CONNECTICUT STATE DEPARTMENT OF EDUCATION

Using Data to Develop Guidance for Selecting Supports, Accommodations, and Assessments

Performance Matters Forum

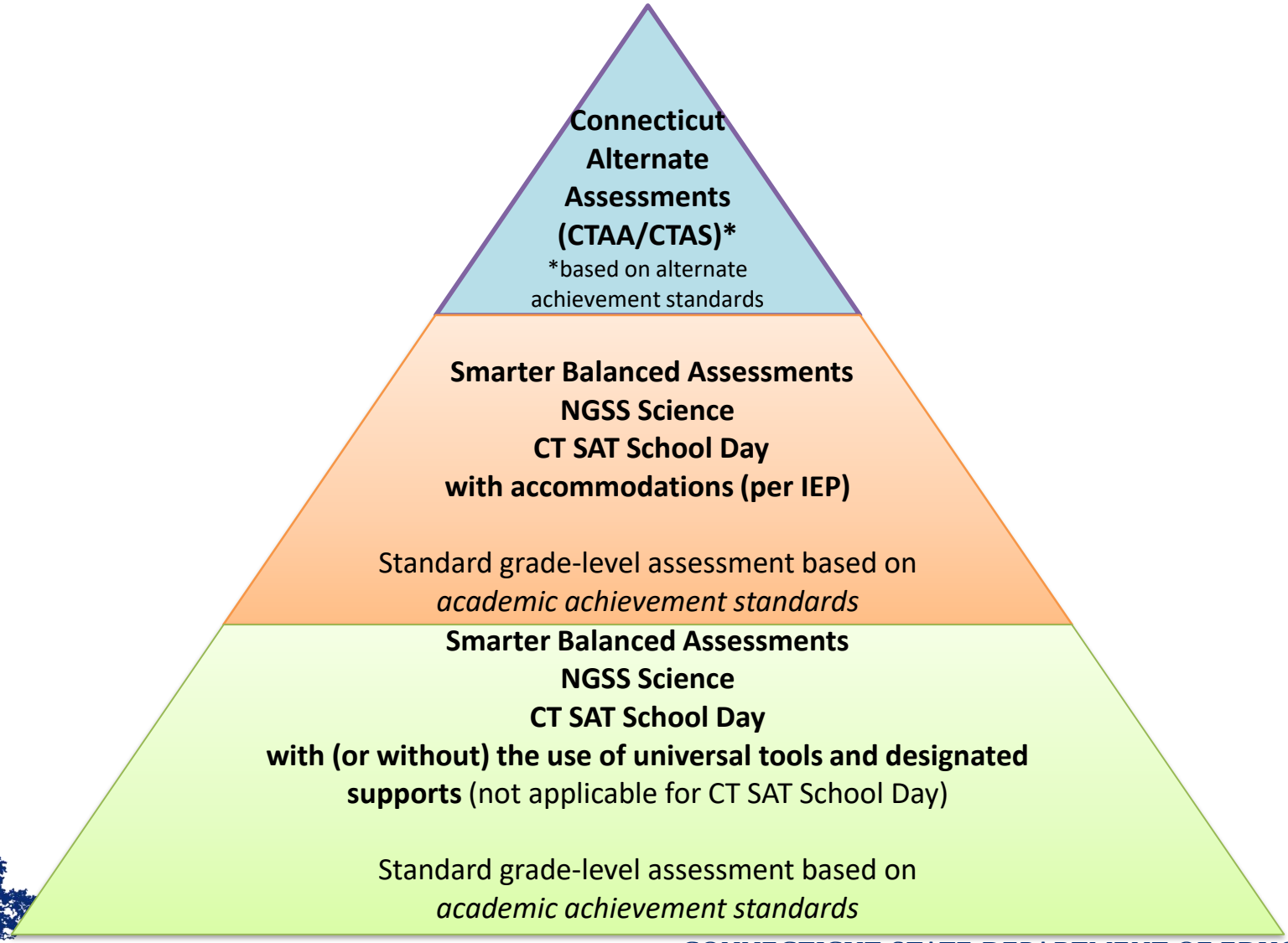
September 11, 2018

Agenda

- Summative Assessment Options
- Eligibility for the Connecticut Alternate Assessment System
- Accessibility Features and Accommodations
- Resources

Connecticut's Statewide Summative Assessment Options

Connecticut's Summative Assessment Options



Standard Assessments

Assessment	Subject Area	Grades
Smarter Balanced	ELA and Math	Grades 3-8
Next Generation Science Standards (NGSS)	Science	Grades 5, 8, and 11
CT SAT School Day	ELA and Math	Grade 11
LAS Links	English Proficiency	Identified English Learners in Grades K-12

Alternate Assessment System

Assessment	Subject Area	Delivery	Grades
Connecticut Alternate Assessment (CTAA)	ELA and Math	Secure Test, Online via TIDE Test Delivery System	Grades 3-8 and 11
Connecticut Alternate Science Assessment (CTAS)	Science	Non-Secure Test, Performance Tasks, Student ratings submitted via Data Entry Interface (DEI)	Grades 5, 8, and 11

CTAA Accessibility Features

The CTAA System User Guide describes the accessibility features and explains how to enable them during the test.

