts a test session.
2. On the second device, the TEA signs into the Secure Browser and requests approval to enter the test session.
3. On the TA Interface, the TEA reviews the entry requests and approves the student's entry into the test session.
4. Using the DTA, the TEA works with the student to complete and submit the test using the Secure Browser. Once the TEA submits the test, the TEA may log out of the browser.
5. The TEA stops the test session and logs out of the TA Interface.



The CT Alternate Assessment System User Guide provides step-by-step instructions for setting up a test from both the teacher and student's device.

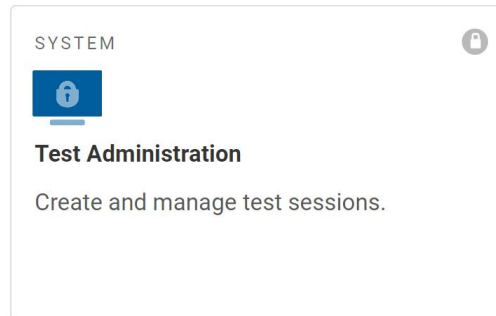
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### How do I administer the CTAA?

Two devices are required to administer the CTAA online. The basic workflow for administering the CTAA online is as follows:

1. On the first device, the TEA logs in to the Test Administration (TA) Interface, selects tests to be included in the test session, and starts a test session. **Remember, only a TEA with Trained TEA status will be able to administer the CTAA. Also remember that if the eligibility form is not completed through the PPT process in CT SEDS and the IEP is not implemented, the alternate assessment indicator will not be set in TIDE. The student will only have access to the standard assessments in the test selection menu.**
2. On the second device, the TEA signs into the Student Interface using the secure browser and requests approval to enter the test session.
3. In the TA Interface, the TEA reviews the entry request from the Student Interface and approves the student's entry into the test session.
4. Using the DTA, the TEA works with the student to complete and submit the test in the Secure Browser. Remember that this test can be paused at any time to allow for breaks. The test can be resumed on the same day or during another time in the testing window to allow for flexibility to the student and schedule. Once the TEA submits the test in the Student Interface, he or she may log out.
5. The TEA stops the test session and logs out of the Test Administration (TA) Interface.

## Starting a Test Session in the TA Interface



### Starting a Test Session in the TA Interface

Using your TEA TIDE account credentials, you must follow these steps to start a test session in the TA Interface:

# Welcome to the Connecticut Comprehensive Assessment Program Portal

This site contains information about Connecticut's Comprehensive Assessment Program.

Announcements

Find More

2023-2024 Secure Browser Now Available

6/23/2023

The updated 2023-2024 Secure Browser and installation materials are now available for download on the Connecticut Assessment Program portal!

Updated SecureBrowser to Resolve the SecureBrowser Problems on ChromeOS Devices

10/21/2022

Cambium Assessment (CAI) and Google released an updated SecureBrowser on Oct. 29 to resolve the SecureBrowser not loading or not initializing on ChromeOS devices. Please use the Google Admin Console to ensure this update has been pushed out to all your devices. Please contact the Helpdesk (1.844.202.7583) for any questions.

Browse by Assessment

ASSESSMENT

smarter  
BALANCED

Smarter Balanced Assessments

Access resources for administering Smarter Balanced Assessments in Mathematics and English language arts.

ASSESSMENT

NGSS  
SCIENCE

NGSS Assessments

Access resources for administering Next Generation Science (NGSS) Assessments.

ASSESSMENT

CT

Alternate Assessment System


Access resources for administering the Connecticut Alternate Assessment (CTAA), the Connecticut Alternate Science (CTAS) Assessment, and the Connecticut CAAELP.

