



CTAA
Connecticut Alternate Assessment



Connecticut
Alternate
Science
Assessment

CONNECTICUT STATE
DEPARTMENT OF EDUCATION



Connecticut Comprehensive Assessment Program Test Coordinator Manual

2023-2024

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Descriptions of the operation of the Test Information Distribution Engine, Test Delivery System, and related systems are property of Cambium Assessment, Inc. (CAI) and are used with the permission of CAI.

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Overview

Test Coordinator's Manual Contents—The Test Coordinator's Manual (TCM) will provide the District Administrator with information pertinent to testing for the following summative statewide student assessments supported by Cambium Assessment, Inc. (CAI): Smarter Balanced Summative Assessments, the Next Generation Science Standards (NGSS) Summative Assessments, the Connecticut Alternate Assessment (CTAA) in English language arts (ELA) and mathematics, the Connecticut Alternate Science (CTAS) Assessment, and the Connecticut Alternate Assessment of English Language Proficiency (CAAELP). This manual does not include directions for the Connecticut SAT School Day, the English Language Proficiency Assessment (LAS Links), the Connecticut Physical Fitness Assessment, or the Kindergarten Entrance Inventory.

Content Area	Assessment	Grade(s)	Testing Window
English Language Arts	Smarter Balanced Summative Assessments	3-8	March 25–May 31, 2024
Mathematics	Smarter Balanced Summative Assessments	3-8	March 25–May 31, 2024
Science	Next Generation Science Assessment	5, 8, and 11	February 5–May 31, 2024 (Grade 11) March 25–May 31, 2024 (Grades 5-8)
ELA & Mathematics	Connecticut Alternate Assessments (CTAA)	3-8 and 11	March 25–May 31, 2024
Science	Connecticut Alternate Science (CTAS) Assessment	5, 8, and 11	March 25–May 31, 2024 (administered year-round, but these dates reflect the submission window for the Student Score Worksheet to the Data Entry Interface)
Alternate English Language Proficiency	Connecticut Alternate Assessment of English Language Proficiency (CAAELP)	k-12	February 1–March 29, 2024



Assessment Resources and Help Desk Information

[Connecticut Comprehensive Assessment Program Portal](#)

This website is the home page for all assessment administration information for the following assessments: Smarter Balanced, NGSS, CTA, CTAS, and CAAELP.

Please note that this website is not associated with the Connecticut SAT School Day, LAS Links, the Connecticut Physical Fitness Assessment, or the Kindergarten Entrance Inventory.

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 window (except holidays).

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 (e.g., downloading the secure browser, etc.);
- password resets for district and school user accounts; and
- test settings (designated supports) are inaccurate.

When contacting the Help Desk, 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, content area, and the name of the test.



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Test Security

Ensuring Test Security

All test items and test materials that are associated with the summative assessments, such as the directions for test administration (DTAs), and embossed and printed items are secure and must be appropriately handled. Secure handling protects the integrity and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure that the assessment results are valid.

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 of test materials, failing to return test materials, coaching students, giving students answers, and/or changing students' answers. Such acts may lead to the invalidation of an entire school district's student test scores, disruption of the test system state-wide, and legal action against the individual(s) committing the breach. A breach of test security may be dealt with as a violation of the Code of Professional Responsibility for test examiners, 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 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 relevant 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 1 describes security requirements for the test environment during various stages of testing. For this document, the test environment refers to all aspects of the testing situation and includes what a student can see, hear, or access (including access via technology).

Individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments or the resulting data must report such incidents immediately to the District Administrator who will contact the Connecticut State Department of Education (CSDE) as appropriate in accordance with the following flow chart (see Figure 1).



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Table 1. Security Requirements of the Test Environment

Requirements 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 that may be displayed on bulletin boards, chalkboards or dry-erase boards, or on 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 each other's work, or they should be provided with table-top partitions. Students may also be tested on an individual basis as appropriate.
Requirements During Testing	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's 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 or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, including but not limited to cell phones, smart watches (or similar watches with wireless capabilities), cameras, and electronic translation devices.
Student access to allowable resources only	Students must only have access to those allowable resources identified by the Connecticut State Department of Education (see section Establishing Appropriate Conditions for examples) that are permitted for each specific test (or portion of a test). This includes access to medical devices, which may be integrated into other technology devices. Use of such devices may require additional monitoring to maintain test security.
Access to assessments	Only students who are testing can view test items. Students who are not being tested, unauthorized staff, or other adults must not be in the room where a test is being administered and must not have access to secure testing materials including test items. Trained Teachers Administering the Alternate Assessments (TEAs) and test examiners approved to administer specific accommodations (i.e., scribe, human reader) may have limited exposure to test items in the course of properly administering the assessments; however, no district or school staff may actively review or analyze any test items.
No answer key development	No form or type of answer key may be developed for test items.
Testing through secure browser	Administration of all online summative assessments is permitted only through the Student Interface via the secure browser.
No unauthorized logins to the Test Delivery System	Only eligible students and Trained TEAs may access the CTAA in the Student Interface and the CTAS in the Data Entry Interface. Students may not use another student's login credentials. Only adults with an authorized account may log in to the Test Administration Interface. An adult may not use another person's username and password.



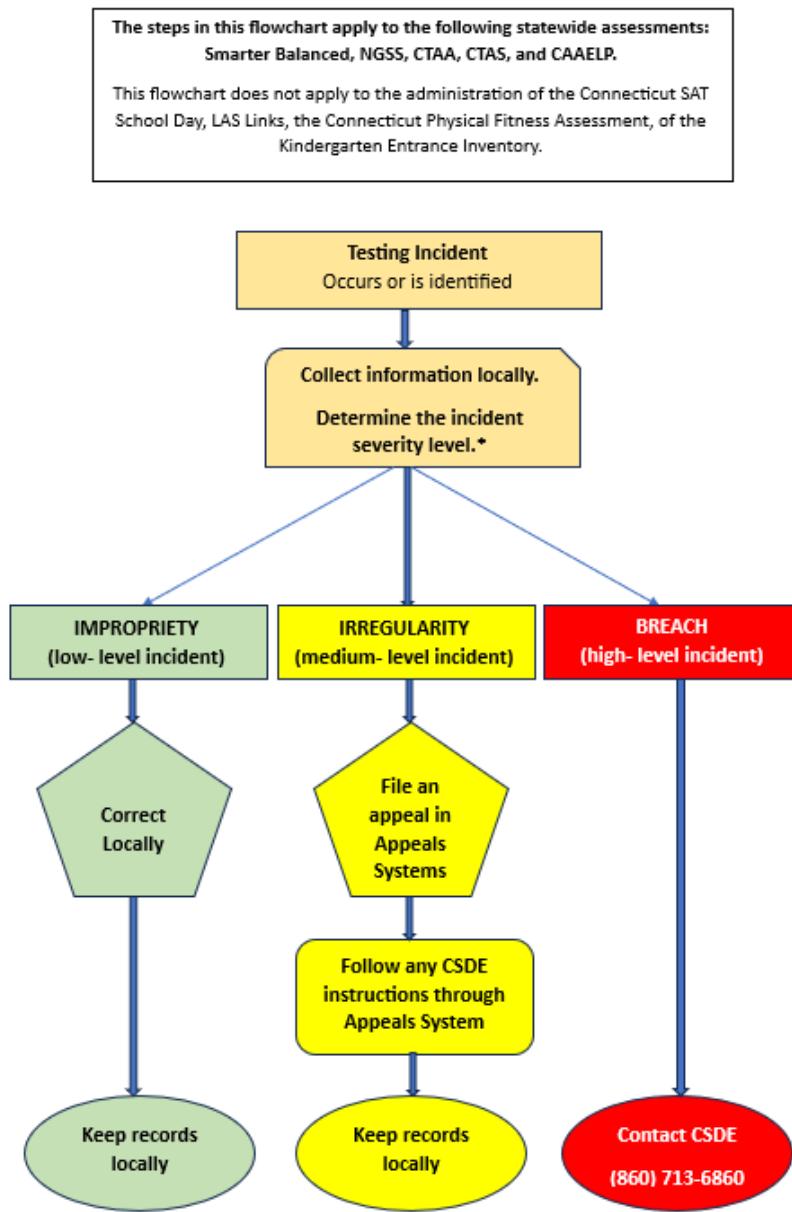
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Table 1. Security Requirements of the Test Environment

Requirements During and After Testing	
No access to responses	District and school staff 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, CTAA Secure Paper Form, or braille accommodation, no copies or photographs of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including but not limited to fax, email, social media websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	District and school staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Students may not discuss or share test items, stimuli, reading passages, or writing prompts with anyone during or after testing.
All test materials must remain secure at all times	Printed materials from the print-on-demand accommodation, scratch paper, CTAA secure Directions for Test Administration (DTA), and documents that contain student information must be kept in a securely locked room or locked cabinet that can be opened only by authorized staff responsible for test administration.
Requirements After Testing	
No test materials used for instructional purpose	Test items, stimuli, and reading passages must not be used for instructional purposes.
Destroy test materials securely	Printed test items/passages, including embossed braille printouts and scratch paper, must be collected and inventoried at the end of each test session and then immediately destroyed. Any CTAA test material stored in assistive technology must be securely removed. See Appendix B: Secure Handling of Printed Materials for additional information.

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Figure 1. Test Security Incident Flowchart



For specific information about types and severity of testing incidents, please refer to the section on [Testing Improprieties, Irregularities, and Breaches](#), and consult [Appendix G](#) for more information about prohibited behaviors that may give a student an unfair advantage or compromise the security of the assessments.

Introduction to This Manual

This Test Coordinator's Manual (TCM) for summative assessments is intended for district- and school-level test coordinators who play a role in the administration of the following assessments in the Connecticut Comprehensive Assessment Program:

- Smarter Balanced Summative Assessments
- Next Generation Science Standards (NGSS) Summative Assessments
- Connecticut Alternate Assessment (CTAA) in English language arts (ELA) and mathematics
- Connecticut Alternate Science (CTAS) Assessment
- Connecticut Alternate Assessment of English Language Proficiency (CAAELP)

This manual provides procedural and policy guidance to administer each of these assessments. District- and school-level test coordinators who play a role in the administration of the summative assessments should already be familiar with the concepts of test eligibility, test settings, accommodations, and general management of test administration. For the purposes of this document, any school staff member administering an assessment, regardless of their specific user role, is referred to as a test examiner.

TIDE User Roles and Permissions

User roles and associated permissions for the administration of all online assessments can be found in the [User Role Permissions for Secure Online Systems](#) brochure. User roles and their abbreviations are indicated in [Figure 2](#).

Figure 2. TIDE User Role Key

TIDE User Roles			
DA	District Administrator	SA	School Reporting Administrator
DC	District Test Coordinator	TE	Teacher
DR	District Reporting Administrator	TA	Test Administrator
SC	School Test Coordinator	TEA	Teacher Administering the Alternate



Terms, Abbreviations, and Acronyms

[Table 2](#) provides a summary of terms with the associated abbreviations and acronyms used frequently in this TCM and other documents needed for test administration.

Table 2. Terms, Abbreviations, and Acronyms

Term	Acronym/Abbreviation
Cambium Assessment, Inc.	CAI
Computer Adaptive Test	CAT
Connecticut Alternate Assessment	CTAA
Connecticut Alternate Science Assessment	CTAS
Connecticut Alternate Assessment of English Language Proficiency	CAAELP
Connecticut Core Standards	CCS
Centralized Reporting System	CRS
Connecticut State Department of Education	CSDE
Connecticut Special Education Data System	CT-SEDS
Data Entry Interface	DEI
District Administrator	DA
District Test Coordinator	DC
Elementary and Secondary Education Act	ESEA
English Language Arts	ELA
English Learner/Multilingual Learner	EL/ML
Every Student Succeeds Act	ESSA
Individuals with Disabilities Education Act	IDEA
Individualized Education Program	IEP
Next Generation Science Standards	NGSS
Performance Task	PT
Planning and Placement Team	PPT
School Test Coordinator	SC
State Assigned Student Identifier	SASID or SSID
Teacher Administering the Alternate	TEA
Test Administration Manual	TAM



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Table 2. Terms, Abbreviations, and Acronyms

Term	Acronym/Abbreviation
Test Delivery System	TDS
Test Information Distribution Engine	TIDE

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Overview of the Summative Assessments

About the Smarter Balanced Summative Assessments

The Smarter Balanced Summative Assessments are aligned to the Connecticut Core Standards in ELA and mathematics that measure student progress toward college and career readiness. The Smarter Balanced Assessments are available in ELA and mathematics to students in Grades 3-8. The mathematics assessments consist of a Computer Adaptive Test (CAT) and a Performance Task (PT). However, the ELA assessment in Connecticut is only the CAT portion. More information is available on the CSDE's [Smarter Balanced Assessments webpage](#).

About the Next Generation Science Standards Summative Assessments

The Next Generation Science Standards were adopted by the Connecticut State Board of Education in November 2015. Additional information about the NGSS can be accessed through the [CSDE's science webpage](#). The NGSS Assessment is an online test that assesses knowledge and skills across grade bands 3-5, 6-8, and 9-11. All students in Grades 5, 8, and 11 are required to participate in either the standard NGSS Assessment or, if they qualify, the CTAS Assessment.

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Overview of the Connecticut Alternate Assessment System

Connecticut's Alternate Assessment System is available to eligible special education students identified with significant cognitive disabilities who meet criteria per the [Connecticut Alternate Assessment System Eligibility Form](#). This form is completed via the PPT process within the CT-SEDS platform. The system components include the Connecticut Alternate Assessment in English language arts and math for eligible students in Grades 3-8 and 11; and the Connecticut Alternate Science assessment for eligible students in Grades 5, 8, and 11. The system also includes an alternate language assessment (the Connecticut Alternate Assessment of English Language Proficiency) in Grades K-12 for dually identified ELs/MLs with significant cognitive disabilities. More information is available on the [Connecticut Alternate Assessments webpage](#).

About the Connecticut Alternate Assessment in English Language Arts and Mathematics

The CTAA in ELA and mathematics has been developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level Connecticut Core Standards (CCS). The CTAA is one component of a system of curriculum, instruction, and professional development that allows students with the most significant cognitive disabilities to access grade-level content aligned to the CCS.

The long-term goal is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school capable of pursuing post-secondary options. A well-designed summative assessment alone is insufficient to achieve this goal.

The CTAA is designed to meet the requirements of the Elementary and Secondary Education Act (ESEA), the Every Student Succeeds Act (ESSA), and Individuals with Disabilities Education Act (IDEA). These laws mandate that all students participate in assessments that measure student achievement of grade-level content standards.

