



2023-2024



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

When you are ready to begin Session 4,
select the **Start** button.

Start

Estimated Time of Completion: 25 Minutes



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

When you are ready to begin Session 4, select the “Start” button.



Session 4

The Early Stopping Rule (ESR) and Connecticut Alternate Assessment System Resources



Introduction

Welcome to Session 4 of the Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate (TEAs).

In this training, we will focus on the Early Stopping Rule and alternate assessment resources that will help support you as you plan, prepare, and administer the alternate assessments in the year ahead.



What is the Early Stopping Rule?



What is the Early Stopping Rule?

We will now discuss the following topics related to the Early Stopping Rule (ESR):

- What is the ESR?
- What are some general characteristics of students who may be eligible?
- What are the alternate assessment expectations for students who may qualify?
- How to use the Student Response Check to determine eligibility for the ESR.

What is the Early Stopping Rule?

The ESR process is for a relatively small number of students participating in the Alternate Assessment System who do not demonstrate an observable mode of communication and, therefore, are not able to participate fully in the CTAA for English language arts and mathematics and/or the Connecticut Alternate Science (CTAS) Assessment, and Connecticut Alternate Assessment of English Language Proficiency (CAAELP) (for students who are identified as EL/ML).



What is the Early Stopping Rule?

Generally, students with significant cognitive disabilities will be able to participate in the CTAA for English language arts (ELA) and mathematics in grades 3–8 and 11, science if the student is enrolled in grades 5, 8, or 11, and the Connecticut Alternate English Language Proficiency Assessment (CAAELP) if the student is designated as EL/ML. These alternate assessments are designed specifically for these students.

The CSDE developed a process called the Early Stopping Rule (ESR) for a very small subset of students that have not yet established a mode of communication. The guidance in this training applies to the Connecticut Alternate Assessment System only for the purpose of determining if a student has the necessary observable communication skills to participate fully on alternate assessments.

General Characteristics of Eligible Students

- Students who are typically eligible for the ESR receive some of the most complex support for their needs even when compared to their peers with significant cognitive disabilities also participating in the alternate assessments.
- Students who are typically eligible for the ESR have
 - an uncertain response to stimuli.
 - the most significant adaptive behavioral needs.
 - not yet established a mode of communication.
 - a pervasive need for adult support throughout their lives.
 - IEPs with focus on medical and functional needs.
 - IEPs that document goals that support the development of the student's communication.



General Characteristics of Eligible Students

Typically, the students who are eligible for the ESR are those students who require the most complex support for their needs even when compared to their peers with significant cognitive disabilities also participating in the alternate assessments.

Often, these students do not use oral speech, nor do they have an established communication system. Goals may include learning cause and effect to utilize augmentative or alternative communication supports. These students do not currently use objects/textures, regularized gestures, pictures, signs, etc., to communicate with consistency. They may demonstrate uncertain response to sensory stimuli and their IEPs often focus on medical and functional academic needs. Additionally, the IEP should also document goals that support the development of the student's communication.

The ESR Process

The ESR Student Response Check (SRC)

- is a tool used to determine eligibility for the ESR.
- is administered by TEAs to students who do not have an observable mode of communication to respond to instruction or assessment.
- is the same content-neutral screener used for all tested grades that confirms the observation of the student's mode of communication.
- is used by TEAs before the start of the testing window.
- must be administered individually to the student a total of three times on three different days, at various times of the day, between **December 1, 2023, and February 1, 2024.**

Follow the guidance in the Early Stopping Rule document. Appendices A, B, and C contain the Student Response Check (SRC), a notes page, and the attestation agreement form.



The ESR Student Response Check (SRC)

Specifically designed for the Connecticut Alternate Assessments, trained TEAs will follow the guidance outlined on the Early Stopping Rule document available on the portal. They will administer a three-item **Student Response Check (SRC)** (included in Appendix A) to those students who do not have an observable mode of communication to respond to instruction.

The SRC is a content-neutral screener that applies to all alternate assessments including the CTAA, CTAS, and the CAAELP. The administration of the SRC confirms the observation of the student's mode of communication. The purpose is to determine if the student can indicate a response using their preferred method of communication. It is NOT necessary that the student respond correctly to any of the items.

