



**STATE OF CONNECTICUT**  
STATE BOARD OF EDUCATION



**TO:** Superintendents of Schools

**FROM:** Dr. Dianna R. Wentzell *Dianna R. Wentzell*  
Commissioner of Education

**DATE:** July 8, 2016

**SUBJECT:** Summative Student Assessments in 2016-17

The Connecticut State Department of Education (CSDE) is providing advance notification on some important aspects of the state summative assessments for 2016-17. We appreciate the close consultation with and ongoing feedback from the Connecticut Association of Public School Superintendents (CAPSS) Assessment and Accountability Subcommittee in these matters.

**1. Connecticut Summative Student Assessment Window in 2016-17**  
After consulting with the CAPSS subcommittee, District Test Coordinators, and SAT Test Center Supervisors, the CSDE is establishing the following testing window for the state summative student assessments in 2016-17:

State Assessment	Content Area(s)	Grade(s)	Testing Window
<a href="#">Connecticut Smarter Balanced</a>	English Language Arts & Mathematics	3 – 8	Monday, March 27, 2017 – Friday, May 26, 2017
<a href="#">CMT/CAPT</a>	Science	5, 8 and 10	Monday, March 27, 2017 – Friday, April 28, 2017
<a href="#">CMT/CAPT Skills Checklist</a>	Science	5, 8 and 10	Monday, March 27, 2017 – Friday, April 28, 2017 <i>Upload Dates:</i>
<a href="#">Connecticut Alternate Assessment</a>	English Language Arts & Mathematics	3 – 8 and 11	Monday, March 27, 2017 – Friday, May 26, 2017
<a href="#">Connecticut SAT School Day</a>	Evidence Based Reading/Writing and Mathematics	11	<i>Primary Test Dates:</i> Wednesday, April 5, 2017 <i>Makeup Dates:</i> Tuesday, April 25, 2017 Wednesday, April 26, 2017

A shorter testing window will keep districts/schools in "testing mode" for a shorter duration. It will also ensure that all students statewide are tested within a more uniform timeframe in the school year. This change is possible due partly to the fact that the overall testing time was reduced substantially with the discontinuance of the Smarter Balanced English Language Arts (ELA) Performance Task.



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**TO:** District Test Coordinators

**FROM:** Joe Amesta, Education Consultant  
Janet Stuck, Education Consultant  
Performance Office

**DATE:** August 15, 2016

**SUBJECT:** 2016-17 CSDE Usability, Accessibility and Accommodations Training  
2016-17-16 CSDE Alternate Assessment System Training

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**2016-17 Usability, Accessibility and Accommodations Training**

The Connecticut State Department of Education (CSDE) continues to prepare teachers to administer the Smarter Balanced Assessments for English language arts literacy and mathematics to all students in Grades 3-8, as well as CMT Science in Grades 5 and 8 and CAPT Science in Grade 10. One component of the Smarter Balanced Assessment system and the CMT and CAPT Assessment System includes understanding, selecting and providing access to the assessment. To assist administrators and all teachers working with general education students, students with disabilities, and students who are English learners, we are providing two types of optional professional learning opportunities for these topics:

**Option 1: 2016-17 CSDE ONLINE Usability, Accessibility and Accommodations Training** is a professional learning opportunity presented in an ONLINE course. Information provided during this training will allow participants supporting students assessed with the Smarter Balanced Assessments, CMT Science and CAPT Science to understand what accessibility options are available. This focus includes students with disabilities, students with a Section 504 plan, students identified as English learners (EL), as well as general education students.

[Registration](#)

**Option 2: 2016-17 CSDE LIVE Usability, Accessibility and Accommodations Training** is a professional learning activity that will be presented at each of the six Regional Educational Service Centers (RES-C). Morning and afternoon sessions will be available depending on enrollment numbers. Information provided during this training is compatible to the online version listed above. All participants are strongly encouraged to bring a computer/tablet to fully participate in the session.

[Registration](#)

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**2016-17 Alternate Assessment System Training**

The Connecticut State Department of Education (CSDE) continues to prepare teachers to administer the Connecticut Alternate Assessment (CTAA) in English language arts and mathematics and the CMT/CAPT Skills Checklist Science to students identified with significant cognitive disabilities. Similar to last year, we are providing this required training to any teacher who has the primary responsibility for assessing students in Grades 3-8 and 11 on the CTAA and/or the CMT/CAPT Skills Checklist Science for students in Grades 5, 8 and 10. **This training requirement does not apply to teachers who qualified in the 2014-15 or 2015-16 CSDE Live or Online CTAA & CMT/CAPT Skills Checklist Science Training.**

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860-713-6837  
[janet.stuck@ct.gov](mailto:janet.stuck@ct.gov)

Joe Amesta  
860-713-6855  
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We are again providing two ways to access this required training. All registrants **MUST** provide their 10-digit Connecticut Educator Identification Number (EIN). You may look up your EIN by clicking on the link provided: <http://deportal.ct.gov/cecs/cecsregister/default.aspx>

**Option 1: 2016-17 CSDE ONLINE Alternate Assessment System Training**  
Participants in this online required training will demonstrate their understanding of the following: the identification process for the CTAA and CMT/CAPT Skills Checklist Science; the alignment between Connecticut's Core Standards and the CTAA; and the CTAA and CMT/CAPT Skills Checklist Science procedures, timeline, administration and resources.