ASSESSMENT

CT

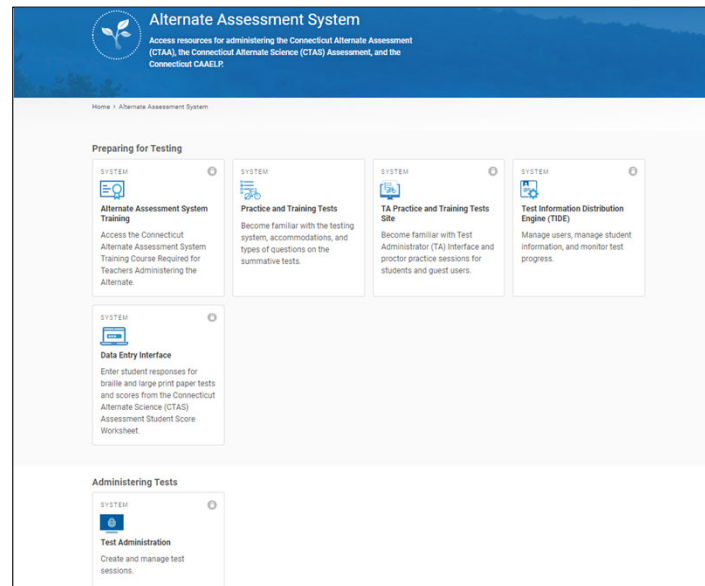
Other Assessments

Access resources for administering the CT SAT School Day, PE, and LAS Links assessments.



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Navigate to the Connecticut Comprehensive Assessment Program Portal. Click on the **Alternate Assessment System** card.



- On the **Alternate Assessment System** program page, find the **Test Administration** card.



### Please Log In

Enter your username and password to log into CAI online systems. Once you log in, you will automatically be directed to your selected system.

### Need More Help?

If you **forgot your password** or **need a new password**, please use the **Forgot Your Password** link to reset it.

For assistance, contact the Connecticut Help Desk at 1-844-202-7583 | [chelpdesk@cambiumassessment.com](mailto:chelpdesk@cambiumassessment.com)

## Login



[Forgot Your Password?](#)

**Secure Login**

### First Time Login This School Year?

The password you used during the previous school year has expired.

[Request a new one for this school year.](#)



- On the login screen, you must enter your username and password as a TEA used to access TIDE.





### Please Log In

Enter your username and password to log into CAI online systems. Once you log in, you will automatically be directed to your selected system.

### Need More Help?

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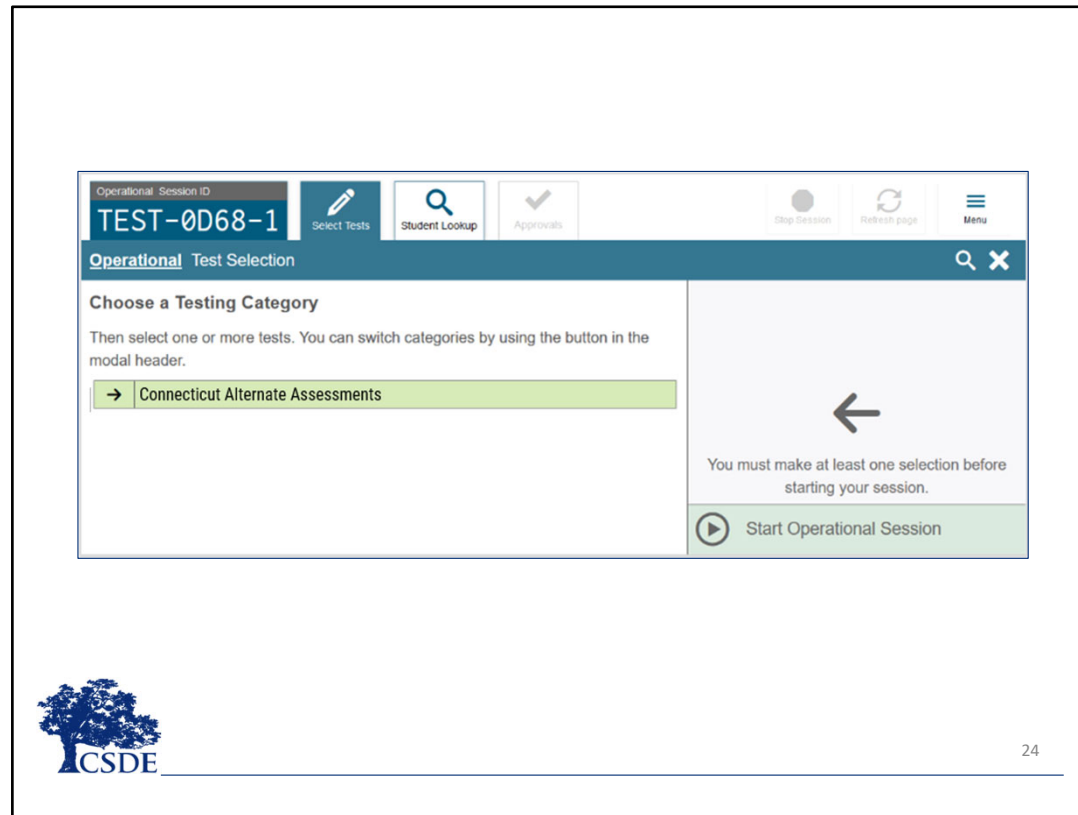
### First Time Login This School Year?

