



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Office Hours

Accessibility and Accommodations/
Connecticut Alternate Assessments

March 15, 2021



About this Session

- **This session will be recorded.**
- **A PDF of this presentation will be posted to the portal.**
- **This session will not address remote summative assessments.**
- **Ask questions using the Question and Answers feature or at the end of the session, feel free to “raise your hand” and ask in person.**



Contact Information

Bureau Chief
Abe Krisst

Abe.Krisst@ct.gov
(860) 713-6894

Special Populations and Accommodations (Smarter, NGSS, Connecticut SAT School Day, Alternate Assessments)

Deirdre Ducharme

Deirdre.Ducharme@ct.gov
(860) 713-6859

Janet Stuck

Janet.Stuck@ct.gov
(860) 713-6837

NGSS Standard and CTAS

Jeff Greig

Jeff.Greig@ct.gov
(860) 713-6854



CSDE Assessment Staff

Smarter Balanced/Interims All Appeals

Cristi Alberino, Ph.D.

Cristi.Alberino@ct.gov

(860) 713-6862

Connecticut SAT School Day

Michelle Rosado

Michelle.Rosado@ct.gov

(860) 713-6748

Support for ALL Assessments

Marlene Chameroy

Marlene.Chameroy@ct.gov

(860) 713-6860



Agenda

Smarter Balanced/NGSS

- Updates
- Reminders
- Text-to-Speech of the ELA Reading Passages
- Medical Exemption Procedures

Alternate Assessment Eligibility Form


- Connecticut Alternate Assessment Eligibility Form Submissions
- Preparing for Testing
- The Early Stopping Rule

Questions



Updates

- District Administrators should receive hardcopy Smarter Balanced, NGSS, and CTAA TAMs by March 19.
- Verify that all designated supports and accommodations are set in TIDE.
- New Resource: [Connecticut Smarter Balanced and NGSS Reader Options Table](#)


 Connecticut Smarter Balanced and NGSS Assessment Reader Options Table

Item	Category	Purpose	Requirements	Documentation
Text-to-Speech of ELA Items, Math and Science Stimuli & Items	Embedded Designated Support	The text for ELA test items and math and science stimuli and test items are read to the student via embedded text-to-speech technology. The student is able to control the speed, as well as raise or lower the volume of the voice via a volume control.	-The student should be familiar with this support and use it regularly during instruction. -The educational team must agree that this designated support is beneficial to the student for assessment purposes. The district user sets the designated support for each subtest in the TIDE system. -Available for both in-person and remote testing. -Headsets are required.	
Text-to-Speech of ELA Reading Passages	Embedded Accommodation	The ELA Reading Passages are read aloud to the student via embedded text-to-speech technology. The student is able to control the speed, as well as raise or lower the volume of the voice via a volume control.	-The student must have an IEP or Section 504 plan specifying the need for all content to be read to the student (text-reader of passages). -Typically this is due to a print or visual disability and the student would most likely be using Accessible Educational Materials (AEM). -The student should be familiar with this accommodation and use it regularly during instruction. -The Planning and Placement Team or Section 504 Planning Team must agree that evidence supports need and that this accommodation is beneficial to the student during instruction and assessment. -This accommodation must be set in the TIDE system by the district user. -The 2020-21 Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages must be completed and submitted electronically to the CSDE prior to testing. -Generally, these students would also have the Embedded Designated Support of Text-to-Speech for ELA, math, and science (if applicable). -Available for both in-person and remote testing. -Headsets are required.	<ul style="list-style-type: none"> • IEP or Section 504 Plan • Complete the Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages and electronically submit to the CSDE. • Set the Embedded Text-to-Speech for ELA Passages Accommodation (and designated support for embedded Text-to-Speech) for each assessment in TIDE.
Read Aloud of ELA Items (Not ELA Passages), Math and Science Stimuli & Items	Non-Embedded Designated Support	ELA test items (not the ELA Reading Passages) and Math and Science stimuli and test items aloud to the student in a 1 to 1 setting by a trained and qualified human reader.	-The student should be familiar with this support and use it regularly during instruction. -The educational team must agree that this designated support is beneficial to the student for assessment purposes. -The designated support is set in the TIDE system.	The qualified individual acting as the reader should reference the Guidelines for Read Aloud, Text Reader .

