



STUDENT ASSESSMENT NEWS
February 11, 2019

[Archived Student Assessment News](#)
CTStudentAssessment@ct.gov
860-713-6860



Connecticut SAT School Day Updates

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

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Connecticut SAT School Day Student Rosters

The CSDE registers all Grade 11 students in the Public School Information System (PSIS) to take the Connecticut SAT School Day. However, schools or districts must create their own roster of Grade 11 students testing on the Connecticut SAT School Day. Schools or districts may use the PSIS to create a list of all Grade 11 students who are registered through PSIS to take the 2019 Connecticut SAT School Day. The district PSIS coordinator will need to follow these steps to print a roster:

1. log into the PSIS Registration Module;
2. click on the Downloads Link; and
3. select Active Registration and click on Download.

The file will show all of the students actively registered in the district and can be sorted by grade.

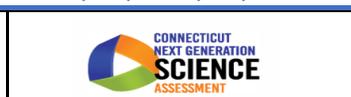
Schools will still have access to the Nonstandard Administration Report (NAR) through the College Board's Services for Students with Disabilities (SSD) system a few weeks before testing. The NAR provides a list of ALL students who are approved for accommodations in the SSD for the

Connecticut SAT School Day Materials

Connecticut SAT School Day materials have begun to ship to the attention of Test Coordinators. Review the table below to plan for receiving and checking materials and to find information about the various forms and publications used for administering the test. Please refer to page 8 in the [Test Coordinator Manual](#) for more details about each shipment.

- Coordinator Planning Kit includes a few copies of each manual, forms, posters, etc.
- Pre-administration shipment will come in two parts – arriving within the same window. The first part will include answer sheets and student guides, along with all manuals needed for testing. The second part is the pre-ID labels for all students included in February pre-ID uploads.
- Test materials, which will include test books, forms, envelopes for returning materials and other materials needed for test day. Accommodated materials will come in a separate shipment during the same window.

Materials Shipments	March 27 test day	April 9 test day
Coordinator Planning Kit	2/6/19-2/8/19	2/6/19-2/8/19
Pre-ID Materials	3/5/19-3/7/19	3/19/19-3/21/19
Test Materials	3/19/19-3/21/19	3/26/19-3/28/19



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Connecticut SAT School Day Updates (continued)

Test Coordinator Workshops

Test Coordinator training for the 2019 Connecticut SAT School Day will take place on February 26 and 27, 2019, at the [Institute of Technology and Business Development \(ITBD\) in New Britain](#). Registration information and details are included in the links below. Space is available in the afternoon sessions only.

[Register for February 26, 2019, from 12:00-3:00 p.m.](#)

[Register for February 27, 2019, from 12:00-3:30 p.m.](#)

Recording of Office Hours Webinar

If you missed the first Office Hours webinar held on January 16, 2019, with a focus on accommodations for students on the Connecticut SAT School Day, you can access the [slides from the webinar](#), as well as a [recorded version](#), both available on [our Web site](#). The next Office Hours will be scheduled after the test coordinator workshops.

Supports for English Learners for the Connecticut SAT School Day

The SSD Online Platform now has an active link to submit 50% extended time support for those English Learners (ELs) who qualify. The deadline for entering this support is **February 19, 2019**. Refer to this [brochure](#) to follow the proper procedures for submitting this support.

Refer to the College Board's recently published [EL Supports for PSAT 8/9, PSAT 10, SAT School Day](#) with information on assessments and supports available to ELs for other College Board assessments.

Accommodations and Supports

All test accommodations for students with an Individualized Education Program (IEP) or 504 Plan were due on February 5, 2019. A late window is available for new students with a deadline of February 19, 2019. Here are some considerations when requesting accommodations:

- If you are submitting accommodations through the SSD Online Platform and are asked to upload documentation, please use this [form](#) to overwrite the system.
- As a reminder, the request for accommodations should be supported by the student's disability and need. To expedite the approval process for students with a **Physical/Medical category of "Other,"** please provide a brief explanation using the drop-down text box to describe the student's need for that accommodation. This will ensure that student is approved for the most appropriate accommodation(s) to meet their unique needs. For example, if 100% extended time is requested for a student with an "Other" category solely to address his/her anxiety, a more appropriate support may be recommended for that student, such as breaks as needed. In some circumstances, you may be contacted by the Connecticut State Department of Education (CSDE) to provide additional information about the student to determine approval for the requested accommodation(s).
- If you have any students who were denied accommodations on a previous College Board test, please resubmit for the Connecticut SAT School Day.
- Contact [Deirdre Ducharme](#) or [Michelle Rosado](#), as soon as possible if you have any students who are listed as *In Review* in SSD Online or if you have questions.



