CONNECTICUT STATE
DEPARTMENT OF EDUCATION **CSDE**

Next Generation Science Standards
Test Administration Manual

2023-2024

Published September 29, 2023

CA
Cambium
Assessment

This page has been intentionally left blank

Table of Contents

Table of Tables

NGSS Assessment Resources and Help Desk Information

Connecticut Comprehensive Assessment Program Portal

https://ct.portal.cambiumast.com/

Includes online NGSS Assessment resources.

Connecticut Comprehensive Assessment Program Help Desk

1-844-202-7583 | cthelpdesk@cambiumassessment.com

The Help Desk is open Monday–Friday 7:00 a.m. to 4:00 p.m. EST outside of the summative testing window and Monday–Friday 7:00 a.m. to 7:00 p.m. EST during the summative testing

The Help Desk may be contacted for situations and questions that include any of the following:

- testing environment down or unavailable;
- user accounts not available or users are not able to administer tests;
- student information or test session incorrect or missing;
- loading student settings into the Test Information Distribution Engine (TIDE);
- appeals functionality in TIDE;
- preparing for online testing—downloading the secure browser, etc.;
- password resets for district and school user accounts; and
- test settings (designated supports or accommodations) are inaccurate.

When contacting the Help Desk, please provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. Details should include the following:

- the type of device being used with the system;
- any error messages that appeared (code and description);
- operating system and browser information;
- network configuration information;
- your contact information for follow-up, including email address and phone number; and
- any relevant and authorized student and school information, including State Assigned Student Identifier (SASID), grade level, and content area.

If you have general questions about the NGSS Assessment and related policies, please contact Jeff Greig at the CSDE Performance Office (Jeff.Greig@ct.gov/860.713.6854) or see Appendix A.

Overview of the Test Administration Manual

The purpose of the Test Administration Manual (TAM) is to guide Teachers/Test Administrators (TE/TA), District Administrators (DA), and District/School Test Coordinators (DC/SC) to prepare for and administer the Next Generation Science Standards (NGSS) Assessment to students in their schools or districts.

The TAM contains the following sections:

- Section I: Overview of the NGSS Assessment
- Section II: During NGSS Assessment Administration
- Section III. After NGSS Assessment Administration

Terms, Abbreviations, and Acronyms

Table 1 provides a summary of terms and their associated abbreviations and acronyms used frequently in this TAM and other documents needed for NGSS test administration.

Table 1. NGSS Terms, Abbreviations, and Acronyms

Term	Acronym
Cambium Assessment, Inc.	CAI
Centralized Reporting System	CRS
Connecticut Special Education Data System	CT-SEDS
Connecticut State Department of Education	CSDE
District Administrator	DA
District Test Coordinator	DC
Next Generation Science Standards	NGSS
School Test Coordinator	SC
State-Assigned Student Identifier (These two acronyms—SASID and SSID —refer to the same 10-digit, unique student identification number.)	SASID/SSID
Test Administration Manual	TAM
Test Delivery System	TDS
Test Information Distribution Engine	TIDE

Section I. Overview of the NGSS Assessment

I.I Background

The Next Generation Science Standards (NGSS) were adopted by the Connecticut State Board of Education in November 2015. Further information about the NGSS is accessible through the science home page of the Connecticut State Department of Education (CSDE).

I.II Technology and Online Systems

Online testing systems used for NGSS Assessment administration are the same as those used for the spring 2023 administration. The list of applicable online systems includes the Secure Browser, Test Administrator (TA) Interface, and TIDE.

The Secure Browser must be installed on all computers used for testing. The Secure Browser can be downloaded from the Next Generation Science Standards (NGSS) Assessment Portal at https://ct.portal.cambiumast.com/secure-browsers.html.

The NGSS Assessment will provide online access to a Desmos calculator at each grade level in the online test environment. Grades 8 and 11 students will also have access to either an online version of the periodic table (available to all students by default) or a printed periodic table (available in English and Spanish), posted to the Connecticut Comprehensive Assessment Program Portal.

Students requiring special test settings—such as color contrast, text-to-speech, print size, or braille—should be assigned those test settings through TIDE prior to testing. See the TIDE User Guide for additional information

I.III Testing Schedule

The testing window for the NGSS Assessment in Grade 11 is from February 5 to May 31, 2024. The testing window for Grade 5 and 8 students is from March 25 to May 31, 2024. It is recommended that the NGSS Assessment be administered in either one day or over two consecutive days. The recommended testing time is at least 90 minutes plus an additional 10 minutes for reading the directions to the students. The testing time is an estimate of how much time students will need to complete the NGSS Assessment. Students should be given additional time if it is needed. Ninety minutes is the minimum amount of time that must be provided to students unless all students in a testing room have finished early.

I.IV Pause Rules

There will be a 20-minute pause rule set for the NGSS Assessment. If a student pauses the test for more than 20 minutes, they will not be able to return to the previously answered questions. If a student pauses on a page that contains multiple questions, they will be able to return to the same page and respond to the remaining questions even after the 20-minute pause.

I.V NGSS Practice Test

In preparation for the NGSS Assessment, it is **highly recommended** that **all** participating students gain access to the NGSS Practice Tests available through the Connecticut Comprehensive Assessment Program Portal at https://ct.portal.cambiumast.com/ngss.html. Teachers are encouraged to use the NGSS Practice Test to familiarize students with the testing format of the NGSS Assessment. NGSS Practice Tests are available at Grades 5, 8, and 11 and include all item interaction types that students will encounter on the live assessment. The NGSS Practice Tests also include universal tools, designated supports, and accommodations (if applicable for eligible students).

I.VI NGSS Assessment Content and Item Types

The NGSS Assessment will consist of a variety of item types and interactions, many of which students will have experienced before on the NGSS Assessment and Smarter Balanced Assessments. Some items will be organized in item clusters that are designed to engage the student in a grade appropriate, meaningful scientific activity aligned to a specific NGSS performance expectation. Each item cluster begins with a real-world phenomenon and includes two or more item interactions that require students to demonstrate the ability to use the science and engineering practices, disciplinary core ideas, and cross-cutting concepts described by the performance expectation. In addition to item clusters, there are stand-alone items that most often contain a single interaction framed around a single task demand. Each student will receive six item clusters and twelve stand-alone items that will be scored. Students will also receive an additional cluster or several stand-alone items for field test purposes. On the NGSS Assessment, different students will receive different item clusters and stand-alone item interactions.

I.VII Universal Tools, Designated Supports, and Accommodations

Appendix B includes a list of the universal tools, designated supports, and accommodations available to students for the NGSS Assessment. All designated supports and accommodations, as recorded in a student's Individualized Education Program (IEP) or Section 504 Plan, must be entered in the "Science" subject area of TIDE before testing. (Note: This will automatically sync for students with accommodations implemented in CT-SEDS.) Only students using the text-to-speech designated support will need headphones or earbuds to complete the NGSS Assessment. The embedded Desmos Calculator is available for all students taking the NGSS Assessment in Grades 5, 8, and 11. Students may also choose to use a hand-held calculator as a non-embedded universal tool. A list of approved calculators can be found in Appendix B.

I.VIII NGSS Assessment Security

Ensuring Test Security

All NGSS Assessment items are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Refer to Appendix C and Appendix D for examples of issues that are considered violations of test security.

Violation of test security is a serious matter with far-reaching consequences. Breaches of test security include, but are not limited to, copying or photographing test materials, coaching students, giving students answers, and changing students' answers. A breach of test security may be dealt with as a violation of the Code of Professional Responsibility for Teachers, as well as a violation of other pertinent state and federal law and regulation. The Connecticut State Department of Education will investigate all such matters and pursue appropriate follow-up action. Any person found to have intentionally breached the security of the test system may be subject to sanctions including, but not limited to, disciplinary action by a local board of education, the revocation of their Connecticut teaching certification by the State Board of Education,* and civil liability pursuant to federal copyright law.

*See Section 10-145b(i) (2) (E) of the Connecticut General Statutes, which reads in part as follows: The State Board of Education may revoke any certificate, permit or authorization issued pursuant to said sections if the holder is found to have intentionally disclosed specific questions or answers to students or otherwise improperly breached the security of any administration of a mastery examination, pursuant to section 10-14n.

Security of the Test Environment

Table 2 describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what students can see, hear, or have access to (including access via technology).

Individuals who have witnessed, have been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments must report this incident immediately to the District Administrator.