The CTAA must be administered to eligible students with significant cognitive disabilities in Grades 3–8 and 11. It is a secure test accessed via online presentation of items during the test window. Teachers Administering the Alternate (TEA) must participate in the [Connecticut Alternate Assessment System Training – Required for TEAs](#) in order to administer any alternate assessment to eligible students. More information about the CTAA is available on the [Connecticut State Department of Education webpage](#).



About the Connecticut Alternate Science Assessments

Like the CTAA, the CTAS has been developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the NGSS. The CTAS includes six Performance Tasks that are intended to be administered throughout the year as teachers work with eligible students to rate student performance on the CTAS Core Extensions.

The CTAS must be administered to eligible students with significant cognitive disabilities in Grades 5, 8, and 11. Teachers Administering the Alternate must participate in the Connecticut Alternate Assessment System Training – Required for TEAs in order to administer any alternate assessment to eligible students. More information is available on the CTAS [webpage](#).

About the Connecticut Alternate Assessment of English Language Proficiency

As with the CTAA and CTAS, the CAAELP has been developed to ensure that students with significant cognitive disabilities in Grades K-12 who are dually identified as ELs/MLs receiving services under IDEA. Content is aligned to and derived from the Connecticut English Language Proficiency (CELP) standards defined in the tested domains of listening, reading, speaking, and writing. Please note, the CAAELP is also referred to as Alt ELPA in supporting documents and resources.

Educators administering the CAAELP must have the TEA designation in TIDE and have completed the CAAELP ALT ELPA Test Administrator Training. This required yearly training is provided by [ELPA 21](#). For educators administering only the CAAELP, it is not necessary to participate in the academic Alternate Assessment System Training for the CTAA and CTAS. More information is available on the CAAELP [webpage](#).

Alternate Assessment System Eligibility Criteria

The criteria for student eligibility to participate in the Connecticut Alternate Assessment System reflects the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in the CTAA, the CTAS, and CAAELP for students who are dually identified as EL/ML. Students are determined eligible for the Alternate Assessment System based on decisions made by a PPT. During the PPT process, the team reviews and completes the [Connecticut Alternate Assessment System Eligibility Form](#) within the CT-SEDS platform. Once the IEP is finalized and implemented, the student's alternate indicator in TIDE will be activated in conjunction with the nightly sync from CT-SEDS. Other resources include:

- [Frequently Asked Questions and Answers about the Connecticut Alternate Assessment System Eligibility Form](#)



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- [Frequently Asked Questions and Answers about the Connecticut Alternate Assessment System](#)
- [Annotated Alternate Assessment Eligibility Form](#) (provides clarifying information for each section of the Connecticut Alternate Assessment System Eligibility Form)
- [Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams](#)

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Test Administration Roles and Responsibilities

The Connecticut Comprehensive Assessment Program uses a role-based system in the Test Information Distribution Engine (TIDE). Each user is assigned a specific role that grants them access to features within the various systems. User roles and responsibilities for the administration of the summative assessments are provided in [Table 3](#).

Table 3. TIDE User Roles and Responsibilities

User Role	Responsibility
District Administrator (DA)	<p>The DA may add users with DC roles in TIDE. For example, a Director of Special Education may need DC privileges in TIDE to access district-level data for the purposes of verifying test settings for designated supports and accommodations.</p> <p>District Administrators are also responsible for identifying TEAs, adding TEAs to TIDE, maintaining a list of TEAs throughout the school year, and maintaining communication with TEAs to confirm their training status.</p> <p>Should a security breach occur during the testing period, DAs are also required to investigate and report all testing improprieties, irregularities, and breaches.</p>
District Test Coordinator (DC)	<p>The DC is primarily responsible for coordinating the administration of assessments in the district.</p> <p>The DC is responsible for the following:</p> <ul style="list-style-type: none">• Reviewing all CSDE policy and test administration documents (see Table 4)• Reviewing scheduling and test requirements with School Test Coordinators (SCs) and test examiners• Working with SCs and Technology Coordinators to ensure that all systems, including the secure browser, are properly installed and functional• Creating user roles (SCs, TEs, TAs, TEAs) in TIDE• Verifying all student information and eligibility in TIDE• Scheduling and administering training sessions for all Test Coordinators, test examiners, and Technology Coordinators• Ensuring that all personnel are trained on how to properly administer the assessments• Monitoring the secure administration of the test• Investigating and reporting all testing improprieties, irregularities, and breaches reported (see Appendix G)• Creating initial rosters for test examiners• Adhering to the CSDE security policy (see section Test Security)



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User Role	Responsibility
<p>School Test Coordinator (SC)</p> <p><i>Note: An SC can be a principal, vice principal, Technology Coordinator, counselor, or other staff member. If possible, an SC should be a person with non-instructional or limited instructional duties so that they can coordinate and monitor testing activity in the school.</i></p>	<p>The SC is primarily responsible for coordinating the administration of assessments and ensuring that testing within their school testing scenarios is conducted in accordance with the test procedures and security policies established by the Connecticut State Department of Education.</p> <p>Responsibilities of the SCs include the following:</p> <ul style="list-style-type: none">• Based on the test administration window, establishing a testing schedule with DCs and test examiners• Working with technology staff to ensure timely computer setup and installations• Working with test examiners to review student information in TIDE to ensure that correct student information and test settings for designated supports and accommodations are applied. Concerns related to accommodations should be addressed directly in CT-SEDS with the PPT/Case Manager.• Identifying students who may require designated supports and test accommodations, and ensuring that procedures for testing these students follow CSDE policy• Attending all district trainings and reviewing all CSDE policy and test administration documents (see Table 4)• Establishing secure and separate testing rooms, if needed• Monitoring secure administration of the test• Monitoring testing progress during the testing window and ensuring that all students participate as appropriate• Investigating and reporting all testing improprieties, irregularities, and breaches reported (See Appendix G)• Creating initial rosters for TEs• Adhering to CSDE security policy (see section Test Security)

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User Role	Responsibility
Teacher (TE)	<p>The user role of TE has the primary responsibility to administer the Smarter Balanced Summative Assessments and/or the NGSS Assessments. This user role may also be assigned to teachers who do not administer the test but will need access to student results. A TE only has access to scores of students within their roster. A DC or SC should create all initial rosters for TEs.</p> <p>Responsibilities of TEs include the following:</p> <ul style="list-style-type: none"> • Reading and following all the procedures in the <u>Smarter Balanced: Summative Assessment Test Administration Manual</u> and the <u>Next Generation Science Standards Test Administration Manual</u> • Attending any district/school test administration training • Viewing student information in TIDE prior to testing to ensure that the correct student receives the proper test with the appropriate supports and accommodations. Concerns related to accommodations should be addressed directly in CT-SEDS with the PPT/Case Manager. • Following appropriate administration procedures related to the provision of accommodations (e.g., serving as a human reader) • Reporting any potential data errors to Test Coordinators as appropriate • Reporting all potential test security incidents to the School Test Coordinator or the District Administrator in a manner consistent with CSDE and district policies (see <u>Appendix G</u>) • Adhering to CSDE security policy (see section <u>Test Security</u>)
Test Administrator (TA) <i>Note: Test Administrators should be certified school personnel; however, if a paraprofessional or substitute teacher is needed to administer a test, the individual must be fully trained in test administration and test security procedures.*</i>	<p>A TA is primarily responsible for administering the Smarter Balanced Summative Assessments and/or the NGSS Assessments. The TA role does not allow for access to student scores and is designed for test administrators, such as technology staff, who administer tests, but should not have access to student results.</p> <p>The TA has the same test administration responsibilities as a TE.</p> <p><i>*Note: To ensure that test administration and test security procedures are followed, a certified teacher should monitor paraprofessionals. The principal or another building administrator should monitor substitute teachers to ensure that test administration and security procedures are followed.</i></p>

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User Role	Responsibility
Teacher Administering the Alternate (TEA)	<p>A TEA has the primary responsibility to administer the CTAA, CTAS, and CAAELP (if applicable) to eligible students.</p> <p>All TEAs must be certified and licensed educators familiar with the student (typically the student's teacher) and have completed the required Connecticut Alternate Assessment System Training – Required for TEAs with a score of 80% or greater in order to administer either the CTAA or the CTAS. All TEAs are required to complete this training <u>every year</u>.</p> <p>The CAAELP may be administered only by educators who complete the CAAELP Module Alt ELPA Test Administrator Training (2023-2024). For educators administering only the CAAELP, it is not necessary to participate in the academic Alternate Assessment System Training for the CTAA and CTAS.</p> <p>The TEA role encompasses all permissions of the TE role with additional Alternate Assessment specific permissions.</p> <ul style="list-style-type: none"> • Reading and following all the procedures in the <u>CTAA Test Administration Manual</u>, the <u>CTAS Test Administration Manual</u> and the <u>CAAELP Test Administration Manual</u>. • The CSDE is recommending that the CTAA, CTAS, and CAAELP be administered in an individual test setting within the school environment. <p>Additional resources regarding CTAA/CTAS training is available on the <u>CAI portal</u>.</p>

For a checklist of example activities to complete for District Administrators and School Test Coordinators, refer to [Appendix J](#) and [Appendix K](#). For test examiners, see [Appendix L](#). Resources to assist in the preparation for and administration of alternate assessments, such as the [Connecticut Alternate Assessment System Training Overview for District Administrators](#) and the [Connecticut Alternate Assessment System Training Overview for Teachers Administering the Alternate](#), are available on the [Connecticut Comprehensive Assessment Program Portal](#).



Test Administration Resources

The appendices of this manual contain important information that can be used as stand-alone materials and easily extracted for printing or distribution. For specific questions not addressed in this manual, please contact the Connecticut Comprehensive Assessment Program Help Desk using the contact information provided in [Assessment Resources and Help Desk Information](#).

This manual is designed to complement a variety of resources listed in [Table 4](#) (Manuals and User Guides) and Table 5 (Additional Resources).

Unless otherwise indicated, each resource is available on the [Connecticut Comprehensive Assessment Program Portal](#).

Table 4. Manuals and User Guides

Resource	Description
Centralized Reporting System User Guide	Supports users in their use of score reports.
CSDE Assessment Guidelines	This document is intended to provide guidance for Connecticut school district personnel who must make decisions about testing special student populations for the following assessments: Smarter Balanced, NGSS, Connecticut SAT School Day, CTAA in ELA and mathematics, CTAS, and the CAAELP.
CTAA Assessing Students who are Blind, Deaf, or Deaf-Blind Additional Guidance for Test Administration	Includes tasks to complete before, during, and after the CTAA; strategies to enhance access to the assessment; and appendices with information for accessing the open-response foundational reading items in Grades 3 and 4 and additional resources for TEAs working with students who are blind, deaf, or deaf-blind.
CTAA Directions for Test Administration (DTA)	Each CTAA test has a specific required DTA for each subject and grade that provides directions and a script to administer each item of the test. All TEAs must follow these directions and script exactly. The CTAA DTAs include the allowable manipulatives and reference materials for specific items, and scoring rubrics for constructed-response mathematics items, and the open response foundational reading items in Grades 3 and 4. Note: <i>The DTAs are secure documents. District Administrators and TEAs download these secure testing materials from the Secure Testing Materials task menu in the Preparing for Testing section in TIDE. Materials are available prior to the testing window (March 25, 2024).</i>
CTAA System User Guide	Provides information regarding how to navigate the Test Delivery System for the CTAA, including the Student Interface and the Test Administration Interface. This guide includes directions for accessing the CTAA practice tests, starting a test session, and how TEAs can log students in to the system for online testing.

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Table 4. Manuals and User Guides

Resource	Description
<u>CTAA Test Administration Manual</u>	Provides information for the TEA and the District Administrator or School Test Coordinator regarding policies and procedures for the CTAA for ELA and mathematics to eligible students with significant cognitive disabilities in their school or district.
<u>CTAS Assessing Students who are Blind, Deaf, or Deaf-Blind Additional Guidance for Test Administration</u>	Includes tasks, definitions, and strategies, with examples that may be used by the TEA as appropriate for individual students to enhance access to the CTAS.
<u>CTAS Test Administration Manual</u>	Provides information for the TEA and the District Administrator/School Test Coordinator regarding policies and procedures for the CTAS to eligible students with significant cognitive disabilities in their school or district.
<u>CT-SEDS to TIDE Designated Supports/Accommodation Frequently Asked Questions- October 2023</u>	Provides information for the PPT, Section 504 Team, Case Manager and educator teams (e.g., DA, SC, TE) understand the process used to import designated supports and accommodations from implemented plans in CT-SEDS to TIDE.
<u>NGSS Test Administration Manual</u>	Provides the necessary steps for test examiners to follow prior to, during, and after test administration for the NGSS Assessments. This manual includes the test administration script.
<u>Smarter Balanced Braille Options</u>	Various braille options are available for students that take Smarter Balanced Assessments in English language arts and mathematics. The selected braille option must be indicated in TIDE Test Settings.
<u>Smarter Balanced: Summative Assessment Test Administration Manual</u>	Provides the necessary steps for test examiners to follow prior to, during, and after test administration for the Smarter Balanced Summative Assessments. This manual includes the test administration script.
<u>Technology Guide</u>	This guide provides an overview of the embedded and non-embedded assistive technology tools that can be used to help students with specific accessibility needs to complete online tests in the Test Delivery System.
<u>Technology Resources Portal Page</u>	Provides technology staff with the technical specifications for online testing, including information on Internet and network requirements, general hardware and software requirements, and the text-to-speech function. Connecticut Comprehensive Assessment Program online assessments should follow these configurations.
<u>Test Administrator (TA) User Guide</u>	Provides information regarding how to navigate the Test Delivery System including the Student Interface and the Test Administration Interface. This manual can help Test Administrators manage and administer online testing for students.



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Table 4. Manuals and User Guides

Resource	Description
<u>Test Information Distribution Engine (TIDE) User Guide</u>	Provides a step-by-step approach to navigating the TIDE system, which is used to complete a variety of tasks such as: managing user account information, managing student test settings, submitting appeals, and creating rosters.
<u>User Role Permissions for Secure Online Systems</u>	Outlines the user roles and permissions for each secure online testing system used to administer the online assessments for the Connecticut Comprehensive Assessment Program.