[Registration](#)

**Option 2: 2016-17 CSDE LIVE Alternate Assessment System Training** is a required professional learning activity that is compatible with the online course that will be presented at each of the six RES-C. Morning and afternoon sessions will be available depending on enrollment numbers. Information provided during this training is compatible to the online version listed above.

[Registration](#)

If you have additional questions, please contact Janet Stuck or Joe Amesta in the Performance Office at the following:



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**CMT/CAPT**  
SCIENCE  
**Online Test for All**



**STATE OF CONNECTICUT**  
BOARD OF EDUCATION



**TO:** Superintendents of Schools

**FROM:** Dr. Dianna R. Wentzell  
Commissioner of Education

**DATE:** June 23, 2016

**SUBJECT:** Summative Student Assessments in 2016-17

The Connecticut State Department of Education (CSDE) is providing advance notification regarding some important aspects of the state's summative student assessments for 2016-17. We appreciate the close consultation with and ongoing feedback from the Connecticut Association of Public School Superintendents (CAPSS) Assessment and Accountability Subcommittee in these matters.

- Connecticut SAT School Day Testing**  
We are most grateful to district school leaders and teachers for successfully implementing the Connecticut SAT School Day with one primary test date on March 2, 2016 and one make-up day on April 27, 2016. After experiencing this recent administration, feedback from Connecticut SAT Test Center Supervisors indicates that instead of multiple primary dates, it is more desirable to have multiple make-up dates. Therefore, after negotiating with the College Board, the CSDE is establishing the following Connecticut SAT School Day test dates for 2016-17:
  - Primary Test Date: Wednesday, April 5, 2017
  - Make Up Date 1: Tuesday, April 25, 2017
  - Make Up Date 2: Wednesday, April 26, 2017
 This testing schedule offers some of the following advantages:
  - A primary date in April instead of in March substantially reduces the likelihood of weather-related cancellations or delays.
  - April test forms are scheduled to be released publicly while March forms will not be released publicly.
  - Two make up days are offered on two different days (i.e., one on a Tuesday and another on a Wednesday).
  - SAT testing will still be completed before the beginning of May AP testing.
- CMT/CAPT Science Online Testing**  
Starting with the 2016 - 17 school year, the CSDE is transitioning the CMT/CAPT Science for Grades 5, 8 and 10 to online testing. The unanimous feedback from testing coordinators in several medium to large-sized districts across the state regarding this transition was strongly in favor of transitioning science to online testing. The change to

Summative Student Assessments in 2016-17  
June 23, 2016  
Page 2

online testing is also recommended by the CSDE's technical advisory committee of psychometric experts.

Online testing will streamline test administration processes and reduce costs. Delivering online science assessments will also better position Connecticut students, teachers, schools and districts for future online science assessments aligned to the Next Generation Science Standards (NGSS).

For online science assessments, the CSDE will utilize the same AIR Test Delivery System (TDS) which most students and teachers have already experienced during the administration of the Smarter Balanced and the Connecticut Alternate Assessments. While the science test content will remain similar to the current CMT/CAPT forms, schools will now be allowed to test their students over multiple days throughout the testing window rather than being required to test all their students on the same schedule.

**3. Connecticut Summative Assessment Testing Window 2016-17**  
With the discontinuance of the English Language Arts (ELA) Performance Task, the testing time for the Smarter Balanced assessments has been reduced substantially. The CSDE expects that an overall shorter testing window is desirable because it will keep schools in "testing mode" for a shorter duration and it will also ensure that all students statewide are tested within a more uniform timeframe. After consultation with the CAPSS subcommittee, the CSDE is establishing the following window for the state's summative student assessments:

State Assessment	Content Area(s)	Grade(s)	Testing Window
Connecticut Smarter Balanced	English Language Arts & Mathematics	3 - 8	Monday, March 27, 2017 - Friday, May 26, 2017
CMT/CAPT	Science	5, 8 and 10	Monday, March 27, 2017 - Friday, April 28, 2017
CMT/CAPT Skills Checklist	Science	5, 8 and 10	Monday, March 27, 2017 - Friday, April 28, 2017
Connecticut Alternate Assessment (CTAA)	English Language Arts & Mathematics	3 - 8 and 11	Monday, March 27, 2017 - Friday, May 26, 2017
Connecticut SAT School Day	Evidence Based Reading/Writing and Mathematics	11	Primary Test Date: Wednesday, April 5, 2017 Makeup Dates: Tuesday, April 25, 2017 and Wednesday, April 26, 2017

Box 2219 • Hartford, Connecticut 06143  
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**Note:** Any image with a yellow border provides a hyperlink to that document or web page.