The password you used during the previous school year has expired.


[Request a new one for this school year.](#)



- As a reminder, only **trained** teachers with a TEA account will be able to start a test session for the CTAA.
- Click **Secure Login** to log in to the TA Interface.



- When the TEA logs into the TA Interface, the **Test Selection** window opens automatically. This window allows you to select tests and start the session.
- Only the tests that you select will be available to students in your session. If the CTAA tests do not appear in the menu, confirm that the Connecticut Alternate Assessment System Eligibility Form was completed through the PPT process in CT SEDS and the IEP has been fully implemented for this student. You can verify your student's profile in TIDE that the Alternate Assessment Indicator has been set to "Yes" for the student.
- The **Test Selection** window color-codes tests and groups them into various categories by test, grade, and subject. A test group may include one or more sub-groups. All test groups and sub-groups appear collapsed by default.



CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM

Test  
Administration

Session ID  
TEST-64E2-3

Select Tests

Student Lookup

Approvals

Stop Session

Refresh page

Menu

DemoUser, State5

Test Selection

Filter By: Add Filter

**Connecticut Alternate Assessments**

Choose the tests to add to your session, and then start your session.

+

☐ Grade 3

+

☐ Grade 4

+

☐ Grade 5

+

☐ Grade 6

+

☐ Grade 7

+

☐ Grade 8

+

☐ Grade 11

Back

▶

Start Session


←

You must make at least one selection before starting your session.



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- To expand a test group, click the plus sign. If you need to collapse an expanded test group, click the minus sign.



CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM

Test Administration

?

DemoUser, State5

Session ID

TEST-64E2-3

Select Tests

Student Lookup

Approvals

Stop Session

Refresh page

Menu

Test Selection

Filter By: Add Filter

Connecticut Alternate Assessments

Choose the tests to add to your session, and then start your session.

-

☐ Grade 3

+

☐ English Language Arts/Literacy

+

☐ Mathematics

+

☐ Grade 4

+

☐ Grade 5

+

☐ Grade 6

+

☐ Grade 7

Back

Start Session

←

You must make at least one selection before starting your session.



- Let's expand the available options for the Grade 3 test by clicking the plus sign by **Grade 3**.

The screenshot displays the 'Test Administration' interface for the Connecticut State Department of Education. At the top, the session ID is 'TEST-64E2-3' and the user is 'DemoUser, State5'. The 'Test Selection' section shows a list of tests under 'Connecticut Alternate Assessments'. The 'CTAA ELA - Grade 3' test is selected, and the 'Start Session' button is highlighted with a red box.

Session ID: TEST-64E2-3

Connecticut State Department of Education  
COMPREHENSIVE ASSESSMENT PROGRAM

Test Administration

DemoUser, State5

Test Selection

Filter By: # Add Filter

1 Tests Selected

Clear All

Connecticut Alternate Assessments

Choose the tests to add to your session, and then start your session.

Grade 3

English Language Arts/Literacy

Mathematics

Grade 4

Grade 5

Grade 6

Grade 7

Session Settings

Select Test Reason

Interim Test Opportunity 1

Start Session

- Click the checkbox next to the test you would like to administer. Let's select the **English Language Arts** test.
- In the lower-right corner of the window, click **Start Session**.

CSDE CONNECTICUT STATE DEPARTMENT OF EDUCATION COMPREHENSIVE ASSESSMENT PROGRAM Test Administration DemoUser, State5

Session ID: TEST-64E2-3

Select Tests Student Lookup Approvals Stop Session Refresh page Menu

Test Session

0 students awaiting approval 0 print requests 0 active students (max 200)

### Instructions

- 1 Start Session**  
Press the **Select Tests** button, mark the checkboxes for the tests you wish to include, and then press the **Start Session** button.
- 2 Approve Students**  
Press the **Approvals** button, review the student's test details, and then press the button.
- 3 Monitor Progress**  
Monitor the **Students in your Test Session** table. You can use the button to view print requests and the button to pause students' tests.  
To stop a test session, press the button next to the Session ID.