Accessibility Features support student access to the test and are either

(a) built into the CTAA Assessment System,

(b) typically available on a computer, and

(c) enabled by the student or TEA at the time of testing, or

(d) are provided by the TEA.

The test is designed to have all passages, items and response options read to the student, either by the Text to Speech feature or the TEA. Assistive technology in general is supported by the Test Delivery System but should be tested with the practice site prior to administration.

Embedded
Color Contrast
Highlighter
Line Reader Tool
Magnification
Mark For Review
Masking
Print-On Demand
Strikethrough
Text- To -Speech
Volume Control
Zoom

Non-Embedded
Assistive Technology
Augmentative and Alternative Communication
Read Aloud (Items Directions, Response Options, Passages)
Scribe
Sign language

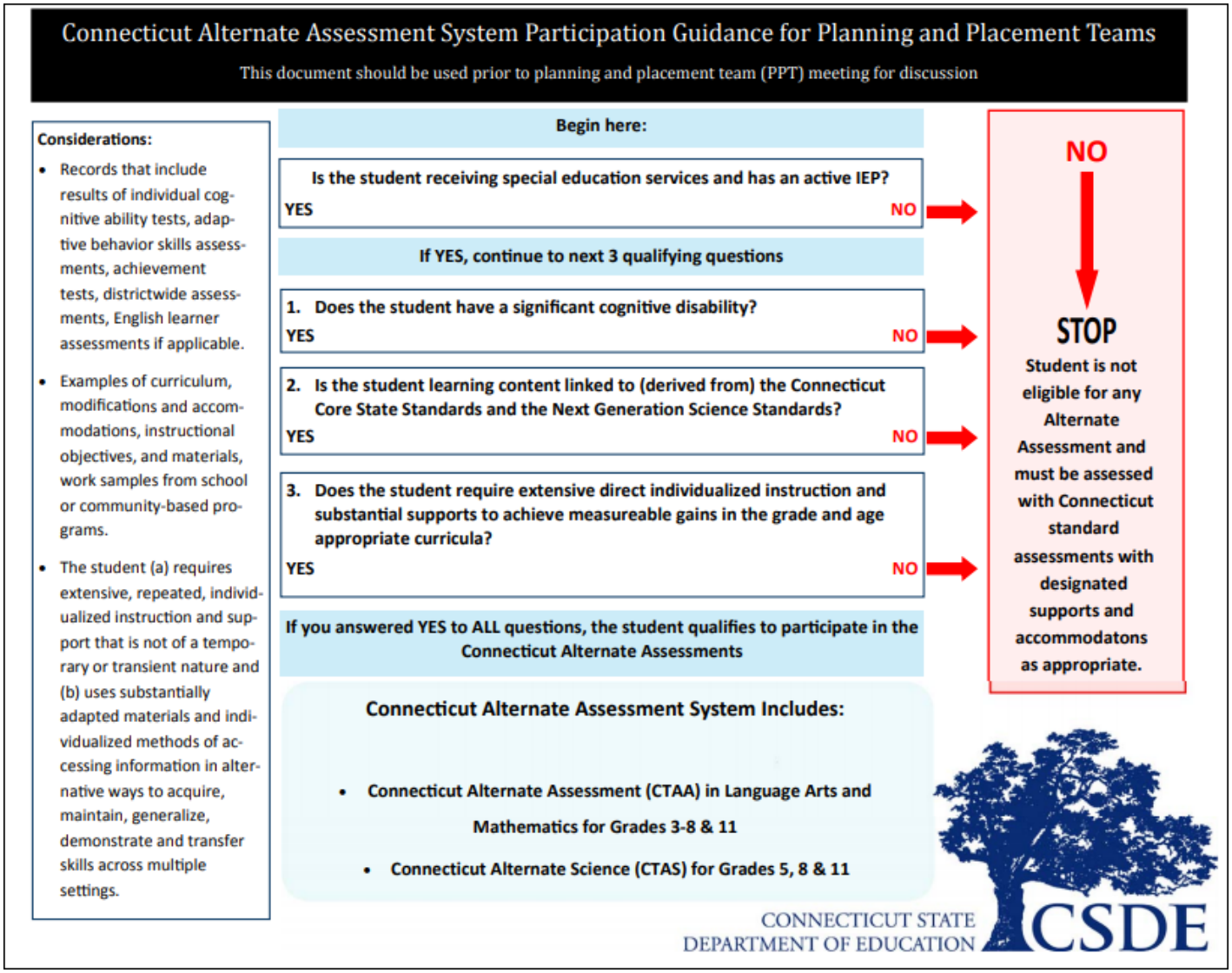
CONNECTICUT STATE DEPARTMENT OF EDUCATION