# ASSESSMENT GUIDELINES

for Administering the

Smarter Balanced Assessments

Connecticut Alternate Assessments (CTAA)

Connecticut SAT School Day

Connecticut Mastery Test (CMT)-Science

Connecticut Academic Performance Test (CAPT)-Science

Connecticut Mastery Test (CMT) SKILLS CHECKLIST-Science

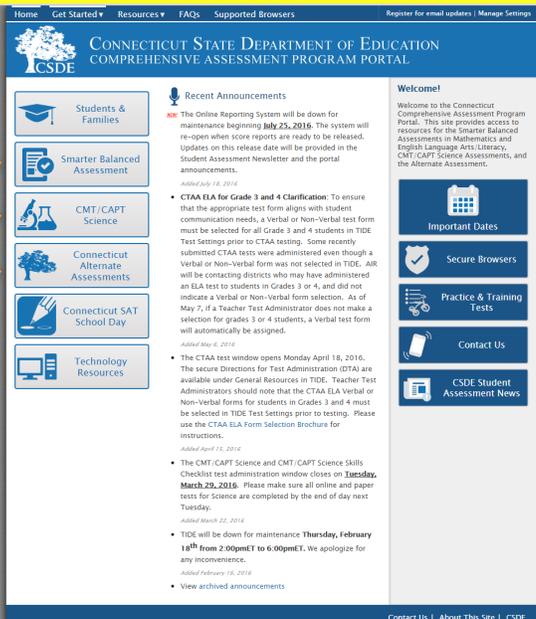
Connecticut Academic Performance Test (CAPT) SKILLS CHECKLIST-Science



- Students Who Receive Special Education Services
- Students Identified as Disabled under Section 504 of the Rehabilitation Act of 1973
- Students Identified as English Learners
- Students Receiving Designated Supports



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Smarter Balanced

CMT/CAPT Science

CTAA & Checklist

Practice and Training Tests

Most up-to-date information.

Recent Announcements

The Online Reporting System will be down for maintenance beginning **July 25, 2016**. The system will re-open when score reports are ready to be released. Updates on this release date will be provided in the Student Assessment Newsletter and the portal announcements.

Added July 19, 2016

- CTAA ELA for Grade 3 and 4 Clarification:** To ensure that the appropriate test form aligns with student communication needs, a Verbal or Non-Verbal test form must be selected for all Grade 3 and 4 students in TIDE Test Settings prior to CTAA testing. Some recently submitted CTAA tests were administered even though a Verbal or Non-Verbal form was not selected in TIDE. AIR will be contacting districts who may have administered an ELA test to students in Grades 3 or 4, and did not indicate a Verbal or Non-Verbal form selection. As of May 7, if a Teacher Test Administrator does not make a selection for grades 3 or 4 students, a Verbal test form will automatically be assigned.
- Added May 6, 2016**
- The CTAA test window opens Monday April 18, 2016. The secure Directions for Test Administration (DTA) are available under General Resources in TIDE. Teacher Test Administrators should note that the CTAA ELA Verbal or Non-Verbal forms for students in Grades 3 and 4 must be selected in TIDE Test Settings prior to testing. Please use the CTAA ELA Form Selection Brochure for instructions.
- Added April 12, 2016**
- The CMT /CAPT Science and CMT /CAPT Science Skills Checklist test administration window closes on **Tuesday, March 29, 2016**. Please make sure all online and paper tests for Science are completed by the end of day next Tuesday.
- Added March 22, 2016**
- TIDE will be down for maintenance **Thursday, February 18<sup>th</sup>** from **2:00pmET to 6:00pmET**. We apologize for any inconvenience.
- Added February 16, 2016**
- View archived announcements



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3



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COMPREHENSIVE ASSESSMENT PROGRAM PORTAL





## Universal Tools: Available to ALL students

### Embedded

- Breaks<sup>^</sup>
- Calculator (Math)
- Digital Notepad
- English Glossary<sup>^</sup>
- Expanded Passages/Stimuli
- Highlighter
- [Keyboard Navigation](#)
- Mark for Review
- Math Tools
- Strikethrough
- Writing Tools
- Zoom

### Non-Embedded

- Breaks<sup>^</sup>
- Scratch Paper/whiteboard with marker

<sup>^</sup> NOT available for Science

### Designated Supports: Available to ANY student with a need determined by educators

#### Embedded

- Color Contrast
- Masking
- Print Size Online
- Text-to-Speech
- [Translations-Math \(Glossary\)](#)
- [Translations-Math \(Stacked\)](#)
- [Translation Test Directions\(Math, Spanish\)](#)
- Turn off any universal accessibility tool