Table 5. Additional Resources

Resource	Description
Practice Test*	Practice tests are available for all online assessments. They provide a preview of the item types included in each assessment. The following practice tests are available: <ul style="list-style-type: none">• Smarter Balanced Practice Tests are available for both the CAT and Performance Tasks.• NGSS Practice Tests are available in Grades 5, 8, and 11.• The CTAA Practice Tests are available in grade bands 3-5, 6-8, and 11 for both ELA and mathematics.• CAAELP Practice Tests are available in grades Kindergarten, 1, 2-3, 4-5, 6-8, and 9-12. The Practice Tests are available on the <u>Connecticut Comprehensive Assessment Program Portal</u> .
Training Test*	Training Tests are only available for Smarter Balanced Assessments. Smarter Balanced Training Tests are for test examiners and students to become familiar with the format and functionality of the online test. This resource is available by grade band (3-5, 6-8) and has approximately eight to nine mathematics and six ELA test items per grade band. The Training Tests are available on the <u>Connecticut Comprehensive Assessment Program Portal</u> .

*The Practice Tests and Training Tests can be used by a “guest” user without login credentials; however, if users want to access either of these sites as a test examiner (required if they want to administer a braille Practice or Training Test), a login will be required. Contact your School Test Coordinator or District Administrator for access. The Practice and Training Tests do not require the use of the secure browser, but some accessibility features are only available through the secure browser (see the [Technology Requirements](#) section).

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General Test Administration Information

This section provides an overview of the online testing environment and guidelines for test administration. Use this section to become familiar with the format of the assessments, to prepare for and schedule the assessments, and to review general rules for testing. Information about test pauses and restarting a paused test are also included in this section.

Each district should encourage all tested students to do their best on the statewide tests in order to yield valid and useful data. Legitimate test data can help districts make informed decisions to help lead to academic improvements for their students.

Smarter Balanced Summative Assessment Participation

Grades 3-8 Participation Requirements

Connecticut General Statutes (Section 10-14n) mandate that all public school students enrolled in Grades 3-8 must participate in the Smarter Balanced Summative Assessments or the Connecticut Alternate Assessments for ELA and mathematics, including students who repeat Grades 3-8.

Connecticut General Statute 10-14n:

(b) (1) For the school year commencing July 1, 2015, and each school year thereafter, each student enrolled in grades three to eight, inclusive, and grade eleven in any public school shall, annually, take a mastery examination in reading, writing, and mathematics during the regular school day.

Rules for Participation for Smarter Balanced

A student counts as a participant for the purposes of Next Generation Accountability analysis and reporting, and is assigned the lowest achievement level if, at minimum, the student logs in to both the CAT and PT for mathematics and the CAT only for ELA. A student is considered a non-participant for the purposes of Next Generation Accountability analysis and reporting if, in ELA, the CAT is not accessed, and in mathematics if neither test is accessed, or if only one of the two mathematics components is accessed.

Refer to [Appendix F](#) for additional participation considerations.

Participation of Students with Disabilities

All students, including students with disabilities, ELs/MLs, and ELs/MLs with disabilities, should have equal opportunity to participate in the Smarter Balanced and NGSS Assessments.



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The [CSDE Assessment Guidelines](#) provide guidance for Connecticut school district personnel who must make decisions about testing student populations with the Smarter Balanced and NGSS Assessments. Both assessments use a variety of innovative digital accessibility tools that are embedded in the Test Delivery System, as well as a variety of designated supports and accommodations. The [Embedded and Non-Embedded Designated Supports for English Learners](#) brochure provides a menu of language supports for students who are developing English language skills, whether or not they are identified in the Public School Information System (PSIS) as an EL/ML or EL/ML with a disability.

All students enrolled in Grades 3-8 are required to participate in the Smarter Balanced and NGSS Assessments, except students with the most significant cognitive disabilities. Grade 11 students are required to participate in the Connecticut SAT School Day and NGSS Assessments. Eligible students with significant cognitive disabilities are expected to participate in CTAA and CTAS in these same enrolled grades (Grades 3-8 and 11).

Next Generation Science Standards Assessment Participation

All students in Grades 5, 8, and 11 are required to participate in either the standard NGSS Assessment or, if they qualify, the CTAS.

Connecticut General Statutes (Section 10-14n) (3) provision that for the school year commencing July 1, 2018, and each school year thereafter, each student enrolled in grades five, eight and eleven in any public school shall annually take a state-wide mastery examination in science during the regular school day.

Rules for Participation for the NGSS Assessment

For science, a student counts as a participant for the purposes of Next Generation Accountability analysis and reporting, and for accountability is assigned the lowest achievement level if, at minimum, the student logs in to the test.

Participation of English Learners/Multilingual Learners

Regardless of the amount of time spent in a U.S. school, ELs/MLs must be assessed in ELA, mathematics, and science.

Alternate Assessment System Participation

Qualifications and participation on the Alternate Assessment System is determined based on the PPTs decision when completing the [Connecticut Alternate Assessment Eligibility Form](#) in CT-SEDS. Students enrolled in Grades 3-8 and 11 who have been determined eligible participate in the CTAA ELA and mathematics.



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Additionally, students enrolled in Grades 5, 8, and 11 who have been determined eligible participate in the CTAS. Students in Grades K-12 who are dually identified as ELs/MLs with significant cognitive disabilities will participate in the CAAELP.

The criteria for student participation on Connecticut alternate assessments reflect the pervasive nature of a significant cognitive disability. All eligibility criteria should be considered when determining who should participate in this assessment, including the student's intellectual functioning, adaptive behavior, and need to receive extensive, repeated, individualized instruction and academic support across all academic and non-academic areas. For more information, refer to the [Frequently Asked Questions and Answers about the Connecticut Alternate Assessment System](#), [Frequently Asked Questions and Answers About the Connecticut Alternate Assessment System Eligibility Form](#), and the [Annotated Connecticut Alternate Assessment System Eligibility Form](#).

Test Scheduling, Testing Times, and Test Windows

When developing a testing schedule, use the estimated testing times on the following pages to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level. These estimates do not account for any time needed to start computers, load secure browsers, and log in students, and they do not account for breaks. Test Examiners should work with Test Coordinators to determine precise testing schedules.

Please consider some of the generous time parameters that online testing allows. All tests are untimed. Students may return to a test after a break or even on a subsequent day. The test window is extensive, affording a great deal of flexibility in scheduling.

Smarter Balanced Summative Assessments

All students participating in the Smarter Balanced Summative Assessments will receive a Computer Adaptive Test in both ELA and mathematics, and a Performance Task in mathematics only. In mathematics, the CAT and PT may be administered in any order. It is recommended that the CAT be administered before the PT and on a separate day from the PT. The testing window for Smarter Balanced Assessments in Grades 3-8 is March 25 to May 31, 2024.

[Table 6](#) contains estimates of the time it will take most students to complete the Smarter Balanced Summative Assessments. This information is for scheduling purposes only, as the assessments are not timed.

**Table 6. Estimated Testing Times for Smarter Balanced Summative Assessments**

Content Area	Grades	CAT Hours: Minutes	PT Hours: Minutes	Total Time Hours: Minutes
English Language Arts	3-5	1:30	—	1:30
	6-8	1:30	—	1:30
Mathematics	3-5	1:30	1:00	2:30
	6-8	2:00	1:00	3:00
Both English Language Arts and Mathematics	3-5	3:00	1:00	4:00
	6-8	3:30	1:00	4:30

The rules and recommended schedules are indicated for the ELA assessment in [Table 7](#) and for the mathematics assessment components in [Table 8](#). Note that the duration, timing, break/pause rules, and session recommendations vary for each content area.



Table 7. Assessment Sequence—ELA

ELA	Computer Adaptive Test
Number and Duration of Sessions	Recommendations: <ul style="list-style-type: none">• Administer in two sessions• Session durations range from 40-60 minutes
Breaks Within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.
Total Duration	Once a student has started the CAT, it will be available for 45 calendar days. Recommendation: Student completes the CAT within five calendar days of starting it.

Table 8. Assessment Sequence—Mathematics

Mathematics	CAT	PT
Number and Duration of Sessions	Recommendations: <ul style="list-style-type: none">• Administer in two sessions• Session durations range from 40-60 minutes Most students will complete the CAT portion in two sessions of 60 minutes or less, or one session of more than 60 minutes.	Recommendations: <ul style="list-style-type: none">• Administer in one session• Session duration ranges from 40-120 minutes
Breaks Within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.	Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items.
Total Duration	Once a student has started the CAT, it will be available for 45 calendar days. Recommendation: Student completes this portion within five calendar days of starting it.	Once a student has started the PT, it will be available for 20 calendar days. Recommendation: Student completes the PT within one calendar day.

NGSS Assessments

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. The recommended testing time at each grade 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 time that should be provided to students, unless all students in a testing room have finished early.

The NGSS Assessment may be administered in more than one day. If the NGSS Assessment is administered in one day, a break of 10 minutes is recommended between the two sessions. If the NGSS Assessment is administered in two days, each test session should be approximately 45 minutes long.

This information is for scheduling purposes only, as the NGSS Assessments are not timed.

Table 9. Assessment Sequence—Science

Science	
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> • One to two sessions • The recommended testing time is at least 90 minutes with 10 minutes for directions. • Complete the entire test in the mode the test was started in.
Breaks Within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.
Total Duration	Once a student has started the test, it will be available for 45 calendar days. Recommendation: Student completes the test within five calendar days of starting it.

Alternate Assessment System

While alternate assessments are administered individually, testing time will vary based on the students' knowledge, skills, and stamina. Testing may be paused and resumed based on the needs of the student within the testing window. The CTAA may be administered over multiple days. The CTAS is administered throughout the school year. All testing must be completed, and CTAS Student Score Worksheets must be submitted in the DEI by the end of the testing window on May 31, 2024.

Connecticut Alternate Assessment

Before administering the CTAA, TEAs must complete the required Connecticut Alternate Assessment System Training. **Only the Trained TEA is eligible to administer the alternate assessments and submit CTAS student scores through the DEI.** As a reminder, the Connecticut Alternate Assessment System Eligibility Form is no longer submitted using the DEI.

The CTAA in ELA and mathematics should be administered to students individually, one-to-one, providing breaks as needed. Testing must be scheduled such that all sections of both ELA and mathematics will be administered during the CSDE defined testing window (see [Table 13](#)). This assessment is administered by a Trained TEA, online, and should be administered in an environment familiar to the student, most likely in their classroom. For detailed information on CTAA test administration, consult the [CTAA Test Administration Manual](#). [Table 10](#) describes the CTAA ELA segments. [Table 11](#) describes the CTAA mathematics segments.

Table 10. CTAA ELA Segments

CTAA ELA Test Segments		
Segment 1: Reading	Segment 2: Reading	Segment 3: Writing
<ul style="list-style-type: none"> • Literary and informational reading passages and associated selected-response reading items • Open-Response: Foundational Reading Items (Grades 3 and 4 only) 	<ul style="list-style-type: none"> • Literary and informational reading passages and associated selected-response reading items • Open-Response: Foundational Reading Items (Grades 3 and 4 only) 	<ul style="list-style-type: none"> • Selected-Response: Writing Items

Table 11. CTAA Mathematics Segments

CTAA Mathematics Test	
Segment 1	Segment 2
<ul style="list-style-type: none"> • Selected-Response: Mathematics Items • Constructed-Response: Mathematics Completion Items (in Grades 3, 4, 5, 8, and 11) 	<ul style="list-style-type: none"> • Selected-Response: Mathematics Items • Constructed-Response: Mathematics Completion Items (in selected Grades 3, 4, 5, 8, and 11)

Connecticut Alternate Science Assessment

Before administering the CTAS, TEAs must complete the required Connecticut Alternate Assessment System Training.



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The CTAS contains 6 Performance Tasks and should be administered throughout the school year in an individual test setting. Prior to administering the CTAS, Trained TEAs should locate the required [CTAS materials](#) available on the Connecticut Comprehensive Assessment Program Portal. It is recommended that TEAs create a schedule for when they will administer the PTs. Only the Trained TEA is eligible to administer the CTAS and submit Student Score Worksheets through the DEI. **All Student Score Worksheets must be submitted through the DEI no later than May 31, 2024**, for scoring and reporting. The DEI will close for the school year after this date and cannot be reopened to accommodate late submissions.

Connecticut Alternate Assessment of English Language Proficiency

Before administering the CAAELP, TEAs must complete the required Alt ELPA online training at [ELPA21](#). **Only the Trained TEA is eligible to administer the alternate assessments.** As a reminder, the Connecticut Alternate Assessment System Eligibility Form is no longer submitted using the DEI.

The CAAELP should be administered to students individually, one-to-one, providing breaks as needed. Testing must be scheduled such that all sections of CAAELP (listening, reading, speaking, and writing) will be administered during the CSDE defined testing window (see [Table 13](#)). This assessment is administered in an environment familiar to the student, most likely in their classroom. For detailed information on CAAELP test administration, consult the [CAAELP Test Administration Manual](#) located on the [CAAELP webpage](#).

Testing Windows

Recommended submission deadlines for the Alternate Assessment System Eligibility Form are indicated in [Table 12](#). The summative testing windows for the Smarter Balanced Summative Assessment, the NGSS Assessment, the CTAA, and submission of the Student Score Worksheet in the DEI for the CTAS are indicated in [Table 13](#).



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Table 12. Alternate Assessment System Eligibility Form Submission Deadlines

Connecticut Alternate Assessment System Eligibility Form Verification in CT-SEDS	
CT-SEDS Implementation Date	Assessment
Fully Implemented IEP by December 29, 2023	Eligibility forms must be approved, verified, and implemented within the IEP in CT-SEDS for the following assessments for the students to be correctly registered for: <ul style="list-style-type: none">• CAAELP (students identified as EL/ML in Grades K-12); and• CTAA and CTAS (Grade 11)
Fully Implemented IEP by February 1, 2024	Eligibility forms must be approved, verified, and implemented within the IEP in CT-SEDS for the following assessments for the students to be correctly registered for the: <ul style="list-style-type: none">• CTAA (Grades 3-8, and newly identified students in Grade 11); and• CTAS (Grades 5, 8, and newly identified students in Grade 11)

For students to receive the most appropriate summative assessment, districts should meet the **CT-SEDS Implementation Date** noted in [Table 12](#). If a PPT determination has not been made by the CT-SEDS implementation dates, then the student will be rostered to the standard assessments (e.g., LAS Links, CT SAT School Day, Smarter Balanced, NGSS). As a reminder, eligibility forms are no longer submitted through the Data Entry Interface (DEI). A student's alternate assessment eligibility status will be populated nightly from CT-SEDS to TIDE.