Eligibility for the Connecticut Alternate Assessment System

CTAA and CTAS Eligibility

- Criteria reflect the **pervasive nature of a significant cognitive disability**
- PPT makes assessment decisions
- IEP includes **detailed evidence** of
  - significant cognitive disability
  - content learned based on grade-level standards; and
  - extensive direct individualized support needed

CTAA and CTAS Eligibility Flowchart



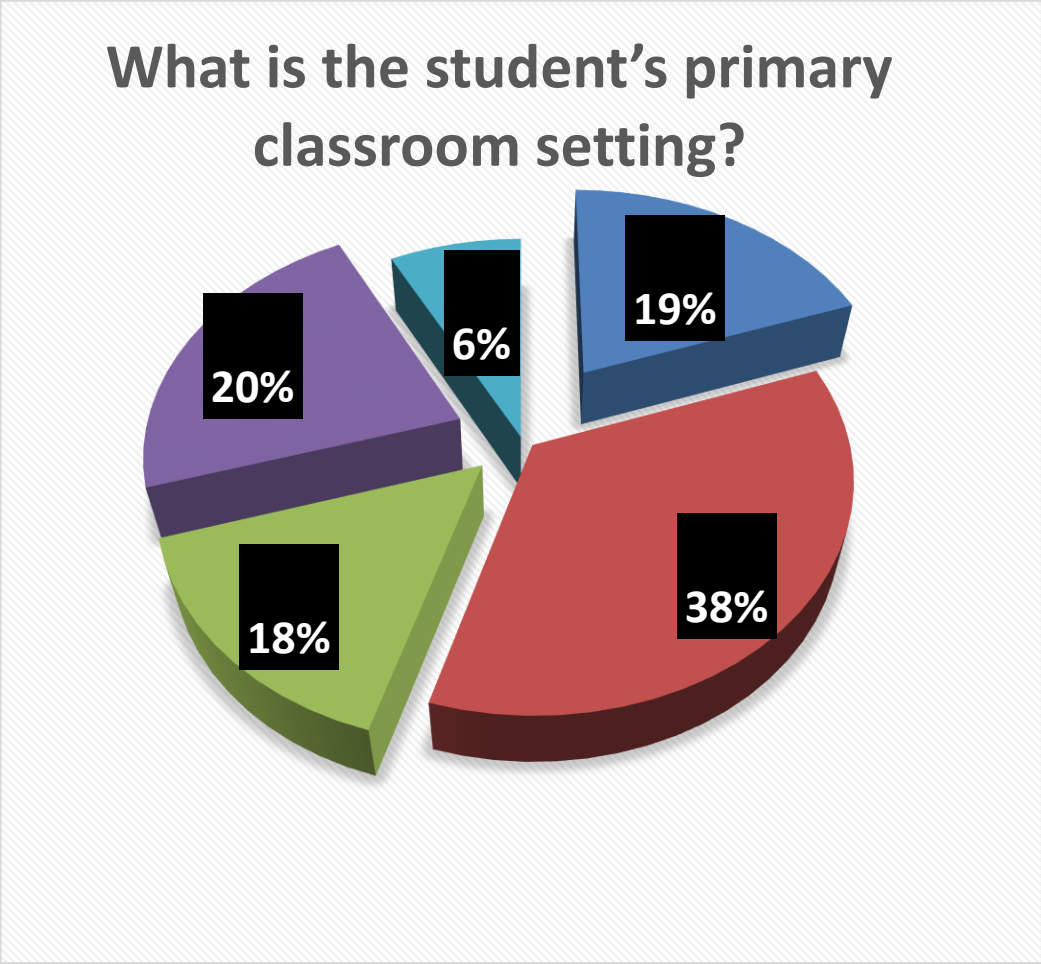
2017-18 Number of Students by Primary Disability Category Taking the CTAA