#### Non-Embedded

- Bilingual Dictionary (Science)
- Color Contrast
- Color Overlay
- Magnification Device
- [Native Language Reader Directions \(Science\)](#)
- Noise Buffering
- Read Aloud
- [Read Aloud in Spanish \(Math\)](#)
- Separate Setting
- Simplified Test Directions<sup>^</sup>
- [Translation Glossary \(Math\)](#)
- [Translation Test Directions<sup>^</sup>](#)

\* Intended for English Learners (EL)

### Accommodations: Available to students with an IEP or 504 Plan

#### Embedded

- [American Sign Language \(Video\)](#)<sup>^</sup>
- Braille<sup>^</sup>
- Closed Captioning-(ELA Listening)
- Streamline
- Text-to-Speech (ELA-reading Passages) grades 3-8

<sup>^</sup> NOT available for Science

~ Requires Trained Educator

# Requires Petition for Approval of Special Documented Accommodations

#### Non-Embedded

- 100s number table
- Abacus
- Alternate Response Options
- Braille Booklet
- [Braille supplemental math booklet for online fixed form test](#)
- Calculator- grades 6-8
- Extended Time- (Science)
- Large Print Booklet
- [Multiplication Table-grades 4-8](#)
- [Print on Demand](#)
- [Read Aloud- \(ELA-reading Passages\) grades 3-8](#)
- [Scribe](#)
- Sign Language for Test Items (Science)
- Speech-to-Text
- Time Extension (Science)

<sup>^</sup> NOT available for Science



8/12/2016

New

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2016-2017 School Year  
Read Aloud Protocol for Smarter Balanced Assessments  
Security/Confidentiality Agreement

A reader for the documented accommodation of Read Aloud ELA Passages is a certified educator who provides an oral presentation of the assessment text to an eligible student. The student depends on the reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The reader providing the documented accommodation of read aloud must be trained and qualified and must follow the [Smarter Balanced Guidelines for Read Aloud, Test, / Test Reader](#) presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

On Smarter Balanced Assessments, test readers for the documented accommodation of Read Aloud ELA passages, are allowable for eligible students in grades 3-8. For information on documentation requirements and decision-making criteria for readers and all other Smarter Balanced supports please see the [Assessment Guidelines](#).

By entering my name below, I verify that I have read and understand my responsibilities as a test reader as described in the Smarter Balanced document entitled [Guidelines for Read Aloud, Test Reader](#).

  
  
 DISTRICT  
  
 SCHOOL  
  

By entering the District Test Coordinator name below, I verify that I have received permission by this person to submit this form to CSDE.

Complete form ONLINE

This form is completed by the certified educator who will read aloud to the student the ELA reading passages.



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4

## Guidelines for Choosing TTS or Read Aloud in Grades 3-5

### Guidelines for Choosing Text-to-Speech or Read Aloud for Smarter Balanced ELA Summative and Interim Assessment Reading Passages for Students with Disabilities in Grades 3-5

July 13, 2015

The decision to provide a student in grades 3-5 with text-to-speech or human read-aloud accommodations for the English language arts (ELA) reading assessment passages is a significant decision, one that has possible long-term implications for the child. These accommodations are defined as follows:

**Text-to-speech:** Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.

**Read aloud:** Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the *Smarter Balanced Test Administration Manual* and *Read Aloud Protocol* in the *Manual's* appendix. Readers may read aloud some or all of the content to students.

The decision about providing either of these accommodations should be guided by a set of questions to determine whether it is appropriate to provide the *Smarter Balanced* ELA reading passages via the embedded text-to-speech accommodation or the non-embedded human reader accommodation.

**Background**

In designing the *Smarter Balanced* assessments, states agreed on the claims that the assessments were to address.<sup>1</sup> The reading claim, Claim #1, is:

*Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.*

For students in grades 3-5, the *Smarter Balanced* ELA reading claim integrates the ability to read and the ability to understand what was read. Providing ELA reading passages via text-to-speech or a human reader to students who do not meet specific criteria<sup>2</sup> means that these combined skills are not being assessed, and no conclusions can be reached about the student's skills in these areas.

<sup>1</sup> The claims are identified in the content specifications for the *Smarter Balanced* ELA/Literacy assessment. The content specifications document is available at <http://www.smarterbalanced.org/smarter-balanced-assessments/> under Content Specifications.