**NOTICE:** The Test Administrator Interface contains personally identifiable information that is strictly confidential pursuant to federal and state law. By accessing the Test Administrator Interface, I hereby acknowledge that the information contained therein shall only be disclosed to authorized personnel and used as permitted by federal and state law.

CSDE 28

- The **Test Selection** window closes, and the Session ID appears in the TA Interface. You will need to write down the Session ID to log into the Student Interface on your second device and in case you accidentally close the browser window and need to return to the active test session. You may have only one session open at a time. You cannot reopen closed sessions, but TEAs and students can resume a test opportunity in a new session.
- At this time, you will log into the Student Interface on the student's device using the Session ID provided in the Test Administration (TA) Interface. Once you have signed into the Student Interface, you will select the appropriate test for administration. Steps for signing into the Student Interface and proceeding to the test on the student's device will be provided shortly.

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM

Test Administration

Session ID: TEST-64E2-3

Buttons: Select Tests, Student Lookup, Approvals (1), Stop Session, Refresh page, Menu

Test Session

1 students awaiting approval 0 print requests 0 active students (max 200)

### Instructions

- 1 Start Session**  
Press the **Select Tests** button, mark the checkboxes for the tests you wish to include, and then press the **Start Session** button.
- 2 Approve Students**  
Press the **Approvals** button, review the student's test details, and then press the button.
- 3 Monitor Progress**  
Monitor the **Students in your Test Session** table. You can use the button to view print requests and the button to pause students' tests.  
To stop a test session, press the button next to the Session ID.

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CSDE

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- When a student test is awaiting approval, the Approvals button next to the Session ID becomes active in the TA Interface and bounces until you click it.

Follow these steps within the TA Interface to approve a student for testing:

- Click **Approvals**.



CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM

Test Administration ? DemoUser, State5 ▾

Session ID  
TEST-64E2-3

Select Tests

Student Lookup

Approvals 1

Stop Session



Refresh page


Menu

Approvals and Student Test Settings Approve All Students ✕

1 students awaiting approval 0 active students (max 200) 0 tests in session Connecticut Alternate Assessments

CTAA Grade 3 ELA Test- 1 student(s)

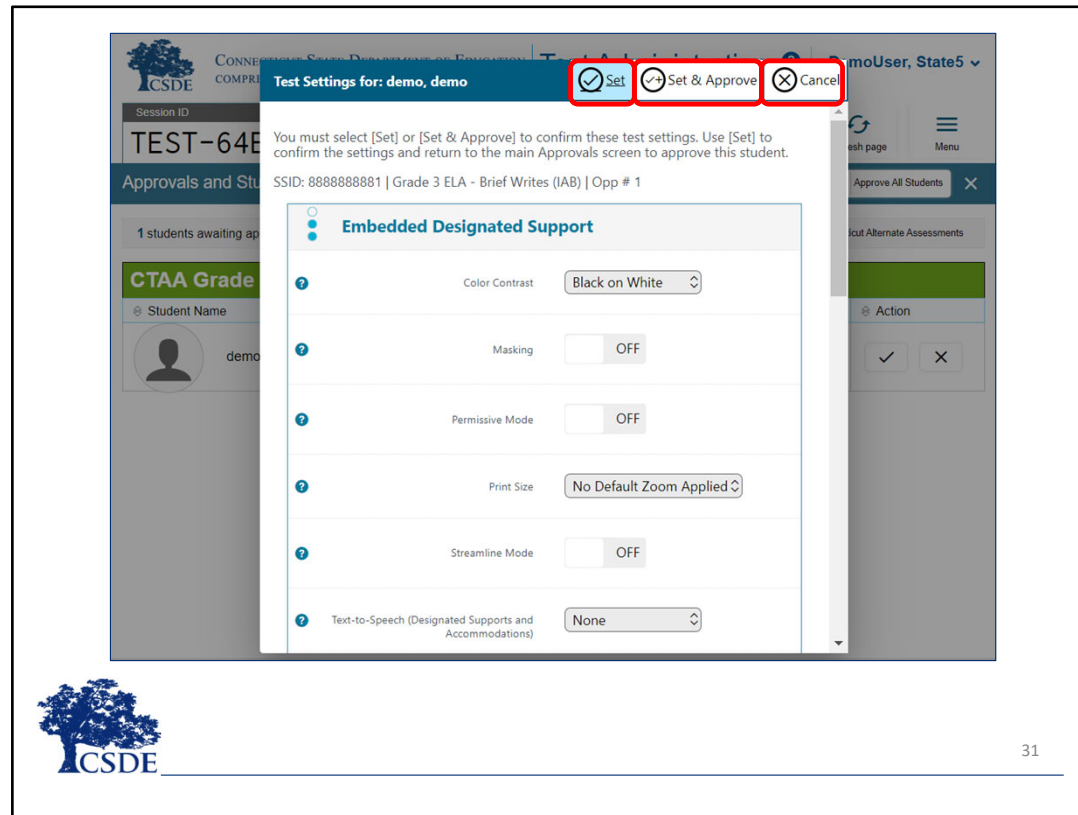
Student Name	SSID	Opp #	See Details	Action
 demo, demo	8888888881	1	 Standard	<input checked="" type="checkbox"/> ✕