Student's Primary Disability Category	Total	Percentage of all Students in Primary Disability Category Taking the CTAA	Total SPED (3-8 & 11) with this Primary Disability Category	Percentage of Total Number of Students with this Primary Disability Taking the CTAA
Autism	1797	35.0%	5132	35%
Emotional Disturbance	64	1.8%	3527	1.2%
Multiple Disabilities	1125	66.5%	1693	21.9%
Orthopedic Impairment	4	16.0%	25	.1%
Speech or Language Impairment	140	3.0%	4595	2.7%
Other Health Impairment	226	8.7%	2596	4.4%
Deaf-Blindness	2	25%	8	.0%
Hearing Impairment (Deaf or Hard of Hearing)	13	4.1%	314	.3%
Specific Learning Disabilities	264	1.4%	18304	5.1%
Traumatic Brain Injury	19	36.5%	52	.4%
OHI-ADD/ADHD	128	1.6%	7825	2.5%
Intellectual Disability	1292	90.2%	1432	25.1%
Specific Learning Disabilities/Dyslexia	57	6.3%	911	1.1%
Visual Impairment	8	9.8%	82	.2%

2017-18 Number of Students by Primary Disability Category Taking the CTAA

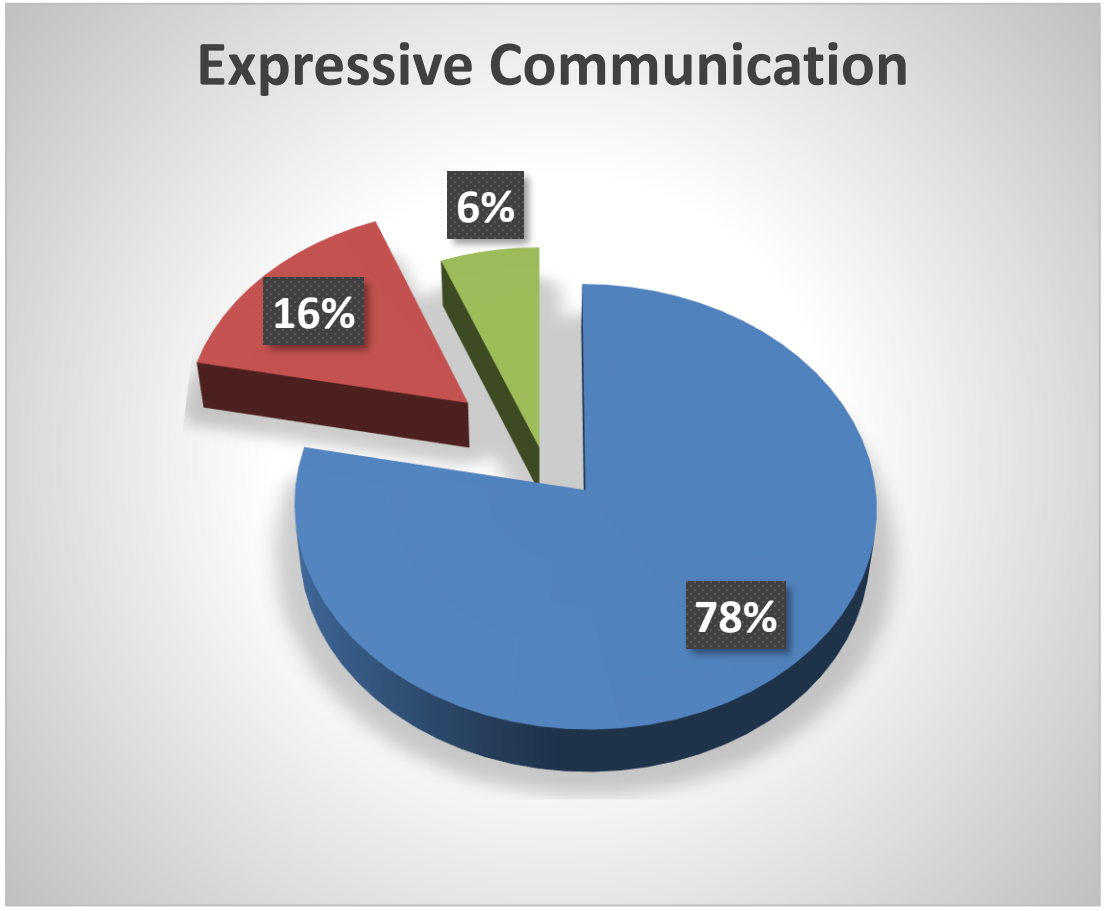
Student's Primary Disability Category	Total	Percentage of all Students in Primary Disability Category Taking the CTAA	Total SPED (3-8 & 11) with this Primary Disability Category	Percentage of Total Number of Students with this Primary Disability Taking the CTAA
Autism	1797	35.0%	5132	35%
Emotional Disturbance	64	1.8%	3527	1.2%
Multiple Disabilities	1125	66.5%	1693	21.9%
Orthopedic Impairment	4	16.0%	25	.1%
Speech or Language Impairment	140	3.0%	4595	2.7%
Other Health Impairment	226	8.7%	2596	4.4%
Deaf-Blindness	2	25%	8	.0%
Hearing Impairment (Deaf or Hard of Hearing)	13	4.1%	314	.3%
Specific Learning Disabilities	264	1.4%	18304	5.1%
Traumatic Brain Injury	19	36.5%	52	.4%
OHI-ADD/ADHD	128	1.6%	7825	2.5%
Intellectual Disability	1292	90.2%	1432	25.1%
Specific Learning Disabilities/Dyslexia	57	6.3%	911	1.1%
Visual Impairment	8	9.8%	82	.2%

