



2023-2024

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

When you are ready to begin Session 3,  
select the **Start** button.

**Start**

Estimated Time of Completion: 40 Minutes



1

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

When you are ready to begin Session 3, select the “Start” button.



CONNECTICUT STATE DEPARTMENT OF EDUCATION

## **Session 3**

# **Administering the Connecticut Alternate Science (CTAS) Assessment**



2

### **Session 3 Introduction**

Welcome to Session 3 of the Connecticut Alternate Assessment System – Required for Teachers Administering the Alternate (TEAs). In this training, we will focus on the design and administration procedures for the Connecticut Alternate Science (CTAS) Assessment for eligible students in grades 5, 8, and 11.

## Content

- Overview of the Connecticut Alternate Science (CTAS) Assessment
- Components of the CTAS
- Administering the CTAS
- Submitting the Student Score Worksheets
- Responsibilities of the Teacher Administering the Alternate (TEA)



### Content

Before we begin, take a moment to review the content that will be covered in this presentation.

We will provide an overview of the Connecticut Alternate Science Assessment, or CTAS.

We will also look at the components of the CTAS and provide guidance for administering it, including instructions for submitting student ratings recorded on the Student Score Worksheets, and finally, the responsibilities of the Teacher Administering the Alternate (or TEA) will be discussed.



CONNECTICUT STATE DEPARTMENT OF EDUCATION

## Overview of the CTAS



4

### **Overview of the CTAS**

The following slides will provide an overview of the CTAS Assessment.

## How does the CTAS differ from the CTAA?

Connecticut Alternate Assessment System: Comparison of the CTAA and the CTAS		
	Connecticut Alternate Assessment (CTAA)	Connecticut Alternate Science Assessment (CTAS)
Subject Area	Language Arts and Mathematics Aligned to Connecticut Core Standards	Science Aligned to Next Generation Science Standards
Grades	3–8 and 11	5, 8, and 11
Student Support and Accommodations	Incorporates student communication modes; entire test is read to student; design includes models, pictures and graphics; IEP accommodations are provided by teacher	
Test Security	Secure Test	Non-Secure Test Go to CSDE Comprehensive Assessment Program Portal for PDFs of test materials or see your District Administrator in TIDE to access hard copy materials.
Test Structure	Multiple Choice Responses and limited Constructive Responses	Performance Tasks with student rating scale
Test Delivery	Teacher administers assessment via the online Test Delivery System during the test window (March 25, 2024 – May 31, 2024)	Teacher administers Performance Tasks throughout year, records student ratings on a Student Score Worksheet, and uploads student ratings into the online Data Entry Interface during the test window (March 25 2024 – May 31, 2024).



### How does the CTAS differ from the CTAA?

Unlike the CTAA, the CTAS is a non-secure test that is administered to eligible students in grades 5, 8, and 11 through activities conducted in a classroom setting. These activities are intended to be embedded in science instruction throughout the year.

While the CTAA for mathematics and ELA is an online assessment administered during the testing window of March 25, 2024 – May 31, 2024, CTAS is comprised of a series of Performance Tasks that must be administered in a 1:1 test setting 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. Student ratings are recorded on the Student Score Worksheet. Student ratings must be entered into the online Data Entry Interface (DEI) during the testing window of March 25, 2024- May 31, 2024, in order to be submitted for reporting.

## Guiding Principles

The Connecticut Alternate Science Assessment should:

- be meaningful and accessible to participating students;
- guide science curriculum and instruction;
- allow for administration of the assessment throughout the year;
- include an appropriate balance of the breadth and depth of Next Generation Science Standards (NGSS) Learning Progressions across grade bands;
- assess the three dimensions of NGSS:
  - Science and Engineering Practices
  - Disciplinary Core Ideas
  - Crosscutting Concepts
- incorporate scientific phenomena that students make sense of or use to solve a problem; and
- support consistent demonstration of the performance expectations by students statewide.



### Guiding Principles

At the onset of CTAS development, the following Guiding Principles were set forth. The Connecticut Alternate Science Assessment should:

- be meaningful and accessible to participating students;
- guide science curriculum and instruction throughout the year by providing a coherent sequence of assessment activities;
- allow for administration throughout the year;
- include an appropriate balance of the breadth and depth of Next Generation Science Standards (NGSS) Learning Progressions across grade bands;
- assess the three dimensions of NGSS (i.e., Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts);
- incorporate scientific phenomena that students make sense of or use to solve a problem; and
- support consistent demonstration of the performance expectations by students statewide.

## How was the CTAS designed?

CTAS is organized into six Storylines (two per content area) for each assessed grade level – grades 5, 8, and 11.

Connecticut Alternate Science Assessment	
Content Area	Storyline and Performance Task
Earth Science	1. Earth Systems
	2. Natural Resources
Life Science	3. Living Organisms
	4. Healthy Ecosystems
Physical Science	5. Forces and Motion
	6. Using Energy Every Day



### How was the CTAS designed?

The Connecticut Alternate Science Assessment is organized into six Storylines in each assessed grade level – grades 5, 8, and 11. There are two Storylines per content area. Content areas include Earth Science, Life Science, and Physical Science.

Each Storyline supports the assessment of the NGSS performance expectations, the derived Essence Statements, and the corresponding Core Extensions. Each Storyline includes a Guiding Question that frames the Performance Task and embedded activities. Each activity provides a coherent sequence of instruction for the TEA on how to assess student performance associated with each Core Extension. These activities provide students with significant cognitive disabilities the opportunity to make sense of real-world phenomena and/or engage with an engineering design problem.

## How was the CTAS designed?

The CTAS is comprised of Performance Tasks consisting of a Storyline capturing the NGSS Performance Expectations, Essence Statements, and Core Extensions within a specific content area (Earth Science, Life Science, and Physical Science).



### How was the CTAS designed?

The CTAS is comprised of Performance Tasks consisting of a Storyline capturing the NGSS Performance Expectations, Essence Statements, and Core Extensions within a specific content area. Each Storyline outlines the following components used to inform the development of the Performance Task:

- There are a series of Guiding Questions for each Performance Task.
- Standard NGSS Performance Expectations are used to derive Connecticut Alternate Science Essence Statements.
- Essence Statements define the derived core understandings embedded in the grade-level NGSS Standard Performance Expectations, making the Standard Performance Expectation accessible and achievable by students with significant cognitive disabilities.
- Core Extensions describe specific student performances and are connected to activities that are administered to the student by the Trained TEA.

# CTAS Test Design

- Each Connecticut Alternate Science Essence Statement is associated with 2–4 Core Extensions.
- Core Extensions describe specific student performances connected to activities providing the opportunity for students to demonstrate their science skills and knowledge. The Core Extensions are aligned to the Essence Statements and the related NGSS Performance Expectations.



Guiding Questions: How does the weather change in different seasons? What types of climates are there and how can they be described? How do wind and water help to shape the land?

NGSS Learning Progressions	NGSS Standard Performance Expectations	Grade 5	
		Connecticut Alternate Science Essence Statements	Core Extensions
ESS2.D Weather and Climate	<p>3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p>3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.</p>	<p>CTAS-3-ESS2-1 Use and interpret data in tables and graphs to describe typical weather conditions expected during a particular season.</p> <p>CTAS-3-ESS2-2 Use information to describe climates in different regions of the United States.</p>	<ol style="list-style-type: none"> <li>1. Recognize two forms of water (e.g., rain, snow, hail, sleet) that can fall from clouds to Earth. (CTAS-3-ESS2-1)</li> <li>2. Identify key components that describe local weather conditions (e.g., temperature, amount of cloud cover, precipitation, and wind speed). (CTAS-3-ESS2-1)</li> <li>3. From provided temperature and precipitation data, identify the likely seasons. (CTAS-3-ESS2-1)</li> <li>4. From provided data, compare weather conditions between two specific time periods. (CTAS-3-ESS2-1)</li> <li>5. Using provided information, describe the climate in Connecticut. (CTAS-3-ESS2-2)</li> </ol>
ESS2.A Earth Materials and Systems	5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	CTAS-5-ESS2-1 Use a model to show how wind and water interact with land and living organisms.	<ol style="list-style-type: none"> <li>6. From provided data (average temperature and precipitation), compare climates in two regions of the United States (e.g., northeast vs. southwest). (CTAS-3-ESS2-2)</li> <li>7. From provided information about the climate pattern in a region, make a prediction about typical weather conditions in that region. (CTAS-3-ESS2-2)</li> <li>8. Complete a model to describe changes in the shape of a land form due to wind and water. (CTAS-5-ESS2-1)</li> </ol>



## CTAS Test Design

Let's take a look at an example to illustrate the relationship between the CTAS core components.