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- The **Approvals and Student Test Settings** window appears, displaying the student(s) awaiting approval.
- To review a student’s test settings and accommodations, click the eye icon for that student.






The student's information appears. To ensure maximum accessibility, the accommodations are defaulted as activated and are available unless turned off by the TEA.

- If any accommodations are incorrect (or need to be turned off), update the editable test accommodations as necessary in the TA Interface.
- Do one of the following:
  - To confirm the accommodations, click **Set**. You must still approve the student for testing.
  - To confirm the accommodations, and approve the student, click **Set &**

**Approve.** Students can start testing once you approve them.

- To return to the ***Approvals and Student Test Settings*** window without confirming accommodations, click **Cancel**.



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Test Administration ? DemoUser, State5 v

Session ID  
TEST-64E2-3

Select Tests

Student Lookup

Approvals 1

Stop Session



Refresh page

Menu

Approvals and Student Test Settings ✓ Approve All Students X


1 students awaiting approval 0 active students (max 200) 0 tests in session Connecticut Alternate Assessments

CTAA Grade 3 ELA Test - 1 student(s)

Student Name	SSID	Opp #	See Details	Action
 demo, demo	8888888881	1	 Standard	<input checked="" type="checkbox"/> X



If you wish to approve the student directly from the **Approvals and Student Test Settings** window, click the green check mark for the student.





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
Test Administration
 ?


DemoUser, State5
 ▼


Session ID  
**TEST-64E2-3**



 Select Tests



 Student Lookup


 Approvals


 Stop Session







 Refresh page


 Menu



Test Session
 

0 students awaiting approval 0 print requests 1 active students (max 200)
 Connecticut Alternate Assessments

**Students in your Test Session**

Student Information	Test	Opp #	Progress	Test Settings	Actions
 demo, d 8888888881	CTAA Grade 3 ELA Test	1	 33% answered - Started	 Standard	 

**Instructions**

- Start Session**  
 Press the **Select Tests** button, mark the checkboxes for the tests you wish to include, and then press the **Start Session** button.
- Approve Students**  
 Press the **Approvals** button, review the student's test details, and then press the button.
- Monitor Progress**  
 Monitor the **Students in your Test Session** table. You can use the  button to view print requests and the  button to pause students' tests.  
 To stop a test session, press the button next to the Session ID.



- After you approve a student for testing, the **Students in Your Test Session** table appears.

# Signing into the Student Interface

The screenshot shows the Connecticut State Department of Education (CSDE) website. The navigation bar at the top includes links for Home, Smarter Balanced Assessments, Next Generation Science Standards Assessments, Alternate Assessment System, Technology Resources (highlighted with a red circle), and Resources. Below the navigation bar is the CSDE logo and the text "Connecticut State Department of Education". A large banner image with a blue sky and green trees contains the text "Welcome to the Connecticut Comprehensive Assessment Program Portal" and "This site contains information about Connecticut's Comprehensive Assessment Program." A blue arrow points down from the banner to a white box. Inside the box, the word "SYSTEM" is at the top, followed by a blue icon of a computer monitor with a plus sign. Below the icon is the heading "Secure Browsers" and the text "Install the secure browser on each student device used for secure student testing." The CSDE logo is in the bottom left corner of the page, and the number "34" is in the bottom right corner.