2017-18 LCI Student Characteristics Based on Preliminary Data



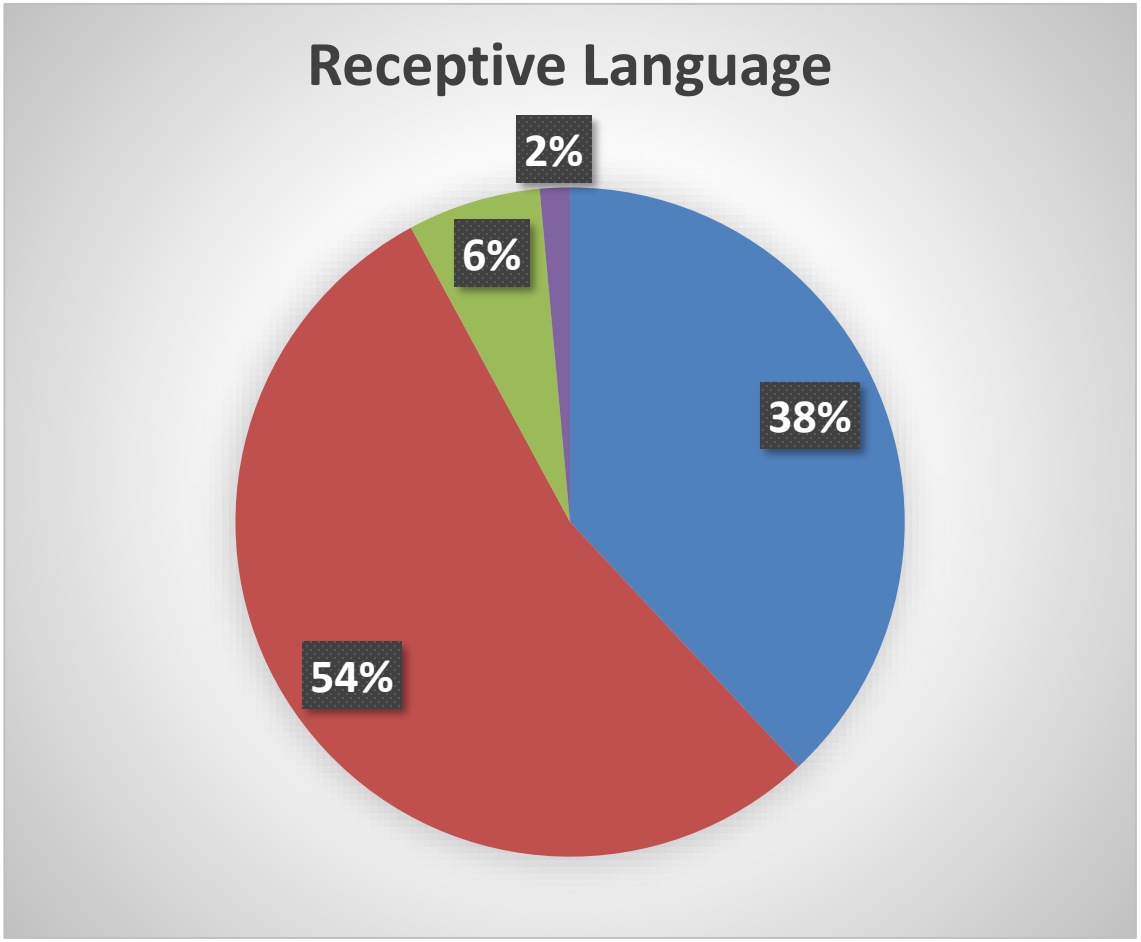
Key
Special School
Regular School (self-contained, some inclusion)
Regular School (primarily self-contained, some academic inclusion)
Regular School (resource room, general education)
Regular school (general education classroom)