The SRC should be administered individually to the student a total of three times on three different

days, at various times of the day, between December 1, 2023 and February 1, 2024.

SRC Eligibility Process

The student is **eligible** for the ESR if they do not show any response using an observable mode of communication for each of the three SRC administrations. The trained TEA will

- verify that the student's IEP includes goals/evidence that support the student's development of communication.
- complete the **Connecticut Alternate Assessment System Early Stopping Rule Request and Attestation Form**.
- provide the signed form to the District Administrator (DA for testing) for submission in TIDE by February 1, 2024.
- save a copy of the form with student's records.

The student is **ineligible for the ESR** if they communicate a response to any of the three items during any of the three SRC administrations.

- The trained TEA will discontinue the SRC administration.
- The student will participate in the CTAA (Grades 3-8, 11) and CTAS (Grades 5, 8, or 11) and the CAAELP (K-12) if they are EL/ML.



SRC Eligibility Process

As the trained teacher administers the SRC, they will work with their student using a variety of communication modes, such as verbalizing, gesturing, signing, or pointing – which are acceptable ways students can answer the three questions on the form. TEAs should also program any assistive technology to support the response to these questions for students that use a communication device or other technologies.

With a variety of communication modes available, the TEA will observe if the student is able to respond. If the student uses a communication response during any of the three SRC administrations, the trained TEA will discontinue the SRC because the student does not qualify for the ESR. The student is expected to participate in the alternate assessments applicable to the grade of enrollment.

However, if the student does not show any response using an observable mode of communication for each of the three items across three separate administrations, then the student meets eligibility for the ESR.

The TEA should review the student's Individualized Education Program (IEP) to verify goals related to the development of communication are represented, then contact their District Administrator for Testing (DA in TIDE).

The TEA should complete the Connecticut Alternate Assessment System Early Stopping Rule Request and Attestation Form and submit the signed form to the DA (for testing) no later than February 1, 2024. The DA will submit the information to the CSDE for processing.

TEAs must save a copy of the completed form locally with student's records.

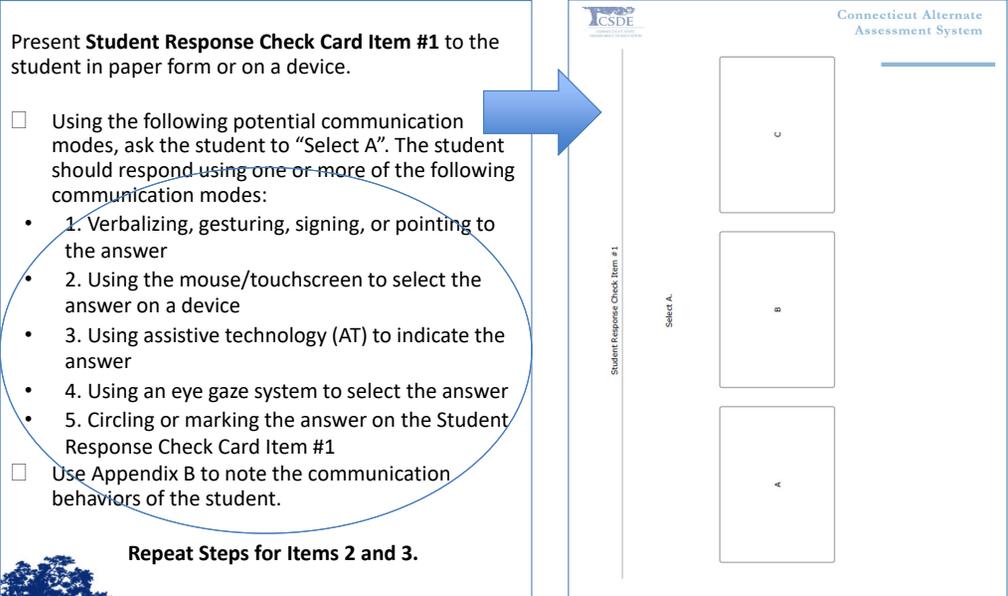
Excerpt of the SRC

Steps for Administering the SRC (from Appendix A) Item 1 of the SRC

Present **Student Response Check Card Item #1** to the student in paper form or on a device.