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Connecticut SAT School Day Updates (continued)

SAT Practice Tests and Khan Academy

Schools can access full length SAT practice tests for students from the [College Board's Web site](#). Practice tests are also available for students using [MP3](#) or [Screen Reader](#) or [Assistive Technology](#). Schools can also request large print or braille SAT practice tests for students by contacting the [College Board's SSD](#). Additionally, students may access free online SAT practice through [Khan Academy](#). Students *may* also choose to link their College Board account to their Khan Academy account. Students who link their accounts will receive personalized practice. Please contact [Alan Bernstein](#) at the College Board if you would like to know the percentage of students in your school who have linked their accounts.

Translated Test Directions for 2019 Administration

Translated test directions for the 2019 Connecticut SAT School Day have been posted to our [Web site](#). The directions are available in 13 languages: Spanish, Portuguese, Vietnamese, Chinese, Arabic, Haitian Creole, Russian, Polish, Bengali, Albanian, Gujarati, Hindi, and Urdu. Additionally, other languages can be supported with test day translators. As a reminder, EL students may receive directions translated in their native language for the Connecticut SAT School Day. Schools do **NOT** need to apply for this support in the College Board's SSD online system.

Updated Approved List of Bilingual Dictionary Word-to-Word Translation

The **updated** list of approved College Board Bilingual Dictionary Word-to-Word Translation for the Connecticut SAT School Day is posted to our [Web site](#). As a reminder, schools do **NOT** need to apply for accommodations for EL students who use Bilingual Dictionary Word-to-Word Translation.



Desmos Calculator

The embedded [Desmos](#) calculators are available both on the Smarter Balanced and NGSS Practice Tests so that students can practice the custom features and functions of the calculator specific to their grade level and math item. Note the distinctions by grade:

Grade 6 – [Basic Calculator](#)

Grades 7-8 – [Scientific Calculator](#)

Grade 11 – [Scientific, Graphing, and Regression Calculator](#)

These calculators include graphs that are accessible to students who are blind, offer colors with sufficient contrast, and adjustable font size settings. Try out these [calculators](#) with your students in advance of their participation in the Smarter Balanced mathematics assessment and NGSS Science.

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Advanced Placement Updates

AP 2019-20

There are important changes coming to the Advanced Placement (AP)[®] program beginning in the 2019-20 school year. **Please visit the College Board’s AP 2019 webpage** at collegeboard.org/ap2019 where you will find many resources. The College Board also has single sheet handouts that you may distribute to the appropriate audiences. The links to the pdf copies are below:

[AP Teachers](#)

[AP Coordinators](#)

[AP Students](#)

AP Potential Student Letters

Letters have been sent to over 23,000 Grade 10 and Grade 11 high school students in Connecticut who have demonstrated AP Potential based on the 2018 October PSAT. Superintendents received a letter in January 2019, regarding this mailing.

For the past six years, as part of a student activation campaign, the CSDE has issued letters to students who demonstrated the potential to succeed on AP course work based on the results from the PSAT. The letters instruct these students to meet with their school counselors to discuss what course work is right for them. By taking challenging courses such as AP, dual enrollment, International Baccalaureate (IB), and/or honors courses, students attain important academic and financial benefits such as earning college credit, potentially skipping introductory courses, and experiencing college-level work while in high school.

May 2019 Advanced Placement

The CSDE and College Board will cover the entire cost of the May 2019 AP exam fees for all students from low-income families who attend public school in Connecticut. Advanced Placement Coordinators should make sure to indicate which students are from low-income families on the AP invoice; the CSDE will be billed directly for the tests taken by those students. Districts implementing the Community Eligibility Provision (CEP) should not report all students as being from low-income families. All schools should use district data for free- or reduced-price meal eligibility in PSIS to determine if a student should be indicated as “low-income” on the AP invoice. As a reminder, student information in PSIS is about eligibility for free or reduced lunch and not participation.

Connecticut Alternate Science Assessment Errata Sheet

A printing error occurred in the **Resource Packet for the Grade 5 Connecticut Alternate Science Assessment (CTAS)**. This issue involves the graphic for **Storyline 4 - Activity 6 - Resource 1 in Grade 5**. The printed table has two rows of data when it should have three rows. The graphic has been updated and is available at the following link: [Pond Organisms Data Table Poster](#).