2017-18 LCI Student Characteristics Based on Preliminary Data



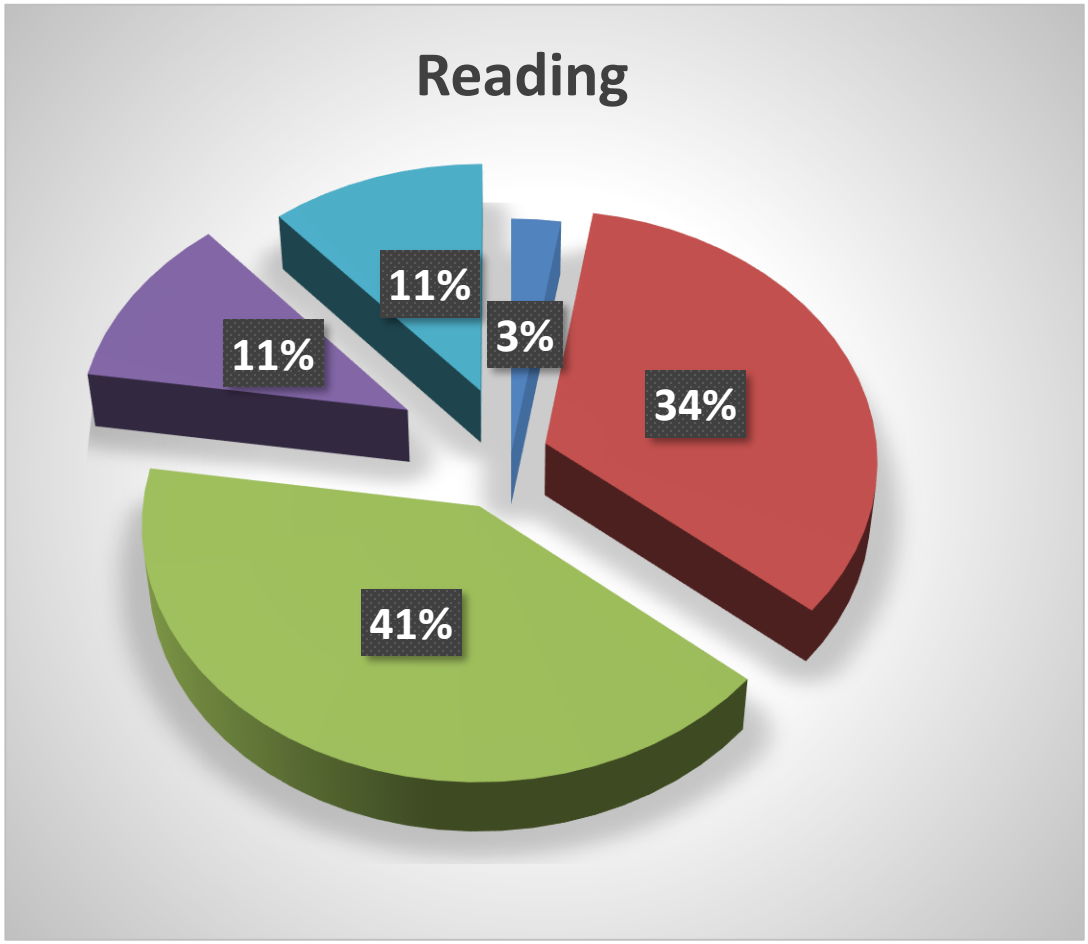
Key
Uses symbolic language to communicate.
Uses intentional communication, but not at a symbolic language level.
Student communicates primarily through cries, facial expressions, change in muscle tone, etc.

2017-18 LCI Student Characteristics Based on Preliminary Data



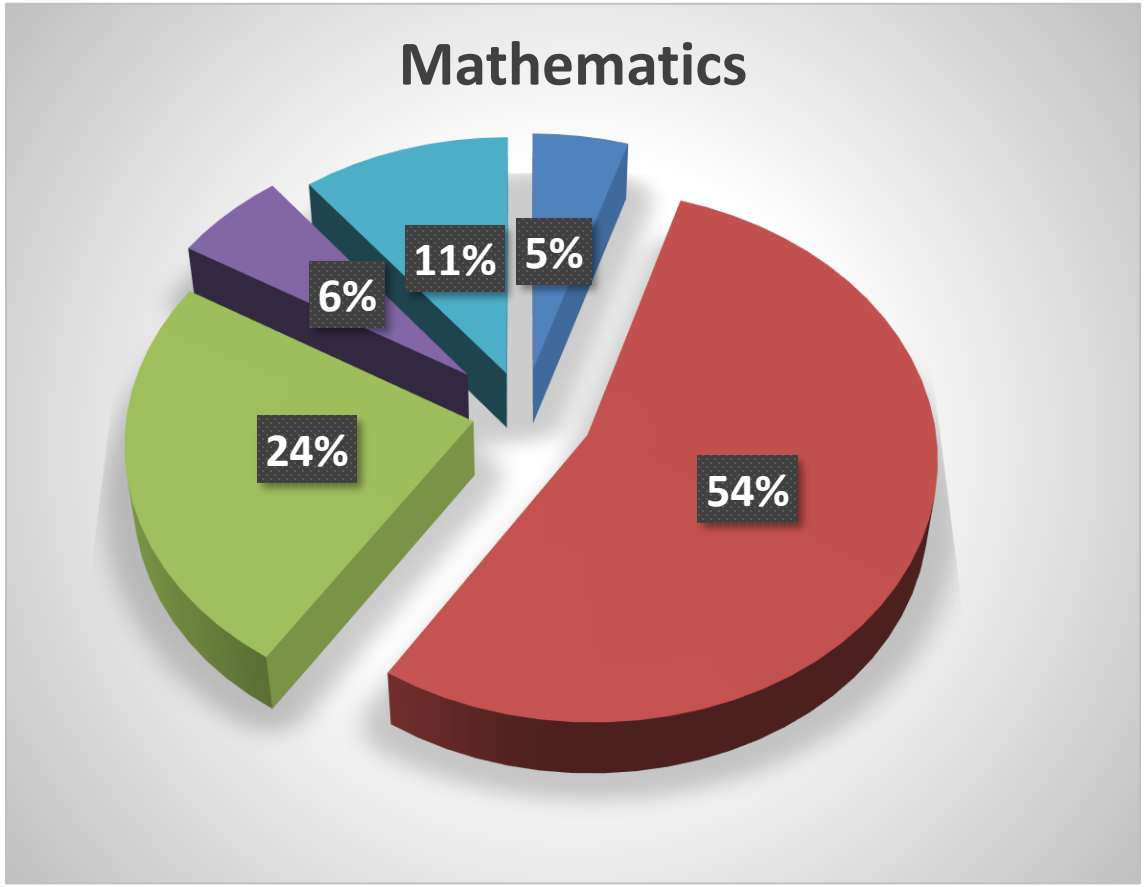
Key
Independently follows 1-2 step directions.
Requires additional cues (e.g., gestures, pictures, objects).
Alerts to sensory input from another person.
Uncertain response to sensory stimuli.