- Using the following potential communication modes, ask the student to “Select A”. The student should respond using one or more of the following communication modes:
 - 1. Verbalizing, gesturing, signing, or pointing to the answer
 - 2. Using the mouse/touchscreen to select the answer on a device
 - 3. Using assistive technology (AT) to indicate the answer
 - 4. Using an eye gaze system to select the answer
 - 5. Circling or marking the answer on the Student Response Check Card Item #1
- Use Appendix B to note the communication behaviors of the student.

Repeat Steps for Items 2 and 3.



Item 1 of the SRC

Connecticut Alternate Assessment System

Student Response Check Card Item #1

Select A.

C

B

A



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SRC Eligibility Process

For illustrative purposes, this is an example of the first item of the SRC. The TEA will follow steps shown on the left-side section of this slide, and present **Student Response Check Card Item #1** to the student in paper form or on a device (as shown on the right).

The TEA will follow the entire process as indicated in the **Connecticut Alternate Assessment System Early Stopping Rule** document available on the Alternate Assessment page of the Connecticut Comprehensive Assessment Program Portal.

Using a variety of communication modes (listed), ask the student to “Select A”. Using Appendix B of the Early Stopping rule guidelines, the TEA will note the communication behaviors of the student for each SRC card indicating that the student does or does not demonstrate an observable communication response necessary to participate on the alternate assessment. As a reminder, the student’s response

does not need to be correct.

The TEA will repeat these steps on the second and third administrations of the SRC scheduled at an earlier or later time on different days.

If the student is able to provide a mode of communication to any of the three items, discontinue administration. The student does not qualify for the ESR.

Connecticut Alternate Assessment System Early Stopping Rule Request and Attestation Form

Connecticut Alternate Assessment System
2023-24 Connecticut Alternate Assessment System
Early Stopping Rule

Connecticut Alternate Assessments measure the knowledge and skills of students with significant cognitive disabilities as required by the Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act (ESSA). These assessments are designed to support student independence to the greatest extent possible by making academic and language content accessible and the expected achievement levels appropriate. The Connecticut Alternate Assessment System is composed of the following assessments:

- The Connecticut Alternate Assessment (CTAA)—aligned to the same Connecticut Core Standards (CCS) used to instruct and assess all of Connecticut's public school students. It is upon these standards that summative assessments in Grades 3-8 and 11 in Math and English language arts were developed.
- The Connecticut Alternate Science (CTAS) Assessment—aligned to the Next Generation Science Standards (NGSS) and administered to students in Grades 5, 8, and 11.
- The Connecticut Alternate Assessment of English Language Proficiency (CAELP)—aligned to and derived from the Connecticut English Language Proficiency Standards. This alternate assessment is designed for students with significant cognitive disabilities in Grades 9-12 who are dually identified as English learners/multilingual learners (EL/ML) receiving services under IDEA. The test measures skills in listening, speaking, reading, and writing.

Connecticut's Alternate Assessments vary in test design, format, and administration procedures. The CTAA and CAELP are online, while the CTAS is a paper, performance task-based assessment. Each assessment may be accessed in a variety of formats based the diverse needs of the student. Generally, students may access the test items by:

- Listening to the trained teacher read the test;
- Reading the test question independently if the trained teacher determines this is appropriate;
- Having the test question signed by a qualified trained educator; or
- Listening to a recorded voice read the test question (applicable to the online CTAA only).

Students may respond to test items while the trained teacher records responses by:

- Verbalizing the answer;
- Gesturing, signing, or pointing to the answer;
- Using an eye gaze system to select the answer;
- Using assistive technology (AT) to indicate the answer;
- Circling or marking the answers on a paper copy of the test for educator transcription; or
- Using the mouse to select the answer online (applicable on the online CTAA only).