Districts should remove the resource from the CTAS Resource Packet and replace it with the updated graphic from the portal. If you have any questions, please follow up with the American Institutes for Research (AIR) Help Desk at 1-844-202-7583 or e-mail CTHelpDesk@air.org.



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Testing Demographics and Public School Information System

The Public School Information System (PSIS) provides data to test delivery systems for state summative assessments administered to Connecticut public school students. These assessments include the LAS Links, Next Generation Science Standards (NGSS), Smarter Balanced, Connecticut Alternate Assessment (CTAA) in English language arts and mathematics, Connecticut Alternate Science (CTAS), and the Connecticut SAT School Day. **District PSIS Coordinators must work closely with District Administrators (DAs) responsible for statewide student testing, to ensure that student information is being reported accurately.** The state relies on districts to provide accurate reporting of seven of these individual student demographic fields at the time of testing. Select fields such as EL status, Special Education (SPED) status and Section 504 status must be updated prior to testing to ensure students eligible for accommodations may access them. Data are used for public and secure reporting of statewide test results and as part of Connecticut’s Next Generation Accountability System.

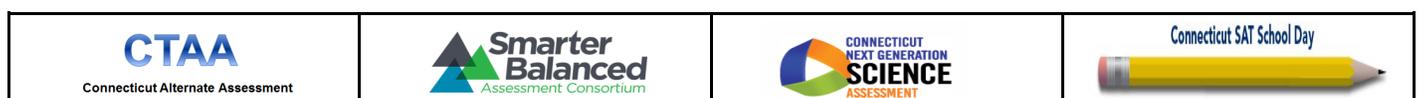
The PSIS Registration module has been updated to include the following Testing Demographic fields:

- Special Education (SPED) Status;
- Free and Reduced Lunch (FRL) Status;
- English Learner (EL) Status;
- Military Family;
- Homeless;
- Recently Arrived EL; and
- Section 504 Status.

These seven values must reflect the student’s status at the time of testing for the 2018-19 school year. The SPED, FRL, EL, Military Family, and Homeless have been loaded with the values reported in the October PSIS Collection Freeze Zero file (i.e., freeze file from the collection generated on November 2, 2018). The values for Recently Arrived EL and Section 504 were not pulled from Freeze Zero because these data are not reported in the PSIS October collection. These values have been set to “No” in the Registration Module and must be updated in the PSIS Registration Module for testing and reporting purposes.

Please note that if the status of any the first five fields changed from the value reported in the October PSIS Collection Freeze Zero, or if the student being tested was not in the PSIS October Collection Freeze Zero, the District PSIS Coordinator must update the student’s record in the PSIS Registration Module. Changes to the Testing Demographic data can be made via the “Edit Registration/Unregister” page in the PSIS Registration Module or by batch. The Testing Demographics Record Layout for batch uploads can be found in the [PSIS Reference Guide](#) located on the PSIS help site.

District PSIS Coordinators must make all changes to student enrollment and demographic information directly into the PSIS Registration Module. Student demographic values will be saved and the fields locked in PSIS on **June 7, 2019** (i.e., the last day of the summative test window), so all changes to a student’s status at the time of testing can and must be made by then. For LAS Links accountability calculations, **a freeze of the fields will be taken on March 8, 2019**, which is the final **date of the LAS Links testing window**.



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Testing Demographics and PSIS (continued)

The “Missing Connecticut Testing Demographic Status Values” report is available in the PSIS Registration Module, and the Active Roster download has been updated to include the Testing Demographic values. Data from the PSIS Registration Module are updated on a nightly basis in both the Test Information Distribution Engine (TIDE) and the Data Recognition Corporation (DRC’s) INSIGHT System. Currently, the Testing Demographic fields are optional for all students; once the Smarter Balanced testing begins, values will be required for students in Grades 3-8, and 11. **Again, these seven fields in the PSIS Registration Module must reflect the student’s status at the time of testing.**

In order to enter accommodations in TIDE, students must be identified as Special Education or Section 504 in the PSIS Registration Module. Similarly, in order for a student to access a LAS Links assessment in the DRC Insight system, a student must be identified as an English learner in the PSIS Registration Module. Additionally, a student may be identified as both an English learner and a student with disabilities, and should be reflected as such in the PSIS testing demographic fields prior to the opening of the LAS Links testing window available now through March 8, 2019. Please note that any changes to a student’s SPED status can create cases on the Nexus Discrepancy Report in the Registration Module. It is important that you closely monitor **ALL** reports in PSIS to ensure all student data is being reported accurately. If you have any questions, please feel free to contact [Kendra Shakir](#).