Table 2. Requirements of the Test Environment

Before Testing	
Instructional materials removed or covered	Instructional materials **must be removed or covered, including, but not limited to,** information that might assist students in answering questions. This includes materials displayed on bulletin boards, chalkboards, dry-erase boards, or charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Student seating	Students must be seated so that there is enough space between them to minimize opportunities to look at one another's work, or they should be provided with table-top partitions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic to promote optimum testing conditions.
During Testing	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with students' ability to concentrate or might compromise the testing situation.
Student supervision of electronic devices	Actively monitor students and **prohibit** them from accessing unauthorized electronic devices that allow access to outside information, communication among students, or with other individuals outside the test environment, and photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, iPods, cameras, and electronic translation devices.
Student access to allowable resources only	Students must only have access to and use of those allowable resources that are permitted for each specific test (e.g., NGSS Assessment Periodic Table in Grades 8 and 11).
No answer key development	No form or type of answer key may be developed for test items.
Access to assessments	Only students who are testing can view test items. Students who are not being tested, unauthorized staff, and other adults must not be in the room where a test is being administered. Trained teachers and Test Administrators may have limited exposure to test items in the course of properly administering the assessments; however, Test Administrators may not actively review or analyze any test items.
Testing through the Secure Browser	Administration of the NGSS Assessment is possible only through the Student Interface via the Secure Browser.
No unauthorized log in to the Online Testing System	Only students may log in to the Student Interface. Students may not use another student's login credentials. Only adults may log in to the Test Administrator Interface (Test Administration Interface) with an authorized account. An adult may not use another person's username and password.

Table 2. Requirements of the Test Environment

After Testing	
No access to responses	Test Administrators are not permitted to review student responses in the testing interface or students' notes on scratch paper.
No copies of test materials	Unless needed as a print-on-demand or braille accommodation, no paper copies of the test items or stimuli may be made or otherwise retained.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, and simulations must not be retained, discussed, or released to anyone.
No test materials used for instructional purposes	Test items, stimuli, and simulations must not be used for instructional purposes.
Destroy test materials securely	Printed materials from the print-on-demand accommodation and scratch paper should be destroyed immediately after testing.

This page has been intentionally left blank

Section II. During NGSS Assessment Administration

On the day of the NGSS Assessment administration, the teacher will need to start an NGSS Assessment Grade 5, Grade 8, or Grade 11 session and read the directions aloud to students. The read-aloud directions are shown in boxes with dark backgrounds. Teachers should distribute scratch paper to students before testing begins. When the embedded Desmos Calculator is not suitable for a student participating in the NGSS, the provision of a battery-operated hand-held calculator may be appropriate. If a calculator is provided, proctors must ensure that the device is functional, has working batteries, and that the student is familiar and comfortable with how to use it. Students may not use calculators available on their phones, iPads, or other electronic devices. Students may not share calculators. See Appendix B for more information regarding calculator use.
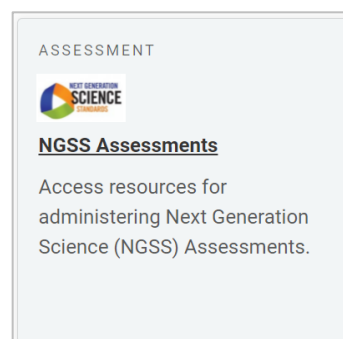
Teachers are responsible for monitoring student progress and tracking the time for the NGSS Assessment; the test session will not automatically end after 90 minutes. Ninety minutes is the minimum amount of time that must be provided to students unless all students in a testing room have finished early. The testing time is a recommendation of how much time students will need to complete the NGSS Assessment. Students may be given additional time if needed to complete the test.
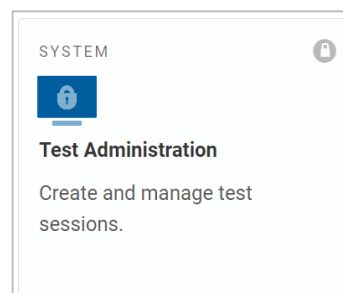
II.I Test Session Administration

The teacher should follow the steps outlined in this section to administer a test session.

1. Log in to the Test Administration (TA) Interface

a. From the Connecticut Comprehensive Assessment Program Portal (https://ct.portal.cambiumast.com/), select the **NGSS Assessments** program card.

ASSESSMENT

NGSS Assessments

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

b. Select the **Test Administration** card.

SYSTEM

Test Administration

Create and manage test sessions.

c. On the *Login* page, the teacher enters their email address and password associated with their TIDE account in the respective fields. Then, the teacher clicks **Secure Login**. The Test Administration Interface appears.
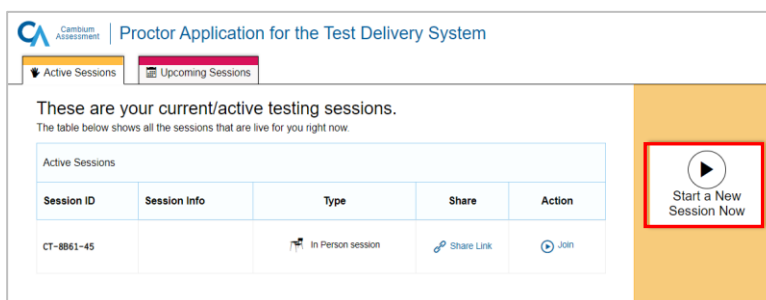
Login

2. Start a Test Session Immediately

After logging into the Test Administration Interface, the teacher will see a dashboard with two pages: Active Sessions and Upcoming Sessions. To start a test session immediately, teachers start on the *Active Sessions* page.

Teachers can start a test session immediately by following the steps below:

a. On the *Active Sessions* page, Select **Start a New Session Now** (see Figure 1)**.**

**Figure 1. Enter Start and End Dates**

b. The *Test Selection* page appears. From the list of color-coded test categories, select **Next Generation Science Standards Summative Assessments** (see Figure 2).

c. Select a test or group of tests to add to the session by marking the checkbox(es) by the test(s) (see Figure 2). Expand a group of tests by selecting ➕ next to that group.

Figure 2. Select a test or group of tests to add to a session
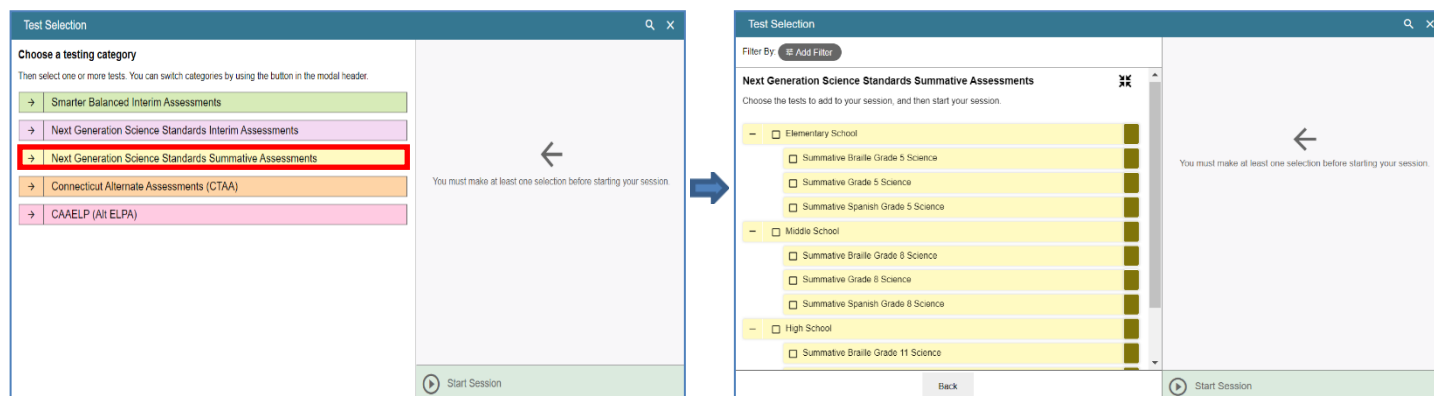
d. Once you have selected a test or tests to add to the session, click **Start Session** (see Figure 3).

Figure 3. Starting a Test Session
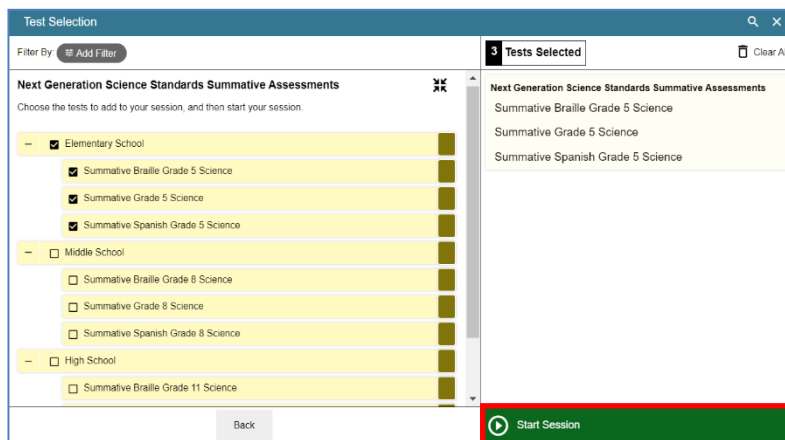
3. Schedule a Test Session in Advance

To help ensure the day of testing runs as smoothly as possible, teachers can schedule test sessions in advance. When a teacher schedules a test session in advance, the online testing system provides a session ID. Teachers provide this information to their students so students can join the session when it begins. After logging into the Test Administration Interface, teachers will see a dashboard with two pages: Active Sessions and Upcoming Sessions.