Most students eligible to participate on alternate assessments will be able to complete the assessments because they can access the test questions and communicate their responses when provided supports and accommodations that mirror those provided during instruction. However, a small percentage of students with the most significant cognitive and adaptive behavioral needs are reported by their teachers to have no observable way to communicate responses to participate in classroom or large-scale assessments. The Connecticut State Department of Education (CSDE) developed a method for identifying those students prior to the testing window who might qualify for a special test code status called the Early Stopping Rule (ESR). Students that qualify for this status will not take the CTAA, CTAS, or CAELP if the student is identified as EL/ML during the assessment window because they are not able to demonstrate an observable mode of communication. Instead, the ESR special code status courses these students as test participants with the understanding that they meet specific eligibility criteria through the ESR identification processes outlined in

Updated July 2023

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Connecticut Alternate Assessment System Early Stopping Rule Request and Attestation Form

The trained TEA who administered the SRC will complete the request and attestation form shown here. They will complete the table and check boxes and include all specified signatures. A copy of the form should be submitted to the DA for Testing **before February 1, 2024**. The DA will be required to submit this form to the CSDE by March 1, 2024 to confirm eligibility for ESR.

Qualified students will count as participants for statewide testing. Their tests will be managed internally and a special code will be applied to the student's alternate assessments for math, English language arts, science (if applicable), and CAELP (for students designated as EL/ML), indicating that they qualify for the Early Stopping Rule.

TEAs should locally maintain a copy of their notes documented from Appendix B and a copy of the request and attestation form with their student's records.



Connecticut Alternate Assessment System Resources



Connecticut Alternate Assessment System Resources

We will now discuss resources that apply to the Connecticut Alternate Assessment System and where to find these resources on the CSDE Website and the Connecticut Comprehensive Assessment Program Portal.

Accessing Resources through the CSDE Website

To access these resources,
go to the CSDE Website



Accessing Resources through the CSDE Website

There are two key websites for TEAs to access important information about the Connecticut Alternate Assessments.

The first is the Connecticut State Department of Education (CSDE) Website. To access resources navigate to the CSDE Website, by entering the URL <https://portal.ct.gov/SDE>. On the bottom of the page select “Student Assessment” under the “School Information” header. On the *Student Assessment* webpage, you may select the link for the Connecticut Alternate Assessment System to view resources that apply to the Connecticut Alternate Assessment System.

Key Resources Available on the CSDE Website

Key resources are available on the [Connecticut Alternate Assessment System webpage](#) of the [CSDE Website](#). These resources include, but are not limited to:

- Information and resources for CTAA, CTAS, and CAAELP
- Connecticut Alternate Assessment System Eligibility Form
- Parent Resources



Key Resources Available on the CSDE Website

Key resources that are available on the CSDE Website include links to test specific resources pages for the CTAA, CTAS and CAAELP, information on the Connecticut Alternate Assessment System Eligibility Form and Parent Resources. In addition, listed on the CTAA resources page you can find the -link to the National Center and State Collaborative (NCSC) Wiki that provides a variety of **instructional** resources to support teachers working with students with significant cognitive disabilities.

Accessing Resources through the Connecticut Comprehensive Assessment Program Portal

To access these resources, go to the Connecticut Comprehensive Assessment Program Portal.



Home Smarter Balanced Assessments Next Generation Science Standards assessments Alternate Assessment System Technology Resources Resources

Connecticut State Department of Education

Welcome to the Connecticut Comprehensive Assessment Program Portal
This site contains information about Connecticut's Comprehensive Assessment Program.

Announcements [Feed 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
SYSTEM
10/9/2022
Cambium Assessment (CA) 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 (1.844.202.7553) for any questions.

Browse by Assessment

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

NGS 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 CAELP.

Other Assessments
Access resources for administering the CT SAT School Day, PE, and LAJ links assessments.

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Connecticut Comprehensive Assessment Program Portal

The second website used for test administration and for accessing information critical to the Connecticut Alternate Assessment System is the Connecticut Comprehensive Assessment Program Portal.

To access resources enter the URL <https://ct.portal.cambiumast.com/>. Click on Resources on the top header.

Alternatively, you may select the **Alternate Assessment System** card on the home page of the portal. At the bottom of this page, you will also find alternate assessment system resources.

Key Resources Available on the Portal

Key resources housed on the Alternate Assessment System webpage include (but are not limited to):

- CTAS Required Materials
- CTAA Test Administration Resources
- CTAS Test Administration Resources
- CSDE Assessment Guidelines
- CAAELP Resources

This webpage also provides access to the following systems:

- The Test Administration Interface
- The Test Information Distribution Engine (TIDE)
- The Data Entry Interface (DEI)
- The Student Practice & Training Tests
- The Centralized Reporting System
- The Alternate Assessment Training System (for TEAs)



Key Resources Available on the Portal

TEAs will enter the Portal to access the Test Administration Interface, which is the application that gives TEAs access to student tests. Within each testing program the Portal is organized by function, such as Preparing for Testing, Administering Tests, and After Testing. Resources are organized within each of these functions as applicable.