March 11, 2021 CSDE/Connecticut Smarter Balanced and NGSS Assessment Reader Options Table Page 1 of 2



Reminders

- Encourage teachers to set up Practice Tests with students using the [TA Practice and Training Site](#) prior to testing (review test features with students (e.g. test format, navigating the test screen, universal tools, designated supports, accommodations)).
- Show students how to navigate specific test items using [Item Type Tutorial](#) with students.



The screenshot displays the 'Item Type Tutorials' page on the Connecticut State Department of Education's Comprehensive Assessment Program Portal. The page features a navigation bar with links for Home, Get Started, Resources, Supported Browsers, and Register for email updates. The main content area is titled 'Item Type Tutorials' and includes a brief introduction: 'Item type tutorials show users how to navigate the items and tools available while taking an online assessment. While testing, item type tutorials are accessible to students throughout the assessment. Students can review the tutorials here to become familiar with the different item types that may appear on an assessment. Descriptions of the item types are provided below. Click an item type to view its tutorial. * Please note these tutorials have closed captioning and no audio.'

Four item type tutorials are listed:

- Equation Response**: This item type displays a basic numeric keypad or a full array of mathematical operators, symbols, and functions that must be used to demonstrate an answer. To complete the item, the student must navigate the tool keypad.
- Evidence Based Selected Response**: This item type has a multi-part question related to the accompanying passage shown on the left. All parts must be answered before proceeding to the next question.
- Grid Item**: This item type is interactive and allows the student to use a number of mechanisms to demonstrate an answer. Mechanisms include dragging and dropping objects to different sections of the answer space, highlighting or selecting different sections of a given graphic in the answer space, plotting points and creating lines and shapes with action buttons provided at the top of the answer space, or a combination of these mechanisms.
- Hot Text**: This item type gives the student the ability to highlight or move text. Words or groups of words can be selected, dragged, and rearranged. The student may also have the ability to highlight specific words or phrases.



Text-to-Speech of the ELA Reading Passages

Reminder!

Submit the [Decision Guidelines for Text-to-Speech of the ELA Reading Passages](#) for those students eligible for this accommodation.



2020-21 Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages

Use this form to help determine the need for the embedded text-to-speech of the reading passages assessment accommodation. This accommodation is **only** for students in Grades 3-8 with a *documented print disability*, or for *blind students* who do not yet have adequate braille skills. Please **submit this form electronically by selecting this link**.



Student has: IEP 504 Plan
 Student Name: _____ SASID: _____ District: _____ School: _____ Grade: _____ Date: _____
 Responses in shaded boxes may indicate a need for the embedded text-to-speech of the ELA Reading Passages. A **preponderance of evidence** should exist rather than one or two marks in shaded boxes to support the eligibility of a student in Grades 3-8 for text-to-speech of the reading passages accommodation.

Question	Assurance- For students with an IEP, evidence found on:	Yes	No
1a. Is this student blind or does this student have a significant visual impairment?	<ul style="list-style-type: none"> Page 1: -----COVER PAGE WITH DISABILITY CATEGORY Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE 		
1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	<ul style="list-style-type: none"> Page 10: -----SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA 		
2. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> Page 10: -----SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA 		
3. Does the student's disability impact the student's ability to access the curriculum across all academic subjects?	<ul style="list-style-type: none"> Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE Page 7: ----- GOAL & OBJECTIVES 		
4. Are interventions being utilized to improve the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> Pages 4 & 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE Page 7: ----- GOAL & OBJECTIVES 		
5. Does the student use text-to-speech (computer), assistive technology software or audio books during instruction?	<ul style="list-style-type: none"> Page 8: -----PROGRAM ACCOMMODATIONS AND MODIFICATIONS Page 11: -----SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION 		
6. Does the student belong to Bookshare (or similar organization) or use identified accessible educational materials? (See Determining the Need for Accessible Educational Materials (AEM) and Acquiring AEM from the Appropriate Sources for more information.)	<ul style="list-style-type: none"> Page 8: -----PROGRAM ACCOMMODATIONS AND MODIFICATIONS Page 11: -----SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION 		
7. Does the student use text-to-speech (computer) during Smarter Balanced Assessments or other class or districtwide assessments?	<ul style="list-style-type: none"> Page 8: -----PROGRAM ACCOMMODATIONS AND MODIFICATIONS Page 9: -----STATE AND DISTRICT TESTING AND ACCOMMODATIONS 		

By the submission of this form, we acknowledge that this student qualifies to receive the Smarter Balanced Assessments accommodation of Text-to-Speech (computer) of ELA Reading Passages.