Take a moment to see the connections between the NGSS Standard Performance Expectations, the derived Essence Statements, and the Core Extensions in this grade 5 Earth Science Performance Task.

# CTAS Test Design



## Connecticut Alternate Science Essence Statements

CTAS-3-ESS2-1 Use and interpret data in tables and graphs to describe typical weather conditions expected during a particular season.

CTAS-3-ESS2-2 Use information to describe climates in different regions of the United States.



Each CTAS Essence Statement is associated with 2–4 Core Extensions.

# CTAS Test Design



## Core Extensions

1. Recognize two forms of water (e.g., rain, snow, hail, sleet) that can fall from clouds to Earth. (CTAS-3-ESS2-1)
2. Identify key components that describe local weather conditions (i.e., temperature, amount of cloud cover, precipitation, and wind speed). (CTAS-3-ESS2-1)
3. From provided temperature and precipitation data, identify the likely seasons. (CTAS-3-ESS2-1)
4. From provided data, compare weather conditions between two specific time periods. (CTAS-3-ESS2-1)
5. Using provided information, describe the climate in Connecticut. (CTAS-3-ESS2-2)
6. From provided data (average temperature and precipitation), compare climates in two regions of the United States (e.g., northeast vs. southwest). (CTAS-3-ESS2-2)
7. From provided information about the climate pattern in a region, make a prediction about typical weather conditions in that region. (CTAS-3-ESS2-2)
8. Complete a model to describe changes in the shape of a land form due to wind and water. (CTAS-5-ESS2-1)



Core Extensions describe specific student performances and are aligned to the provided activities in the Performance Tasks administered by the TEA.

# Guiding Questions

Guiding Questions accompany each Storyline as an introduction to a science inquiry topic and capture the Core Extensions in which the Performance Task Activities are based.




**Earth Science**  
Storyline 1: Earth Systems  
Grade 5 Performance Task

**Guiding Questions:** How does the weather change in different seasons? What types of climates are there and how can they be described? How do wind and water help to shape the land?

NGSS Learning Progressions	NGSS Standard Performance Expectations	Grade 5	
		Connecticut Alternate Science Essence Statements	Core Extensions
ESS2.D Weather and Climate	3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.  3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.	CTAS-3-ESS2-1 Use and interpret data in tables and graphs to describe typical weather conditions expected during a particular season.  CTAS-3-ESS2-2 Use information to describe climates in different regions of the United States.	1. Recognize two forms of water (e.g., rain, snow, hail, sleet) that can fall from clouds to Earth. (CTAS-3-ESS2-1) 2. Identify key components that describe local weather conditions (i.e., temperature, amount of cloud cover, precipitation, and wind speed). (CTAS-3-ESS2-1) 3. From provided temperature and precipitation data, identify the likely seasons. (CTAS-3-ESS2-1) 4. From provided data, compare weather conditions between two specific time periods. (CTAS-3-ESS2-1) 5. Using provided information, describe the climate in



## Guiding Questions

There are a series of **Guiding Questions** for each Performance Task. As mentioned, each Guiding Question serves to motivate learners to explore an idea or a phenomenon. These guiding questions provide a purpose for learning by describing, “What are we trying to find out?”

Here is an example of guiding questions for a grade 5 Earth Science Performance Task. The **Guiding Questions** for this Performance Task are, “How does the weather change in different seasons? What types of climates are there and how can they be described? How do wind and water help to shape the land?”

Guiding Questions capture the Core Extensions in which the Performance Activities are based.

# CTAS Alignment

NGSS Standard Performance Expectations	Connecticut Alternate Science Essence Statements	Core Extensions
3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	CTAS-3-ESS2-1 Use and interpret data in tables and graphs to describe typical weather conditions expected during a particular season.	<ol style="list-style-type: none"> <li>1. Recognize two forms of water (e.g., rain, snow, hail, sleet) that can fall from clouds to Earth. (CTAS-3-ESS2-1)</li> <li>2. Identify key components that describe local weather conditions (i.e., temperature, amount of cloud cover, precipitation, and wind speed). (CTAS-3-ESS2-1)</li> <li>3. From provided temperature and precipitation data, identify the likely seasons. (CTAS-3-ESS2-1)</li> <li>4. From provided data, compare weather conditions between two specific time periods. (CTAS-3-ESS2-1)</li> <li>5. Using provided information, describe the climate in Connecticut. (CTAS-3-ESS2-2)</li> <li>6. From provided data (average temperature and precipitation), compare climates in two regions of the United States (e.g., northeast vs. southwest). (CTAS-3-ESS2-2)</li> <li>7. From provided information about the climate pattern in a region, make a prediction about typical weather conditions in that region. (CTAS-3-ESS2-2)</li> <li>8. Complete a model to describe changes in the shape of a land form due to wind and water. (CTAS-5-ESS2-1)</li> </ol>
3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.	CTAS-3-ESS2-2 Use information to describe climates in different regions of the United States.	
5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	CTAS-5-ESS2-1 Use a model to show how wind and water interact with land and living organisms.	



**Core Extensions** comprised within this Performance Task include activities that will elicit the recognition of two forms of water (e.g., rain, snow, hail, sleet) that can fall from clouds to Earth and lead students to describe local weather conditions and use data to identify seasons and climate.

Notice the alignment of these Core Extensions with the Connecticut Alternate Science Essence Statements. Students will use and interpret data in tables and graphs to describe weather conditions and describe climate in varying regions throughout the United States.



CONNECTICUT STATE DEPARTMENT OF EDUCATION

## Components of the CTAS



### Components of the CTAS

We will now take a look at the components of the CTAS.

## Components of the CTAS

Each grade-specific CTAS set contains:

- **Performance Tasks**, which include:
  - a guiding question and a general overview of the task
  - a list of materials needed
  - instructions for preparing materials
  - step-by-step activities with built-in script and scaffolding for TEAs
  - scoring guidance
- **Resource Packets**, which are specific to each Performance Task, and include materials such as posters, graphs, sentence strips
- **Student Score Worksheet**, which is to be completed in hardcopy and then submitted through the Data Entry Interface (DEI) during the testing window of March 25, 2024-May 31, 2024.



### Components of the CTAS

Each Storyline includes a Performance Task at each assessed grade level with a series of assessment activities. Each activity provides a coherent sequence of instruction for the TEA on how to assess student performance associated with each Core Extension. The TEA assesses the eligible students on provided Performance Tasks using provided Resource Packet materials. The TEA rates the student's performance on each activity using a 0–2 scale and provided scoring guidance. Supports include the use of communication devices and assistive technology or accommodations as described in the student's Individualized Education Program (IEP).

The Resource Packets are to be used in conjunction with the Performance Tasks. They include materials that will be presented to the student when referenced by the teacher script in the Performance Task.

As TEAs administer each Performance Task, a paper copy of the Student Score Worksheet should be completed to record student ratings. After the CTAS is fully administered, TEAs will enter the ratings recorded on the Student Score

Worksheet in the Data Entry Interface (DEI) during the testing window.

## CTAS Performance Task Format

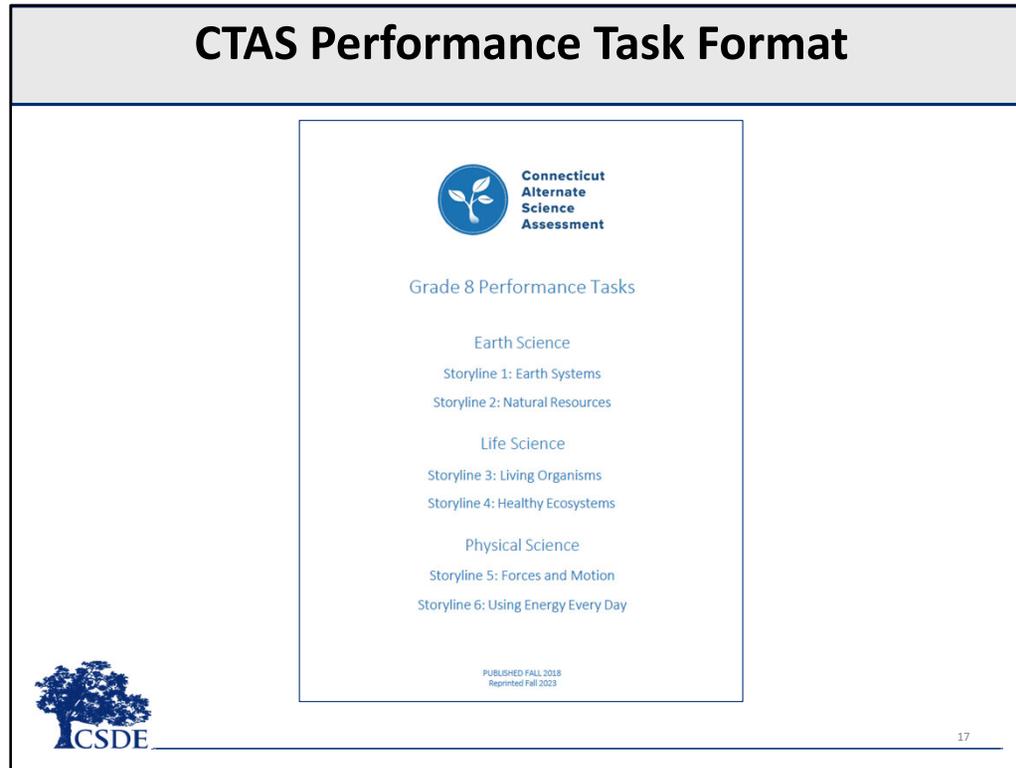
**Now that we have discussed the overall design of the CTAS, let's take a moment to see how all these pieces come together to create a scorable Performance Task.**