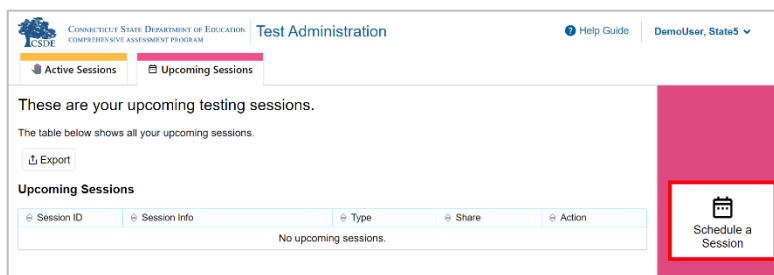Teachers can schedule a test session in advance by following the steps below:

e. In the Test Administration Interface, select **Upcoming Sessions** (see Figure 4).

Figure 4. Select Upcoming Sessions
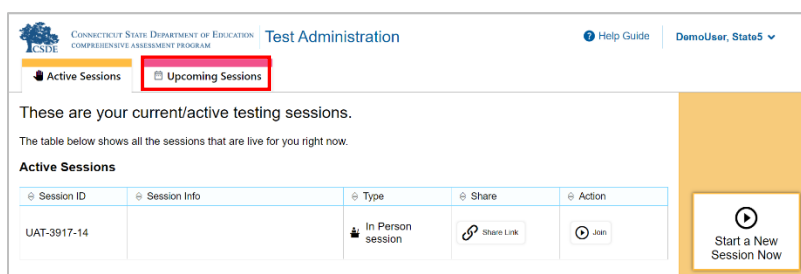
f. The *Upcoming Sessions* page appears. Select **Schedule a Session** (see Figure 5).

Figure 5. Schedule an Upcoming Session

g. The *Schedule a Session* pop-up window appears. In the *Start* and *End* fields, enter a start and end date for the session and select **Next** (see Figure 6).

Figure 6. Enter Start and End Dates
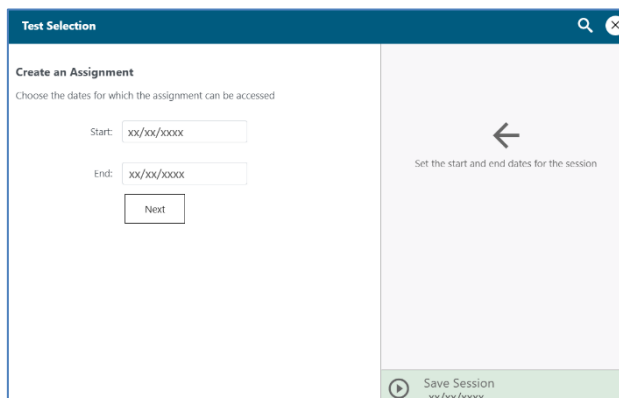
h. The *Test Selection* page appears. From the list of color-coded test categories, select **Next Generation Science Standards Summative Assessments** (see Figure 7).

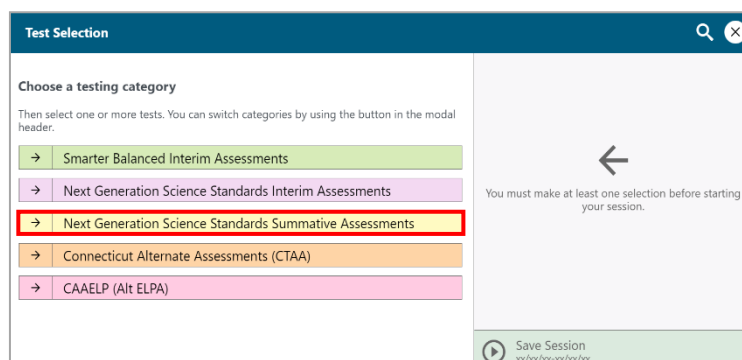**Figure 7. Select Next Generation Science Standards Summative Assessments**
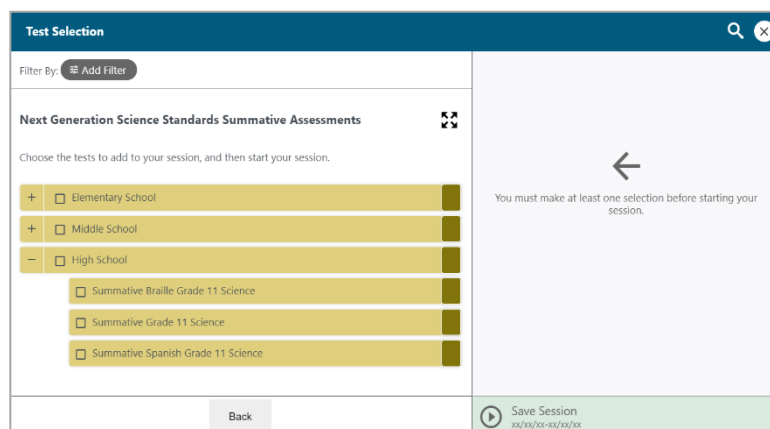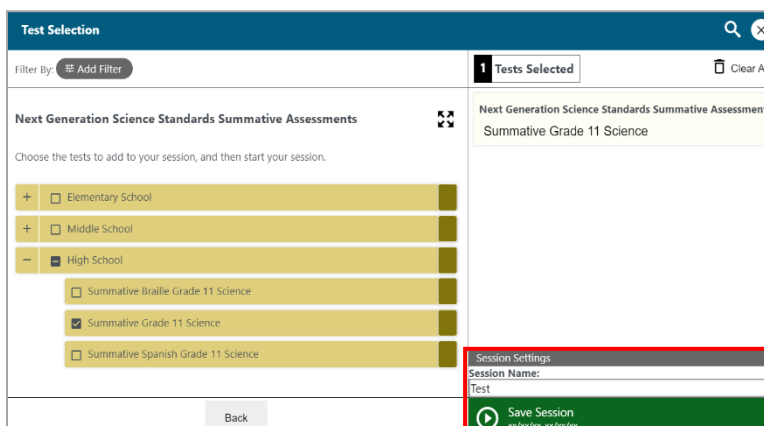
i. The test groups for the selected test category appear. Select a test or group of tests to add to the session by marking the checkbox(es) by the test(s) (see Figure 8). Expand a group of tests by selecting ＋ next to that group.

Figure 8. Select a test or group of tests

j. Once you have selected a test or tests to add to the session, the *Session Settings* field appears (see Figure 9). Do the following:

1. In the *Session Name* field, enter a name for the session.

2. Select **Save Session**.

Figure 9. Name and Save the Session

4. How to Modify a Test Session that was Scheduled in Advance but has Not Started Yet
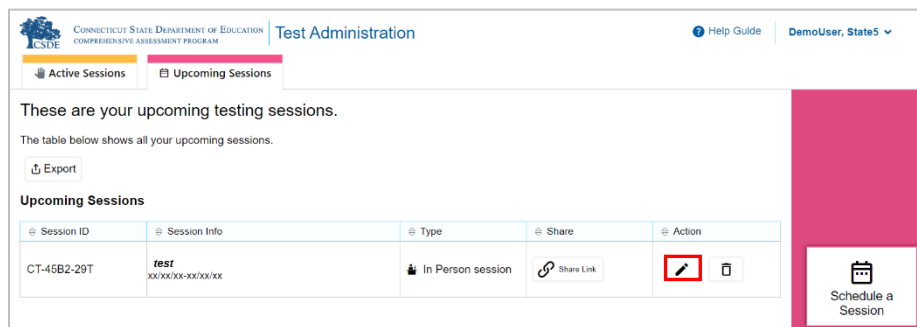
Teachers can modify test sessions and sessions that were scheduled in advance but have not started yet.

For example, a teacher may want to modify a session after it was created to add tests or change the start or end date of the session.

Teachers can modify test sessions that were scheduled in advance but have not started yet by following the steps below:

k. Access the test administration site by following steps in the section Log into the Test Administration Interface.

l. The *Test Administration* site appears.

1. To modify a test session, select **Upcoming** Sessions. The *Upcoming Sessions* page appears. Select the pencil icon (✎) to modify the session (see Figure 10). Complete Steps e-j in the section How to Schedule a Test Session in Advance.