Teacher Name _____ Print / Telephone _____
 Special Education Director Name _____ Print / Telephone _____
 District Administrator Name (DA in TIDE) _____ Print / Telephone _____

Updated 6/30/20



Medical Exemption Procedures

In Connecticut, the exemption determination for a medical emergency rests primarily on the following criteria:

The student is unable to attend school and is medically/emotionally unavailable for homebound/hospitalized instruction for the entire testing window.

- Medical Exemption forms for the **Connecticut SAT School Day** are due by **May 25, 2021**; and
- Medical Exemption forms for **Smarter Balanced, the NGSS, and the Connecticut Alternate Assessments (CTAA/CTAS)** are due no later than **June 11, 2021**.

See Appendix B of the [Assessment Guidelines](#).



Key Resources

- [Connecticut Comprehensive Assessment Program Portal](#)
- CSDE [Web page](#)
- CSDE Student Assessment [Web page](#)
- [Assessment Guidelines](#)
- [Embedded and Non-Embedded Designated Supports for English Learners](#)
- [Student Materials](#) (e.g., Periodic Tables, Keyboard Commands)
- Smarter Balanced & NGSS [Practice Tests](#)
- [Student Assessment Newsletter](#)



The Connecticut Alternate Assessment System for Eligible Students with Significant Cognitive Disabilities



Connecticut Alternate Assessment Eligibility Form Submissions



Reminder!

Contact the Connecticut Helpdesk (1-844-202-7583) to request the activation of the Alt Flag Indicator for any Connecticut Alternate Assessment Eligibility Form submitted after February 15.



Preparing for Testing

In preparation for testing, TEAs should:

- ✓ Refer to the [CTAA Responsibility Checklist](#).
- ✓ Refer to the [CTAS Responsibility Checklist](#).
- ✓ Download Directions for Test Administration (located in TIDE) (grade and subject specific).
- ✓ Review Test Administration Manuals for [CTAA](#) and [CTAS](#).
- ✓ Set up Testing Schedules.
- ✓ Make sure the test environment and accommodations are appropriate for testing.



Locating Directions for Test Administration (DTA)

Only trained TEAs have access to Secure Test Material in TIDE.

Under the Preparing for Testing in TIDE, select Secure Test Materials.

Then, select the grade.

Download the files and print.



<input type="checkbox"/>	Name	Creation Date	Expire Date
<input type="checkbox"/>	CTAA - 2021 - Grade 11 Directions for Test Administration.zip General	03/10/2021 10:40 AM	06/04/2021 12:00 AM
<input type="checkbox"/>	CTAA - 2021 - Grade 3 Directions for Test Administration.zip General	03/10/2021 10:40 AM	06/04/2021 12:00 AM
<input checked="" type="checkbox"/>	CTAA - 2021 - Grade 4 Directions for Test Administration.zip General	03/10/2021 10:40 AM	06/04/2021 12:00 AM
<input type="checkbox"/>	CTAA - 2021 - Grade 5 Directions for Test Administration.zip General	03/10/2021 10:40 AM	06/04/2021 12:00 AM