### CTAS Performance Task Format

Now that we have discussed the overall design for CTAS, let's take a moment to see how all these pieces come together to create a scorable Performance Task.

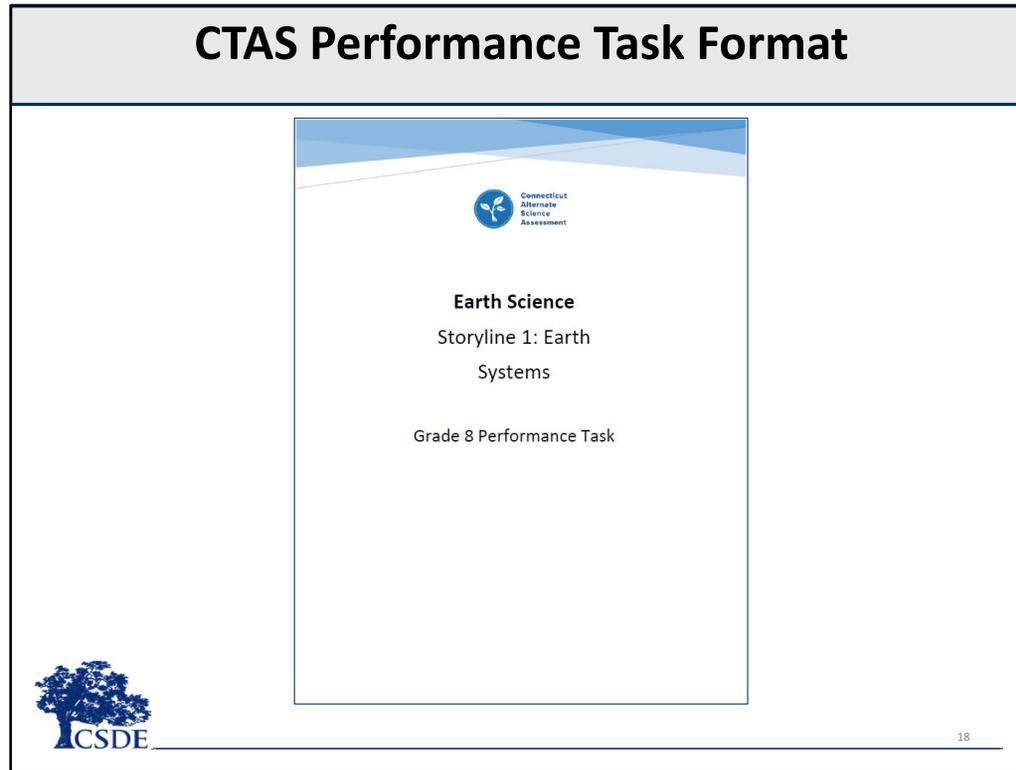
# CTAS Performance Task Format



We will begin by referencing the cover page of the Performance Tasks, using grade 8 as an example. The cover page identifies the Storyline numbers with corresponding Storyline name by Content Area.

Also note a reference on the Cover Page that indicates a publish date of Fall 2018 and a reprinted date of Fall 2023. The intent is that the performance task materials be used year after year until a new CTAS form is introduced. Each school district has a set of materials that should be shared among teachers each year. Materials can also be downloaded and printed from the portal.

# CTAS Performance Task Format



Now, take a moment to identify the first Storyline for Earth Science, called Earth Systems.

# CTAS Performance Task Format



**Earth Science**  
**Storyline 1: Earth Systems**  
**Grade 8 Performance Task**

**Guiding Questions:** How do water and wind affect the Earth's surface? How does water move through the Earth's atmosphere and land? What factors affect the weather?

NGSS Learning Progressions	Grade 8		
	NGSS Standard Performance Expectations	Connecticut Alternate Science Essence Statements	Core Extensions
ESS2.C The Roles of Water in Earth's Surface Processes	MS-ESS2-2 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	CTAS-MS-ESS2-2 Construct an explanation based on evidence for how the movements of water, ice, and wind can change the Earth's surface.	<ol style="list-style-type: none"> <li>From provided visuals, identify the effect of waves on a beach over time. (CTAS-MS-ESS2-2)</li> <li>From provided visuals, describe how ice freezing and melting can change the land. (CTAS-MS-ESS2-2)</li> <li>Construct an explanation based on provided evidence for how wind changes a landform on the Earth's surface. (CTAS-MS-ESS2-2)</li> <li>Provide examples showing that water can exist as a solid, a liquid, or a gas, depending on its temperature. (CTAS-MS-ESS2-4)</li> <li>From given components, complete a model of the water cycle by describing the relationships among the components (i.e., evaporation of water on land → condensation/cloud formation → precipitation of rain or snow → falls back to the land). (CTAS-MS-ESS2-4)</li> <li>Given a model of the water cycle, describe the effect that the sun's energy (heat) and the Earth's gravity have on water. (CTAS-MS-ESS2-4)</li> </ol>
	MS-ESS2-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	CTAS-MS-ESS2-4 Use a model to explain how the sun's energy and gravity cause water to cycle between the land and the atmosphere.	
ESS2.D Weather and Climate	MS-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.	CTAS-MS-ESS2-5 Use data to provide evidence of atmospheric conditions that result in precipitation.	

Connecticut Alternate Science Assessment  
**Earth Science**  
 Storyline 1: Earth Systems  
 Grade 8 Performance Task  
 1



This Storyline contains the following **Guiding Questions:** How do water and wind affect the Earth's surface? How does water move through the Earth's atmosphere and land? What factors affect the weather?

Now, take a look at a subset of NGSS Learning Progressions, NGSS Standard Performance Expectations, Connecticut Alternate Science Essence Statements, and Core Extensions. This table organizes each part of the Science Standards and shows the direct relationship with the skills being measured by the activities in the Storyline.

# CTAS Performance Task Format



Connecticut Alternate Science Assessment

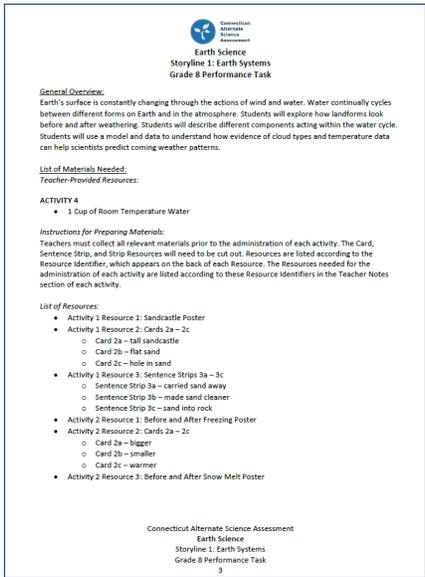
Grade 8			
NGSS Learning Progressions	NGSS Standard Performance Expectations	Connecticut Alternate Science Essence Statements	Core Extensions
			7. Based on the provided evidence, relate cloud types to associated weather. (CTAS-MS-ESS2-5) 8. When given a set of temperature data, make a connection between the temperature change and precipitation. (CTAS-MS-ESS2-5)
Appropriate Vocabulary	Precipitation, evaporation, condensation, gravity, water cycle, wind, heat, solid, liquid, gas, temperature, thermometer, cloud types/descriptions (white and fluffy vs. dark and heavy)		
<div style="position: relative;">  </div>			

Connecticut Alternate Science Assessment  
**Earth Science**  
 Storyline 1: Earth Systems  
 Grade 8 Performance Task  
 2


20

Also, note that the overview of the Storyline identifies **Appropriate Vocabulary** that is included within the Performance Task activities. While this is not an exhaustive list of construct-relevant science vocabulary, these words are included in the Performance Task, and teachers can use them along with the built-in supports and scaffolding provided in the script to support student access. Furthermore, these can be used to develop instructional lessons and student goals.