## Signing into the Student Interface

We will now describe the process to sign a student into the Student Interface using the Secure Browser on the second device.

Before setting up a test for your student, you will have to ensure the secure browser has been updated for the 2023-2024 school year. Information about the secure browser can be found on the Connecticut Comprehensive Assessment Program Portal.

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
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## Please Sign In

**First Name:**  
EX: JORDAN

**Student ID:**  
EX: 123456789

**Session ID:** CT  
UAT - -

Browser: Secure v5

Sign In

This is the  
**Operational Test Site**  
If you want to go to  
the Practice Test Site  
click the button  
below

Go to the Practice  
Test Site

Operational Test Site

CSDE

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After the secure browser is downloaded on the computer, the student/TEA will use it to access the CTAA **Student Sign In** page.

On the **Student Sign In** page, the TEA must use the student's first name and State Assigned Student Identifier (SASID) exactly as they appear in TIDE. Let's review the required steps.

- Enter the following information:

The screenshot shows the login interface for the Connecticut State Department of Education Comprehensive Assessment Program. At the top, a blue header contains the CSDE logo and the text "CONNECTICUT STATE DEPARTMENT OF EDUCATION" and "COMPREHENSIVE ASSESSMENT PROGRAM". The main heading is "Please Sign In". There are three input fields: "First" (with a person icon and example "EX: JORDAN"), "Stud" (with a student ID icon and example "EX: 123456789"), and "Sessid" (with a key icon and example "CT UAT 3181 21"). A green "Sign In" button is at the bottom right. On the left, a dark blue box contains text about the Operational Test Site and a button to "Go to the Practice Test Site". The CSDE logo is at the bottom left, and the page number "36" is at the bottom right.

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
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## Please Sign In

First   
EX: JORDAN

Stud   
EX: 123456789

Sessid   -  -

Browser: Secure v5

Sign In

This is the  
**Operational Test Site**  
If you want to go to  
the Practice Test Site  
click the button  
below


Go to the Practice  
Test Site

Operational Test Site

CSDE


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- In the *First Name* field, enter the student's first name as it appears in TIDE.
- In the *Student ID* field, enter the student's ten-digit SASID as it appears in TIDE.
- In the *Session ID* field, enter the Session ID as it appears on the TA Interface.
- Click Sign In.



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Firstname (Student ID: 9999990091) CT-3181-21



## Is This You?


Please review the following information.

<b>First Name</b> Firstname	<b>Grade</b> 03
<b>SSID:</b> 9999990091	<b>School:</b> Demo School 1



Yes


No



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- The **Is This You?** page appears. Verify the student's personal information on this page. If any of the information displayed is incorrect, the student must not proceed with testing. The TEA should click **No**. You must notify the School Test Coordinator or District Administrator (DA) that the student's information is incorrect. If all of the information on this page is correct, click **Yes**.





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Firstname (Student ID: 9999990091) | CT-3181-21





## Your Tests

Select the test that you need to take.

### Connecticut Alternate Assessments




**Start CTAA Grade 3 ELA**  
This is opportunity 1 of 1



Back to Login


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- The **Your Tests** page appears. The **Your Tests** page displays all the tests selected by the TEA in the TA Interface that a student is eligible to take. Only tests selected by the TEA in the TA Interface will be visible. Click the required test name.



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Firstname (Student ID: 9999990091) | CT-3181-21 | CTAA ELA Grade 3




## Waiting for Approval

Your Test Administrator needs to review your requested test and your test settings. This may take a few minutes.

<b>First Name</b> Firstname	<b>Session ID</b> CT-3181-21
<b>Test</b> CTAA ELA Grade 3	





Click to cancel the request and return to the login page.



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- The request is sent to the TEA for approval in the TA Interface and the **Waiting for Approval** page appears. This page remains until the student is approved into the test session by the TEA in the TA Interface.

First Name (Student ID: 9999990091) | CT-3181-21 | CTAA ELA Grade 3


 CONNECTICUT STATE DEPARTMENT OF EDUCATION  
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## Audio/Video Checks

Your test uses multi-media features. Please perform the following checks before continuing.