2017-18 LCI Student Characteristics Based on Preliminary Data



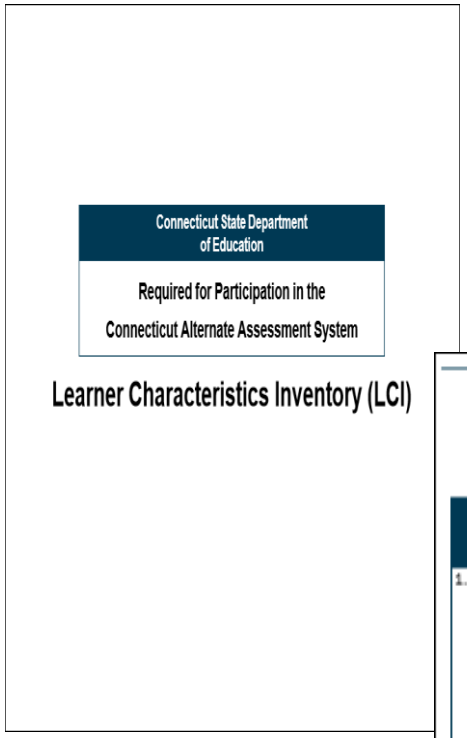
Key
Reads fluently with critical understanding in print or braille.
Reads fluently with basic (literal) understanding.
Reads basic sight words, simple sentences, & directions.
Awareness of text/braille, follows directionality, makes letter distinctions.
No observable awareness of print of braille.

2017-18 LCI Student Characteristics Based on Preliminary Data



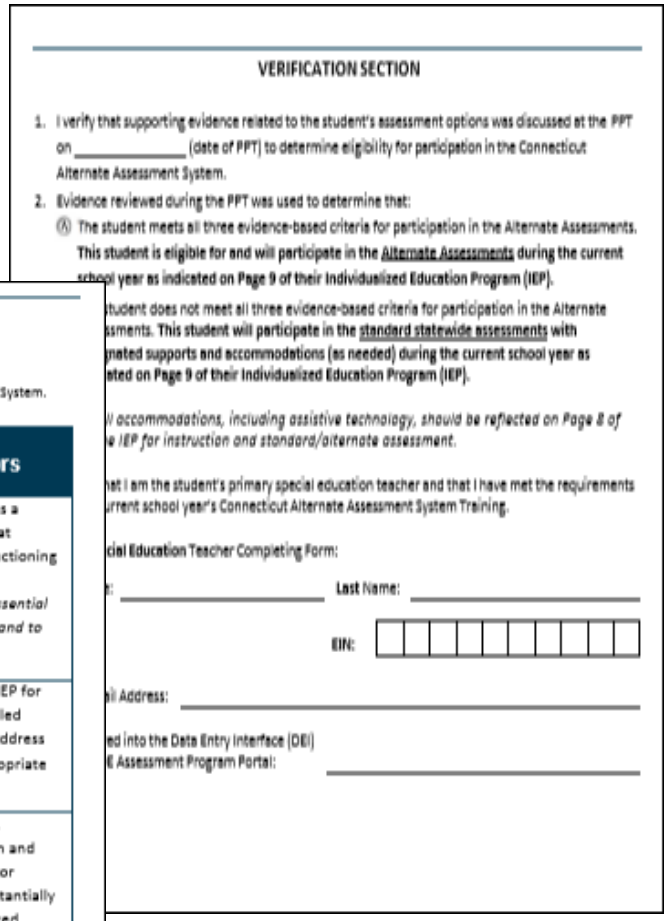
Key
Applies computational procedures to solve real-life or routine word problems.
Does computational procedures with or without a calculator.
Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
Counts by rote to 5.
No observable awareness or use of numbers.