Spring 2019 CT Testing Demographic Status Only available during testing. EL, Special Education, and Section 504 required for K - 12 during LAS Links; all required for 3 - 8 and 11 during CT Comprehensive Assessments.					
English Learner (EL):	<input type="text" value="No"/>	Recently Arrived EL:	<input type="text" value="No"/>	Military Family:	<input type="text" value="No"/>
Special Education:	<input type="text" value="No"/>	Section 504:	<input type="text" value="No"/>		
Free/Reduced Lunch Eligible:	<input type="text" value="Free"/>	Homeless:	<input type="text" value="00 - Not homeless"/>		



Special Populations Updates

Requests for Special Documented Accommodation Are Now Due!

If you have students with an IEP or 504 Plan that indicates the need for an accommodation that is not identified by the [2018-19 Accommodations Form](#) (Smarter Balanced/NGSS), or not approved by the College Board, please contact [Deirdre Ducharme](#) at 860-713-6859 or [Janet Stuck](#) at 860-713-6837. Examples of special documented requests include the use of a Read Aloud of the English language arts (ELA) Smarter Balanced Reading Passages, a scribe on the Smarter Balanced or NGSS, or a human signer.

This is a time-sensitive process that requires the examination of the student’s present needs and accommodations documented in the IEP/504 Plan. Special accommodations may not be provided unless approved by the CSDE. Please see Appendix B of the [CSDE Assessment Guidelines](#).

Learner Characteristics Inventory

All Learner Characteristics Inventories (LCIs) should have been entered through the Data Entry Interface (DEI) as of February 1, 2019, by the Trained Teacher administering the Alternate (TEA). For late submissions, contact [Deirdre Ducharme](#), at 860-713-6859 or [Janet Stuck](#) at 860-713-6837 to ensure that the associated alternate assessments are available to the student at the time of testing.



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 Special Populations Updates (continued)

New Designated Supports for English Learners Taking the NGSS in Grades 5, 8, and 11

New designated supports are available for English learners taking the 2019 NGSS. The new designated supports include:

- Embedded Spanish Translation
- Embedded Text-to-Speech Spanish
- Non-embedded Read Aloud in Spanish

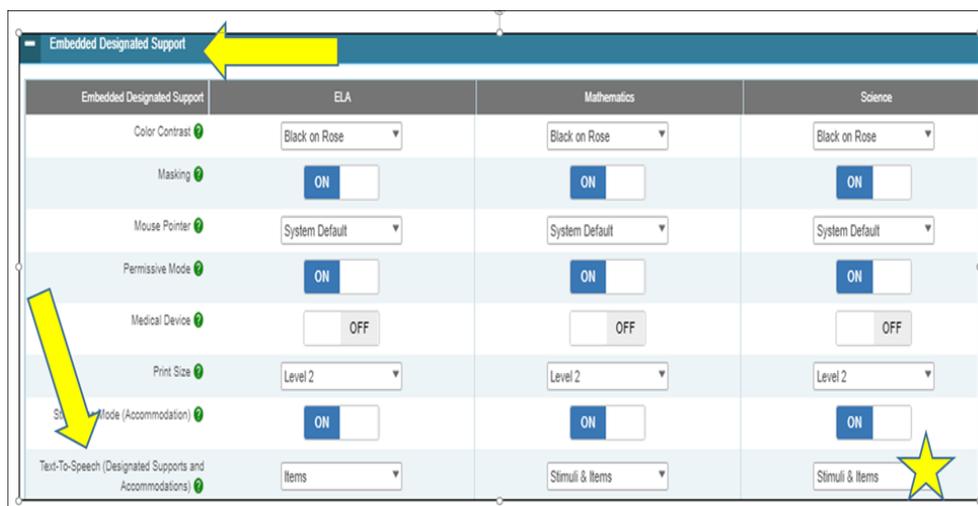
The Spanish Translation and embedded Text-to-Speech in Spanish was not available the first week of Grade 11 Science testing, but it was activated on the NGSS assessments and NGSS Practice Test on Monday, February 11, 2019. These designated supports must be manually entered or uploaded into TIDE.