# CTAS Performance Task Format



**Earth Science**  
Storyline 1: Earth Systems  
Grade 8 Performance Task

**General Overview:**  
Earth's surface is constantly changing through the actions of wind and water. Water continually cycles between different forms on Earth and in the atmosphere. Students will explore how landforms look before and after weathering. Students will describe different components acting within the water cycle. Students will use a model and data to understand how evidence of cloud types and temperature data can help scientists predict coming weather patterns.

**List of Materials Needed:**  
*Teacher-Provided Resources:*

**ACTIVITY 4**

- 1 Cup of Room Temperature Water

**Instructions for Preparing Materials:**  
Teachers must collect all relevant materials prior to the administration of each activity. The Card, Sentence Strip, and Strip Resources will need to be cut out. Resources are listed according to the Resource Identifier, which appears on the back of each Resource. The Resources needed for the administration of each activity are listed according to these Resource Identifiers in the Teacher Notes section of each activity.

**List of Resources:**

- Activity 1 Resource 1: Sandcastle Poster
- Activity 1 Resource 2: Cards 2a – 2c
  - Card 2a – tall sandcastle
  - Card 2b – flat sand
  - Card 2c – hole in sand
- Activity 1 Resource 3: Sentence Strips 3a – 3c
  - Sentence Strip 3a – carried sand away
  - Sentence Strip 3b – made sand cleaner
  - Sentence Strip 3c – sand into rock
- Activity 2 Resource 1: Before and After Freezing Poster
- Activity 2 Resource 2: Cards 2a – 2c
  - Card 2a – bigger
  - Card 2b – smaller
  - Card 2c – warmer
- Activity 2 Resource 3: Before and After Snow Melt Poster

Connecticut Alternate Science Assessment  
Earth Science  
Storyline 1: Earth Systems  
Grade 8 Performance Task  
3



21

## CTAS Performance Task Format

The section of the grade 8 Earth Science Storyline 1 Performance Task that is shown includes a General Overview of the Storyline. This particular storyline has embedded activities that will activate student understanding about the impact weathering has on the Earth's surface.

Below the General Overview is a list of materials needed for the activity. Some Storylines will not require teachers to provide materials beyond the posters, cards, sentence strips, and strips included in the Resource Packet, something we will review in greater depth shortly. However, for this particular activity, teachers must provide 1 cup of room temperature water when administering Activity 4. This cup of water should be collected and set aside in advance.

This page also includes Instructions for Preparing Materials relevant to the activities within Storyline 1. It explains that materials contained in the Resource Packet are listed according to the Resource Identifier, which appears on the back of each Resource. It also explains that the card, sentence strip, and strip resources will need to be cut out.

Again, this should be conducted by the TEA in advance of administering the Storyline.

Finally, this page provides a list of resources that are associated with each activity contained within Storyline 1.

# CTAS Performance Task Format

**CTAS Performance Task Format**




  
 Connecticut Alternate Science Assessment

**ACTIVITY 1**

**Essence Statement:** CTAS-MS-ESS2-2 Construct an explanation based on evidence for how the movements of water, ice, and wind can change the Earth's surface.

**Core Extension 1:** From provided visuals, identify the effect of waves on a beach over time. (CTAS-MS-ESS2-2)

**Teacher Notes:**  
Collect the following resources for this activity:

- Activity 1 Resource 1: Sandcastle Poster
  - Card 2a – tall sandcastle
  - Card 2b – flat sand
  - Card 2c – hole in sand
- Activity 1 Resource 3: Sentence Strips 3a – 3c
  - Sentence Strip 3a – carried sand away
  - Sentence Strip 3b – made sand cleaner
  - Sentence Strip 3c – sand into rock

**Steps to Follow:**

1. **SAY** "In this activity, we are going to talk about some ways that water, ice, and wind can change Earth's surface."
2. Display Resource 1: Sandcastle Poster for the student.
3. Indicate Resource 1.
 

**SAY** "A boy builds a sandcastle on a beach (indicate the first box). After the ocean waves came closer and closer to the sandcastle. The second shows the sandcastle after the first wave hit the sandcastle (indicate second box)."
4. **ASK** "Which picture shows how the sandcastle will change when another wave hits it?"
5. Provide Resource 2: Cards 2a – 2c to the student. Indicate and read each Card.
  - a. Indicate Card 2a.
 

**SAY** "tall sandcastle"
  - b. Indicate Card 2b.
 

**SAY** "flat sand"
  - c. Indicate Card 2c.
 

**SAY** "hole in the sand"

Connecticut Alternate Science Storyline 1 Grade 8 – Activity 1  
 Resource 1: Sandcastle Poster

Sandcastle



Sandcastle after first wave



?



Connecticut Alternate Science Assessment  
 Earth Science  
 Storyline 1: Earth Systems  
 Grade 8 Performance Task

22

## CTAS Performance Task Format

The Essence Statement and Core Extension is identified for each Activity. In the case of the grade 8 Earth Science Activity 1, it is understood that this specific activity will focus on the effect of waves on a beach over time.

To facilitate this activity, teachers will follow the “Teacher Notes” and “Steps to Follow” when administering the activity. Note the organization and specificity of the script, along with the clarification and presentation of materials for certain intervals of the activity.

For example, in Activity 1, the teacher will SAY the following to the student: “In this activity, we are going to talk about some ways that water, ice, and wind can change Earth’s surface.”

The teacher will then display Resource 1: Sandcastle Poster for the student. Then, the teacher will continue to use the script to ASK the student a question about what will happen when another wave hits the sandcastle. You will

notice that there are a variety of cards and materials that will be presented to the student throughout the activity to assess the student's knowledge about the effects of waves on a beach over time.

# CTAS Performance Task Format

The screenshot displays a page from the Connecticut Alternate Science Assessment (CSDE) titled "Scoring Guidance and Scaffolding". The page is framed by a blue border with two blue arrows pointing inward from the left and right sides. At the top center, there is a logo for the Connecticut Alternate Science Assessment. The main content is a list of scaffolding steps for a performance task. The steps are numbered 1 through 7. Step 1 includes a "SAY" instruction and a text box containing a script: "The boy watched the waves change the sandcastle. When another wave hit the sandcastle, there was nothing left of the sandcastle and there was just flat sand." Step 2 includes an "ASK" instruction: "Which sentence describes why the sandcastle changed?". Step 3 includes a "Provide Resource 3- Sentence Strips 3a – 3c to the student. Indicate and read each Sentence Strip." instruction, followed by sub-steps a, b, and c. Each sub-step includes an "Indicate Sentence Strip" instruction and a "SAY" instruction with a text box containing a script: "Waves carried the sand away.", "Waves made the sand cleaner.", and "Waves turned the sand into rock." respectively. Step 4 includes an "ASK AGAIN" instruction: "Which sentence describes why the sandcastle changed?". Step 5 includes an "Allow student to respond and record response." instruction. Step 6 includes an "Indicate Sentence Strip 3a." instruction and a "SAY" instruction with a text box containing a script: "Waves carried the sand away." Step 7 includes a "SAY" instruction with a text box containing a script: "We are now finished with this activity." Below the scaffolding steps, there is a section titled "Correct answers are as follows:" with two numbered items. Item 1 asks "Which picture shows how the sandcastle will change when another wave hits it?" with sub-item a: "Card 2b – flat sand". Item 2 asks "Which sentence describes why the sandcastle changed?" with sub-item a: "Sentence Strip 3a – Waves carried the sand away." At the bottom of the page, there is a logo for CSDE (Connecticut State Department of Education) on the left and the page number "23" on the right. The footer text reads: "Connecticut Alternate Science Assessment, Earth Science, Storyline 1: Earth Systems, Grade 8 Performance Task, 8".

## CTAS Performance Task Format

It is important to know that each activity contains Scoring Guidance and Scaffolding.

As you administer the activity to your student, use this scripted Scaffolding to further support your student when needed. For example, if your student is unable to correctly respond to the first question in Activity 1 (“Which picture shows how the sandcastle will change when another wave hits it?”), follow along the scaffolding script located in the Performance Task as displayed on your screen.