### Text-to-Speech Sound Check

Make sure text-to-speech is working.


 Press the speaker button. You should hear a voice speak the following sentence:  
"This text is being read aloud."



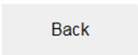
### Sound Settings


Current Voice Pack:

Use the sliders to adjust the available text-to-speech settings.

**Volume**


 10


 40

- The **Audio/Video Checks** page will appear if the student has been approved to use text-to-speech. On this page, students with TEA support verify that text-to-speech is working properly on their device by clicking the speaker icon. If the voice is not clearly audible, you may adjust the settings using the available sliders and click the speaker icon again.
- TEAs must attend to the text read by text-to-speech aloud so they can follow the script and directions provided in the DTA.

Firstname (Student ID: 9999990091) | C7-3181-21 | C7AA ELA Grade 3




CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM




## Audio/Video Checks

Your test uses multi-media features. Please perform the following checks before continuing.



### Text-to-Speech Sound Check

Make sure text-to-speech is working.

 Press the speaker button. You should hear a voice speak the following sentence:  
"This text is being read aloud."


### Sound Settings

Current Voice Pack: Microsoft Anna - English (United S ▾)

Use the sliders to adjust the available text-to-speech settings.


**Volume**

10



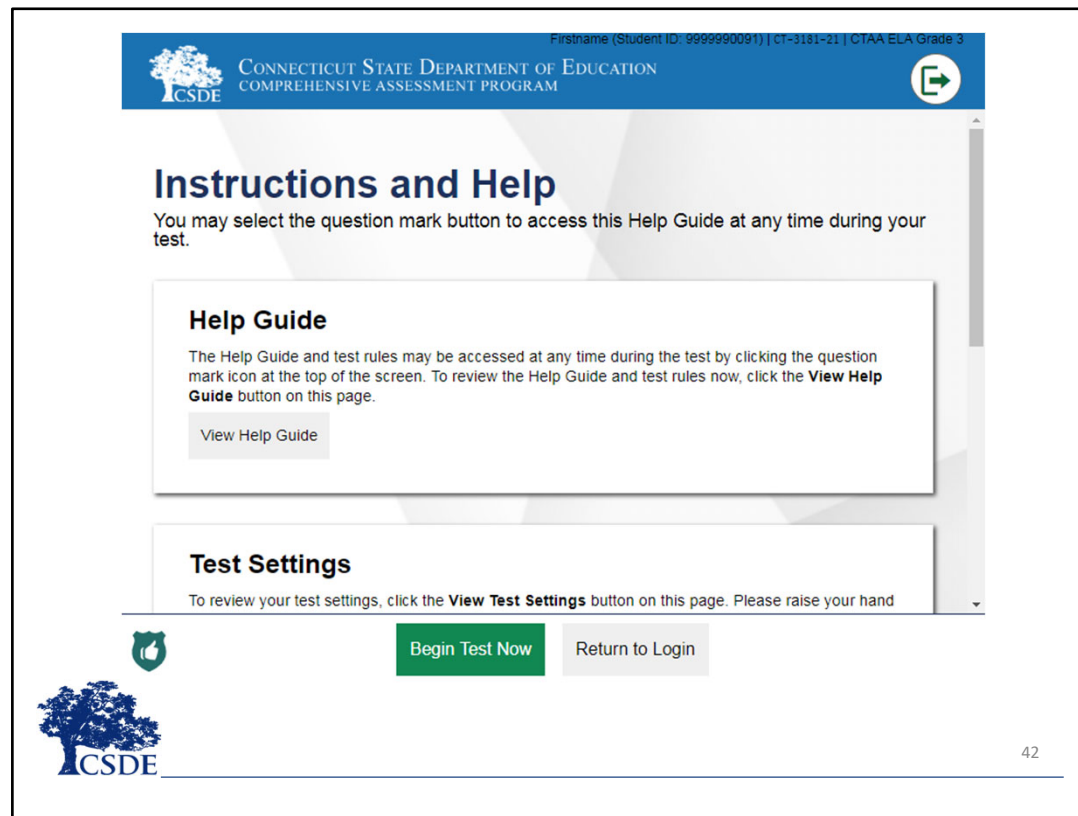
Continue

Back



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- Once the audio functionality has been verified, click **Continue**.