Please discuss these designated supports with those educators who work most closely with Spanish speaking English learners. District Administrators (DA's in TIDE) should determine the best way to set these supports in TIDE for each district.

If EL students need **Text-to-Speech in Spanish** on the NGSS, the Spanish Presentation **must** be activated in TIDE.

Below is how to make this manual setting for these new Designated Supports:

1. Log into [TIDE](#).
2. Under Preparing for Testing, select Test Settings and Tools.
3. Enter your student's State Assigned Identification Number (SASID) and select SEARCH.
4. Click the Edit icon  to open the student's record.
5. Click on the Plus icon  next to the Embedded Designated Support  option to expand.
6. To select the embedded **Text-to-Speech in Spanish**, under the Science column, select Stimuli & Items from the drop down menu.



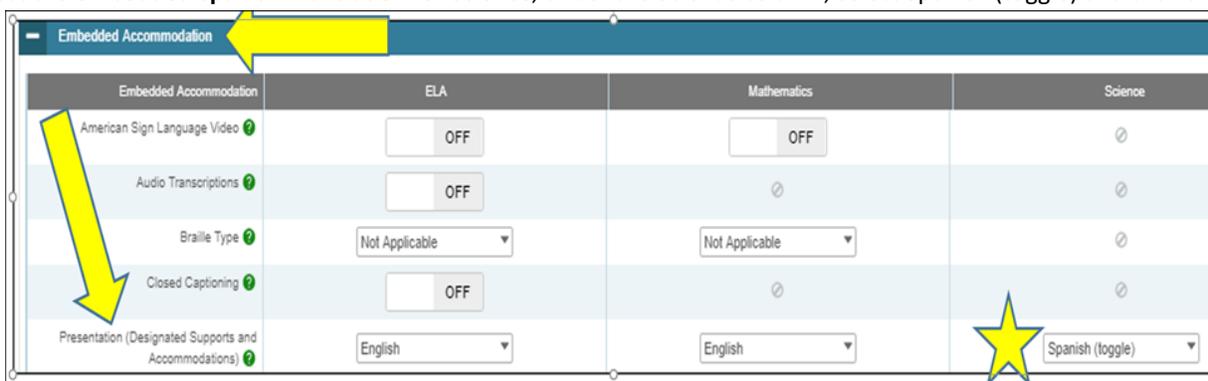
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Special Populations Updates (continued)

7. Next, click on the Plus icon  next to the Embedded Accommodation option  to expand. Please note that although the Embedded Spanish Translation is a Designated Support, it is currently located under Embedded Accommodations. Students selected for the Embedded Spanish Translation do not need to be identified as IDEA or Section 504.

8. To select the **embedded Spanish Translation for Science**, under the Science column, select Spanish (toggle) and then SAVE.



Embedded Accommodation	ELA	Mathematics	Science
American Sign Language Video	OFF	OFF	⊗
Audio Transcriptions	OFF	⊗	⊗
Braille Type	Not Applicable	Not Applicable	⊗
Closed Captioning	OFF	⊗	⊗
Presentation (Designated Supports and Accommodations)	English	English	Spanish (toggle)

Batch Upload for these new Designated Supports

Log into [TIDE](#). Under Preparing for Testing, select Upload Test Settings and Tools. Then, select Download Template and choose a format: CSV or Excel. Download the file and use it to collect your student data. Once the new designated supports are entered, you will upload the file by logging into TIDE following the same steps. You will notice the Upload options from the Test Settings and Tools menu. Select Upload from the menu and follow the steps as directed. For more information, refer to the [Managing Student Test Settings](#) brochure. If you have any questions, please contact the **Connecticut Help Desk by phone at 844-202-7583 or via e-mail at cthelpdesk@air.org.**

Embedded and Non-Embedded Designated Supports for English Learners Brochure

Please take some time to familiarize yourself with a variety of designated and non-designated supports available to English learners participating in the Smarter Balanced math and English language arts assessments and NGSS. Additionally, please share this [resource](#) with teachers and administrators who can determine if these supports are appropriate for their students.

Alternate Assessment System Training

The required online Alternate Assessment System Training for teachers administering the 2018-19 Alternate Assessments is available on the CSDE Comprehensive Assessment Program Portal and can be accessed with TIDE user credentials. Refer to the [December 20, 2018](#), Student Assessment News for more information.

