



Student Assessment News

Connecticut State Department of Education • Performance Office

May 4, 2022

[Archived Student Assessment News](#)
CTStudentAssessment@ct.gov

English Proficiency Growth Model

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A new presentation on the [English Language Proficiency Growth Model](#) explains how the Every Student Succeeds Act (ESSA) altered the way states incorporated English language proficiency growth into their accountability models. Connecticut's English Language Proficiency Growth Model, and how that model can be used to determine students' movement toward proficiency in the Next Generation Accountability System, is a detailed presentation that contains examples of how to interpret the student growth target tables. This video will provide districts with a clear understanding of the model used when analyzing the growth of English learners and their progression toward their individual targets and proficiency. A brief explanation of where public LAS Links Growth Results at the aggregate level for districts and the state are located, and how District Administrators can track or find students' individual results in EdSight Secure.

For questions about the English Language Proficiency Growth Model, contact Michael Sabados at Michael.Sabados@ct.gov.

Student Access to CT SAT Scores

Scores from the April administration of the CT SAT School Day will be available on May 19. Students need a College Board account to view their scores. Direct students to <https://studentscores.collegeboard.org/viewscore> to log in. Students can sign up to register for an account if students do not already have one. Some scores will be released later for conditions that require additional attention. Students will receive an e-mail from the College Board as their scores are released.

Office Hours

Smarter Balanced, NGSS, and Alternate Assessments Office Hours will be conducted every week on Thursday from 3:00 p.m. - 4:00 p.m. To join the TEAMS meetings, [click here to join the meeting](#) or call in (audio only) 860-840-2075, with conference ID 825974607.



Connecticut Alternate Assessment



Connecticut
Alternate
Science
Assessment



CONNECTICUT
SAT School Day

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PSIS and State Summative Assessments

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

The PSIS Registration module was updated in November 2021 to include the following Testing Demographic fields:

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

These seven values must reflect the student's status at the time of testing for the 2021-22 school year. The SPED, FRL, EL, Military Family, and Homeless were loaded with the values reported in the October PSIS Collection Freeze Zero file (i.e., freeze file from the collection generated on November 5, 2021). The values for Recently Arrived EL and

Section 504 were not pulled from Freeze Zero because these data are not reported in the PSIS October collection. These values were set to "No" in the Registration Module and must be updated in the PSIS Registration Module for testing and reporting purposes.

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

District PSIS Coordinators must make all changes to student enrollment and demographic information directly into the PSIS Registration Module. Student demographic values will be saved and the fields will be locked in PSIS on **June 3, 2022** (i.e., the last day of the summative testing window), so all changes to a student's status at the time of testing must be made by then. For LAS Links accountability calculations, **a freeze of the fields was taken on March 4, 2022**, which was the **final date of the LAS Links testing**.

The *Missing Connecticut Testing Demographic Status Values* report is available in PSIS Registration Module, and the Active Roster download has been updated to include the Testing Demographic values. Data from the PSIS Registration Module are updated on a nightly basis in both the Test Information Distribution Engine (TIDE). **Again, these seven fields in the PSIS Registration Module must reflect the student's status at the time of testing.**

As a reminder, to enter accommodations in TIDE, students must be identified as Special Education or Section 504 in the PSIS Registration Module.

Special Populations Updates

Connecticut Alternate Assessment Reminders

Are your TEAs aware of important resources that identify various tasks prior to, during, and after administering the Connecticut Alternate Assessments for ELA, math, and science?

[CTAA TEA Responsibility Checklist](#)

[CTAS TEA Responsibility Checklist](#)

Did your TEAs download the secure Directions for Test Administration for the CTAA Math and ELA? These materials are required for the administration of the CTAA.

TEAs must access the secure Directions for Test Administration (DTA) in TIDE under the Secure Test Materials drop-down menu. The DTAs are grade and subject specific, therefore the TEA must download directions for both math and ELA. Test materials must be kept secure when not in use and shredded after test administration.

Did your TEA download the required Test Administration Manuals for the CTAA and/or CTAS (if applicable)?

TEAs must also follow the [CTAA Test Administration Manual for the Connecticut Alternate Assessments](#) for directions on test administration policies and procedures. If administering the CTAS to students in Grades 5, 8, and 11, TEAs must follow the [CTAS Test Administration Manual](#). Refer to the [CTAA User Guide](#) for technical details related to online testing.

Does your student require access to the paper-version of the CTAA ELA and Math?

TEAs can download the secure PDFs of the CTAA math and ELA assessments from the TIDE secure test materials menu. Test materials must be kept secure when not in use and shredded after test administration. TEAs must transcribe student responses from the paper-pencil test using the secure browser.

Is your student non-verbal and eligible to take the Grade 3 or 4 CTAA?

Set the student's TIDE test settings for ELA to non-verbal in TIDE. (See below).

CTAA Verbal/Non-Verbal Form	ELA
Verbal/Non-Verbal Test Form 	Non-Verbal Form 

TEAs should download the non-verbal version of the ELA Directions for Test Administration available in TIDE.

Do you have a new student that qualifies for an Alternate Assessment?

The TEA should submit the [Connecticut Alternate Assessment Eligibility Form](#) through the Data Entry Interface as soon as the PPT makes this determination. The DA/SC or TEA must contact the Connecticut Help Desk at 1-844-202-7583 to request the activation of the student's Alt Flag indicator. Without this selection, students will only have access to the standard assessments.

Is your student non-verbal and not have an established alternative or augmented mode of communication?