The ***Instructions and Help*** page appears. On this page, you can view the help guide or review the student's test settings before entering the test. If you wish to proceed directly to the test, click **Begin Test Now** to proceed to and begin the test.

TEAs should work with students to follow this procedure when starting a new test or resuming a paused test.

As a reminder, Directions for Test Administration (DTA) are **required** for each grade-level test form as they are grade and content specific and must be used to administer the assessment. More information about administering the CTAA is included on the Alternate Assessment System Resources page on the Connecticut Assessment Program Portal.

## What if my student becomes disruptive or refuses to respond?

If the student becomes disruptive, aggressive, or refuses testing:

- Mirror strategies used during instruction.
- Pause testing; resume at another time when student is more receptive to testing.
- Consider testing in a different environment or provide additional staff supports.
- If personal safety is ever a concern for you or your student, stop testing immediately.
- If the student is unable to complete testing, enter any completed test items in the Student Interface and pause the test.
- Teachers **should not** submit the CTAA for students who refused to respond to all items on the test; rather, leave the test in **paused** status.



## What if my student becomes disruptive or refuses to respond?

If the student becomes disruptive, aggressive, or refuses testing:

- Mirror strategies used during instruction.
- Pause testing; resume at another time when student is more receptive to testing.
- Consider testing in a different environment or provide additional staff supports.
- If personal safety is ever a concern for you or your student, stop testing immediately.
- If the student is not able to complete testing, leave the test in **paused** status in the Student Interface. Any items with a response entered at the close of the testing window will be scored.
- Teachers **should not** submit the CTAA for students who refused to respond to items on the test. The test status should be paused.
- Teachers should notify supervisors within their district that monitor student testing completion rates of this occurrence.

## Session 2 Tasks



- ✓ Confirm you have been assigned the user role of Teacher Administering the Alternate (TEA) and can access the TIDE System.
  - ✓ The TEA may view the Trained Teacher status in TIDE.
  - ✓ The TEA user role includes all permissions of the Teacher (TE) User Role.
- ✓ Complete and pass the **Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate (TEAs)** each year with a score of at least 80% accuracy.
- ✓ Teams can download and complete a draft of the current Connecticut Alternate Assessment Eligibility Form prior to the PPT to aid in reviewing eligibility determination.
- ✓ Present the draft eligibility form at the PPT to determine student eligibility.
- ✓ Eligibility forms are completed through the PPT process in CT SEDs and the implemented IEP.
- ✓ Maintain the PPT approved copy of the eligibility form in the student records.
- ✓ Select the CTAA Verbal or Non-Verbal ELA test form for eligible students in grades 3 or 4 in TIDE Test Settings.



### Session 2 Tasks

Here is a list of responsibilities that you, as the primary teacher, must complete before administering the CTAA.

Take a minute to review these responsibilities in order to make sure they have been completed before continuing to the next session.

A list of responsibilities for each session of this training is available on the Connecticut Comprehensive Assessment Program Portal.

## Session 2 Tasks – Continued



Prior to testing

- ✓ Locate and begin reviewing the *CTAA Test Administration Manual* for this school year.
- ✓ Locate and begin reviewing the *CTAA System User Guide* for this school year.
- ✓ Locate and download the Secure Directions for Test Administration (DTA) when they become available.
- ✓ Develop a schedule for individual testing sessions. Tests may be administered between March 25-May 31, 2024.



### Session 2 Tasks – Continued

This is a continued list of tasks.

Take a minute to review these tasks in order to make sure they have been completed before continuing to the next session.

A list of tasks for each session of this training is available on the Connecticut Comprehensive Assessment Program Portal.





## Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate (TEAs)

### ✓ Session 2: Administering the Connecticut Alternate Assessment (CTAA)

Congratulations, you have completed Session 2!

If you would like to review this session again, select the **Review Again** button.

If you would like to start another session, select the **Return Home** button.



Review Again

Return Home

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### End of Session 2

You have completed Session 2 of the Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate (TEAs).

If you have any questions or want to find additional information on this assessment, please review your CTAA Test Administration Manual (TAM), located on the Connecticut Comprehensive Assessment Portal. Please click the “Return Home” button to return to the session selection page and proceed to Session 3. To return to the beginning of the course, select the “Review Again” button.

You may review this session as many times as you like. Thank you for completing Session 2!