# Student Score Worksheet

**Student Score Worksheets:**

Earth Science Storyline 1: Earth Systems Grade 8 Performance Task			
Connecticut Alternate Science Essence Statement	Core Extension	Teacher Activity/Scoring Notes <small>Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry interface.</small>	Score <small>Ratings: 0 points – The student does not demonstrate understanding. 1 point – The student demonstrates limited understanding typically requiring additional support through scaffolding. 2 points – The student demonstrates understanding independently without scaffolding.</small>
CTAS-MS-ESS2-2 Construct an explanation based on evidence for how the movements of water, ice, and wind can change the Earth's surface.	<b>ACTIVITY 1</b> Core Extension 1: From provided visuals, identify the effect of waves on a beach over time. (CTAS-MS-ESS2-2)		NR 0 1 2 ○ ○ ○
CTAS-MS-ESS2-2 Construct an explanation based on evidence for how the movements of water, ice, and wind can change the Earth's surface.	<b>ACTIVITY 2</b> Core Extension 2: From provided visuals, describe how ice freezing and melting can change the land. (CTAS-MS-ESS2-2)		0 1 2 ○ ○ ○
CTAS-MS-ESS2-2 Construct an explanation based on evidence for how the movements of water, ice, and wind can change the Earth's surface.	<b>ACTIVITY 3</b> Core Extension 3: Construct an explanation based on provided evidence for how wind changes a landform on the Earth's surface. (CTAS-MS-ESS2-2)		0 1 2 ○ ○ ○
CTAS-MS-ESS2-4 Use a model to explain how the sun's energy and gravity cause water to cycle between the land and the atmosphere.	<b>ACTIVITY 4</b> Core Extension 4: Provide examples showing that water can exist as a solid, a liquid, or a gas, depending on its temperature. (CTAS-MS-ESS2-4)		0 1 2 ○ ○ ○
CTAS-MS-ESS2-4 Use a model to explain how the sun's energy and gravity cause water to cycle between the land and the atmosphere.	<b>ACTIVITY 5</b> Core Extension 5: From given components, complete a model of the water cycle by describing the relationships among the		0 1 2 ○ ○ ○

The NR response option is for internal department use only. Please do not mark this answer option on this worksheet or when entering scores into the DEI. Under no circumstance should NR be marked.

Grade 8 Performance Tasks  
Earth Science



## Student Score Worksheet

Teachers must record student responses and ratings on the Student Score Worksheet.

TEAs should take relevant notes about observations regarding student behaviors and responses or feedback in the column called “Teacher Activity Scoring Notes”. This information is for internal purposes only. These notes can be shared with teachers working with the student, at parent/guardian meetings, and to support planning for instructional or communication goals.

Finally, under the “Score” columns, the TEA will enter the student’s rating score.

## Allowable Prompts and Cues for a 1-Point Score

Prompt/Cue	Description	Example
Partial Physical Guidance	Partial physical assistance during the performance of some part of an activity.	Student requires some physical assistance in providing the correct answer without leading them to the correct choice.
Modeling	Teacher models/demonstrates a specific task or portion of an activity.	Trained TEA shows what action they want the student to perform without leading them to the correct choice.
Repetition(s) with a Cue	Original directions are repeated with the addition of a prompt/cue.	After giving direction such as "show me a plant," the Trained TEA waits for response. If student does not respond, teacher repeats "show me a plant" and points to the array of answer options.

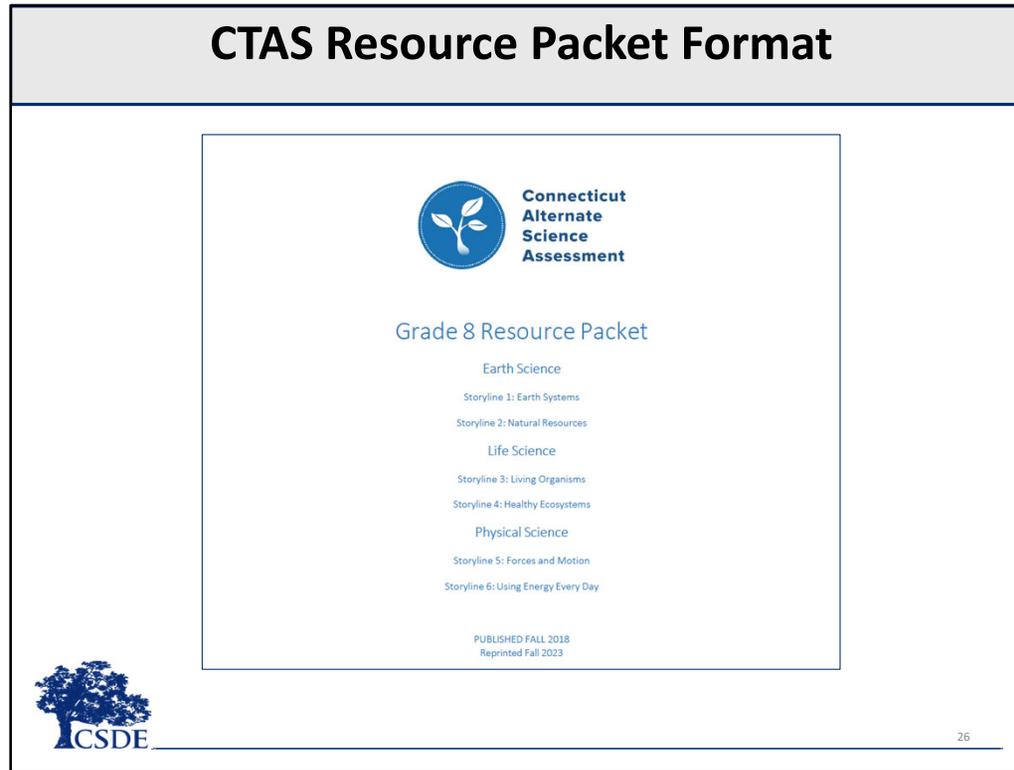


### Allowable Prompts and Cues for a 1-Point Score

In addition to the built-in scaffolding in the Performance Task script, to elicit student responses, TEAs can provide a variety of prompts similar to those provided during instruction. Let’s take a moment to examine allowable prompts supported during the administration of the storyline activities.

This chart explains the most common prompts and cues. Please note if a student requires a full physical prompt throughout the activity, the student would receive a score rating of 0 points.

## CTAS Resource Packet Format



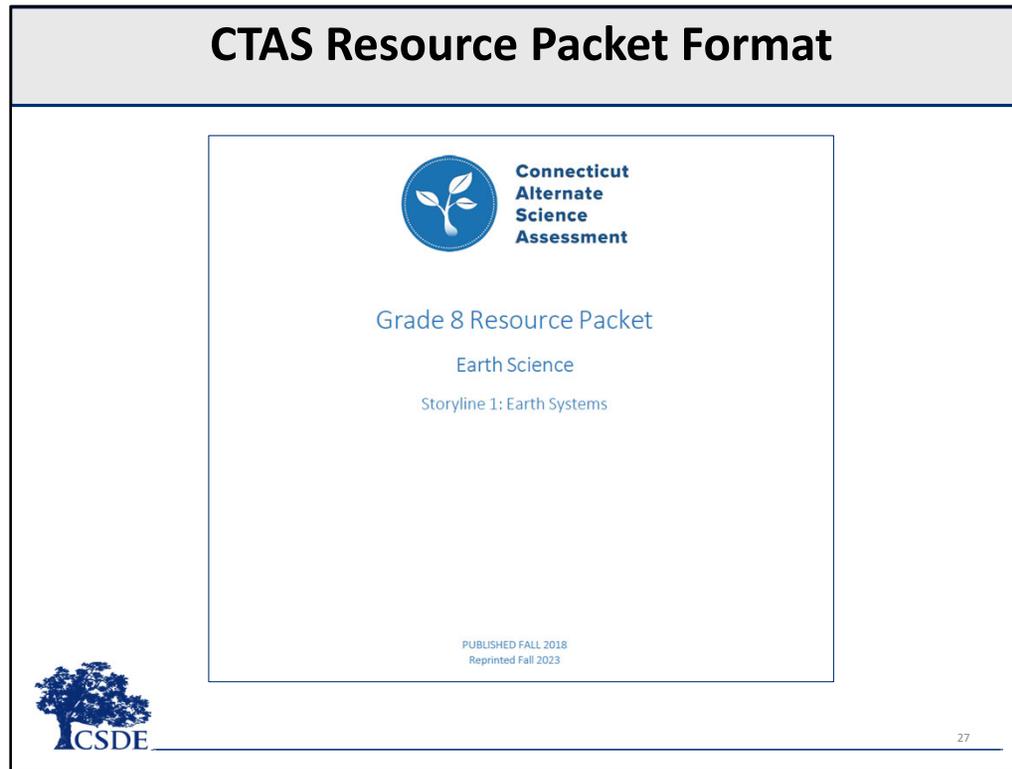
### CTAS Resource Packet Format

Thus far, we have reviewed the general structure and purpose for the Performance Task using the grade 8 Earth Science Storyline 1 as an example.