Figure 10. Edit a Session

II.II Provide Students with the Test Session ID

The teacher should write the test session ID number (see Figure 11) on the board and may print test tickets for the students with the following information:

- The student's first name (as recorded in the Public School Information System [PSIS])

- The student's State Assigned Student Identifier (SASID) number

As a reminder, teachers can print students' first names and SASIDs by using the *Print Testing Tickets* feature in the *Administering Tests* section of TIDE. The students must enter this exact information in the Student Interface of the Secure Browser (see Figure 12).

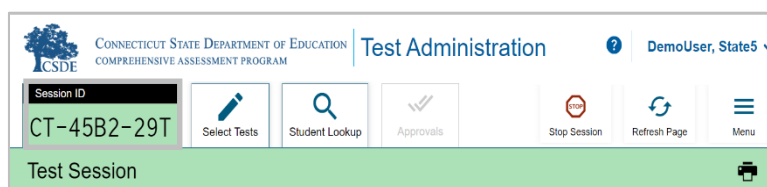**Figure 11. Sample Test Session ID in the Test Administration Interface**
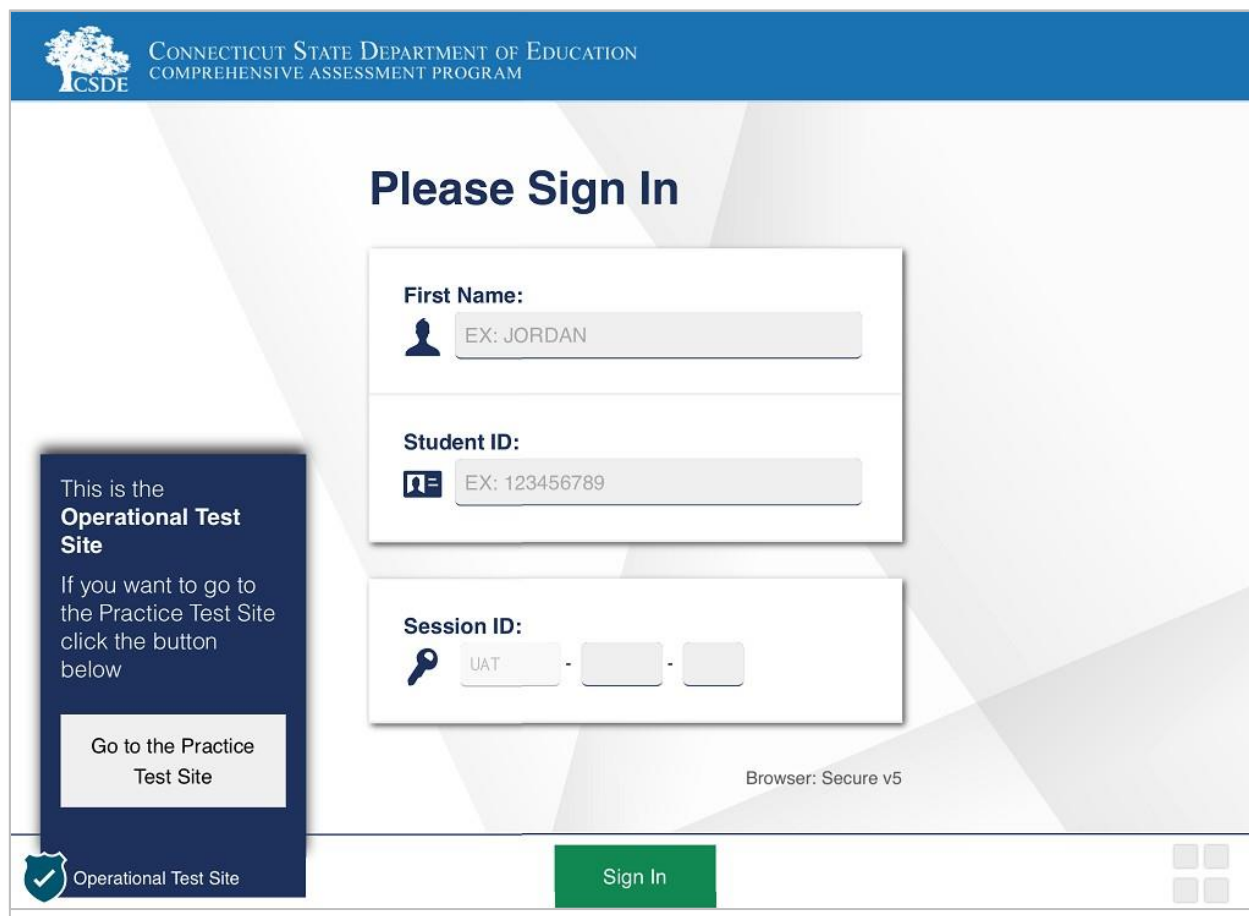
Figure 12. Student Interface Login

When providing students with the test session ID number, read aloud the directions below.

> **SAY:** **Enter your first name followed by your student ID number using the information on the paper I gave you. Then enter the test session ID number exactly as it is written, without extra spaces or characters. Raise your hand if you need help typing this information.**
>
> **Please do not share your student ID number with anyone. This is private information.**
>
> **SAY:** **Now click [Sign In]. Once you have successfully signed in, you will see a screen with your first name, grade, student ID number, and school. If all the information on your screen is correct, select [YES] to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.**

> "SSID" is used as the designation in all CAI systems for "SASID," the State Assigned Student Identifier. These two acronyms—SSID and SASID—refer to the same 10-digit, unique student identification number.

Pause to assist students. If any student information is incorrect, please pause testing for the student, contact your District Administrator to alert them to the discrepancy, and resume testing once the incorrect information has been resolved in TIDE.

> **SAY:** **Now select Next Generation Science Standards Summative [Insert Grade] Assessment**

II.III View and Approve Students Waiting for Test Session Approval

In the Test Administration Interface, select the [**Approvals**] tab and approve student requests to start a test by clicking the checkmark icon, ✓ (see Figure 13). The *Approvals and Student Test Settings* window appears (see Figure 14).

Figure 13. Students Waiting for Test Session Approval in the Test Administration Interface
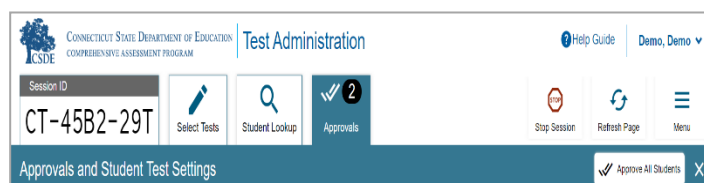
Figure 14. Approvals and Student Test Settings Window

> **SAY:** **After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. Review your test settings and verify that you are taking the Summative [insert grade] Science Assessment. If all the information is correct, select [YES]. If any of it is incorrect, please raise your hand.**

The students will also see a video playback check because some of the NGSS items include short video simulations (see Figure 15). There are no audio items on the NGSS Assessment (unless a student requires the text-to-speech designated support).