<sup>2</sup> The *Smarter Balanced* ELA reading assessment allows text-to-speech and read aloud for directions and ELA items as designated supports available to all students with documented needs. It also now allows text-to-speech and read aloud for ELA reading passages for those students with IEPs/Individualized



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Text-to-Speech and Read Aloud Decision Guidelines 2016-2017

SUBMIT

Documentation of Possible Need for (select one)  Text-to-Speech or  Read Aloud Accommodations for ELA Reading Passages for Students with Disabilities in Grades 3-5. **Submit electronically or Fax completed document to 860-713-7018.**

Student has:  IEP  504 Plan

Student Name: \_\_\_\_\_ SASID: \_\_\_\_\_ District: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Responses in shaded boxes may indicate a need for the text-to-speech or read aloud accommodation. A preponderance of evidence should exist rather than one or two marks in shaded boxes for the accommodation to be provided to a student in Grades 3-5 for ELA reading passages.

Question	Assurance-For students with an IEP, evidence found on:	Yes	No
1a. Is the student blind or does this student have a significant visual impairment? * If the student is blind or has a significant visual impairment, is the student learning to read braille?	<ul style="list-style-type: none"> <li>Page 1: COVER PAGE WITH DISABILITY CATEGORY</li> <li>Pages 4 &amp; 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE</li> <li>Page 10: SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA</li> </ul>		
2. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> <li>Pages 4 &amp; 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE</li> <li>Page 7: GOAL &amp; OBJECTIVES</li> </ul>		
3. Does the student's disability impact the student's ability to access the curriculum?	<ul style="list-style-type: none"> <li>Pages 4 &amp; 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE</li> <li>Page 7: GOAL &amp; OBJECTIVES</li> </ul>		
4. Have interventions been used to improve the student's decoding, fluency, or comprehension skills?	<ul style="list-style-type: none"> <li>Pages 4 &amp; 5: PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE</li> <li>Page 7: GOAL OBJECTIVES</li> </ul>		
5. Does the student use text-to-speech, assistive technology software, audio books or receive a read aloud accommodation during instruction?	<ul style="list-style-type: none"> <li>Page 8: PROGRAM ACCOMMODATIONS AND MODIFICATIONS</li> <li>Page 11: SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION</li> </ul>		
6. Does the student belong to (local, state, or national organization) or use identified accessible educational materials (AEM) from (determine the best accessible educational materials (AEM) and document AEM from the appropriate source (vendor)	<ul style="list-style-type: none"> <li>Page 8: PROGRAM ACCOMMODATIONS AND MODIFICATIONS</li> <li>Page 11: SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION</li> </ul>		
7. Does the student use text-to-speech or receive a read aloud accommodation during Smarter Balanced assessments or other class or districtwide assessments?	<ul style="list-style-type: none"> <li>Page 8: PROGRAM ACCOMMODATIONS AND MODIFICATIONS</li> <li>Page 9: STATE AND DISTRICT TESTING AND ACCOMMODATIONS</li> </ul>		
8. Does someone (teacher, paraprofessional, another student, parent) regularly read aloud to the student in school as an instructional accommodation?	<ul style="list-style-type: none"> <li>Page 8: PROGRAM ACCOMMODATIONS AND MODIFICATIONS</li> </ul>		
<b>Student Input:</b>		Yes	No
9. Does the student indicate that given the choice, he or she would prefer to read noise to himself or herself?	Evidence on IEP Pages 1, 2, 4, 8 and student offered to attend PPT		

By the submission of this form we acknowledge that this student qualifies to receive the Smarter Balanced Assessments accommodation of Text-to-Speech or Read Aloud of ELA Reading Passages.

Teacher Name: \_\_\_\_\_ Special Education Director Name: \_\_\_\_\_  
 District Test Coordinator Name: \_\_\_\_\_

This form is completed online by the certified educator who has determined that the student qualifies to have the Smarter Balanced ELA reading passages read to them through text to speech or a human reader.

Student SASID number (Must be a minimum of 10 digits): \_\_\_\_\_

District Code: \_\_\_\_\_

Documentation of Possible Need for one of the following Accommodations for Students with Disabilities in Grades 3-5:

Text-to-Speech  Read Aloud Accommodations by ELA Reading Passages

Student has:

IEP  504 Plan



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# Special Accommodations Procedure

## REQUIRED FOR:

- \*Read Aloud Grades 3-8
- Scribe
- Print on Demand
- Human Signer Accommodation
- Human Signer Passages Accommodation
- Any accommodation not listed that is unique to the student

This form requires the approval and signature of your District Test Coordinator and your Special Education Director.