TEAs should refer to the [Early Stopping Rule Flowchart](#) for details. TEAs should contact Deirdre Ducharme at 860-713-6859 if they think their student qualifies.

Special Populations Updates

Medical Exemption

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

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

- Medical Exemption forms for the Connecticut SAT School Day are due by May 6, 2022; and
- Medical Exemption forms for Smarter Balanced, the NGSS, and the Connecticut Alternate Assessments (CTAA/CTAS) are due no later than June 10, 2022.

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

Reminders Smarter Balanced and NGSS Paper Materials Orders

The District Administrator (DA) in TIDE is responsible for ordering paper materials for students requiring Large Print or Braille test booklets. Remember that although the English Language Arts Performance Task (PT) may appear in the paper materials, it should NOT be administered. Additionally, all student responses for Large Print and Braille must be transcribed into the Data Entry Interface (DEI) for scoring no later than June 3, 2022. Follow directions included with the paper kit for returning the secure paper documents to Measurement Incorporated. Please call or email Deirdre Ducharme with any questions.

Accessibility Considerations

Connecticut statewide assessments offer a variety of accessibility options to support student testers. While the [Accessibility Chart](#) and [Assessment Guidelines](#) provide details about available universal tools, designated supports, and accommodations, we've highlighted supports below that address specific learner needs. (Note: Full descriptions are included in the Assessment Guidelines.) Please contact Deirdre Ducharme if you have any questions or a student with unique accessibility needs.

Students with Visual Needs

If you have a student that uses Zoom or enlarged print when taking the online Smarter Balanced or NGSS assessments, a mouse pointer is available in large and extra-large with a variety of color options (black, green, red, yellow, or white). While this is a designated support, it can only be activated by the CSDE. Please contact Deirdre Ducharme at 860-713-6859 and be prepared to provide the student SASID, mouse size, and color.

If appropriate, a student can test in a 1:1 test setting with their test screen projected onto a white board or projector screen. Please contact Deirdre Ducharme if you have questions about customizing your student's test setting to optimize access.

Other visual access supports and accommodations include, but are not limited to:

- Masking
- Streamline
- Color contrast
- Color overlay
- Magnification
- Text-to-Speech (ELA Passages and/or items across all subject areas)
- Braille (Note: there are embedded and non-embedded Braille options)
- Large print test materials
- Human Reader/Visual Support Reader (requires petition for Special Documented Accommodation)

Special Populations Updates

Students with Auditory Needs

There are a variety of ways to support students with auditory needs. Accommodations and supports provided during testing should align with those provided during instruction, such as the provision of amplification or preferential seating. Some supports and accommodations include, but are not limited to:

- Illustration Glossary (Math)
- American Sign Language (requires petition for Special Documented Accommodations)
- Audio Transcript for ELA Listening Passages (requires petition for Special Documented Accommodations)
- Closed captioning for Math and ELA Listening Passages
- Human Reader/Visual Support Reader (requires petition for Special Documented Accommodations)

Students with Reader Supports

Educators should refer to the [Smarter Balanced and NGSS Reader Options Table](#) when determining the most appropriate accessibility features available to students that need reader support, including those with print or visual accessibility needs. Some reader supports are available as embedded designated supports, such as text-to-speech of test items, and may benefit students with language support needs, such as English learners. The provision of reader supports should align with those provided to students during instruction. Additionally, some reader supports may need to be explicitly modeled by the teacher on a Practice Test to ensure that the student knows how to activate and use it prior to test day. Educators serving as readers of items for any subtest, science included, must follow the [Smarter Balanced Read Aloud Guidelines](#). These students must test in a 1:1 test setting. Other resources are available on the Connecticut Comprehensive Assessment Program Portal. Refer to the [Guidelines for Using Text-to-Speech or the Read Aloud Accommodations](#) page.

English Learners

Educators should refer to the [Embedded and Non-Embedded Designated Supports for English Learners](#) and the Assessment Guidelines to learn about language supports available on the Smarter Balanced and Next Generation Science Standards (NGSS) Assessments. Below are examples of language supports:

- ◆ [Translated Test Directions for Smarter Balanced Math and ELA](#)
- ◆ [Simplified Test Directions for Smarter Balanced Math and ELA](#)
- ◆ [Word-to-Word Bilingual Dictionary](#)- NGSS
- ◆ [Translation Math Glossaries](#) including Illustration Glossary (Math) for languages not represented
- ◆ Native Reader of Test Directions
- ◆ Text-to-Speech of items or a Human Reader of test items (1:1 test setting)

Student's Requiring Non-Standard Test Accommodations (e.g., a human reader, human signer, scribe)

District Administrators should contact Deirdre Ducharme to request a petition for Special Documented Accommodations including requests to accommodate students with temporary injury (e.g., concussion, broken arm). Testing should be delayed until later in the test window when a testing decision has been made or special approval is granted.

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Summative Assessment Calendar for 2021-22

Assessment	Dates
NGSS	February 7-June 3, 2022 (Grade 11) March 28-June 3, 2022 (Grades 5 and 8)
Connecticut Alternate Assessment—CTAA	March 28-June 3, 2022
Connecticut Alternate Science Assessment—CTAS (Administered throughout the year)	(Upload Window for Submission through the DEI: CTAS Student Score Worksheet) March 28-June 3, 2022 (Grades 5, 8, and 11)
Connecticut Smarter Balanced Assessments	March 28-June 3, 2022
Connecticut Physical Fitness Assessment	Anytime during the school year

Performance Matters Forum

October 13, 2022

**Connecticut
Convention Center**



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Connecticut Alternate Assessment



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