CTAS Updates

The CTAS is a non-secure test that should be administered throughout the school year. All Performance Tasks must be administered prior to June 7, 2019, and ratings from the Student Scoring Worksheets must be uploaded through the Data Entry Interface by June 7. The TEAs should refer to the [Connecticut Alternate Science Assessment TEA Responsibility Checklist](#) for pre-planning activities. As a reminder, hard copy test materials were sent to DAs in October 2018, and [digital copies](#) of the CTAS are available on the Connecticut Comprehensive Assessment Program Portal.



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Special Populations Updates (continued)

LAS Links Reminders From the November ELAC Workshop

Accommodations

The English Learner Assessment Coordinators must contact Data Recognition Corporation to request access to enter accommodations for students who are dually identified prior to creating their test sessions. Please use this updated e-mail address: LASLinksPM@DataRecognitionCorp.com.

Appeals

Testing Irregularities should be reported to the Performance Office. The ELAC may request an appeal via e-mail to janet.stuck@ct.gov. **DO NOT E-MAIL STUDENT NAMES**. Processing may take up to three days.

Please indicate LAS Links Appeal in the e-mail subject area. Include the following Information in your e-mail:

District:
School Name:
SASID#:
Grade:
Content Area: (Reading , Listening, Speaking, Writing)
Reason for appeal:
Test Session Name:
Ticket Password:
Type of Appeal: (Unlock, Regenerate, Invalidate, Purge)
ELAC Name:
ELAC E-mail:

LAS Links Exemptions

Please contact Janet Stuck at janet.stuck@ct.gov for exemptions for English learners who would be eligible to participate in an alternate English language proficiency assessment, or who require a domain exemption as described in the [memo](#) of December 6, 2018.

Return of LAS Links Accommodated Paper Forms, Large Print or Braille Forms

The last day to call the United Parcel Service (UPS) for pickup of completed forms is **February 27, 2019**. (This is prior to the end of the standard LAS Links testing window to ensure all tests, both paper and online, meet required deadlines for scoring.) Districts should maintain copies and all mailing and tracking receipts.



District Administrator Workshop Slides

The [Power Point presentation](#) from the District Administrator Workshops held in January is available for use if needed. Manuals for 2019 testing are also available on the [Connecticut Comprehensive Assessment Program Portal](#).



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Assessment Calendar for 2018-19

Event	Dates
The AIR secure browsers for the 2018-19 school year must be downloaded for all 2018-19 online tests	Currently available
Connecticut SAT School Day Accommodation Window for Students with IEP and 504 Plans	December 5, 2018—February 5, 2019 Late Window Ends February 19, 2019
English Language Proficiency LAS Links	January 2—March 8, 2019
Connecticut SAT School Day Accommodation Window for EL Students with 50% Extended Time	January 15, 2019— February 19, 2019
Connecticut SAT School Day	Primary Test Dates: March 27, 2019, or April 9, 2019 (Based on school selection) Makeup Dates: April 23 and 24, 2019
NGSS Standard Assessment	February 4—June 7, 2019 (Grade 11) March 25—June 7, 2019 (Grades 5 and 8)
Connecticut Alternate Science Assessment - CTAS (Designed to be administered through the school year: student ratings will be entered in the DEI.)	(Upload Window for Submission through the DEI) March 25—June 7, 2019 (Grades 5, 8, and 11)
Connecticut Smarter Balanced	March 25—June 7, 2019 (Grades 3—8)
Connecticut Alternate Assessment - CTAA	March 25—June 7, 2019 (Grades 3—8, 11)

Student Assessment Newsletter Most Commonly Used Acronyms

AIR	American Institutes for Research	IEP	Individualized Education Program
AP	Advanced Placement®	LCI	Learner Characteristics Inventory
CSDE	Connecticut State Department of Education	NAR	Nonstandard Administration Report
CTAA	Connecticut Alternate Assessment	NGSS	Next Generation Science Standards
CTAS	Connecticut Alternate Science Assessment	PSIS	Public School Information System
DA	District Administrator (in TIDE)	SAN	Student Assessment Newsletter
DEI	Data Entry Interface	SASID	State Assigned Student Identification Number
DRC	Data Recognition Corporation	SPED	Special Education
EL	English learner	SSD	Services for Students with Disabilities
ELA	English Language Arts	TEA	Teacher Administering the Alternate
ELAC	English Learner Assessment Coordinator	TIDE	Test Information Distribution Engine
FRL	Free and Reduced Lunch		

Register for email updates

To automatically receive the *Student Assessment News* and/or other announcements, [register for e-mail updates](#) on the Comprehensive Assessment Program Portal.