Table 13. Testing Window Dates

Testing Window	Grade(s)	Date
Next Generation Science Standards Summative Assessments	11	February 5, 2024 - May 31, 2024
Next Generation Science Standards Summative Assessments	5 and 8	March 25, 2024 – May 31, 2024
Smarter Balanced Summative Assessments	3-8	March 25, 2024 – May 31, 2024
Connecticut Alternate Assessment for ELA and Mathematics	3-8 and 11	March 25, 2024 – May 31, 2024
Connecticut Alternate Science Assessments	5, 8, and 11	Administered throughout the school year; DEI Uploads of Student Score Worksheets: March 25, 2024 – May 31, 2024
Connecticut Alternate Assessment of English Language Proficiency	K-12	February 1, 2024-March 29, 2024

General Rules of Online Testing

This section provides a brief overview of the general test administration rules for different portions of the assessment, as well as information about test tools and accommodations. For more information, refer to the [Test Administrator \(TA\) User Guide](#) and the [CSDE Assessment Guidelines](#) available on the [Connecticut Comprehensive Assessment Program Portal](#).

The parameters for online testing are as follows:

- All online tests, including the CTAA, CAAELP, the NGSS, and the CAT and PT for Smarter Balanced, will be presented as separate tests. Students may not return to a test once it has been completed and submitted.
- Students may mark items for review and use the **Questions** drop-down list to return to those items within a segment.
- Students **must enter an answer for all items on a page** before going to the next page. Some pages contain multiple items. Students may need to use the vertical scroll bar to view all items on a page. The CTAA does not require a response before continuing.

There are a few additional considerations for Smarter Balanced Summative Assessments:



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- Within each test there may be segments. For example, the Grades 6-8 Smarter Balanced Mathematics Assessments include some segments with an embedded calculator and some without. A student may not return to a segment once it has been completed and submitted.

Pause Rules

Pause rules are invoked in certain circumstances during the administration of an assessment. The scenarios in which the pause rules are invoked are indicated below.

During the Administration of the Smarter Balanced CAT and the NGSS Assessments:

- If a test is paused for less than 20 minutes, the student can return to previous test pages and change the response to any item they have already answered within a segment.
- If a test is paused for more than 20 minutes, the student is required to log back into the student interface to continue testing. Once logged back in, the student is:
 - presented with the page containing the item(s) they were working on when the test was paused (if the page contains at least one unanswered item), OR with the next page (if all items on the previous page were answered); and
 - NOT permitted to review or change any previously answered items, even if they were marked for review (with the exception of items on a page that contains at least one item that was not yet answered).
- Any highlighted text will remain, as long as the student logs back into the test using the same operating system.
- Any notes on the digital notepad will not be saved when a test is paused regardless of how long the test is paused.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again to resume the test.
- See [Appendix E: Testing Pause Rule Scenarios](#) to review the rules that govern pausing during the test.

During the Administration of the Smarter Balanced PT and the CTAA:

- There are no pause restrictions.** If a test is paused for 20 minutes or more, the student can return to the section and continue entering their responses.
- Any highlighted text will remain, as long as the student logs back into the test using the same operating system.

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- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again to resume the test.

Test Timeout Due to Inactivity

As a security measure, students and the test examiner will be automatically logged out of the test after 30 minutes of inactivity. *Activity* is defined as selecting an answer or navigation option in the assessment (e.g., clicking [Next] or [Back] or using the **Questions** drop-down list to navigate to another item).

Before the system logs the student out of the assessment, a warning message will be displayed on the screen (see [Figure 3](#)). If the student does not click [**Ok**] within 30 seconds after this message appears, they will be logged out. Clicking [**Ok**] will restart the 30-minute inactivity timer.

Figure 3. Idle Timeout Warning Message



Caution: As a security measure, the test examiner is automatically logged out after 30 minutes of user inactivity in the session, which will result in the closing of the test session. This includes inactivity by both the test examiner on the Test Administration Interface AND the students within a test in the test session.



Note: It is important to take note of the Session ID in the Test Administration Interface. Using the Session ID, test examiners will be able to log back into the Test Administration Interface and re-activate an idle test session.

Test Expiration

Test expiration rules are dependent on the test and are described below.



Note: If a student starts the test near the end of the testing window, the student must finish before the administration window officially closes. The assessment will end automatically on the last day of the scheduled administration window, even if the student has not finished.

Smarter Balanced Summative Assessment

A student's CAT remains active until the student completes and submits the test, or until it expires after **45** calendar days after the student began the CAT, whichever occurs sooner. However, it is recommended that students complete the CAT within **five days** of starting each content area.



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The mathematics PT remains active until the student completes and submits the test, or it will expire after **20** calendar days after the student began the PT, whichever occurs sooner.

However, it is recommended that students complete the mathematics PT within **one day**. A summary of recommendations for the number of sessions and session durations is provided in section [Test Scheduling, Testing Times, and Test Windows](#).

Next Generation Science Standards Assessment

A student's NGSS Assessment will remain active until the student completes and submits the test, or until it expires after **45** calendar days after the student began the test, whichever occurs sooner.

Connecticut Alternate Assessment

A student's CTAA and CAAELP will remain active until the student completes and submits the test, or it will expire at the end of the testing window. See test windows provided in section [Test Scheduling, Testing Times, and Test Windows](#).

Sensitive Responses

Taking Appropriate Action with Student Responses or Actions That Cause Concern

During testing, the test examiner may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that the test examiner will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

The CSDE security protocols make it clear that test examiners are not permitted to review student responses in the testing interface or students' notes on scratch paper. However, during or after the test administration, a test examiner might unexpectedly encounter a student response that raises sufficient concern to warrant adult action. Topics that may require the test examiner to take action include, but are not limited to, student references to the following:

- Suicide
- Criminal activity
- Alcohol or drug use
- Extreme depression
- Extreme violence
- Sexual assault or physical abuse
- Self-harm or intent to harm others
- Neglect

The test examiner should document as much information as possible in accordance with school, district, and/or state policies, and determine if they should be reported to a school counselor or administrator.

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Universal Tools, Designated Supports, and Accommodations

The [CSDE Assessment Guidelines](#) are intended for school-level personnel and decision-making teams for ELs/MLs, students who have an IEP, and students with a Section 504 Plan, as they prepare for and implement a Connecticut Comprehensive Assessment Program test. These guidelines provide information for classroom teachers, English language development educators, special education teachers, Planning and Placement Teams, and Section 504 Teams to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The guidelines are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

Each online assessment, and its Practice and Training Tests, contain embedded universal tools, designated supports, and accommodations. Embedded tools/supports are available to the student through the Test Delivery System, whereas non-embedded tools/supports are provided to the student by the school. Definitions for universal tools, designated supports, and accommodations are provided in [Table 14](#).

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Table 14. Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Access features that are either provided as digitally delivered components of the Test Delivery System or separate from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Access features that are available for use by any student for whom the need has been indicated by a team of educators with input from the parent/guardian and student. They are provided either as digitally delivered components of the Test Delivery System or separate from it.
Accommodations	Changes in procedures or materials that increase equitable access during the test administration. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or Section 504 Plans in CT-SEDS. Allowable accommodations described by the CSDE Assessment Guidelines do not compromise the learning expectations, construct, grade-level standards, or intended outcome of the assessments.

District Administrators, District Test Coordinators, and School Test Coordinators have the ability to set embedded and non-embedded designated supports in TIDE test settings, however they **must be entered prior to starting a test session**. Accommodations should not be manually adjusted in TIDE for students. Accommodations should be added or removed by the PPT/Section 504 directly in CT-SEDS. Allow up to 48 hours for updates to be reflected in TIDE once the plan is implemented. Testing should be delayed for students whose accommodations in TIDE require a review or an amendment to the IEP/Section 504 Plan. If there are any concerns or questions, please contact the student's Case Manager or Director of Special Education.

For information about the availability of designated supports and accommodations, refer to the [CSDE Assessment Guidelines](#).

For information on updating student settings, refer to the [TIDE User Guide](#) and the [CT-SEDS to TIDE Designated Supports/Accommodation Frequently Asked Questions-October 2023](#). The [Test Administrator \(TA\) User Guide](#) and [Managing Student Test Setting in TIDE](#) also contain information on how to use some of these settings. These resources are available on the [Connecticut Comprehensive Assessment Program Portal](#).

Consult test-specific test administration manuals for information on the tools and supports that are available for each test.

Testing Improprieties, Irregularities, and Breaches

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student 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 must be reported in accordance with the instructions in this section for each severity level. Procedures outlined in this section for test security incidents should be followed by all Connecticut assessment programs. Definitions for test security incidents are provided in [Table 15](#).

There are times when these situations may even require a retest of an individual or a group of students. The District Administrator is required to call the CSDE Performance Office at 860-713-6860 to report these types of test irregularities and to receive instructions to resolve the issue.

Refer to [Figure 1. Test Security Incident Flowchart](#) and [Appendix G: Test Security](#) for additional information.

Table 15. 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. These circumstances have external implications and may result in a decision to remove the test item(s) from the available, secure item bank. 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 CSDE. The District Administrator must immediately notify the CSDE by telephone at 860-713-6860.
Irregularity	A test security incident that impacts 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 in the online Appeals system for resolution, if necessary. An irregularity must be reported to the District Administrator immediately and entered into the Appeals module in 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 potentially 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 and/or School Test Coordinator immediately and entered into the Appeals module in TIDE (should an appeal be required).

It is important for test examiners to ensure that the physical conditions in the testing room meet the criteria for a secure test environment. See section [Security of the Test Environment](#) for more detail.

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Appeals

For security incidents that result in a need to reset, reopen, allow a grace period extension, restore, or invalidate individual student tests, the **CSDE must first approve the request**. The CSDE works diligently to address appeals within 24 hours. In most instances, an appeal will be submitted to address a test security breach or irregularity. In some cases, an appeal may be submitted to address incidents that are not security related, such as reopening an assessment for a student who becomes ill and is unable to resume testing because the test has expired. If an appeal needs to be submitted and approved quickly, please call the CSDE Performance Office using the contact information provided in [Appendix A](#).

Because the appeals system is for action only, all appeals should also be reported to the District Administrator. Note that appeals should be submitted cautiously. Reopening tests, for example, can lead to security issues and should be used sparingly. Contact the CSDE for guidance on potential test irregularities and next steps.

Testing Irregularities Requiring Documentation:

If a testing irregularity occurs, or if a student with an IEP or 504 Plan is not given the correct assessment or is not provided the mandated accommodations, in most cases the DA will be asked to provide a letter to the CSDE on their district/school letterhead. Letters submitted must be on district/school letterhead, signed by the DA, and faxed to Performance Office Irregularities at 860-713-7033 or emailed to Cristi.Alberino@ct.gov. Please do not email student information. The letter **must include**:

1. The student's grade, SASID, and the name of the test on which the irregularity occurred;
2. The date and a detailed explanation of the irregularity;
3. The name of the teacher involved;
4. A description of the discussion that occurred with parents/guardians of the student explaining the irregularity, options offered, and impact on the student's time; and,
5. A brief list of procedures in place to ensure that this type of irregularity is not repeated.

Online System Appeals Types

The online appeals process, and conditions for use, are described in [Table 16](#). The [TIDE User Guide](#) contains specific instructions on submitting appeal requests.

**Table 16. Online System Appeals Types**

Type of Appeal	Description	Possible Conditions for Use and Type of Test Security Incident
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.	The CSDE may invalidate a test if: <ul style="list-style-type: none">there is a test security breach that is discovered after the close of the testing window.the CSDE may invalidate a test if a student was administered the wrong grade-level test because of an error in PSIS.
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.	The CSDE may reset a test: <ul style="list-style-type: none">in the event that a student is caught cheating.in the event that an adult engaged in inappropriate actions that violate test security.if 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.

Table 16. Online System Appeals Types

Type of Appeal	Description	Possible Conditions for Use and Type of Test Security Incident
Re-Open a Test	<p>Re-opening a test allows a student to access a test that was submitted in error or has expired. If an appeal is submitted to re-open a test, a Grace Period Extension (GPE) appeal will automatically be submitted.</p> <p>Re-opening a test allows a student to return to the test location at which the student stopped the assessment (regardless of whether the test was submitted by the student or has expired).</p> <p>If the test is segmented, the student will be able to review items within the current segment of the assessment but cannot return to previous segments.</p>	<p>The CSDE may re-open a test if:</p> <ul style="list-style-type: none"> • a student is unable to complete a test due to a technological difficulty that results in the expiration of the test. • a student is unable to complete the test before it expires due to an unanticipated excused absence or unanticipated school closure. ○ A Smarter Balanced CAT expires after 45 calendar days. ○ A Smarter Balanced PT expires after 20 calendar days. ○ An NGSS Assessment expires after 45 calendar days. • a student starts a test unintentionally and the student is unable to complete the test because it expired after being opened. • a student unintentionally submits a test before he or she has completed it.
Grace Period Extension (GPE)	<p>A grace period extension allows the student to review previously answered questions upon logging back into the test after expiration of the pause rule.</p>	<p>The CSDE may grant a grace period extension to re-open a test if:</p> <ul style="list-style-type: none"> • sudden loss of Internet access prevents a student from completing a test; or • a school event or evacuation takes place, such as a fire drill, interrupting the test administration.

Table 16. Online System Appeals Types

Type of Appeal	Description	Possible Conditions for Use and Type of Test Security Incident
Restore a Test that was Reset	Restoring a test returns a test from the Reset status to its prior status. This action can only be performed on tests that have been reset. This action restores the student's responses to what they were before the reset was processed.	The CSDE will only restore a test if it was inadvertently or inappropriately reset.
Re-open Test Segment	<p>Re-opening a test segment allows a student to access the first segment of a test that was submitted in error or has expired.</p> <p>If an expired test is re-opened, the test will re-open to the first segment of the assessment. The student will be able to review items within that segment.</p> <p>If a submitted test is re-opened, the test will re-open at the last page of the first segment. The student can review items in that segment.</p>	<p>The CSDE may re-open a test segment if:</p> <ul style="list-style-type: none"> • a student is unable to complete a test due to a technological difficulty that results in the expiration of the test. • a student starts Part 2 of the segmented test unintentionally. • a student unintentionally submits a test before he or she has completed it.

Filing an Appeal in TIDE

An appeal can be submitted in the Appeals module in TIDE. For a list of user roles that can perform this task, refer to the [TIDE User Guide](#).