Figure 15. Audio/Video Checks
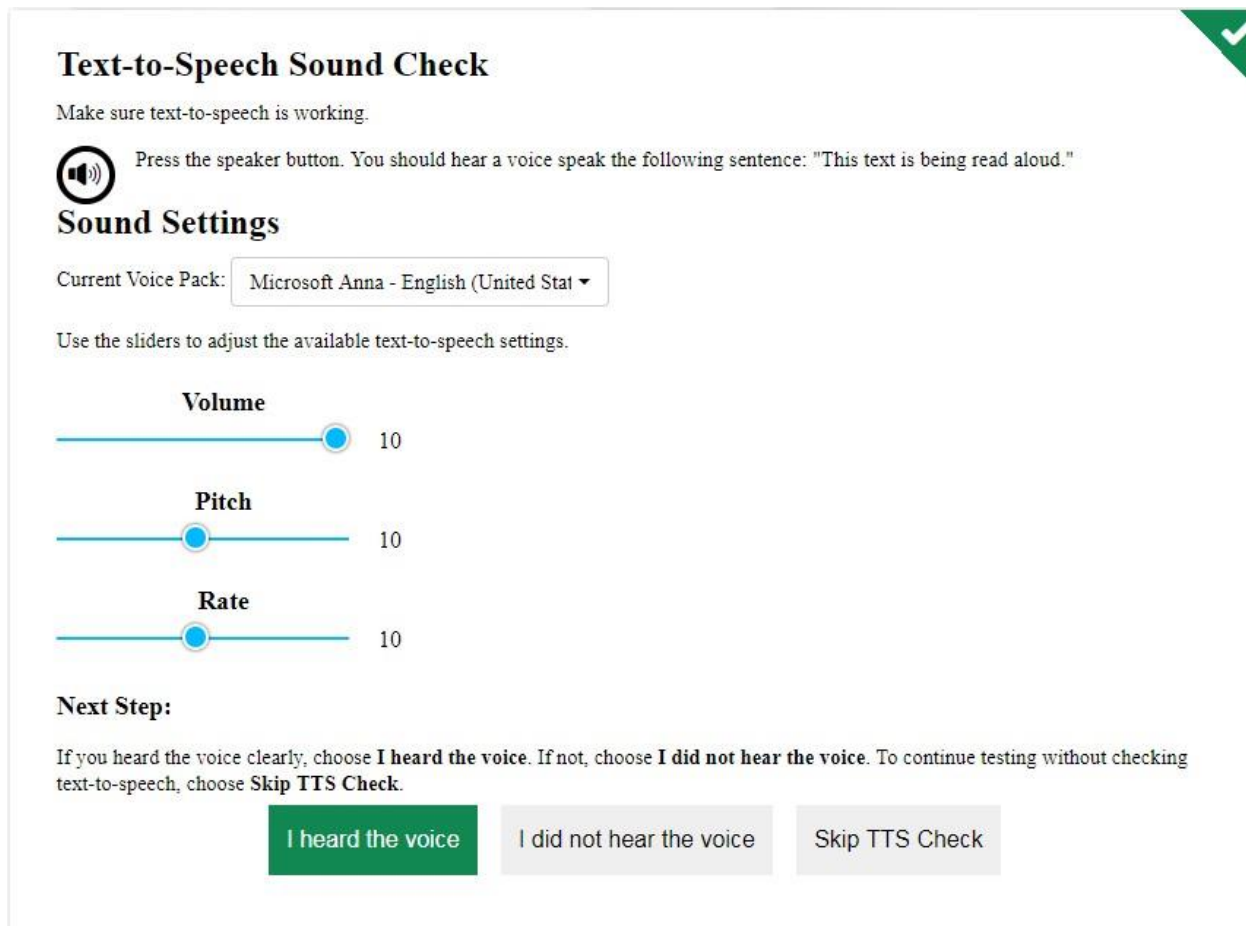
Students marked as requiring the text-to-speech designated support in TIDE will be asked to verify that their headsets are working properly (see Figure 16).

Figure 16. Text-to-Speech Sound Check Page

For only those students requiring the text-to-speech designated support, read the following.

> **SAY:** You will also see a Text-to-Speech Sound Check below the Audio/Video checks. Check the prompts to verify that the sound on your computer is working. Put your headsets on and click the green icon of a speaker to hear the sound. If you hear the voice, click [I heard the voice]. If not, raise your hand. You can adjust the volume, pitch, and rate of the voice by using the sliders.

For ALL students, read the following:

> **SAY:** The questions in this test cover many science topics. Although some of the questions may look difficult or unfamiliar, you may be able to figure out the answers if you read and think about them carefully.

> **If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing. If you would like to review that answer later, mark the question for review. Mark for Review is available in the upper right corner of the answer and represented by three horizontal lines. Flagging the question will remind you to go back and decide whether you want to change the answer later.**
>
> **You may PAUSE at any point in the test by clicking [PAUSE] rather than [NEXT] after answering an item. The PAUSE button is used to pause the test. Note that PAUSING for more than 20 minutes will prevent you from changing any answer on previous pages of the test. Please raise your hand if you need a break and ask me before you click [PAUSE].**
>
> **You will also have access to a calculator by clicking on the three horizontal lines in the upper right corner. In grades 8 and 11, there is also a periodic table available.**
>
> SAY: **Your answers need to be your own work. Please keep your eyes on your own test and remember that there should be no talking.**
>
> **When you are ready to begin your test, click [BEGIN TEST NOW] at the bottom of the page.**

The suggested testing time of at least 90 minutes is a recommendation of how much time students will need to complete the NGSS Assessments. Students should be given additional time if needed.

II.IV Monitoring Student Progress

Teachers may assist students in navigating the online test environment and responding to different item types (e.g., using the available global tools, such as the Mark for Review feature and the Next button), but they should **not** assist students with any content needed to answer questions.

It is very important that the teacher monitor student progress throughout the test session. The teacher may also use the Test Administration Interface to view the testing progress of any student using the Students in your Test Session table (see Figure 17). This site will not show test items or scores, but it will let the teacher see how many items have been delivered to each student (e.g., question 4/19), as well as the time the student spent on the assessment.

Figure 17. Students in Your Test Session Table

"SSID" is used as the designation in all CAI systems for "SASID," the State Assigned Student Identifier. These two acronyms—SSID and SASID—refer to the same 10-digit, unique student identification number.

Although the Test Administration Interface is designed to automatically refresh every 20 seconds, the teacher can refresh it manually at any time by clicking the refresh button, ⟳, at the upper right corner of the screen.

Do NOT click the web browser's refresh button to refresh the Test Administration Interface. Doing so may log the teacher out of the current session. If this happens, have students pause the test and create a new test session. Students should log in to the test again with the new test Session ID.

The information button (𝒊) in the Test Administration Interface also allows teachers to monitor and understand reasons that halt student progress.

If the test is administered on the same day, with a 10-minute break between 45-minute sessions, use the script below.

When there are approximately 10 minutes left in the first test session, read the following.

> **SAY:** **This test session is almost over. Please review any completed or marked-for-review questions now. If your test is paused for more than 20 minutes, you will not be able to see those questions again. Please PAUSE the test when you are finished reviewing your work. You will be able to return to the test after the break. Do not click [SUBMIT TEST] unless you are finished with your test.**

If the test is administered over two days, use the script below.

When there are 10 minutes left in the first test session, read the following.

> **SAY:** **This test session is almost over. Please review any completed or marked-for-review questions now. If your test is paused for more than 20 minutes, you will not be able to see those questions again. Please PAUSE the test when you are finished reviewing your work. You will be able to finish the test when the second session of the test is administered. Do not click [SUBMIT TEST] unless you are finished with your test.**

Use the script below after the break or the following day when the next session is administered.

If the pause is longer than 20 minutes and the original test session has expired, the teacher will need to start a new test session. In addition, if the test is paused for more than 20 minutes, students will not be allowed to review previously responded items.

> **SAY:** **Enter your first name followed by your student ID number using the information on the paper I gave you. Then enter the test session ID number exactly as it is written, without extra spaces or characters. Raise your hand if you need help typing this information. Follow the on-screen prompts and sign into the test session. Once I approve you for the test, you can resume working on the test.**

When there are 10 minutes left at the end of the second session, read the following.

> **SAY:** **This test session is almost over. Please review any completed or marked items now, as you will not be able to see those items again. Do not click [SUBMIT TEST] unless you are completely finished with your test. Once you submit your test, you will not be able to go back and review any questions. Please check all your work before submitting.**

When the time is up, read the following.

> **SAY:** **This test session is now over. If you have not finished, click [PAUSE] and you will be able to finish at another time. If you have finished, please click [SUBMIT TEST]. I will now collect scratch paper and any other materials.**

In the Test Administration Interface, the teacher should click [**Stop**] to end the test session and pause any student tests that are still in progress. Students who have not finished testing may return to complete the test at any time during the NGSS Assessment administration window. When finished, the teacher can log out of the Test Administration Interface by clicking the [**Logout**] button at the upper right corner of the screen.

II.V   Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents are reported in accordance with state and district policies (see Security of the Test Environment).

Any breaches in test security must be reported immediately to your District Administrator, who will contact the Connecticut State Department of Education Performance Office.

See Appendix C. Testing Improprieties, Irregularities, and Breaches and Appendix D. Examples of Test Security Violations for more information.

This page has been intentionally left blank

Section III. After NGSS Assessment Administration

III.I Participation Reports

Teachers, as well as district- and school-level users, can see how many students completed the NGSS Assessments in a school using the Monitoring Test Progress module in TIDE. To gain access to participation reports, follow the steps below.

1. From the Connecticut Comprehensive Assessment Program Portal (https://ct.portal.cambiumast.com/) select the **NGSS Assessments** program card.

   ASSESSMENT

   NGSS Assessments

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

2. Select the **TIDE** card.

   SYSTEM

   Test Information Distribution Engine (TIDE)

   Manage users, manage student information, and monitor test progress.
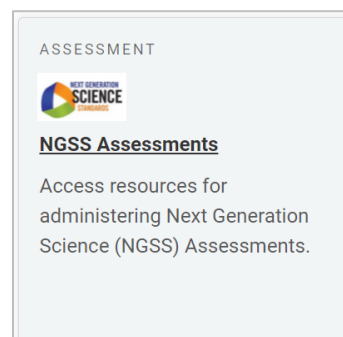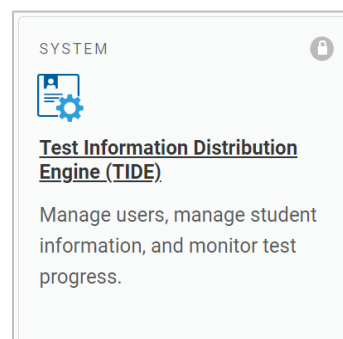
3. On the *Login* page, the teacher enters the email address and the password associated with their TIDE account in the respective fields. Then, the teacher clicks **Secure Login**. The TIDE dashboard appears.