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**PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS 2016-2017**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

Student has an:  Section 504 plan  or another 504 form. (Student does not qualify)

Signature of Accommodator:  Section 504  CT-LAT Student ID  Chief of SAT/SSAT Scores

Subject Area (check all that apply): ELA:  Mathematics:  Science:

Answer each of the following questions in Section I and II to determine if a student may qualify for special documented accommodations:

Section I	Response	Potential Special Documented Accommodations Provided
1. Does the student's disability or other condition affect the student's ability to take the written test?	<input type="radio"/> Yes <input type="radio"/> No	Print on Demand
2. Does the student's disability or other condition affect the student's ability to read the test?	<input type="radio"/> Yes <input type="radio"/> No	Read Aloud ECA Passages
3. Does the student's disability or other condition affect the student's ability to understand the test?	<input type="radio"/> Yes <input type="radio"/> No	Read Aloud ECA Passages
4. Does the student's disability or other condition affect the student's ability to write the test?	<input type="radio"/> Yes <input type="radio"/> No	Human Signer Accommodations
5. Does the student's disability or other condition affect the student's ability to understand the test?	<input type="radio"/> Yes <input type="radio"/> No	Human Signer Accommodations
6. Does the student's disability or other condition affect the student's ability to understand the test?	<input type="radio"/> Yes <input type="radio"/> No	Scale Accommodations
7. Does the student have a documented condition which is not responsible for the student's test-taking difficulties?	<input type="radio"/> Yes <input type="radio"/> No	Continued

**PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS 2016-2017**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

**Section II respond to each of the following:**

1. Does the student's disability or other condition affect the student's ability to take the written test during instruction. (Use additional pages if needed)

2. Enclose a copy of the student's latest Individualized Education Program (IEP) or 504 plan which documents the need for the proposed accommodations in the student's current instructional setting and for assessments.

3. Provide additional supporting documentation of the student's need for the accommodations that follow supports the need for the accommodations by providing a copy of a diagnosis or diagnostic assessment report. (Items may include the most recent psycho-educational, evaluation and physical therapy, speech/language, language communication plan)

4. List all documents provided:

Certification: We believe that the proposed documented accommodations are necessary in order for this student to participate in the Connecticut Statewide Assessment.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Signature Title: \_\_\_\_\_

Special Education Director Name: \_\_\_\_\_ Date: \_\_\_\_\_ Signature Title: \_\_\_\_\_

Special Education Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Signature Title: \_\_\_\_\_

District Test Coordinator Name: \_\_\_\_\_ Date: \_\_\_\_\_ Signature Title: \_\_\_\_\_

District Test Coordinator Signature: \_\_\_\_\_



CONNECTICUT STATE DEPARTMENT OF EDUCATION

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# 2017 Connecticut SAT

## Accommodations Options for Special Populations



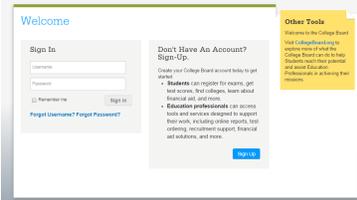
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## Accommodation Options

**Option 1:** **College Reportable Accommodations**

**Option 2:** **CT State-Allowed Accommodations (SAA)**

**Both options requires entry on the same website**





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Connecticut SAT Accommodations		
	College Reportable Accommodations	Connecticut State-Allowed Accommodations for State Accountability
<b>Students with Disabilities</b>	<p>Used for accountability and college admission</p> <ul style="list-style-type: none"> <li>Braille Booklets</li> <li>Text-to-Speech for all test content (CB MP3 audio)</li> <li>Large Print Booklet</li> <li>Color Overlay</li> <li>Noise Buffering</li> <li>Magnification Device</li> <li>Computer Response</li> <li>Scribe</li> <li>Speech-to-Text (CB Assistive Technology)</li> <li>Specialized Calculator</li> <li>Abacus</li> <li>Multiplication table</li> <li>Time Extension</li> <li>Separate Setting</li> <li>American Sign Language (ASL)- test directions only</li> <li>Signed Exact English -test directions and test content</li> </ul>	<p>Used for accountability purposes only</p> <ul style="list-style-type: none"> <li>Sign Language - test content</li> <li>Sign Language – student responses</li> </ul>
<b>English Learners</b>	<p>Used for accountability and college admission</p> <ul style="list-style-type: none"> <li>Written Directions in Spanish, Arabic, Portuguese, Polish, Mandarin and Haitian-Creole - No need to request, download available</li> <li>Native Language Reader – test directions only-- No need to request</li> </ul>	<p>Used for accountability purposes only</p> <ul style="list-style-type: none"> <li>Time Extension- (submit as Accommodation)</li> <li>Bilingual Dictionary Word-to-Word Translation- Allowable, No need to request</li> </ul>



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# 2017 Connecticut Alternate Assessments

## *CMT/CAPT Skills Checklist Science & Connecticut Alternate Assessment*



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### Alternate Assessment Training Requirements

- Completion of CSDE provided CTAA and CMT/CAPT Skills Checklist online training in 2014-15, 2015-16, or 2016-17

or

- Completion of CSDE provided CTAA and CMT/CAPT Skills Checklist live training in 2014-15, 2015-16 or 2016-17

and

- CTAA Assessment System User Guide
- CTAA Test Administration Manual



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## CSDE Comprehensive Assessment Program