TEAs will also access the Portal to verify their certified status in TIDE.

Take a moment to review the various systems available on the Portal.

Register for Email Updates on the Portal

TEAs should register for email updates on the Connecticut Comprehensive Assessment Program Portal. Registration will ensure that TEAs receive notifications when announcements and resources that relate to the Alternate Assessment System are posted to the Portal.



The screenshot illustrates the registration process. It starts with the Connecticut Department of Education's home page for the Comprehensive Assessment Program Portal. A navigation bar contains two buttons: 'Connecticut SAT School Day' and 'Register for Email Updates', with the latter highlighted in red. An arrow points down to a registration form titled 'CSDE Comprehensive Assessment Program Portal'. The form includes the following fields and options:

- Text: "Please fill out your information to sign up for our mailing lists."
- Form field: "Email Address"
- Form field: "First Name"
- Form field: "Last Name"
- Section: "Subscribe to:" with radio buttons for "Both", "Announcements", and "Resources".
- Section: "Preferred format" with radio buttons for "HTML" (selected) and "Plain-text".
- Form field: "Subscribe" button.

The page number "15" is visible in the bottom right corner of the screenshot.

Register for Email Updates on the Portal

We encourage TEAs to register for email updates on the Connecticut Comprehensive Program Portal and subscribe to the Student Assessment Newsletter, which provides a variety of updates on the testing program throughout the school year.

You can register for email updates by selecting the “Register for email updates” request button in the bottom right-hand corner of the home webpage.



Resources Specific to Administering the Connecticut Alternate Assessment (CTAA) for English Language Arts and Mathematics

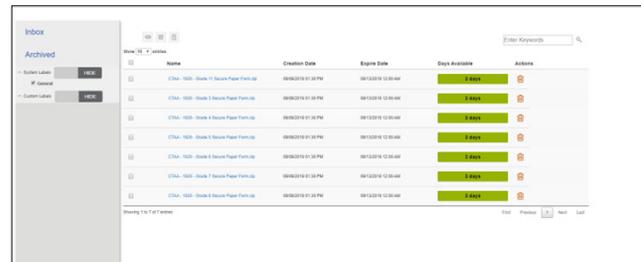
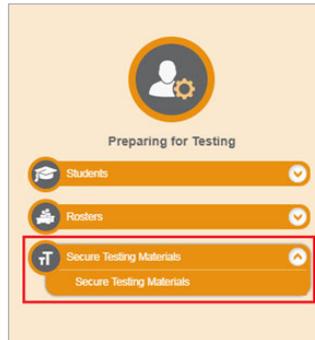


Resources Specific to Administering the CTAA

We will now discuss resources that are specific to the administration of the Connecticut Alternate Assessment (CTAA) for English language arts (ELA) and mathematics.

CTAA Secure Directions for Test Administration (DTA)

All directions and materials needed for administering the CTAA are available in the secure Directions for Test Administration (DTA).



Name	Creation Date	Expire Date	Days Available	Actions
CTAA - 1600 - Grade 11 Secure Paper Form-Up	08/02/19 11:32 PM	08/12/19 12:00 AM	7 Days	
CTAA - 1600 - Grade 10 Secure Paper Form-Up	08/02/19 11:32 PM	08/12/19 12:00 AM	7 Days	
CTAA - 1600 - Grade 9 Secure Paper Form-Up	08/02/19 11:32 PM	08/12/19 12:00 AM	7 Days	
CTAA - 1600 - Grade 8 Secure Paper Form-Up	08/02/19 11:32 PM	08/12/19 12:00 AM	7 Days	
CTAA - 1600 - Grade 7 Secure Paper Form-Up	08/02/19 11:32 PM	08/12/19 12:00 AM	7 Days	
CTAA - 1600 - Grade 6 Secure Paper Form-Up	08/02/19 11:32 PM	08/12/19 12:00 AM	7 Days	



CTAA Secure Directions for Test Administration

All directions and materials needed for administering the CTAA are located in TIDE. In TIDE, Trained TEAs must access these materials in the **Secure File Center** by clicking the **Secure Testing Materials** task menu.