Creating Individual Appeals

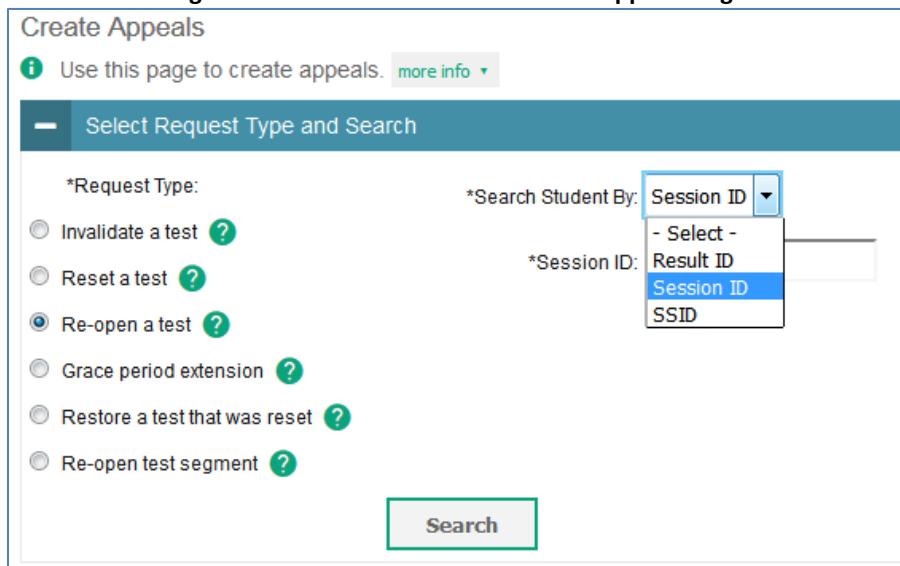
1. Click the **Appeals** task menu on the TIDE dashboard, then select **Create Appeals** (see [Figure 4](#)). The **Create Appeals** page appears.

Figure 4. TIDE Appeals Tab



2. Select an Appeal Type to request. From the drop-down list, select a criterion for the search. Once selected, a text field will automatically populate in which a value can be entered.
Figure 5 displays an example of a request to **Re-open a test** by searching for the test through a **Session ID**.

Figure 5. Selection Fields in the Create Appeals Page



Create Appeals

Use this page to create appeals. [more info ▾](#)

Select Request Type and Search

*Request Type:

- Invalidate a test [?](#)
- Reset a test [?](#)
- Re-open a test [?](#)
- Grace period extension [?](#)
- Restore a test that was reset [?](#)
- Re-open test segment [?](#)

*Search Student By:

*Session ID:

Session ID

Result ID

Session ID

SSID

Search

3. Click **Search**. TIDE displays the found results at the bottom of the **Create Appeals** page (see Figure 6).



Figure 6. Retrieved Appeals

Number of records found: 7														
Request Type	School	ResultID	SSID	Student's Last Name	Student's First Name	Test Opp #	Test Status	Test Start Date	Date of Last Activity	Test	Case Number			
Re-open a test	9999999999-9999999990	4641161	312	LASTNAME	FIRSTNAME	1	reported	9/20/2019 8:59:45 PM	9/20/2019 9:00:37 PM	IAB PT - Math Grade 11 - Teen Driving Restrictions				
Re-open a test	9999999999-9999999990	4641158	312	LASTNAME	FIRSTNAME	1	reported	9/20/2019 8:47:01 PM	9/20/2019 8:47:29 PM	ICA PT - ELA Grade 3 - Beetles				
Re-open a test	9999999999-9999999990	4641159	312	LASTNAME	FIRSTNAME	1	reported	9/20/2019 8:51:58 PM	9/20/2019 8:53:00 PM	IAB - Math Grade 6 - Expressions and Equations				
Re-open a test	9999999999-9999999990	4642307	312	LASTNAME	FIRSTNAME	1	reported	9/26/2019 6:47:59 AM	9/26/2019 6:49:55 AM	IAB - ELA Grade 3 - Write and Revise Narratives				
Re-open a test	9999999999-9999999990	4641160	312	LASTNAME	FIRSTNAME	1	reported	9/20/2019 8:57:03 PM	9/20/2019 8:58:02 PM	IAB - Math Grade 8 - Geometry				
Re-open a test	9999999999-9999999990	4641162	312	LASTNAME	FIRSTNAME	1	reported	9/20/2019 9:02:07 PM	9/20/2019 9:03:56 PM	IAB - Math Grade 7 - Algebraic Expressions and Equations				
Re-open a test	9999999999-9999999990	4641163	312	LASTNAME	FIRSTNAME	1	reported	9/20/2019 9:05:55 PM	9/20/2019 9:07:16 PM	IAB - ELA Grade 11 - Listen/Interpret				

- To create an appeal, mark the checkbox for each result for which you want to create an appeal with the selected appeal type, then click create. Enter the reason in the pop-up text box window. The reason should include detailed information about the incident. Then click **Submit**. A confirmation message will be displayed in the TIDE system.

Creating Appeals Through File Uploads

If many appeals need to be created, it may be easier to upload a file. The following sections describe how to compose the files and then upload them to TIDE.

Understanding the Appeal Upload File Format

The upload file is an Excel or CSV file with a heading row and data rows. [Table 17](#) describes the columns in the upload file and associated valid values.

Table 17. Columns in the Appeals Upload File

Column Name	Description	Valid Values
Type*	Type of appeal.	One of the following: <ul style="list-style-type: none">• Invalidate a test• Reset a test• Re-open a test• Re-open a test segment• Restore a test that was reset• Grace Period Extension
Search Type*	Student field to perform a search.	One of the following: <ul style="list-style-type: none">• Result ID• Session ID• SSID

Table 17. Columns in the Appeals Upload File

Column Name	Description	Valid Values
Search Value*	Search value corresponding to the search type.	Up to 1,000 alphanumeric characters. The value must exist in TDS or TIDE. For example, specifying a result ID of 123456 requires that this result ID exist in TDS.
Reason*	Reason for creating appeal.	Up to 1,000 alphanumeric characters.

*Required field.



Note: “SSID” is used as the designation in all CAI systems for “SASID,” the State Assigned Student Identifier. Both SSID and SASID refer to the same 10-digit unique student identification number.

[Figure 7](#) is an example of a simple upload file that restores all tests associated with session ID UAT-9444-1.

Figure 7. Sample Appeal Request Upload File

	A	B	C	D
1	TYPE	SEARCHTYPE	SEARCHVALUE	REASON
2	Restore a test that was reset	Session ID	UAT-9444-1	Inadvertently reset the test

Submitting an Appeal Upload File

1. Click the **Appeals** task menu on the TIDE dashboard, then click **Upload Appeals**. The **Upload Appeals** page appears.
2. Download one of the file templates by clicking **Download Templates** and selecting either **Excel** or **CSV**.
3. Open the file in a spreadsheet application or text editor and add a row for each appeal. Be sure to follow the guidelines in [Table 17](#). Save the file locally on the computer.
4. In the **Upload Appeals** page, click **Browse** and navigate to the upload file you created in Step 3.
5. Click **Next**. TIDE displays a preview of the uploaded file (see [Figure 8](#)). Use this preview to verify the correct file for upload.

Figure 8. Appeals Upload File Preview

Upload Appeals



1. Upload 2. Preview 3. Validate 4. Commit 5. Confirmation

Step 2: Preview

Row Number	Type	Search Type	Search value	Reason
1	Restore a test that was reset	Session ID	UAT-9444-1	Inadvertently reset the test

Next **Cancel**

6. Click **Next**. TIDE validates the file and displays error messages, if any. Click **Continue with Upload**.
7. Click **Commit**. TIDE commits those records that do not have errors and sends a confirmation email.

Timing of appeals. Submit any appeal at least one day prior to the end of the test window so that students can complete their test opportunity.

For more information on appeals, refer to the [TIDE User Guide](#), available on the [Connecticut Comprehensive Assessment Program Portal](#).

Technology Requirements

Prior to assessment administration, Test Coordinators should meet with their Technology Coordinators to review the technology infrastructure at their schools to ensure that it meets the minimum requirements for administering an online assessment.

Secure Browser

The secure browser is designed to support test security by prohibiting access to external applications or navigation away from the assessment. Devices that will be used for testing must be equipped with a secure browser prior to administering the assessment.



Note: The secure browser is updated each year and therefore, must be downloaded and installed even if the device was used for testing in a prior year.

Technology Coordinators are responsible for ensuring that each device to be used for testing at the school is properly secured by installing the most current secure browser. If test examiners discover that secure browsers were not installed on computers used for testing, they should contact the Test Coordinator. Secure browsers can be downloaded from the [Connecticut Comprehensive Assessment Program Portal](#).

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Paper Materials for Large-Print and Braille Accommodations

Students requiring braille or large-print materials documented in their IEP or Section 504 Plan may receive the Smarter Balanced Summative Assessments for ELA and mathematics and NGSS Assessments on paper. District Administrators should ensure that the proper non-embedded accommodations are reflected in TIDE for each content area (see [Figure 13](#)).

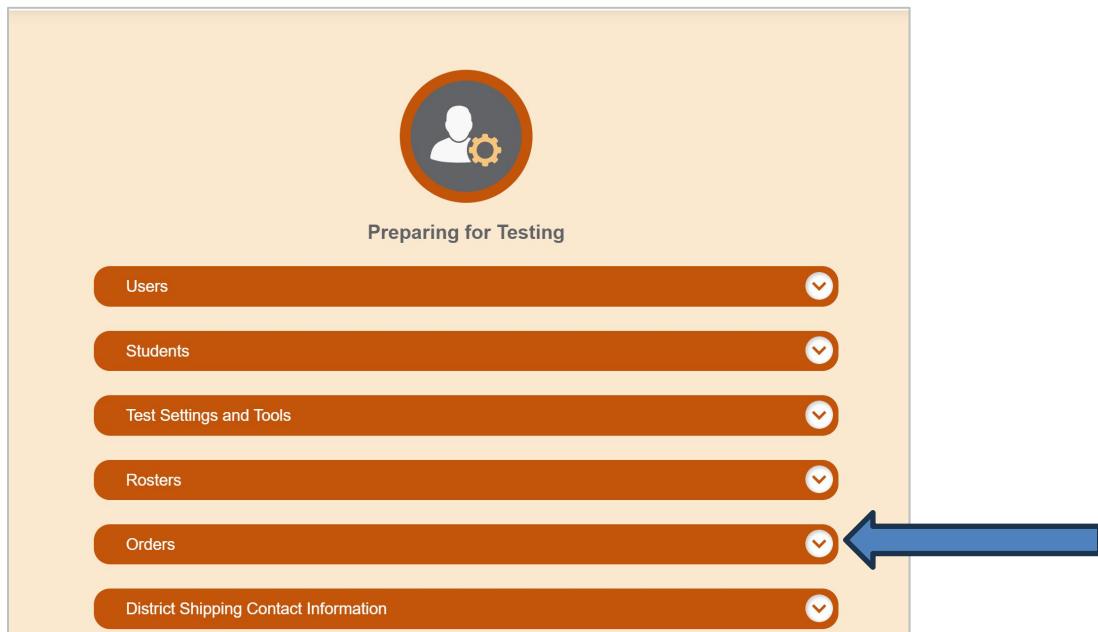
Additionally, District Administrators are responsible for ordering large-print and braille paper tests using TIDE. The order window for these materials opens January 26, 2024. Upon test completion, test examiners are required to transcribe student responses from the large-print and braille paper tests into the DEI. See [Appendix I: Test Administration for Braille and Large-Print Students](#) for details on paper test administration and returning materials.

Ordering Paper Testing Materials

Large-print and braille paper tests must be ordered by the District Administrator in TIDE. The order window opens January 26, 2024. It will take approximately five to seven business days to process the order.

1. Open the **Orders** task on the TIDE dashboard, click **Paper Orders** (see [Figure 9](#)). The **Paper Orders** page appears.

Figure 9. TIDE Orders Task Menu



2. From the **Paper Orders** page, mark **District** to place an order for an entire district. Mark **School** to place an order for a single school.



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- Click **Search**. A list of materials available for ordering appears and may be viewed by grade ([Figure 10](#)). Next to each grade name, choose to expand the material ordering options for the desired grade. Click to minimize the material ordering options for the desired grade.

Figure 10. Sample List of Material for Paper Orders

The following table lists your additional orders for Demo District 1					
	Material Description	Quantity You Will Receive	Quantity Approved	Quantity Pending Approval	Additional Quantity
Grade 3	Smarter Balanced Grade 3 ELA Braille DEI Kit, UEB Contracted Kit Includes: Test Administration Manual, Listening Transcript, Standard Test Book, Braille UEB Contracted Book	0	0	0	
	Smarter Balanced Grade 3 Math Braille DEI Kit, UEB Contracted_UEB Math Kit Includes: Test Administration Manual, Standard Test Book, Braille UEB Contracted Book	1	1	0	
	Smarter Balanced Grade 3 Math Braille DEI Kit, UEB Contracted_Nemeth Math Kit Includes: Test Administration Manual, Standard Test Book, Braille UEB Contracted Book	0	0	0	
	Smarter Balanced Grade 3 ELA Braille DEI Kit_UEB Uncontracted Kit Includes: Test Administration Manual, Listening Transcript, Standard Test Book, Braille UEB Uncontracted Book	0	0	0	
	Smarter Balanced Grade 3 Math Braille DEI Kit_UEB Uncontracted_Nemeth Math Kit Includes: Test Administration Manual, Standard Test Book, Braille UEB Uncontracted Book	0	0	0	
	Smarter Balanced Grade 3 ELA Braille DEI Kit_EBAE Contracted Kit Includes: Test Administration Manual, Listening Transcript, Standard Test Book, Braille EBAE Contracted Book	0	0	0	
	Smarter Balanced Grade 3 Math Braille DEI Kit_EBAE Contracted_Nemeth Math Kit Includes: Test Administration Manual, Standard Test Book, Braille EBAE Contracted Book	0	0	0	
	Smarter Balanced Grade 3 ELA Braille DEI Kit_EBAE Uncontracted Kit Includes: Test Administration Manual, Listening Transcript, Standard Test Book, Braille EBAE Uncontracted Book	0	0	0	
	Smarter Balanced Grade 3 Math Braille DEI Kit_EBAE Uncontracted_Nemeth Math Kit Includes: Test Administration Manual, Standard Test Book, Braille EBAE Uncontracted Book	0	0	0	
	Smarter Balanced Grade 3 ELA Large Print DEI Kit Kit Includes: Test Administration Manual, Listening Transcript, Standard Test Book, Large Print Book	0	0	0	
	Smarter Balanced Grade 3 Math Large Print DEI Kit Kit Includes: Test Administration Manual, Standard Test Book, Large Print Book	0	0	0	
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					

- Find the grade and test for which large-print or braille materials are needed. In the Additional Quantity column for the desired material, enter the number of copies you require.
- Review the **Shipping Address for this Order**, which is provided at the top of the page, for accuracy. Click **Save Orders**. A text box appears allowing you to enter additional comments. Click **Submit** to submit your order. Click **Cancel** to return to the **Search for Orders** panel.
- Click **Close** to return to the **Paper Orders** page. Your order is complete and will be processed in five to seven business days.