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**COMPREHENSIVE ASSESSMENT PROGRAM PORTAL**

-  **Students & Families**
-  **Smarter Balanced Assessment**
-  **CMT/CAPT Science**
-  **Connecticut Alternate Assessments**
-  **Connecticut SAT School Day**
-  **Technology Resources**

**Recent Announcements**

- **CTAA ELA for Grade 3 and 4 Clarification:** To ensure that the appropriate test form aligns with student communication needs, a Verbal or Non-Verbal test form must be selected for all Grade 3 and 4 students in TIDE Test Settings prior to CTAA testing. Some recently submitted CTAA tests were administered even though a Verbal or Non-Verbal form was not selected in TIDE. AIR will be contacting districts who may have administered an ELA test to students in Grades 3 or 4, and did not indicate a Verbal or Non-Verbal form selection. As of May 7, if a Teacher Test Administrator does not make a selection for grades 3 or 4 students, a Verbal test form will automatically be assigned.

*Added May 6, 2016*
- The CTAA test window opens Monday April 18, 2016. The secure Directions for Test Administration (DTA) are available under General Resources in TIDE. Teacher Test Administrators should note that the CTAA ELA Verbal or Non-Verbal forms for students in Grades 3 and 4 must be selected in TIDE Test Settings prior to testing. Please use the CTAA ELA Form Selection Brochure for instructions.

*Added April 15, 2016*
- The CMT/CAPT Science and CMT/CAPT Science Skills Checklist test administration window closes on **Tuesday, March 29, 2016**. Please make sure all online and paper tests for Science are completed by the end of day next Tuesday.

*Added March 22, 2016*
- TIDE will be down for maintenance **Thursday, February 18<sup>th</sup> from 2:00pmET to 6:00pmET**. We apologize for any inconvenience.

*Added February 16, 2016*



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## Eligibility and Learner Characteristics Inventory (LCI)

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**Connecticut Alternate Assessment (CTAA)**

**CMT/CAPT Skills Checklists Science**

**CTAA and CMT/CAPT Skills Checklist Science Eligibility & Learner Characteristics Inventory (LCI)**



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## Student Participation Criteria

- Students who have been determined eligible by the Planning and Placement Team (PPT) for participation in Connecticut's Alternate Assessment System are eligible to participate in the CTAA and the CMT/CAPT Skills Checklist Science.
- The criteria for student participation in the Alternate Assessment reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment.

Participation Criteria	Participation Criteria Descriptors
1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.  <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>
2. The student is learning content linked to (derived from) the Connecticut Core State Standards (CCSS) and Connecticut Science Curriculum Framework (CSCF).	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level CCSS and CSCF which address knowledge and skills that are appropriate and challenging for this student.
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade- and age-appropriate curricula	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

Students are considered eligible to participate in the CTAA and the CMT/CAPT Skills Checklist Science if **all 3 criteria requirements** are indicated as YES.



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## Description of CTAA Test Sessions

CTAA ELA Test Segments		
Segment 1: Reading	Segment 2: Reading	Segment 3: Writing
Literary and informational reading passages and associated Selected-Response Reading items	Literary and informational reading passages and associated Selected-Response Reading items	Selected-Response  Writing items
Open-Response Foundational Reading items (Grades 3 and 4 only)	Open-Response Foundational Reading items (Grades 3 and 4 only)	

CTAA Mathematics Test	
Mathematics Segment 1	Mathematics Segment 2
Selected-Response Mathematics items Constructed-Response Mathematics items	Selected-Response Mathematics items Constructed-Response Mathematics items



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## Open Response (OR) Reading Foundational Items Grades 3 & 4 only

Open response Items (OR) are included in the CTAA Reading sessions for Grades 3 and 4 only. Students are directed to read aloud five words as each is individually presented. All student responses must be entered into the CTAA test delivery system by the Teacher Administering the Alternate (TEA).

Student Communication Characteristics	Type of Administration
Students With Clear Consistent Oral Speech	Administer the <b>Open Response (OR)</b> Foundational Reading Items
Students using Braille contact the Connecticut Help Desk to order the items in Braille	Contact the Help Desk to order the items in Braille See Assessing Students Who are Blind , Deaf or Deaf-Blind Additional Guidance for Test Administration
Students using Communication Other Than Oral Speech (Augmentative and Alternative Communication (AAC) devices, American Sign Language, braille or eye gaze, etc.)	Administer the <b>Selected Response (SR)</b> Foundational Reading Items included in the reading test.



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## Student Response Check (SRC)

The purpose of the SRC is to ensure that the TEA can clearly identify which answer a student indicates in response to a selected-response test item.

**Note:** The use of hand-over-hand or any physical prompt is not considered a consistent and observable response because the student is not indicating his/her answer choice independently.