We will now review the grade 8 Resource Packet that is required to support the Performance Tasks. These resources were provided to districts to share and are also available on the CSDE Comprehensive Assessment Program Portal.

These resources must be provided to the student in color. Directions for printing in color are included in the resources section of the CTAS Required Materials card. Note that the Resource Packet Cover Page identifies each storyline number by associated content area.

## CTAS Resource Packet Format



The resources are organized by grade. Within a grade, they are organized by storyline.

This Cover Page indicates all resource materials associated with the grade 8 Earth Science Storyline 1.

Let's take a look at the materials contained within this grade 8 Storyline.

## CTAS Sample Resources

**tall sandcastle**      **flat sand**      **hole in sand**

<p style="text-align: center; font-size: small;">CT ALT Science Storyline 1 Grade 8 – Activity 1 Resource 2: Card 2a – tall sandcastle</p>	<p style="text-align: center; font-size: small;">CT ALT Science Storyline 1 Grade 8 – Activity 1 Resource 2: Card 2b – flat sand</p>	<p style="text-align: center; font-size: small;">CT ALT Science Storyline 1 Grade 8 – Activity 1 Resource 2: Card 2c – hole in sand</p>
--	--	---

28

### CTAS Sample Resources

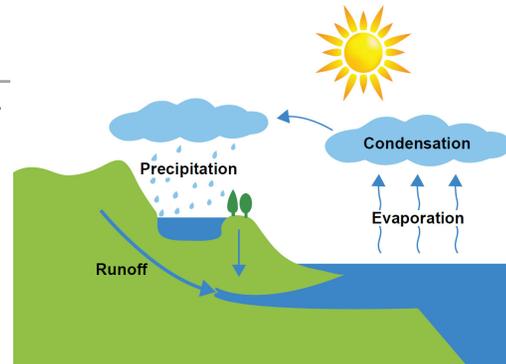
While the content contained in these materials are unique to the actual Storyline, each Resource Packet contains similar types of resources. These resources include: posters, cards, charts, graphs, pictures, strips, and sentence strips.

Let’s look at a sample of Card resources from grade 8 Storyline 1, Activity 1 Resource 2. When this resource is printed using the customized print settings, corresponding labels will appear on the back of each resource to ensure that the teacher can correctly identify the card with the corresponding script.

Furthermore, the dashed lines on this resource indicate that this resource needs to be cut out. This should be completed prior to the administration of the activity.

## CTAS Sample Resources

- Waves carried the sand away.
- Waves made the sand cleaner.
- Waves turned the sand into rock.



29

### CTAS Sample Resources

While the content contained in these materials are unique to the actual Storyline, each Resource Packet contains similar types of resources. These resources include: posters, cards, charts, graphs, pictures, strips, and sentence strips.

Let's look at a sample of Card resources from grade 8 Storyline 1, Activity 1 Resource 2. When this resource is printed using the customized print settings, corresponding labels will appear on the back of each resource to ensure that the teacher can correctly identify the card with the corresponding script.

Furthermore, the dashed lines on this resource indicate that this resource needs to be cut out. This should be completed prior to the administration of the activity.

# Completing the Student Score Worksheet

## Connecticut Alternate Science Assessment Student Score Worksheet Grade 8 Performance Tasks

Student Name:	Trained TEA Name:	
State Assigned Student Identifier (SASID):	Trained TEA EIN:	
Grade:	Start Date:	Completion Date:

### Directions:

As you administer each Grade 8 Performance Task and associated activities for each Storyline, use this worksheet to record the student's scores for each activity. Each activity aligns to a single core extension. **Scores recorded on this worksheet must be entered into the Data Entry Interface (DEI) by May 31, 2024, in order for the student's responses to be scored.**

Ratings are determined by administering each activity developed to elicit student responses demonstrating understanding of knowledge associated with each Core Extension. Each Core Extension is scored by the trained educator using a General Rating Scale of 0, 1, or 2. Content guidance is included for each activity for clarity. The General Rating Scale is included below in addition to extra guidance to help make decisions for the selection of student ratings.

The No Response option field should not be selected. It is designated for an internal process for CSDE/Cambium Assessments when assigning an Early Stopping Rule (ESR) code for qualified students who do not show an observable mode of communication. For information about the ESR or details about eligibility, refer to the [Connecticut Alternate Assessment System Early Stopping Rule and Student Response Check](#) guidelines.

### General Rating Scale:

0 points – The student <b>does not</b> demonstrate understanding.	1 point – The student demonstrates limited understanding typically requiring additional support through scaffolding.	2 points – The student demonstrates understanding independently without scaffolding.
Select this rating if a student requires Full Physical Guidance (physical assistance throughout an entire task) or if the student is not able to answer the question(s) in the activity correctly.	Select this rating if the student response was supported by the teacher using prompts or cues (any action that increases the probability that a student will complete a specific task). Prompts and cues are outlined in Figure 1.	Select this rating for student responses that clearly indicate the student has mastered the skill and performs independently. <b>Original directions may be repeated or rephrased without further explanation or clarification.</b>

Figure 1. Allowable Prompts and Cues

Prompt/Cue	Description	Example
Partial Physical Guidance	Partial physical assistance during the performance of some part of an activity.	Student requires some physical assistance in providing the correct answer without leading them to the correct choice.
Modeling	Teacher models/demonstrates a specific task or portion of an activity.	Trained TEA shows what action they want the student to perform without leading them to the correct choice.
Repetition(s) with a Cue	Original directions are repeated with the addition of a prompt/cue.	After giving direction such as "show me a plant" the teacher waits for response. If student does not respond, teacher repeats "show me a plant" and points to the array of answer options.



## Completing the Student Score Worksheet

Finally, the last component of the CTAS materials includes a Student Score Worksheet. As mentioned previously, this worksheet is grade-specific and is to be used to rate each student on their performance. Each Student Score Worksheet includes a score area representing each activity for every Storyline in the associated grade. One Student Score Worksheet should be utilized for each student and used by the teacher any time a Performance Task is administered. A cover page and Student Score Worksheet needs to be printed and completed for each eligible student.

The cover page of the Student Score Worksheet is to be completed and safely stored for each student participating in the CTAS. The cover page includes directions for completion and provides information on the general rating scale and allowable prompts and cues.

The General Rating Scale is explained as follows:

**0 points** – The student **does not** demonstrate understanding.

**1 point** – The student demonstrates limited understanding typically requiring additional support through scaffolding.

**2 points** – The student demonstrates understanding independently without scaffolding.

Take a moment to review this Student Score Worksheet.

# Completing the Student Score Worksheet

**Student Score Worksheets:**

Earth Science Storyline 1: Earth Systems Grade 8 Performance Task						
Connecticut Alternate Science Essence Statement	Core Extension	Teacher Activity/Scoring Notes Use this column to record student responses when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	Score			
CTAS-MS-ESS2-2 Construct an explanation based on evidence for how the movements of water, ice, and wind can change the Earth's surface.	<b>ACTIVITY 1</b> Core Extension 1: From provided visuals, identify the effect of waves on a beach over time. (CTAS-MS-ESS2-2)		NR <input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-ESS2-2 Construct an explanation based on evidence for how the movements of water, ice, and wind can change the Earth's surface.	<b>ACTIVITY 2</b> Core Extension 2: From provided visuals, describe how ice freezing and melting can change the land. (CTAS-MS-ESS2-2)			0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-ESS2-2 Construct an explanation based on evidence for how the movements of water, ice, and wind can change the Earth's surface.	<b>ACTIVITY 3</b> Core Extension 3: Construct an explanation based on provided evidence for how wind changes a landform on the Earth's surface. (CTAS-MS-ESS2-2)			0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-ESS2-4 Use a model to explain how the sun's energy and gravity cause water to cycle between the land and the atmosphere.	<b>ACTIVITY 4</b> Core Extension 4: Provide examples showing that water can exist as a solid, a liquid, or a gas, depending on its temperature. (CTAS-MS-ESS2-4)		NR <input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-ESS2-4 Use a model to explain how the sun's energy and gravity cause water to cycle between the land and the atmosphere.	<b>ACTIVITY 5</b> Core Extension 5: From given components, complete a model of the water cycle by describing the relationships among the			0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
				0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>

\* The NR response option is for internal department use only. Please do not mark this answer option on this worksheet or when entering circumstance should NR be marked.