For more information on ordering paper materials and reviewing your order history, consult the [TIDE User Guide](#).

Prior to Test Administration

Establishing Appropriate Conditions for Testing

Test Coordinators and test examiners will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test and the special test protocols associated with certain non-embedded designated supports and accommodations. Excluding certain accommodations, testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the test examiner.

The test administration should be conducted in a secure environment (see section [Security of the Test Environment](#)).

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and explain where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test.

During test administration, students may have access to these additional required resources listed in [Appendix H](#).

Tasks to Complete Prior to Test Administration

The tasks that should be completed prior to test administration are indicated for each user role in [Table 18](#).

Table 18. Tasks to Complete Prior to Test Administration

User Role(s)	Task
DCs, SCs, TEs, TAs, and TEAs	<p>Verify that students are provided the opportunity to practice on the Training Test and Practice Test prior to testing.</p> <ul style="list-style-type: none"> It is highly recommended that ALL students be provided the opportunity to practice on the Training Test and Practice Test prior to testing, available on the Connecticut Comprehensive Assessment Program Portal. This allows students the opportunity to become familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and/or accommodations.
DCs, SCs, TEs, TAs, and TEAs	<p>Verify that students are familiar with all item types that may appear on the online tests.</p> <ul style="list-style-type: none"> It is highly recommended that ALL students be provided with the opportunity to view the Item Type Tutorials available on the Connecticut Comprehensive Assessment Program Portal.

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Table 18. Tasks to Complete Prior to Test Administration

User Role(s)	Task
DAs, DCs, SCs	Ensure that all test examiners have login information for the Test Administration Interface and are assigned appropriate user roles and access to TIDE.
DCs, SCs, TEs, TAs, and TEAs	Ensure that the secure browser is available on each device to be used for testing. <ul style="list-style-type: none"> The secure browser is required for testing. Consult the Secure Browsers portal page for more information regarding the secure browser.
DCs, SCs, TEs, TAs, and TEAs	Verify student demographic information and test settings. <ul style="list-style-type: none"> Each student must be correctly assigned to their district, school, and grade in TIDE. District personnel will not be able to add or delete students or make changes to student demographic information directly in TIDE. All changes to enrollment status (this includes students who move during testing) and student demographic information must be made in PSIS. Accurate reporting of individual student demographic status at the time of summative testing in the PSIS Registration Module is the only way to ensure accurate reporting for the annual summative statewide test results. Administrators responsible for statewide student testing will need to work with their District PSIS Coordinators to ensure that accurate student information is being reported in the PSIS Registration Module. The District PSIS Coordinator should make all changes to student enrollment and demographic information directly into the PSIS Registration Module. In addition to the correct school and grade, Test Coordinators and test examiners should verify that all students have accurate test settings in TIDE, including embedded and non-embedded designated supports and accommodations (per a student's implemented IEP/Section 504 Plan in CT-SEDS) for each content area prior to testing. Test Coordinators can add, delete, or change embedded and non-embedded designated supports in TIDE for students in the general education population, including Els/MLs. This only applies to students without an IEP/Section 504 Plan. (Refer to the TIDE User Guide.) Test Examiners may view student information; however, some roles cannot add, upload, or modify test settings in TIDE. Within the Test Administration Interface, a test examiner can change the default font size and turn off universal tools prior to the start of the test. Refer to the CSDE Assessment Guidelines for guidance regarding turning off universal tools. Adding or removing accommodations for students with an IEP/Section 504 Plan must be conducted by the PPT/Section 504 Team in CT-SEDS through an amendment process for students with a documented plan. Contact Deirdre Ducharme or Katie Seifert with questions.

Test Coordinator Manual

Table 18. Tasks to Complete Prior to Test Administration

User Role(s)	Task
SCs	<p>Ensure that test examiners have necessary student login information.</p> <ul style="list-style-type: none"> Students will log in to the Test Delivery System using their first name and SASID as they appear in TIDE. Students will also need the test Session ID to log in to a test. This information must be provided to each student to complete the login process. The SASID and the student's first name may be printed and distributed to each student just prior to testing to help them type it into the computer accurately. For information on printing student test tickets with students' login information, consult the TIDE User Guide. Student information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session. When students move within the state, their data record must be updated with the student's new school and/or district codes in PSIS at least 24 hours before the student begins or resumes testing in the new school or district. A test examiner should contact the Test Coordinator if the students listed in TIDE are inaccurate (e.g., a student who moved still appears in TIDE for the sending school). District personnel responsible for PSIS will need to make the changes in PSIS.
DAs	<p>For out-of-state testing:</p> <ul style="list-style-type: none"> It is the DA's responsibility to identify those student testers and make arrangements to order test materials so that out-of-state testers can participate in testing. See Appendix F.



Important: Any additions/modifications/deletions of students and changes to student test settings must be completed **before the student can test**. The update, once made, may take **up to 24 hours to appear in the Test Administration Interface**. It may also take up to 48 hours for changes in an implemented plan in CT-SEDS to sync with TIDE. Failure to correct test settings before testing could result in the student's not being provided with the necessary accommodations and/or designated supports at the time of testing. This is considered a testing irregularity and may result in the need for a test reset. If in doubt, delay testing and contact your District Administrator to seek guidance.

For information on how to verify student demographic information and view, add, upload, and modify student test settings, please refer to the [TIDE User Guide](#), available on the [Connecticut Comprehensive Assessment Program Portal](#).



Note: When a test examiner creates a test session (in real time or in advance), a unique session ID is randomly generated. This Session ID must be provided to students before they log in. Please refer to the [Test Administrator \(TA\) User Guide](#) available on the [Connecticut Comprehensive Assessment Program Portal](#) for detailed information on how to generate session IDs.

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Day of Test Administration

Each program-specific test administration manual contains a script that the test examiner must use when administering a test. To ensure that all students are tested under the same conditions, the test examiner should adhere strictly to the script provided for administering the test. The directions in boxes indicated by the word “SAY” must be followed exactly and used each time a test is administered. When asked, the test examiner should answer questions raised by students but should never help the class or individual students with specific test items.

No test items or passages can be read to any student for any content area unless the student requires a designated support or accommodation as described in the [CSDE Assessment Guidelines](#).

The test examiner should distribute the following:

- scratch paper to students for all test sessions;
- graph paper to students in Grades 6, 7, and 8 for the Smarter Balanced Mathematics Assessments;
- an embedded calculator will be available for some Smarter Balanced Mathematics items in Grades 6, 7, and 8;
- headphones to students for the ELA Listening portion of the Smarter Balanced ELA Assessments, to students who require Audio Glossaries on the Smarter Balanced Mathematics Assessments, and students who require text-to-speech on any assessment; and
- if desired, a [printed periodic table](#) (available in Spanish and English) for the NGSS Assessments for Grades 8 and 11. However, a periodic table is available as an embedded universal tool through the Test Delivery System for applicable items.
- if desired, a handheld calculator for the NGSS Assessments for Grades 5, 8, and 11. However, the Desmos calculator is available as an embedded universal tool through the Test Delivery System.



The test examiner should verify the security of the testing environment prior to beginning a test session (see section [Security of the Test Environment](#)). Test Examiners must ensure that students do not have access to digital, electronic, or manual devices during testing, unless otherwise needed to support approved accessibility features.



Note: It is important for anyone with access to student information to remember that student personal information, including the SASID, is confidential. If materials containing student personal information and/or SASIDs are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or destroyed.

Test Session Administration

The test examiner has the option of creating a test session in real time or in advance using the Test Administration Interface. This must be completed before students can log in to the Test Delivery System (**but no more than 30 minutes prior to test administration, or the system will time out due to a lack of activity**). When a test examiner creates a test session, a unique Session ID is randomly generated. This Session ID must be provided to the students before they log in and should be written down.

The program-specific test administration manuals provide the test examiner with the following steps to administer a test:

1. Log in to the Test Administration Interface
2. Create a test session
3. Start the test session
4. Inform the students of the Session ID
5. Inform students of the test session in which they are participating
6. View and approve students waiting for test session approval
7. Monitor student progress
8. End the test session and log out of the Test Administration Interface

Testing Over Multiple Sessions or Days

For the Smarter Balanced Assessments, students may best be served by sequential, uninterrupted time that may exceed the time in a student's normal schedule. If the test session is broken into different parts because of scheduling, students can be provided breaks within each part.

If the test examiner intends to administer any Smarter Balanced test session over the course of multiple days for a student or group of students, the test examiner may ask students to pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the test examiner should give the students clear directions on when to pause. For example, test examiners may designate a certain amount of time for testing. This guidance may be written in a place that students can easily see it. Students will receive a notification when they reach the end of the section.



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When testing is resumed on a subsequent day, the test examiner will need to start a new test session and provide a new Session ID. When instructing the students to log in, the test examiner will need to read the script (SAY boxes) to the students again. A summary of recommendations for the number of sessions and session durations can be found in the section on [Test Scheduling, Testing Times, and Test Windows](#).

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Following Test Administration

Destroying Test Materials

As a reminder, printed and paper test materials identified in section [Ensuring Test Security](#) and [Appendix B: Secure Handling of Printed Materials](#) must be securely destroyed immediately following each test session (Smarter Balanced ELA and math, NGSS Assessments, and CTAA) and may not be retained from one test session to the next. This includes removing secure materials from assistive technology devices and securely destroying the DTAs used to administer the CTAA. The only exception to this is scratch paper (and graph paper for Grades 6, 7, and 8) used during the Smarter Balanced Mathematics Performance Task, which should be handled according to the guidance provided in [Appendix B](#). Additionally, as a reminder, **CTAS Performance Tasks and Resources should be saved and securely stored for future test administrations while the CTAS Student Score Worksheets should be filed locally with the student's records.**



Federal law—the Family Educational Rights and Privacy Act (FERPA)—prohibits the release of any student's personally identifiable information. Any printed materials must be securely stored and then securely shipped or destroyed as appropriate.

Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents are reported in accordance with the guidelines in sections [Test Security](#) and [Testing Improprieties, Irregularities, and Breaches](#) in this manual and the [TIDE User Guide](#) available on the [Connecticut Comprehensive Assessment Program Portal](#).

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Appendix A. Performance Office Contact Information

Table 19 includes the contact information for the CSDE Performance Office support for the summative Assessments.

Table 19. CSDE Performance Office Contact Information

Name	Phone	E-mail
Student Assessment, Performance Office	860-713-6860	CTStudentAssessment@ct.gov
Abe Krisst, Bureau Chief	860-713-6894	Abe.krisst@ct.gov
Kimberly Johnson <i>Smarter Balanced Assessments</i> <i>NGSS Assessments</i> <i>LAS Links</i>	860-713-6885	Kimberly.Johnson@ct.gov
Cristi Alberino <i>Summative Assessment Appeals</i> <i>Smarter Balanced</i> <i>LAS Links</i>	860-713-6862	Cristi.Alberino@ct.gov
Deirdre Ducharme, Special Populations <i>Smarter Balanced</i> <i>Alternate Assessment System</i> <i>Connecticut SAT School Day</i>	860-713-6859	Deirdre.Ducharme@ct.gov
Katie Seifert, Special Populations <i>Smarter Balanced</i> <i>Alternate Assessment System</i>	860-713-6722	Katherine.Seifert@ct.gov
Jeff Greig <i>NGSS Assessments</i>	860-713-6854	Jeff.Greig@ct.gov
Michelle Rosado <i>CT SAT School Day</i>	860-713-6748	Michelle.Rosado@ct.gov

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Appendix B. Secure Handling of Printed Materials

Destruction of Printed Materials and Scratch Paper

Printed materials from the print-on-demand accommodation and scratch paper must be kept in a securely locked room or locked cabinet that can be opened only by staff responsible for test administration. All test materials must remain secure at all times. Printed test items/passages, including embossed braille printouts and scratch paper, must be collected at the end of each test session and then immediately destroyed. **Do NOT** keep printed test items/passages or scratch paper for future test sessions, except as noted below for mathematics PTs.

Use of Scratch Paper on the Performance Tasks

The mathematics PT may extend beyond one test session. When this happens, test examiners should tell students to write their names on the scratch paper (and graph paper for Grades 6, 7, and 8), collect the paper used in the first session, and securely store it for students' use in the subsequent test session.



Alert: The retention of scratch paper is only allowed for the PTs. Following the conclusion of the PT, all scratch paper and graph paper (for mathematics Grades 6, 7, and 8) must be collected and immediately destroyed to maintain test security.

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Appendix C. Item Types

Item and Response Types

As students engage with the assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students.

There are several resources that teachers and students can use to become familiar with the test, including a Practice Test and a Training Test (for Smarter Balanced only). It is **highly recommended** that ALL students access the Training Test site before taking the test. Doing so will provide students with an opportunity to view and practice each of the item types.

The Practice Tests and Training Tests are available on the [Connecticut Comprehensive Assessment Program Portal](#).

Tutorials for Item Types

Tutorials of each item type are available on the [Connecticut Comprehensive Assessment Program Portal](#).

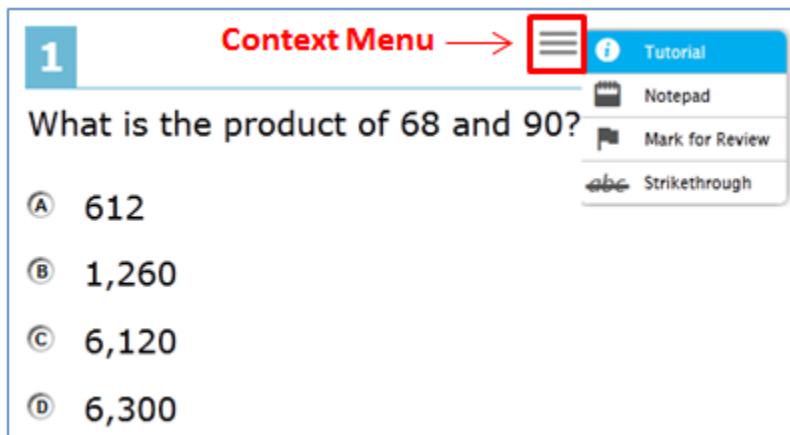


Note: Not all assessments will necessarily include all item types.

Technical Skills to Access Embedded Resources

To access some of the embedded resources (such as strikethrough, highlighter, American Sign Language videos, and text-to-speech) that are available, students may need to access the **context menu** in the top right corner of the item or passage ([Figure 11](#)).