   Login

   Email Address

   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.
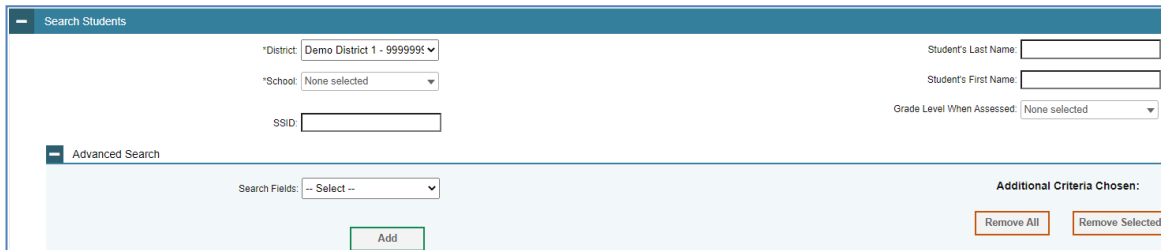
4. Click **Monitoring Test Progress** to expand the task menu.
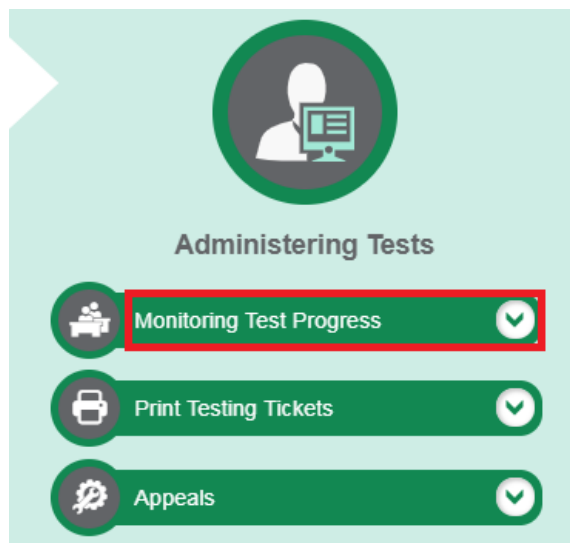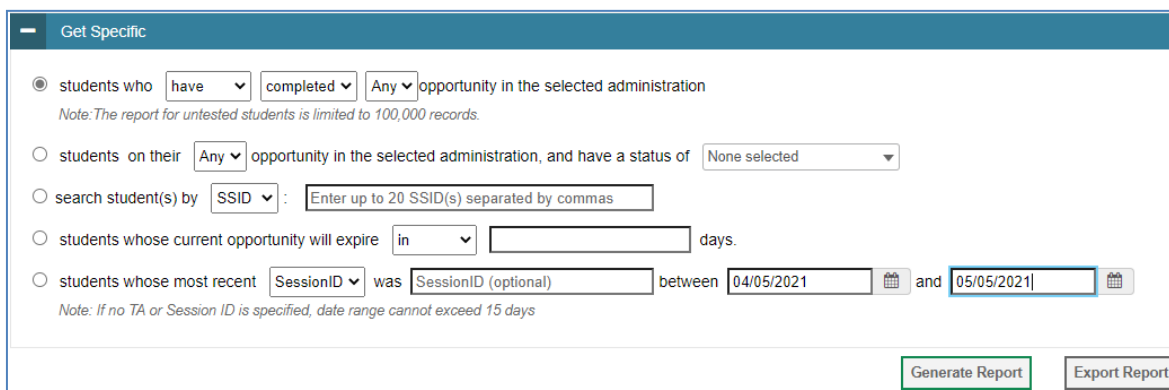
5. Select **Plan and Manage Testing** to gain access to participation reports.
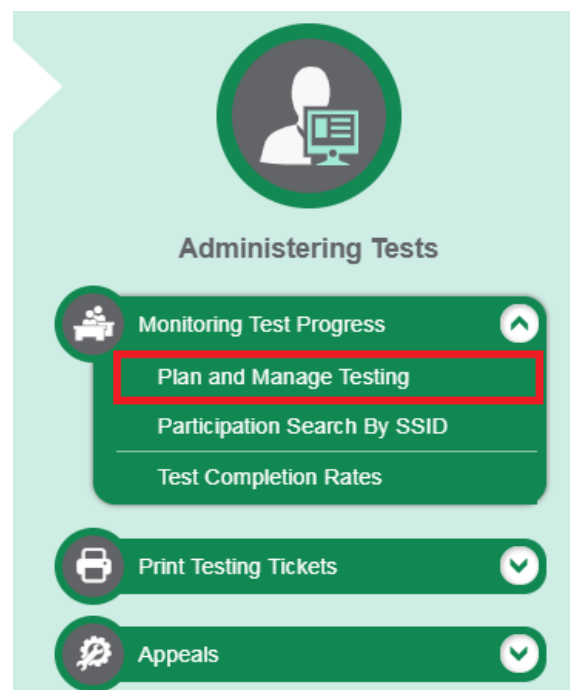
6. In the **Choose What** pane, make the following selections from the drop-down menu:
   o Test: NGSS Summative
   o Administration: 2023-2024
   o Test Name: Select all (specify this search criteria, as needed, to refine your search results)

7. In the **Search Students** pane, select your district, school, and teacher. Specify additional search criteria, as needed, to refine your search results.

8. In the **Get Specific** pane, select the radio button for one of the options and set the parameters for that option.

III.II Appeal Process

In the normal flow of test opportunities, students take tests in the Test Delivery System (TDS) and then submit them. Appeals are a way of interrupting this normal flow. A student may need to retake a test or have another test opportunity. A teacher may want to invalidate a test because of a hardware malfunction or a testing incident.

Teachers should work with their School Test Coordinators to submit relevant appeals in TIDE. The appeal will be reviewed by a staff member of the Connecticut State Department of Education within 24 hours after the appeal is received.

The outcomes indicated in Table 3 are possible following an appeal.

Table 3. Possible NGSS Assessment Appeal Outcomes

Appeal Type	Description of Possible Outcome
Invalidate a test	Invalidations are extremely rare. Invalidating a student's test eliminates the test opportunity, and the student will have no further opportunities to complete the test. Invalidated tests will not be scored.

Table 3. Possible NGSS Assessment Appeal Outcomes

Reset a test	Resetting a student's test allows the student to restart a test opportunity (removing all responses on the test) or allows the data entry operator to restart the data entry process. You can submit these appeals until the end of the test window. The CSDE may approve an appeal to reset a test in the event that certain test settings need to be changed because they were incorrectly set while the student is testing. Some embedded test settings will not appear until after the test has been reset.
Reopen a test	Re-open is used for a test that was completed, invalidated, or expired. This appeal is useful when a student is unable to complete a test due to a technological difficulty that results in the expiration of the test or a student is unable to complete the test before it expires due to an unanticipated excused absence or unanticipated school closure. When you submit an appeal to re-open a test, a Grace Period Extension (GPE) appeal will automatically be submitted.
Grace period extension	A grace period extension allows a student to review previously answered questions upon resuming a test or test segment after expiration of the pause timer. For example, a student pauses a test, and a 20-minute pause timer starts running. The following scenarios are possible: • If resuming the test within 20 minutes, a student can review previously answered questions. • Without a GPE, a student resuming the test after 20 minutes cannot review previously answered questions—a student can only work on unanswered questions. • Upon receiving a GPE, a student can review previously answered questions upon resuming the test. The normal pause rules apply to this opportunity.
Restore a test that was reset	Reversing a reset restores the student's responses to what they were before there set was processed. The CSDE will only approve an appeal to restore a test if a test was inadvertently or inappropriately reset.

Appendix A. Performance Office Contact Information

Table 4 includes the contact information for CSDE Performance Office NGSS Assessment support.

Table 4. CSDE Performance Office Contact Information

Name	Phone	E-mail
Student Assessment, Performance Office	860-713-6860	CTStudentAssessment@ct.gov
NGSS Assessment Support, Jeff Greig	860-713-6854	Jeff.Greig@ct.gov

This page has been intentionally left blank

Appendix B. Universal Tools, Designated Supports, and Accommodations

Table 5–Table 10 outline the embedded and non-embedded universal tools, designated supports, and accommodations that are available to students taking the NGSS Assessment. See the CSDE Assessment Guidelines for complete information on student accommodations and supports. See the TIDE User Guide for information on how to adjust and set student test settings.