31

## Completing the CTAS Student Score Worksheet

The subsequent pages of the Student Score Worksheets are organized by Storyline and Activity. Note that there is an optional column “Teacher Activity/Scoring Notes” for teachers to record observations as the activity is being administered. **You will not record these notes in the DEI but they may be maintained with the student’s record. As previously mentioned, you can use this information to enhance discussions about the student’s performance.**

There is a section to rate students based on their response to the Performance Task questions. You will also note that the Scoring section includes an NR option for the first activity in each Storyline. This is related to a CSDE internal process for the Early Stopping Rule for students who are non-verbal and do not demonstrate a mode of communication. The Early Stopping Rule will be described in detail in Session 4.

Securely store the Student Score Worksheets following the completion of each Performance Task activity. Teachers must save their hardcopy Student Score Worksheets for future reference.

Once all storylines are administered to your student, you will enter the student ratings into the Data Entry Interface (DEI) for scoring. The submission in the DEI is the only way student responses can be scored for state reporting. The DEI is available to enter student responses between March 25 and May 31, 2024, by trained TEAs only. **Submissions may not be made after May 31, 2024.**



CONNECTICUT STATE DEPARTMENT OF EDUCATION

---

# Administering the CTAS



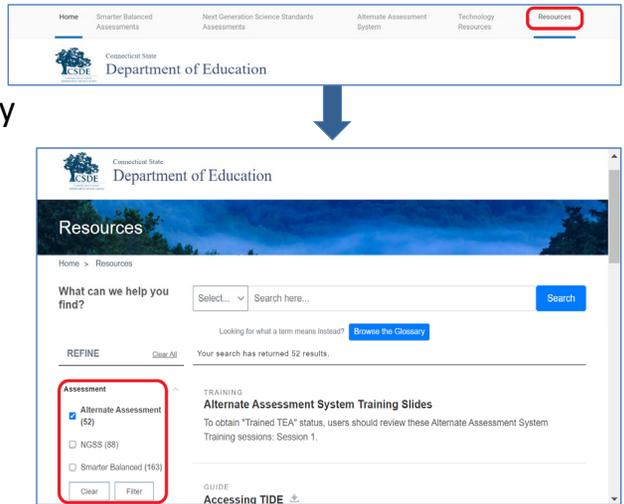
32

## Administering the CTAS

We will now discuss the processes involved in administering the Connecticut Alternate Science (CTAS) Assessment.

# Where can I find the CTAS materials?

- See your District Administrator in TIDE for access to hardcopy CTAS materials.
- CTAS materials are also available for preview and/or download on the Connecticut Comprehensive Assessment Program Portal.



## Where can I find the CTAS Materials?

Hardcopy materials were sent in November 2018 to District Administrators in TIDE.

These materials should be shared and/or reproduced according to customized print settings for test administration.

CTAS materials are also available for preview and/or download from the Connecticut Comprehensive Assessment Program Portal. These are available to use as needed on assistive technology or communication devices.

## Who can administer the CTAS?

View/Edit User: Demo Demo

Use this form to edit the user. [more info](#)

Save Cancel

PERSONNEL

\*First Name Demo

\*Last Name Demo

Phone Number

Email Address ct-tea1@demo.user

Trained Proctor TEA Certification

User Roles

TEA	Connecticut	9999999999-Demo District 1	9999999999-9999999990-Demo School 1	
-----	-------------	----------------------------	-------------------------------------	--

Only the Trained Teacher (TEA) is eligible to administer and submit scores through the Data Entry Interface (DEI). If you do not have a TEA user role and/or you do not have trained status indicated in your TIDE user account, you will not be able to access CTAS for submission through the Data Entry Interface.



### Who can administer the CTAS?

Only the Trained TEA is eligible to administer and submit scores through the Data Entry Interface (DEI). If you do not have a TEA user role and/or you do not have trained status indicated in your TIDE user account, you will not be able to access CTAS for submission through the Data Entry Interface.

## When can I administer the CTAS?

- Before administering the CTAS, TEAs must complete the required training.

*NOTE: Only the Trained Teacher (TEA) is eligible to administer and submit scores through the Data Entry Interface (DEI).*

- Locate the CTAS materials posted on the Connecticut Portal and compare Storylines for alignment to your instruction.
- Create a schedule for when you will administer the Performance Tasks (these should be administered throughout the school year).
- Performance Tasks should be administered in a 1:1 test setting.
- All Student Score Worksheets must be submitted through the DEI no later than May 31, 2024.
- Save your hardcopy of the Student Score Worksheet with the student's file for safe keeping. Submissions cannot be printed from the DEI.



35

### When can I administer the CTAS?

Before administering the CTAS, TEAs must complete the required training. Please note that only the Trained TEA is eligible to administer and submit scores for the CTAS through the Data Entry Interface (DEI).

You must locate the CTAS materials posted on the Connecticut Portal and compare Storylines for alignment to your instruction.

TEAs should create a schedule to share materials and conduct the assessment based upon district instructional goals and curriculum. The Performance Tasks are intended to be administered individually in a 1:1 test setting throughout the school year recognizing these activities will most likely need to be repeated to ensure and support understanding of science content.

Remember that all Student Score Worksheets must be submitted through the DEI no later than **May 31, 2024**.

Save your hardcopy of the Student Score Worksheet with the student's file for safe keeping. Submissions cannot be printed from the DEI.

## What materials do I need?

- CTAS materials are grouped by grade. Each set includes the following:
  - Performance Tasks for each content area, a Resource Packet, and a Student Score Worksheet
- If you print materials from the Connecticut Portal, use the following print settings:
  - Performance Tasks: print on both sides of the paper– portrait orientation; use black ink
  - Student Score Worksheets: print on both sides of the paper–landscape orientation; use black ink
  - Resource Packets: print on both sides of the paper–landscape orientation; flip on short edge; **you must use color ink**



### What materials do I need?

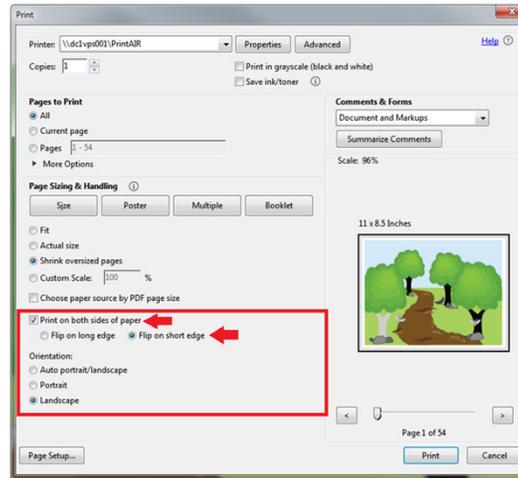
CTAS materials are grouped by grade. Each set includes the following: Performance Tasks for each content area; a Resource Packet; and a Student Score Worksheet.

Teachers are encouraged to work with their colleagues to organize and share materials.

If you print materials from the Connecticut Portal, use the following print settings:

- Performance Tasks: print on both sides of the paper–portrait orientation; use black ink
- Student Score Worksheets: print on both sides of the paper–landscape orientation; use black ink

# Printing Considerations



Resource Packets: print on both sides of the paper—landscape orientation; flip on short edge; **you must use color ink.**

## Assess the Individual Needs of Your Student

- What are the individual needs of your student?
- Consider the strategies and accommodations (see IEP) provided during instruction and assessment. These same supports should be provided during the CTAS administration. Examples include:
  - Use of a Smartboard
  - Program switches (or other communication supports)
  - Use of puffy paint or hot dots to enhance resources



### Assess the Individual Needs of Your Student

Using supports and accommodations indicated in the Individualized Education Program (IEP) during instruction and assessment, plan ahead on how to support your student when participating in the CTAS.

Any specialized devices, furniture, or lighting should be prepared prior to testing.

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

If your 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 an issue for you or your student, stop testing immediately.
- If your student is unable to complete testing, submit any completed ratings through the DEI; incomplete items should remain blank and the test status in the DEI should be **paused**.
- Teachers **should not** submit the CTAS ratings for students who refused to respond to all items on the test.



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

If your 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 a concern for you or the student, stop testing immediately.
- If your student is unable to complete testing, enter any completed ratings through the DEI; incomplete items should remain blank and the test status should be paused.
- Teachers **should not** submit the CTAS ratings for students who refused to respond to all items on the test.
- Teachers should notify supervisors and/or their test administrator within their district that monitor student testing completion rates of this occurrence.