Figure 11. Context Menu



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Appendix D. Secure Browser for Testing

Test Coordinators and test examiners should be aware of the following guidelines and employ the necessary precautions while administering online assessments:

Close External User Applications

Prior to administering the online assessments, test examiners should check all computers that will be used and close all applications except those identified as necessary by the Technology Coordinator. After closing these applications, the test examiner should open the secure browser on each computer.

The secure browser automatically detects certain applications that are prohibited from running on a computer while the secure browser is open. The secure browser will not allow a student to log in if the computer detects that a forbidden application is running. A message will also display the forbidden application(s).



Note: If a forbidden application is launched in the background while the student is already in a test, the student will be logged out and a message will be displayed. The student will have to close the forbidden application, re-open the secure browser, and log in to continue working on the assessment. This would be considered a test security incident.

Testing on Computers with Dual Monitors

Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen.

Students should NOT take assessments on computers that are connected to more than one monitor except in extremely rare circumstances, such as when a test examiner is administering a test for a student who has a read-aloud, non-embedded accommodation and wants to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud. In these rare cases where a dual monitor is allowed, Smarter Balanced requires that the monitors be set up to “mirror” each other. Technology Coordinators can assist test examiners in setting up the two monitors to ensure they mirror each other rather than operate as independent monitors.

In these cases, all security procedures must be followed, and the test must be administered in a secure environment to prevent others from hearing the questions or viewing the student or test examiner screens.

Secure Browser Error Messages

Possible error messages displayed by the secure browser are shown in [Table 20](#).

Table 20. Secure Browser Error Messages

Message	Description
Secure Browser Not Detected	The system automatically detects whether a computer is using the secure browser to access the Test Delivery System. The system will not permit access to a test other than through the secure browser; under no condition may a student access a test using a non-secure browser.
Unable to Establish a Connection with the Test Delivery System	If a computer fails to establish a connection with the Test Delivery System, a message will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site.

Force-Quit Commands for Secure Browsers

In the rare event that the secure browser or test becomes unresponsive, and you cannot pause the test or close the secure browser, users have the ability to “force-quit” the secure browser.



Alert: Using keyboard commands to force-quit the secure browser will log the student out of the test that they are taking. When the secure browser is opened again, the student will have to log back in and regain test examiner approval to enter the test session in order to resume testing.



Alert: You are strongly advised against using the force-quit keyboard commands, as the secure browser treats this action as an abnormal termination. The secure browser hides features such as the Windows taskbar; if the secure browser is not closed correctly, then the taskbar may not reappear correctly.

These commands should be used only if the [Close Secure Browser] button does not work.

To force the browser to close, use the following keyboard commands indicated in [Figure 12](#).

Figure 12. Force-Quit Keyboard Commands

Force-Quit Commands
Windows: [Ctrl] + [Alt] + [Shift] + [F10] Mac OS X: [Ctrl] + [Alt] + [Shift] + [F10] Linux: [Ctrl] + [Alt] + [Shift] + [Esc]

Note for Windows and Mac users:

If you are using a laptop or netbook, you may also need to press the [FN] key before pressing [F10].

Appendix E. Testing Pause Rule Scenarios

Pause rules are invoked in certain circumstances during the administration of an assessment. The scenarios in which the pause rules are invoked are indicated below.

Smarter Balanced CAT

- If the CAT portion of the Smarter Balanced Summative Assessment is paused for less than 20 minutes, the student can return to previous test pages and change the response to any item they have already answered within a segment.
- If the CAT portion of the Smarter Balanced Summative Assessment is paused for more than 20 minutes, the student is required to log back into the Student Interface. The test will return the student to the last page with unanswered items when the student logs back in and resumes testing. If a page has both answered and unanswered items, the student may change any answers on that page. The student may not return to previous pages and cannot change answers to items on previous pages. Examples of the pause rule on the CAT are as follows:
 - **Example A:** A single test page on the CAT contains items 4-10. A student answers items 4-7 on this page and pauses the test for more than 20 minutes. When the student logs back into the Student Interface and resumes testing, the student can review or change their answers to items 4-10 but cannot return to items 1-3 on a previous page in the CAT.
 - **Example B:** A single test page on the CAT contains items 9-11. The student answers items 9-11 before pausing the test for more than 20 minutes. When the student logs back into the Student Interface and resumes testing, the student will begin on item 12 but cannot return to items 1-11.
 - **Example C:** A single test page on the CAT contains item 9. The student has already answered items 1-8. The student was only reading item 9 before pausing the test for more than 20 minutes and did not click on/near the response options or text field provided to collect a response. When the student logs back into the Student Interface and resumes testing, the student will begin on item 9 since item was not responded to. The student cannot go back to items 1-8.

NGSS Assessments

- If the NGSS Assessment is paused for less than 20 minutes, the student can return to previous test pages and change the response to any item they have already answered within a segment.



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- If the NGSS Assessment is paused for more than 20 minutes, the student is required to log back into the Student Interface. The test will return the student to the last page with unanswered item when the student logs back in and resumes testing. Each page contains one item. If a page has both answered and unanswered parts to the item, the student may change any answers on that page. The student may not return to previous pages and cannot change answers to items on previous pages. Examples of the pause rule on the NGSS are as follow:
 - **Example A:** A single test page on the NGSS contains item 5. A student answers all the parts of that item and pauses the test for more than 20 minutes. When the student logs back into the Student Interface and resumes testing, the student will resume the test at item 6 and cannot go back to items 1-5.
 - **Example B:** A single test page on the NGSS contains item 5. A student answers part of the item but not all and pauses the test for more than 20 minutes. When the student logs back into the Student Interface and resumes testing, the student will resume the test at item 5 and can go back and make changes to the responses in item 5.

Smarter Balanced PT and CTAA Scenarios

- **There are no pause restrictions.** If a test is paused for 20 minutes or more, the student can return to the section and continue entering their responses.
- Any highlighted text will remain as long as the student logs back into the test using the same operating system.
- Any notes on the embedded notepad for each item will **not** be saved when a test is paused regardless of how long the assessment is paused.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.



Appendix F. Additional Participation Considerations

All Connecticut public school students should be assessed in accordance with federal and state regulations. Students must be tested by the district when they are included in the PSIS collection. The “Additional Participation Considerations” listed below provide state policy for student participation in the statewide summative tests including the Smarter Balanced Summative Assessments, NGSS, CTAA, and CTAS. The list indicated in [Table 21](#) provides specific guidance for testing those students who are in various special circumstances. For those students who attend schools outside of Connecticut, see the [Testing Students in PSIS who attend Out-of-State Facilities or In-State Non-Approved Facilities](#) guide for more information.

Table 21. Participation Considerations for Statewide Summative Testing

Student Circumstance	Testing Policy
Students entered into PSIS who are enrolled in state Approved Private Special Education Programs (APSEP) in Connecticut	Connecticut public school students who are enrolled in an APSEP in Connecticut are tested by the APSEP.
Students entered into PSIS who are enrolled in a Non-Approved Private School in Connecticut	Connecticut public school students who are enrolled in a Non-Approved Private School in Connecticut are tested by the reporting district preferably at a district school or at the district’s central administrative offices by a certified school staff member.
Connecticut students entered into PSIS who are being educated out of state	The reporting district is accountable to test these students. Contact the CSDE Performance Office at 860-713-6860 for further direction on testing these students.
Students who move to another Connecticut public school in the same district or move to another Connecticut district during testing	Students who move to another Connecticut public school in the same district or move to another Connecticut district will have their tests follow them in TIDE upon the PSIS Registration Module being updated.
Students who move to a private school or to an out-of-state school during testing and are exited from PSIS	Students who move to a private school or to an out-of-state school should be noted in PSIS as transferring from the Connecticut public school system. These students are not tested.
Students who may qualify for a medical exemption	Requests for consideration of an Emergency Medical Exemption should be initiated by the District Administrator for assessments as needed during the appropriate test administration window.
Students hospitalized or homebound due to illness	Students who are hospitalized or homebound due to illness should be tested unless there are medical constraints that prevent them from testing and the student has received an approved medical exemption.



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Table 21. Participation Considerations for Statewide Summative Testing

Student Circumstance	Testing Policy
Students on homebound instruction due to suspension or expulsion	Students who are receiving homebound instruction due to a suspension or expulsion must be tested either at home or preferably at the school district's central administrative offices by a certified school staff member who is fully trained in the proper test administration and security procedures.
Home-schooled students	Home-schooled students are not public school students and are not eligible to be administered state assessments.
Students who are newly enrolled in a Connecticut public school after the district testing window has commenced	Students who are newly enrolled in a Connecticut public school after the first day of testing are required to be administered the state assessments. Students who enroll from outside the Connecticut public schools after May 27, 2024 , will not be required to take the Smarter Balanced Summative Assessments, the CTAA, the NGSS Assessment, or the CTAS. District Administrators with specific questions about dates for the various tests should contact the CSDE Performance Office at (860) 713-6860 for guidance.

Appendix G. 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 the Smarter Balanced 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 IEP. This includes 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. 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.
HIGH Breach	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.

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Appendix H. Required Resources

Content Area	Description
Smarter Balanced Summative Assessments – ELA	<ul style="list-style-type: none">Headphones are required for the ELA Listening portion of the ELA assessment and for students requiring text-to-speech.Scratch paper or whiteboards with markers should be provided for note taking if necessary.
Smarter Balanced Summative Assessments – Mathematics	<ul style="list-style-type: none">Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries.An embedded calculator will be available for some mathematics items in Grades 6, 7, and 8.Scratch paper is required for all grades.Graph paper is also required for Grades 6, 7, and 8.
Connecticut Alternate Assessment	<ul style="list-style-type: none">The TEA will need to print the test's Directions for Test Administration (DTA) for the CTAA (ELA and math) prior to administering the test. DTAs are available to DA and TEAs in TIDE via the Secure Testing Materials tab.
Next Generation Science Standards Assessments	<ul style="list-style-type: none">Headphones or earbuds are required only for students using the text-to-speech designated support.

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Appendix I. Test Administration for Braille and Large-Print Students

Students with an IEP or Section 504 Plan that requires braille or large-print materials can receive the Smarter Balanced ELA and mathematics and NGSS tests on paper. For students requiring braille materials for the CTAA, please refer to the [CTAA Test Administration Manual](#). District Administrators are responsible for ordering paper tests using TIDE (see section [Paper Materials for Large-Print and Braille](#)). If these materials include the Smarter Balanced ELA Performance Task, please instruct the proctor to not administer this portion of the test.

Upon test completion, test examiners are required to submit student responses to the large-print and braille paper tests in the DEI.

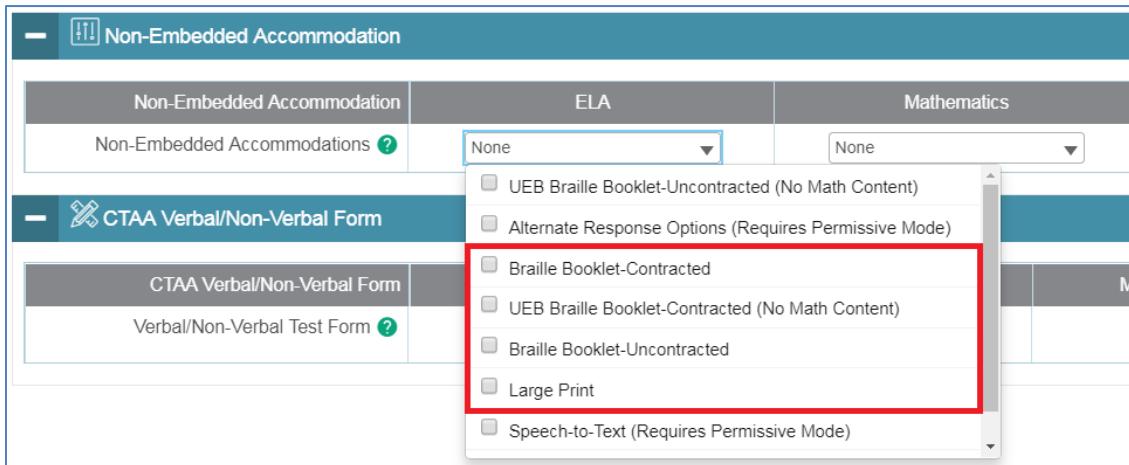
The DEI is a secure system that will display an online version of the test. Test Examiners should accurately transcribe all student responses into the DEI and submit the test on behalf of the student no later than **May 31, 2024**, for scoring and reporting. The DEI will close for the school year after this date and cannot be reopened to accommodate late submissions. For more information on navigating the DEI, consult the [How to Access the Data Entry Interface](#) brochure.

The following procedures are necessary to successfully administer a paper assessment.

Input Student Settings in TIDE

Ensure that all students requiring large-print and braille materials have been correctly marked for each test area in CT-SEDS. When the plan is implemented, designated supports and accommodations will import to TIDE. Refer to [Figure 13](#) to locate the section in TIDE that should indicate the Braille and Large Print accommodations.

Figure 13. Student Settings for Braille and Large Print in TIDE



The screenshot shows the 'Non-Embedded Accommodation' section of the TIDE software. Under 'Non-Embedded Accommodation', there are dropdown menus for 'ELA' and 'Mathematics', both currently set to 'None'. Below this, the 'CTAA Verbal/Non-Verbal Form' section is expanded, showing a list of accommodation options. A red box highlights the 'Large Print' option in the list, which includes: Braille Booklet-Contracted, UEB Braille Booklet-Contracted (No Math Content), Braille Booklet-Uncontracted, Large Print, and Speech-to-Text (Requires Permissive Mode).

Non-Embedded Accommodation		ELA	Mathematics
Non-Embedded Accommodations ?		None	None
CTAA Verbal/Non-Verbal Form		<input type="checkbox"/> Braille Booklet-Contracted <input type="checkbox"/> UEB Braille Booklet-Contracted (No Math Content) <input type="checkbox"/> Braille Booklet-Uncontracted <input checked="" type="checkbox"/> Large Print <input type="checkbox"/> Speech-to-Text (Requires Permissive Mode)	
CTAA Verbal/Non-Verbal Form	Verbal/Non-Verbal Test Form ?		

Order Materials in TIDE

District Administrators are responsible for ordering large-print and braille paper tests using TIDE (see section [Paper Materials for Large-Print and Braille](#)). Material can be ordered directly in TIDE as early as January 26, 2024.

Braille and large-print paper test kits can be ordered for each grade and subject. All kits will contain a *Test Administration Manual* and standard test booklet. As a reminder, students should not complete the Smarter Balanced ELA Performance Task as it is not part of the Connecticut summative assessment.