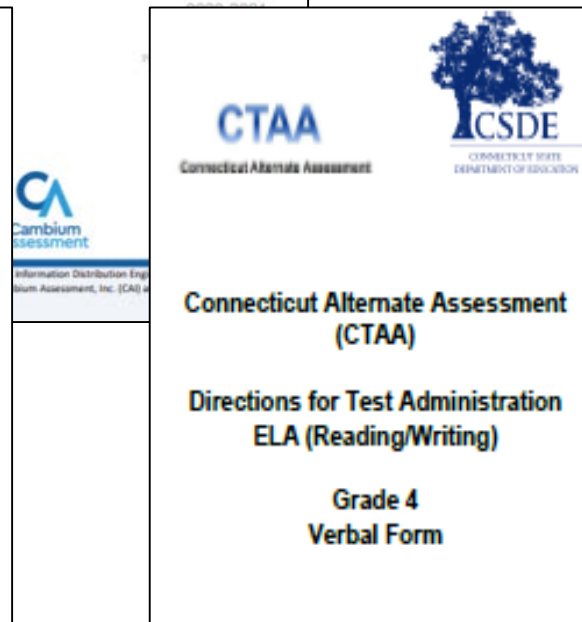
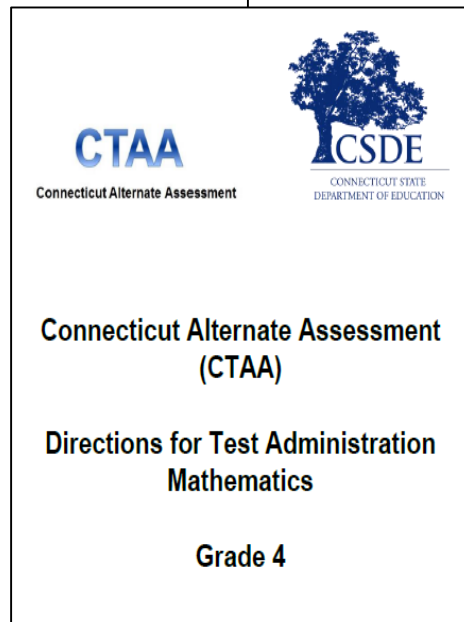
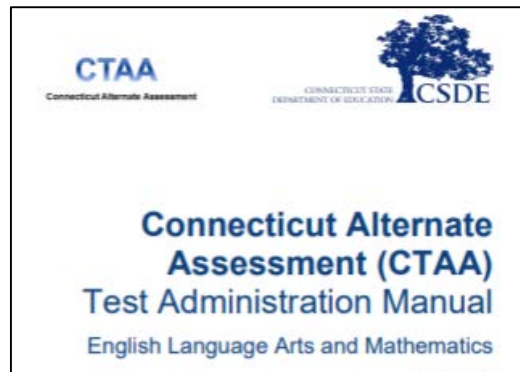
Name	Type
CTAA - 2021 - Grade 4 Directions f...	Compressed (zipped) Fold...



Locating Directions for Test Administration (DTA)

DTAs and the embedded scripts must be followed verbatim at the time of test administration.

The DTAs must also be used in conjunction with the [CTAA Test Administration Manual](#).



Early Stopping Rule

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



General Characteristics

Students who are typically eligible for the ESR receive some of the most complex support for their needs even when compared to their peers with significant cognitive disabilities also participating in the alternate assessments.

Students who are typically eligible for the ESR have

- an uncertain response to stimuli
- the most significant adaptive behavioral needs
- not yet established a mode of communication
- a pervasive need for adult support throughout their lives



Early Stopping Rule Procedures

Teachers must attempt to administer the first four items for each subtest. If the student does not have a mode of communication and cannot respond to the test items, the test should be paused.

Remind your TEAs of the following:

- ✓ Review Session 4 of the Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate (TEAs).
- ✓ Review the [Early Stopping Rule Flowchart](#).
- ✓ Contact the DA if student initially qualifies.
- ✓ Contact the CSDE to discuss next steps.



Resources for Alternate Assessments

[The Connecticut Alternate Assessments \(CTAA\) for English Language Arts and Mathematics TEA Responsibility Checklist](#)

[The Connecticut Alternate Science \(CTAS\) Assessment TEA Responsibility Checklist](#)

[Connecticut Alternate Assessment System User Guide](#)

[CTAA Test Administration Manual](#)

[CTAS Test Administration Manual](#)



2020 - 21 Assessment Office Hours*

Date	Topics
April 1 and every Thursday (3 p.m.)	Smarter, NGSS, CTAS and CTAA Topics (April 8 and April 15 – fully dedicated to the Remote Proctoring Tool)

Please register for the series of [Office Hours for 2021 Assessments](#).



Questions?