## How do I organize materials?

- CTAS materials can be paper punched and stored in a three-ring binder by grade and content area and shared by teachers year after year.
- Student Score Worksheets are needed for each individual student tested.
- Maintain and safely store Student Score Worksheets in between test administrations.
- After submitting the Student Score Worksheets through the DEI, maintain hard copies for record keeping.



### How do I organize materials?

Teachers are encouraged to work with their colleagues to organize and share materials. Some suggestions based upon observations conducted during testing include:

- CTAS materials can be paper punched and stored in a three-ring binder by grade and content area and shared by teachers year after year.
- Student Score Worksheets are needed for each individual student tested.
- Maintain and safely store Student Score Worksheets in between test administrations.
- After submitting the Student Score Worksheets through the DEI, maintain hard copies for record keeping.



CONNECTICUT STATE DEPARTMENT OF EDUCATION

---

## Submitting the Student Score Worksheets



41

### **Submitting the Student Score Worksheets**

We will now discuss the processes involved in submitting the CTAS Student Score Worksheets.

## How do I submit the CTAS Student Score Worksheet online?

**You must follow these steps to submit the CTAS Student Score Worksheet.**



### **How do I submit the CTAS Student Score Worksheet online?**

Once the TEA has completed the administration of each Performance Task, all student ratings must be submitted via the Data Entry Interface by the Trained TEA between March 25, 2024 – May 31, 2024.

Using your TEA TIDE account credentials, you will follow these steps for submitting the Student Score Worksheet:

Connecticut State Department of Education

## Welcome to the Connecticut Comprehensive Assessment Program Portal

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

### Announcements

**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**  
10/31/2022  
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

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

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

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

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

CSDE

43

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

SYSTEM 



**Data Entry Interface**

Enter student responses for braille and large print paper tests and scores from the Connecticut Alternate Science (CTAS) Assessment Student Score Worksheet.



44

- On the **Alternate Assessment System** program page, find the **Data Entry Interface** card. Click on the **Data Entry Interface (DEI)** 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 | [cthelpdesk@cambiumassessment.com](mailto:cthelpdesk@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 used to access TIDE.

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM PORTAL

**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 | [cthelpdesk@cambiumassessment.com](mailto:cthelpdesk@cambiumassessment.com)

**Login**

 demo-TEA@demo.user

 Password

[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.](#)

 CSDE

46

- As a reminder, only teachers with a TEA account and who have a Trained Status in TIDE will be able to submit the Student Score Worksheet. Click **Secure Login** to log in to the DEI.

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM

## Enter Student Information

**Student First Name:**  
EX: JORDAN

**Student ID:**  
EX: 123456789

Browser: Chrome v69

 [Sign In](#) [Log Out](#)

 CSDE

47

- Once you are logged in, you will be asked for the student's first name and their 10-digit SASID.

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM

## Enter Student Information

Student First Name:  
FIRSTNAME

Student ID:  
9999990501

Browser: Chrome v76

Sign In Log Out

CSDE 48

- Enter the student's information exactly as it appears in the Public School Information System (PSIS) and TIDE, then click **Sign In**.

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM

Firstname (student ID: 9999990501)

## Is This the Student?

Please review the following information.

<b>First Name</b> Firstname	<b>Grade</b> 08
<b>SSID:</b> 9999990501	<b>School:</b> Demo School 3

Yes  No

CSDE

49

- On the “Is This the Student?” page, you will be asked to verify if the student you entered is the correct student.
- If the information is accurate, click **Yes**. If the student information is not correct, click **No**. The student will be logged off the system.
- Please verify the student’s information in TIDE and work with your District Administrator to correct any errors.



## Tasks for This Student

Choose a task for data entry.



**Start Connecticut Alternate Science Assessment**

This is opportunity 1 of 1



- On the “Tasks for This Student” page, select **Start Connecticut Alternate Science Assessment**.

Firstname (Student ID: 8999900501) | U47-0645-3Connecticut Alternate Science Assessment

 CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM 

## Choose a Task

Select the appropriate task from the drop-down list. If no drop-down list is available, verify that the listed task is correct.

Tasks:

 [Next](#) [Back](#)

 51

- On the “Choose a Task” page, select the CTAS from the drop-down list. Then, click **Next**.

Firstname (Student ID: 9999990501) UAT-06A5-3 Connecticut Alternate Science Assessment

CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM

## Instructions and Help

You may select the question mark button to access this Help Guide at any time during your task.

### Help Guide

The Help Guide and test rules may be accessed at any time during the test by clicking the **question mark icon** at the top of the screen. To review the Help Guide and test rules now, click the **View Help Guide** button on this page.

[View Help Guide](#)

[Begin Task Now](#) [Return to Login](#)

CSDE 52

- The Help Guide on the “Instructions and Help” page provides additional instructions on how to navigate through the test.
- You can access the Help Guide during the test by clicking on the question mark icon. To continue, click **Begin Task Now**.

Firstname (Student ID: 080500001) | 0A1-0A5-3-Connecticut Alternate Science Assessment



CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM



## You are finished entering data.

If you wish to review your entries, select a question number below.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

[I am finished with this task](#)



53

- Once you enter all CTAS ratings from the Student Score Worksheet, you will have the opportunity to review the CTAS student ratings selected on the “You are finished entering data” page.
- Once all CTAS student ratings are verified by you as accurate, click **I am finished with this task**.



## You are finished entering data.

If you wish to review your entries, select a question number below.

Warning  
Are you sure you're done reviewing this task?

1	10	11	12
5	14	15	16
9	18	19	20

I am finished with this task



- Then, click **Yes** to submit the Student Score Worksheet.

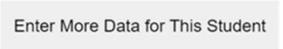
Firstname (Student ID: 9999990501) | UAT-D6A5-3Connecticut Alternate Science Assessment

 CONNECTICUT STATE DEPARTMENT OF EDUCATION  
COMPREHENSIVE ASSESSMENT PROGRAM 

## Finished Reviewing Task

Your task was submitted. You may review the task details below.

<b>Task Reviewed As:</b> (Student ID: 9999990501)	<b>Test Name:</b> Connecticut Alternate Science Assessment
<b>Data Entry Completed On:</b> mm/dd/yyyy .	
No scores are reported for this task.	
<b>Next Step:</b> To continue data entry for this student, select <b>Enter More Data for This Student</b> . To continue data entry for another student, select <b>Enter Data for a Different Student</b> . If you are done entering data, select <b>Log Out</b> .	

 55

On the “Finished Reviewing Task” page, you will receive confirmation that the CTAS has been submitted for the student.

Please note that once submitted, you will not be able to modify or print any CTAS Student Score Worksheets unless you work with your DA to file an appeal in TIDE.

If you need to make any edits after the Student Score Worksheet is submitted through the DEI, contact your DA to submit an appeal for test “Reopen.”

## Session 3 Tasks



- ✓ Complete the **Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate** and associated quiz with a score of 80% or greater accuracy.
- ✓ Review your student IEPs to determine who is participating in the Connecticut Alternate Assessment System in grades 5, 8, and 11.
- ✓ Locate the grade appropriate CTAS materials on the Connecticut Comprehensive Assessment Program Portal or access district copies.
- ✓ Review materials and consider alignment to classroom instruction.
- ✓ Create a schedule for when each Performance Task will be administered.
- ✓ Secure a location where the Performance Task will be administered in a 1:1 setting.



### Session 3 Tasks

Take a minute to review these activities in order to make sure they have been completed before administering the CTAS.

## Session 3 Tasks – Continued



- ✓ Review script for each Storyline in advance.
- ✓ Review materials list, prepare materials/resources from the Resource Packet, and try out investigations (if described by the PT).
- ✓ Begin administration; complete accompanying Student Score Worksheet for each task administered and store safely when not using.
- ✓ Submit Student Score Worksheets through the Data Entry Interface no later than **May 31, 2024**.



### Session 3 Tasks

This is a continued list of tasks. A list of actionable steps for all training sessions can be found on the Connecticut Comprehensive Assessment Program Portal. Take a minute to review these items.



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

✓ Session 3: Administering the Connecticut Alternate Science Assessment (CTAS)

Congratulations, you have completed Session 3!

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

58

### End of Session 3

You have completed Session 3 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 program's *Test Administration Manual*, or TAM, located on the Connecticut Comprehensive Assessment Portal.

On the Portal, you can also find announcements, a calendar, practice tests, additional resources, and a digital copy of the TAM. You may also contact the Connecticut Comprehensive Assessment Program Helpdesk by email or by phone.

Please click the "Return Home" button to return to the session selection page and proceed to Session 4. 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 3!