Enter Student Responses into the Data Entry Interface

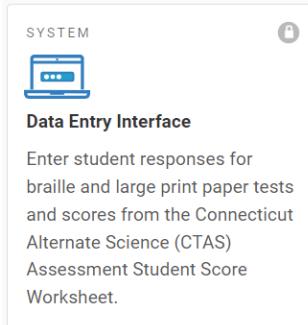
For all large-print and braille paper tests, the test examiner should ensure that the student's name, SASID, test examiner's name, school, and district are written on the cover of the booklet. Students must answer all questions directly in their test booklet. For responses requiring more space than available in the test booklet, students may answer on a piece of paper with their name, SASID, and question number(s) clearly marked. This paper MUST be inserted into their test booklets.

Upon completion of the test, the test examiner must collect all test booklets and record all student responses into the DEI. The DEI displays the appropriate paper test in an online format for each student. All items that were presented to the student in the paper test booklet will be populated in the DEI. All student responses must be entered into the DEI to be captured for scoring no later than **May 31, 2024**. As a reminder, the DEI will close after this date and cannot be reopened to accommodate late submissions.

To Submit Student Data in the DEI:

1. From the [Connecticut Comprehensive Assessment Program Portal](#), navigate your program's page. Select the **Data Entry Interface** card to log in to the DEI (see [Figure 14](#)).

Figure 14. DEI Portal Card



2. Enter and confirm student information as it appears in the PSIS.



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3. Select the assessment for which student data needs to be entered.
4. Transcribe the student's data exactly as it appears on the student's paper test form.
5. All tests must be submitted by May 31, 2024.

The following guidelines must be followed to ensure accurate and fair transcription of student responses:

- All test materials and student responses are to be considered secure and confidential.
- Only persons who know braille should transcribe the responses into English in the DEI.
- Transcribers should be impartial and have no vested interest in student scores.
- Transcriptions of student responses must be identical to what the student provides, including grammar, punctuation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response exactly.
- Transcriptions should be proofread by a second impartial party to confirm accuracy. For cases where students have provided a graphic in a response, two transcribers should collaborate to transfer the response.

The test examiner must provide written affirmation to the Test Coordinator that student responses have been completed in the student's test booklet and entered into the DEI with fidelity. Under no circumstances should a student's answer be altered or edited; to do so is a direct violation of test security.

For more detailed information concerning the DEI, consult the [How to Access the Data Entry Interface \(DEI\)](#) brochure, available on the [Connecticut Comprehensive Assessment Program Portal](#).

Return Test Materials

After testing is complete and responses are entered into the DEI, assemble all paper test materials.

- Verify that all test booklets have been collected from the test examiners after test administration.
- Verify materials against the Packing List to ensure that all **secure** test booklets are included for return.

You do not need to wait for the test window to close to ship back secure test materials. All materials should be shipped back as promptly as possible.



Prepare Boxes for Shipping

- Place all test booklets in the return box that was included in the initial shipment.
- **Non-secure** test materials should not be returned.
- Pack boxes for shipping using newspaper or other packing materials to minimize shifting.
- Seal each box using reinforced tape.

The District Administrator maintains final responsibility for ensuring that all secure materials are packaged and ready for return.

FedEx Pickup

All districts and schools should return test materials using FedEx. FedEx return kits, including instructions, were provided in the original shipment of test materials. If you need additional FedEx return kit materials, or if you have any questions about returning your test materials via FedEx, call the Connecticut Comprehensive Assessment Program Help Desk at 1-844-202-7583 or email cthelpdesk@cambiumassessment.com. **If you do not have a return kit**, call or email the Help Desk and an agent will provide you with the information and the account numbers needed to schedule a FedEx pickup.

Instructions for FedEx Pickup:

1. As soon as possible after testing, prepare boxes for shipping using the FedEx Pickup directions.
2. Apply the FedEx Package Return Program (PRP) label on each box.
3. The PRP label has been preprinted with all necessary information **except** for your shipping address and the total number of boxes. Please fill in this information accordingly.
4. **Please call 1-800-463-3339 to schedule your FedEx pickup.** You must allow at least two hours from the time you call until your boxes are picked up.
5. At the time of pickup, the FedEx driver will provide a copy of the PRP label for your records. Please maintain this copy until you have verified that the shipment of secure testing materials has been delivered to Measurement Incorporated.

Appendix J. District Administrator Checklist

District Administrator Activities	
Direct Responsibilities	
<input type="checkbox"/>	1. Notify schools when training materials are available.
<input type="checkbox"/>	2. Notify schools when administration manuals are available.
<input type="checkbox"/>	3. Review all CSDE policy and test administration documents.
<input type="checkbox"/>	4. Review scheduling and testing requirements with School Test Coordinators.
<input type="checkbox"/>	5. Plan all training for School Test Coordinators and test examiners. Retrain as needed.
<input type="checkbox"/>	6. Confirm the TEAs have taken and passed the required training and have the trained TEA role in TIDE.
<input type="checkbox"/>	7. Review security procedures with School Test Coordinators and test examiners.
<input type="checkbox"/>	8. Work with Technology Coordinators to ensure timely computer setup. <ul style="list-style-type: none"> ○ Conduct network diagnostics. ○ Download the secure browser. ○ Verify that schools meet the minimum technology requirements.
<input type="checkbox"/>	9. Work with school personnel to review the TIDE student enrollment information.
<input type="checkbox"/>	10. Confirm the Connecticut Alternate Assessment System Eligibility Form has been submitted for each alternate assessment student and verify that the Alt Flag indicator is activated in each student's TIDE Test Settings and Tools account prior to testing.
<input type="checkbox"/>	11. Perform an equipment-needs assessment based on individual student requirements. <ul style="list-style-type: none"> ○ Work with the School Test Coordinator to identify students who will need specialized equipment for accommodations. ○ Communicate with the School Test Coordinators and test examiners to identify the number of headsets needed in order to take the ELA Listening portions of the Smarter Balanced CAT. Place order for the number of headsets needed plus extra. <p><i>Note: Headsets are required for the ELA Listening portions of the Smarter Balanced CAT, for students who require text-to-speech on any assessment, or for students requiring audio glossaries (Smarter Balanced Mathematics only).</i></p>
Monitor Test Administration Activities	
<input type="checkbox"/>	12. Investigate all testing improprieties, irregularities, and breaches reported by District Coordinators, School Test Coordinators, and test examiners. Follow reporting procedure according to Testing Improprieties, Irregularities, and Breaches .
<input type="checkbox"/>	13. Develop a plan to document all Test Security Incidents. Submit appeals in TIDE. Report any breaches immediately to the CSDE according to the guidelines in Testing Improprieties, Irregularities, and Breaches and Appeals .



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District Administrator Activities	
<input type="checkbox"/>	14. Monitor with the District Technology Coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.
Oversight Responsibilities	
<input type="checkbox"/>	15. Ensure that School Test Coordinators and test examiners in the district are appropriately trained and aware of policies and procedures, especially related to test security.
<input type="checkbox"/>	16. Review school test administration schedules for adequate time and resource planning.
<input type="checkbox"/>	17. Verify that School Test Coordinators and test examiners have reviewed student information in TIDE and are verifying student settings for designated supports and accommodations in TIDE, including verifying that the Alt Flag indicator is activated in the students' TIDE Test Settings and Tools account prior to testing for those who qualify for the alternate assessment.
<input type="checkbox"/>	18. Be available during testing for questions and problem solving or assign a designee if unavailable.
<input type="checkbox"/>	19. Communicate regularly with School Test Coordinators about any emerging trends or issues.
<input type="checkbox"/>	20. Verify that all students required to be assessed have completed their testing and that all demographics are accurately reported in the PSIS Registration Module.

Appendix K. School Test Coordinator Checklist

School Test Coordinator Activities	
Direct Responsibilities	
<input type="checkbox"/>	1. Attend trainings your district offers and review all CSDE policy and test administration documents.
<input type="checkbox"/>	2. Work with technology personnel to ensure timely computer setup for the following: <ul style="list-style-type: none"> ○ Conduct network diagnostics. ○ Download and install the secure browser. ○ Verify that your school has met the minimum technology requirements. ○ Ensure that other technical issues are resolved before and during testing.
<input type="checkbox"/>	3. Communicate with test examiners to identify the number of headsets needed for each testing site and ensure that the needed number is available prior to the testing window. <ul style="list-style-type: none"> ○ Headsets are required for the Smarter Balanced ELA Listening portions of the CAT, for students who require text-to-speech on any assessment, or for students requiring audio glossaries (Smarter Balanced Mathematics only). ○ Communicate with the District Administrator to identify the number of headsets needed. <p><i>Note: Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.</i></p>
<input type="checkbox"/>	4. Perform an equipment-needs check based on individual student requirements. <ul style="list-style-type: none"> ○ Work with test examiners to identify students who will need specialized equipment for accommodations.
<input type="checkbox"/>	5. Based on the test administration windows, work with test examiners and District Administrator to establish a testing schedule.
<input type="checkbox"/>	6. Work with test examiners to review student information in TIDE before students are tested to ensure that correct student information and test settings for designated supports and accommodations are applied.
<input type="checkbox"/>	7. Establish a place to test those students who need a separate test setting.
<input type="checkbox"/>	8. Work with test examiners to plan a quiet activity for each test session for students who finish early. <p><i>Note: The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.</i></p>
<input type="checkbox"/>	9. Ensure proper handling of all secure printed test materials and scratch paper. Develop a plan for collecting and securing all test materials after each test session. Ensure that these materials are destroyed according to Appendix B: Secure Handling of Printed Materials .
<input type="checkbox"/>	10. Ensure that printed periodic tables have been handed out (for Grade 8 and 11 NGSS) and hand-held calculators for NGSS if necessary. Both supports are also provided in the Test Delivery System.
<input type="checkbox"/>	11. Ensure adherence to all test security policies.



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School Test Coordinator Activities	
<input type="checkbox"/>	12. Document any testing improbity, irregularity, or breach and report to the District Administrator immediately after learning of the incident. <ul style="list-style-type: none">○ Working with District Administrator, enter appeals in TIDE.
Monitor Test Administration Activities	
<input type="checkbox"/>	13. Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.
<input type="checkbox"/>	14. Raise any technical issues with the Technology Coordinator for resolution.
<input type="checkbox"/>	15. Review, investigate, and report to the District Administrator on all potential testing improprieties, irregularities, and breaches reported by test examiners. Mitigate incidents when appropriate.
Oversight Responsibilities	
<input type="checkbox"/>	16. Confirm that test examiners have verified student settings for designated supports and accommodations in TIDE.
<input type="checkbox"/>	17. Assist test examiners in taking proper measures to ensure that students have access only to allowable non-embedded resources during testing.
<input type="checkbox"/>	18. Verify that test examiners are adhering to all test security policies and practices.

Appendix L. Test Examiner Checklist

Test Examiner Activities	
<input type="checkbox"/>	1. Review the appropriate <i>Test Administration Manual</i> .
<input type="checkbox"/>	2. Attend school or district training sessions.
<input type="checkbox"/>	3. Use the Training Tests and/or Practice Tests with students to familiarize them with navigation of the system and tools.
<input type="checkbox"/>	4. Perform an equipment-needs check based on individual student requirements. <ul style="list-style-type: none"> ○ Work with the School Test Coordinator to identify students who will need specialized equipment for accommodations.
<input type="checkbox"/>	5. Work with the School Test Coordinator to determine precise testing schedules based on the test administration windows selected by the school schedule. <ul style="list-style-type: none"> ○ Make sure your students' test administration schedule includes allowable breaks.
<input type="checkbox"/>	6. Confirm that you have received your TIDE login information. You will also use this username and password for any other CAI-provided systems. <p><i>Note: If you have not received this information, please check your spam/junk email folder to see if it was mistakenly routed there. If not, check with your School Test Coordinator.</i></p>
<input type="checkbox"/>	7. Work with your School Test Coordinator to ensure that each student appears in TIDE.
<input type="checkbox"/>	8. Verify that student test settings have been uploaded into TIDE.
<input type="checkbox"/>	9. Confirm each student's test settings for designated supports and accommodations in TIDE against their IEP or other relevant documentation as appropriate.
<input type="checkbox"/>	10. Ensure that the correct secure browser has been downloaded to any computer(s) on which students will be testing.
<input type="checkbox"/>	11. Communicate to students the need for headsets in order to take the Smarter Balanced ELA Listening portions of the CAT or if any student requires text-to-speech on <u>any</u> assessment. <ul style="list-style-type: none"> a. Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing. b. Also, have extra headsets on hand for students who may forget to bring their headsets. c. Send reminders several days before and the day prior to testing to ensure students remember to bring headsets.
<input type="checkbox"/>	12. Plan a quiet activity for each test session for students who finish early. <p><i>Note: The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.</i></p>
<input type="checkbox"/>	13. Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the school's Technology Coordinator. Make sure that no computer has dual monitors.



Test Coordinator Manual

Test Examiner Activities	
	a. Work with your Technology Coordinator to set system volume prior to students launching the secure browser to ensure students can hear the audio portions of the Smarter Balanced ELA segment. b. The test examiner should open the secure browser on each computer after closing any unnecessary applications.
<input type="checkbox"/>	14. Administer the state's summative assessments, following the directions for administration. Provide any approved non-embedded designated supports and accommodations as noted in the student's test settings.
<input type="checkbox"/>	15. Remind students in Grades 6, 7, and 8 taking the Smarter Balanced Mathematics Assessments that some items include access to an embedded calculator.
<input type="checkbox"/>	16. Provide students with scratch paper for all test sessions. Also, provide students in Grades 6, 7, and 8 with graph paper for the Smarter Balanced Mathematics Assessments.
<input type="checkbox"/>	17. Ensure that students who need other non-embedded universal tools (such as calculators for NGSS and periodic tables for Grades 8 and 11) are provided those supports.
<input type="checkbox"/>	18. On the day of testing, verify that the students have their login information (first name, SASID, and Session ID).
<input type="checkbox"/>	19. Review all guidelines for creating a secure test environment.
<input type="checkbox"/>	20. Make sure the physical conditions of the testing room are satisfactory. <ul style="list-style-type: none">○ Make sure that no instructional materials directly related to the content of the assessments are visible.○ Students should be seated so that they have no opportunity to look at another student's computer screen. Either adequately space students or provide partitions to separate them.○ Actively monitor students throughout the test sessions.○ Make sure students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test.○ Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.
<input type="checkbox"/>	21. Report any testing improprieties, irregularities, and breaches to the School Test Coordinator and District Administrator.
<input type="checkbox"/>	22. Securely destroy all printed testing materials, including student login information, print-on-demand documents, scratch paper, and graph paper.

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