Students requiring a Spanish version of the NGSS Assessment should be assigned this embedded accommodation or designated support in the Test Information Distribution Engine (TIDE) before the test administration. See the Embedded and Non- Embedded Designated Supports for English Learners brochure for more information.

Large Print materials must be ordered by the District Administrator in TIDE prior to testing. District Administrators should also verify the student's TIDE test settings to ensure that the large print accommodation is reflected based on the accommodations sync from CT-SEDS. If this field is not indicated, please reach out to the student's Case Manager so that the plan can be amended to include this accommodation in CT-SEDS.

Table 5. Embedded Universal Tools

Tool	Description
Desmos Calculator	The Desmos Calculator is available for all students taking the NGSS Assessment in Grades 5, 8, and 11. Students may use a hand-held calculator (per the calculator descriptions stated in this manual) as a non-embedded universal tool.
Digital Notepad	Students may use this tool to make notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Expandable Passages	Students may expand passages or stimuli so that they take up a larger portion of the screen.
Highlighter	Students may use this tool to mark desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.
Keyboard Navigation	Students may navigate through the test by using a keyboard. Students are provided with a document called Keyboard Commands for Students that explains the various keystrokes.
Line Reader	The student uses an on screen universal tool to assist in reading by raising and lowering the tool, allowing the student to focus on a single line of text on the screen.
Mark a Question for Review	Students may flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Periodic Table	The Periodic Table (presented in English and Spanish) is available on the Grade 8 and 11 NGSS.

Strikethrough	Students may cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Writing Tools	Students may use selected writing tools (e.g., bold, italic, bullets, undo/redo) for all student-generated responses.
Zoom	Students may use this tool to enlarge text or graphics in a window or frame. The default size for all tests is 14-point font. Students can enlarge text and graphics using the Zoom In button or return to the default size using the Zoom Out button. The Zoom feature only changes the size of text and graphics on the current screen. To increase the default print size of the entire test (from 1.5X to 3.0X default size), the print size must be set for the student in TIDE prior to the start of the test. This is the only feature that teachers can set. The use of this universal tool may result in the student's needing additional time to complete the assessment.

Table 6. Non-Embedded Universal Tools

Tool	Description
Breaks	The number of items per session can be flexibly defined based on students' needs. Breaks of more than 20 minutes will prevent students from returning to items already attempted unless an appeal for a test-reopen is requested by the District Administrator. There is no limit on the number of breaks that students might be given. The use of this universal tool may result in the students' needing additional time to complete the assessment. Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes, individual students may take breaks, when needed, to reduce cognitive fatigue from heavy assessment demands. The use of this universal tool may result in the student's needing additional time to complete the assessment.
Calculator	When the embedded Desmos Calculator is not suitable for students participating in the NGSS, the provision of a battery-operated, hand-held calculator may be appropriate. If a calculator is provided, teachers must ensure that the device is functional, has working batteries, and that students are familiar and comfortable with how to use it. Students may not use calculators available on their phones, iPads, or other electronic devices. Students may not share calculators. Depending on the students' grade, the following calculator types are permissible: • Grade 5 – basic calculator • Grade 8 – scientific calculator • Grade 11 – graphing calculator Security Requirements: • Calculators with keyboards and/or communication functionality are NOT allowed unless requested through a special documented accommodation per a student's IEP or 504 Plan. • Calculators cannot be shared between students during testing. Each student will need to use either their own calculator or the online calculator available through the student interface. • Calculators used during testing should be those used during instruction, so they are familiar to the students.

	• Talking calculators may be used by students who require them per their IEP or 504 Plan; however, the TA must prevent distractions for other students using procedures such as using the calculator with earphones or testing the student in a separate test environment. • Teachers must actively proctor to ensure that students are not gaining access to stored information on the calculator. Appendix B includes a list of approved calculators for the Connecticut SAT School Day that should be used as guidance for the Grade 11 NGSS Assessment.
Scratch Paper/ Whiteboard with Marker	Scratch paper may be provided to make notes, write computations, or record responses. Any kind of paper can be used for science. A whiteboard with marker may be used as scratch paper.

Table 7. Embedded Designated Supports

Support	Description
Color Contrast	Students may adjust screen background or font color, based on needs or preferences. This may include reversing the colors for the entire Student Interface or choosing the color of font and background; options include Black on White; Yellow on Blue; Medium Gray on Light Gray; Red on White, White on Red, Yellow on Black, Black on Rose, or Reverse Contrast.
Masking	Students may block off content that is not of immediate need or that may be distracting. Students can focus their attention on a specific part of a test item by masking. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.
Mouse Pointer (Size and Color)	Students may request that the size and color of the mouse pointer be changed.
Permissive Mode	Students can use accessibility software, such as screen readers or magnifiers, during testing.
Print Size Online	Print size online allows the font size viewed by the student in the test delivery system to be preset for the entire test. This designated support is generally most beneficial for students with visual disabilities.
Spanish Presentation (Toggle)	Spanish translations are a language support available for select Spanish-speaking students. The item is presented in Spanish, but there is a button students can select that will enable them to toggle to the English version of the item translation. For students whose primary language is not English and who use dual language supports in the classroom, the use of the translation may be appropriate. This support should only be used for students who are proficient readers in Spanish but are not proficient in English.
Streamline	This accommodation allows any tests to be presented without a split screen. Items are presented sequentially below the stimuli.
Text-to-Speech	Students may have the text read aloud via embedded text-to-speech (TTS) technology. The student can control the speed, as well as raise or lower the volume of the voice via a volume control. Students will need to wear headsets to minimize distraction. TTS is available in Spanish if set in TIDE with Spanish Presentation (Toggle) also activated.
Turn Off Universal Tools	The student may request that any universal tools that might be distracting, that students do not need to use, or that students are unable to use be disabled while they are testing.

Table 8. Non-Embedded Designated Supports

Support	Description
Amplification	The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices.
Bilingual Dictionary	A bilingual/dual language word-to-word dictionary is a language support. For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student's needing additional time to complete the assessment. Glossaries Authorized for Use by English Language Learners on MCAS provide potential resources for word-to-word dictionaries and are allowed on Connecticut's statewide assessments.
Color Overlay	Color transparencies may be placed over a paper-based assessment. Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). The student must have the print-on-demand accommodation or use a large-print test booklet in order to use this designated support. Choice of color should be informed by evidence of those colors that meet the student's needs.
Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by students who use assistive technology devices. Magnification allows the student to increase the size to a level not supported by the Zoom universal tool. Students who are used to viewing enlarged text, graphics, or navigation buttons may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in those students' needing additional time to complete the assessment.
Native Language Reader of Test Directions	All test directions may be read and clarified in English or the student's native language for English learner (EL) students who have been identified as needing this support. A non-certified or certified staff person may administer this accommodation.
Translated Test Directions in ASL	Intended for a student who is deaf or hard of hearing, this language support allows a qualified test administrator to sign or provide visual language support of the test directions script within the SAY boxes in the NGSS Test Administration Manual (TAM).
Printed Test Directions in English	This language support provides the student with a visual reference in English for test directions/script within the SAY boxes in the NGSS Test Administration Manual.
Noise Buffer	Students may use ear mufflers, white noise, WhisperPhone, or other equipment to block external sounds. A student (not groups of students) may wear equipment to reduce environmental noises. Students may have these testing variations if they regularly use them in the classroom. Students who use noise buffers will need headphones unless they are tested individually in a separate setting.

Read Aloud Stimuli and Items	Text is read aloud to students by a trained and qualified human reader who follows the Test Administration Manual, security procedures, and Read Aloud Guidelines. All or portions of the content may be read aloud. Students who are struggling readers may need assistance gaining access to the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities or by students who are blind and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers must be provided to students on an individual basis, not a group of students. Students should have the option of asking a reader to slow down or repeat text. The use of this support may result in one or more students' needing additional time to complete the assessment, and they will need to be tested in a separate setting.
Read Aloud Stimuli and Items (Spanish)	Spanish text is read aloud to the student by a trained and qualified human reader who follows the test administration manual, security procedures, and the Guidelines for Spanish Read Aloud, Test Reader. Readers must be provided to students on an individual basis, not to a group of students.
Separate Setting	Students who are easily distracted (or may distract others) may need an alternative location to be able to take the assessment. The separate setting may be a different room that allows the students to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners; in a study carrel; with a WhisperPhone; near the teacher's desk; or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A designated adult, employed by the school and trained in a manner consistent with the Test Administration Manual (TAM), including security procedures, may act as test proctor (teacher) for the student. Some designated supports or accommodations require students to be assessed individually. These students would also require a separate setting. Examples include students who gain access to the Read Aloud designated support or accommodation, scribe, or speech-to-text.