Directions for Test Administration (DTA) are **required** for each grade-level test form and are specific to subtest. Please note that the DTAs include the manipulatives required to administer the constructed-response items for mathematics.

Note: The DTA is a secure document. Therefore it needs to be kept in a secure location and deleted from any device it may have been downloaded to and shredded upon completion of the test.

Additional CTAA Test Administration Materials

Available resources include:

- *CTAA Test Administration Manual*
- *CTAA System User Guide*
- *Assistive Technology Manual*
- *Assessing Students who are Deaf, Blind, Deaf-Blind: Additional Guidance for Test Administration*
- *CTAA TEA Responsibility Checklist*



Additional CTAA Test Administration Materials

TEAs should download and print the *CTAA Test Administration Manual* and review it prior to administering both the CTAA ELA and CTAA mathematics.

Other supporting documents are also available for review, such as the *CTAA System User Guide*, *Assistive Technology Manual*, *Assessing Students who are Deaf, Blind, or Deaf-Blind*, and the *CTAA TEA Responsibility Checklist*.



Resources Specific to Administering the Connecticut Alternate Science (CTAS) Assessment



Resources Specific to Administering the CTAS

We will now discuss resources that are specific to the administration of the Connecticut Alternate Science (CTAS) Assessment.

CTAS Required Materials

CTAS materials are available for preview and/or download on the Connecticut Comprehensive Assessment Program Portal under Alternate Assessment System, Associated Resources, Preparing for Testing, CTAS Required Materials.

The screenshot shows the Connecticut State Department of Education website. The navigation menu includes Home, Smarter Balanced Assessments, Next Generation Science Standards Assessments, Alternate Assessment System (highlighted with a red box), Technology Resources, and Resources. Below the navigation is the CSDE logo and the text "Connecticut State Department of Education". A large blue arrow points down to the "Associated Resources" section. Under "Associated Resources", there are three tabs: "Preparing for Testing" (selected), "Administering Tests", and "After Testing". Below the tabs, there is a "GUIDE" section with "CTAS Required Materials" (highlighted with a red box). The text below the guide says: "Access PDFs of the Connecticut Alternate Science (CTAS) Assessment required materials in hard copy." A "View More Resources" button is located in the top right of the "Associated Resources" section.



CTAS Materials

Determine how materials will be accessed. You may print a paper copy from the Portal according to specified directions or you may access the materials previously provided to your district. (See your DA for more information).

As a reminder, District Administrators will receive a shipment of reprinted CTAS test materials in fall 2023. These test materials are the same as those materials published in 2018. Both sets can be used for test administration.

Session 4 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.
- ✓ Ensure that through the PPT process, the Connecticut Alternate Assessment Eligibility Form is completed within CT-CEDS and has been implemented by the CSDE recommended deadlines.
- ✓ Download the CTAA *Directions for Test Administration* for the appropriate grade and subject area.
- ✓ Locate and prepare all CTAS materials (to be administered to eligible students in grades 5, 8, and 11).
- ✓ Develop testing schedules and identify special resources, technology, and communication supports to be provided during testing.
- ✓ If you think your student may be eligible for the ESR, consider completing the SRC early in the ESR window and follow-the ESR process as described in this training.



Session 4 Tasks

Please review these ordered tasks to make sure they have been completed before administering any alternate assessments.

A list of tasks for each session of this training is available on the Connecticut Comprehensive Assessment Program Portal. Take a minute to review these tasks.



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

✓ Session 4: The Early Stopping Rule (ESR) and Connecticut Alternate Assessment System Resources

Congratulations, you have completed Session 4!

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

If you would like to take the quiz, select the **Return Home** button.



Review Again

Return Home

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End of Session 4

You have completed Session 4 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 either alternate assessment, please review the *Test Administration Manuals (TAMs)*, located on the Connecticut Comprehensive Assessment Program Portal.

Please click the “Return Home” button to return to the session selection page and proceed to the final quiz. 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 4!