If a student's response to a test item is not observable by the TEA, the TEA will not be able to reliably enter a student response in the test delivery system for the CTAA.

The SRC is a 3-question content-neutral task during which a student is asked to demonstrate a response using their preferred mode(s) of communication.

If	Then
the TEA is not certain that the student's response to a test item will be observable	the TEA <u>will conduct</u> an SRC.
the TEA is certain that the student has an <b>established and clear method of communication</b> , and will clearly indicate their answers to the test questions by responding verbally, indicating a response using a nonverbal communication mode, or using assistive technology (AT).	The TEA <u>will not conduct</u> an SRC.



Students do not need to indicate their answers to test items using the same response mode for every test item.

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## Implications of SRC

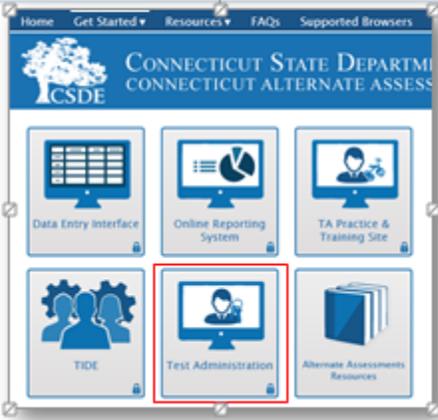
Student Displays Consistent Observable Responses During SRC	Student Does Not Display Consistent Observable Response During SRC	
Administer All Test Items in ELA and Mathematics	Administer the First 4 items in ELA <b>or</b> Mathematics	
	<p><b>If</b> TEA observes a student response to at least one of the first 4 items,</p> <p><b>then</b> TEA administers <b>all</b> test items in ELA <b>and</b> Mathematics.</p>	<p><b>If</b> TEA does not observe a student response to <b>any</b> of the first 4 items,</p> <p><b>then</b> TEA may pause testing and follow procedures for consideration of the Early Stopping Rule.</p>



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## Accessing the TA Interface

- Next, we will discuss how to administer a test using the TA Interface.
- Teachers can access the TA Interface by clicking the **Test Administration** card on the CTAA page and then logging in as shown previously in this presentation.

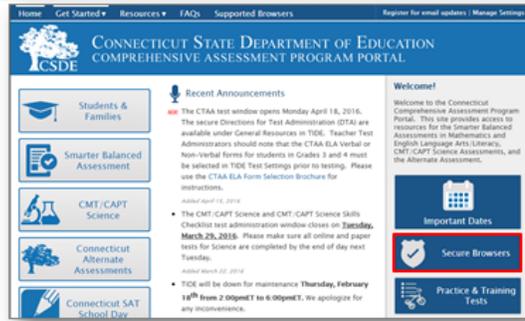




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# What Is the Secure Browser?

The secure browser is designed to ensure test security by prohibiting students from accessing any other programs or websites during testing.

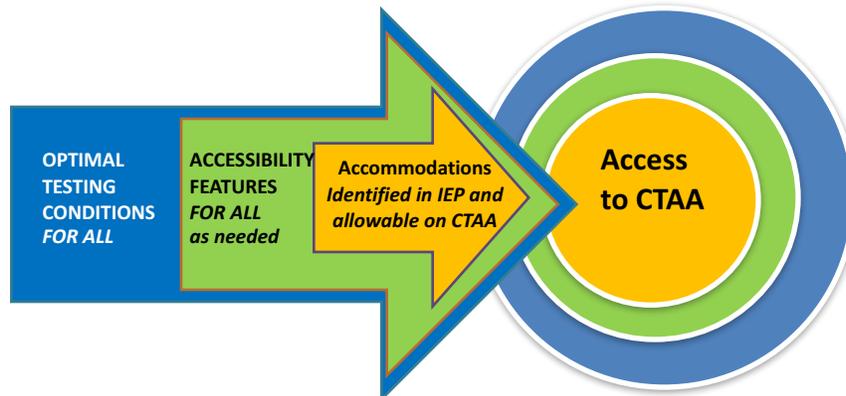


*If you have questions about the secure browser, contact your Technology Coordinator.*



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## CTAA Accessibility



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## Read Aloud Accessibility Feature

The Read Aloud Accessibility Feature is provided by the Teacher Administering the Alternate Assessment.

In accordance with the DTA, the TEA reads all indicated items, passages and response options to the student as often as is reasonable to obtain a response to an item.

All text must be read exactly as written, i.e. no paraphrasing or variation of speed or volume to emphasize words in ways that provide hints as to correct or incorrect responses.



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## Directions for Test Administration (DTA)



Connecticut Alternative Assessment (CTAA)  
Directions for Test Administration  
ELA (Reading/Writing)  
Grade 5



Connecticut Alternative Assessment (CTAA)  
Directions for Test Administration  
Mathematics  
Grade 5



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