Table 9. Embedded Accommodations

Accommodation	Description
Braille Type	Access to braille (UEB Contracted + Nemeth), in conjunction with other technologies, is available through the online Test Delivery System when Permissive mode is set to YES in the student's Test Settings in TIDE. Technology, such as refreshable braille devices or the use of a braille embosser, is available on the NGSS Assessments for students who use them. View this video for more information on using braille as an embedded accommodation.

Table 10. Non-Embedded Accommodations

Accommodation	Description
Abacus	This tool may be used in place of scratch paper for students who typically use an abacus during instruction as documented in the student's IEP or Section 504 Plan.
Alternative Response Options	Alternate response options include, but are not limited to, adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation to gain access to the NGSS Assessments. Some alternate response options are external devices that must be plugged in and must be compatible with the assessment delivery platform. For more information, refer to the Configuring Assistive Technologies.
Braille Booklet	This accommodation is a fixed-form test booklet that provides all content in braille (UEB Contracted + Nemeth). It is typically used by students who have visual disabilities. Contracted or non-contracted forms of braille may be selected.
Sign Language for Test Items	The Human Signer is considered a Special Documented Accommodation. The sign language accommodation for the Standard Science Assessment allows a qualified teacher to sign the test directions or test content to a student who is deaf or hard of hearing. Students are tested individually, and, if necessary, a sign language interpreter may assist in test administration by providing directions and clarifying information.
Large-Print Booklet	This accommodation is a fixed-form test booklet that provides enlarged content. It is typically used by students who have visual disabilities.
Print on Demand	Print on Demand is a Special Documented Accommodation that requires formal approval by the CSDE. Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students need this accommodation. The use of this accommodation may result in students' needing additional time to complete the assessment. Permissive mode must be indicated within the TIDE system to gain access to this accommodation.
Scribe	A Scribe is a Special Documented Accommodation. Teachers must be trained and must complete the Scribe Protocol provided by the CSDE when the special accommodation petition permission has been approved. Students dictate their responses to a qualified person who records verbatim what they dictate. These students may have significant processing or motor difficulties requiring a scribe for lengthy responses in instruction and assessment. This accommodation may result in students' needing additional time to complete the assessment. Follow the Scribe Protocol for more information.
Specialized Calculator (Braille/Talking Calculator)	A specialized calculator (Braille/Talking Calculator) is typically used during instruction for students who are blind. A specialized calculator may also be used for those students who gain access to calculators by using assistive technology devices.

NEXT GENERATION SCIENCE STANDARDS (NGSS) ASSESSMENT NON-EMBEDDED CALCULATORS

Below is a list of approved calculators for the Connecticut SAT School Day that should be used as guidance if a calculator is needed as a non-embedded universal tool for the Grade 11 NGSS Assessment. All scientific calculators are acceptable if they do not have any of the features listed under Unacceptable Calculators, all four-function calculators are allowed (but not recommended), and most graphing calculators are acceptable. Check the list of acceptable graphic calculators below for models that are permitted.

ACCEPTABLE   CALCULATORS

Acceptable Calculators		
Casio	**Texas Instrument**	**Other**
- FX-6000 series - FX-6200 series - FX-6300 series - FX-6500 series - FX-7000 series - FX-7300 series - FX-7400 series - FX-7500 series - FX-7700 series - FX-7800 series - FX-8000 series - FX-8500 series - FX-8700 series - FX-8800 series - Graph25 series - FX-9700 series - FX-9750 series - FX-9860 series - CFX-9800 series - CFX-9850 series - CFX-9950 series - CFX-9970 series - FX 1.0 series	- TI-73 - TI-80 - TI-81 - TI-82 - TI-83 - TI-83 Plus - TI-83 Plus Silver - TI-84 Plus - TI-84 Plus CE - TI-84 Plus Silver - TI-84 Plus C Silver - TI-84 Plus T - TI-84 Plus CE-T - TI-84 Plus CE Python - TI-84 Plus CE Python Edition - TI-85 - TI-86 - TI-89 - TI-89 Titanium - TI-Nspire - TI-Nspire CX - TI-Nspire CX II - TI-Nspire CX II-T	**Hewlett-Packard** - HP-9G - HP-28 series - HP-38G - HP-39 series - HP-40 series - HP-48 series - HP-49 series - HP-50 series - HP Prime **Radio Shack** - EC-4033 - EC-4034 - EC-4037 **Sharp** - EL-5200 - EL-9200 series - EL-9300 series - EL-9600 series** - EL-9900 series

		Other
• Algebra FX 2.0 series	• TI-Nspire CM-C	• Datexx DS-883
• FX-CG-10	• TI-Nspire CAS	• Micronta
• FX-CG-20 series	• TI-Nspire CX CAS	• NumWorks
• FX-CG-50	• TI-Nspire CX II CAS	• Smart2
• Graph35 series	• TI-Nspire CX II-T CAS	
• Graph75 series	• TI-Nspire CM-C CAS	
• Graph95 series	• TI-Nspire CX-C CAS	
• Graph100 series	• TI-Nspire CX II-C CAS	
• FX-CG500**		

** The use of a stylus is not permitted.

UNACCEPTABLE   CALCULATORS

Students are not allowed to use any of the following items as a calculator:

- Laptops or other computers, tablets, cell phones, or smartphones
- Smartwatches or wearable technology of any kind
- Models that can gain access to the Internet, or have wireless, Bluetooth, cellular, audio/video recording and playing, camera, or any other smart phone type feature
- Models that have a computer-style (QWERTY) keypad, pen-input, or stylus
- Models that use electrical outlets, make noise, or have a paper tape
- Calculator function on a mobile phone
- In addition, the use of hardware peripherals such as a stylus with an approved calculator is not permitted. Some models with touch-screen capability are not permitted (e.g., Casio ClassPad).

Appendix C. Testing Improprieties, Irregularities, and Breaches

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give students an unfair advantage or because they compromise the security of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in Table 11.

There are times when these situations may even require a retest of an individual or a group of students. Any breaches in test security must be reported immediately to your District Administrator, who will contact the Connecticut State Department of Education Performance Office.

Table 11. Definitions for Test Security Incidents

Type	Definition
Breach	A test security incident that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk.
	A breach incident must be reported to the District Administrator immediately and entered in TIDE (should an appeal be required). **Breaches require immediate attention and escalation to the state**. **Any breaches in test security must be reported immediately to your District Administrator, who will contact the Connecticut State Department of Education Performance Office.**
Irregularity	A test security incident that affects an individual or group of students who are testing, and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected by the district/school and submitted to the online appeals system for resolution, if necessary. **An irregularity must be reported to the District Administrator immediately and entered in the appeals module of TIDE (should an appeal be required).**
Impropriety	A test security incident that has a low impact on the individual or group of students who are testing and has a low risk of affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. An impropriety should be reported to the District Administrator immediately and entered in the appeals module of TIDE (should an appeal be required).

It is important for teachers to ensure that the physical conditions in the testing room meet the criteria for a secure test environment. See Security of the Test Environment for more details.

This page has been intentionally left blank

Appendix D. Test Security Violations

The **Test Security Chart** shows the test security incident levels and examples of types of issues.

Level of Severity & Potential Effect on Test Security	Types of Issues
LOW **Impropriety**	Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.
	Student(s) leave the test room without authorization.
	Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.
MEDIUM **Irregularity**	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information. Student(s) accessing the Internet or any unauthorized software or applications during testing.
	Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, smart watches, iPods, or electronic translators) during testing. In addition, student(s) accessing calculators during a non-calculator segment.
	Administrator or Coordinator leaving related instructional materials on the walls in the testing room.
	Administrator or Coordinator failing to ensure administration and supervision of any state summative assessments by qualified, trained personnel.
	Administrator giving incorrect instructions that are not corrected prior to testing.
	Administrator or Coordinator giving out his or her username/password (via email or otherwise), including to other authorized users.
	Administrator allowing students to continue testing beyond the close of the testing window.
	Administrator or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
	Administrator providing students with non-allowable materials or devices during test administration or allowing inappropriate designated supports and/or accommodations during test administration.
	Administrator allowing anyone other than a student to log in to the test unless prescribed as an allowable accommodation in the student's Individualized Education Program (IEP). This includes Test Administrators (TAs) or other staff using student information to log in or allowing a student to log in using another student's information.
	Administrator providing a student access to another student's work/responses.
HIGH **Breach**	Administrator or Coordinator modifying student responses or records at any time.
	The live Student Interface or TA Interface being used for practice instead of the Interim, Training, or Practice Tests.
	Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
	Administrator allowing students to take home printed test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials.
	Adult or student copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes.
	Secure test materials being shared with the media (such as the writing prompts, test items, or reading passages), or allowing media to observe a secure test administration.
	Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

This page has been intentionally left blank