The Learner Characteristics Inventory


Connecticut State Department of Education

Required for Participation in the Connecticut Alternate Assessment System

Learner Characteristics Inventory (LCI)


VERIFICATION SECTION

1. I verify that supporting evidence related to the student's assessment options was discussed at the PPT on _____ (date of PPT) to determine eligibility for participation in the Connecticut Alternate Assessment System.
2. Evidence reviewed during the PPT was used to determine that:
   (A) The student meets all three evidence-based criteria for participation in the Alternate Assessments. This student is eligible for and will participate in the Alternate Assessments during the current school year as indicated on Page 9 of their Individualized Education Program (IEP).

tudent does not meet all three evidence-based criteria for participation in the Alternate ssments. This student will participate in the standard statewide assessments with nated supports and accommodations (as needed) during the current school year as ted on Page 9 of their Individualized Education Program (IEP).

l accommodations, including assistive technology, should be reflected on Page 8 of e IEP for instruction and standard/alternate assessment.

at I am the student's primary special education teacher and that I have met the requirements rrent school year's Connecticut Alternate Assessment System Training.

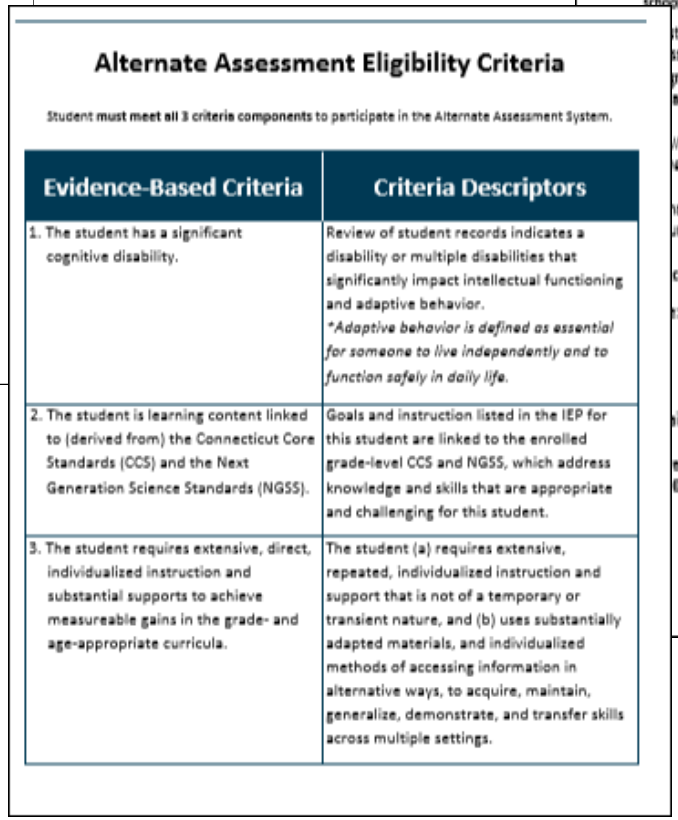
cial Education Teacher Completing Form:

: _____ Last Name: _____

EIN: | | | | | | | | | |

il Address: _____

ed into the Data Entry Interface (DEI) E Assessment Program Portal: _____


Alternate Assessment Eligibility Criteria

Student must meet all 3 criteria components to participate in the Alternate Assessment System.

Evidence-Based Criteria	Criteria Descriptors
1. The student has a significant cognitive disability.	Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. **Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.*
2. The student is learning content linked to (derived from) the Connecticut Core Standards (CCS) and the Next Generation Science Standards (NGSS).	Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCS and NGSS, 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.

Process for Completing the LCI

The Trained Educator Administering the Alternate Assessment (TEA)

- Compete DRAFT of LCI & gather evidence to support decisions prior to PPT
- Bring DRAFT LCI to PPT to determine eligibility
- TEA submits LCI through the Data Entry Interface by deadline

- COMPLETED and SUBMITTED LCIs via the DEI activate the AltFlag in TIDE, which activates the CTAA
- Students who participate in the CTAA also take CTAS in Grades 5, 8, or 11.

Considerations for PPT Decision Making

- What type of evidence is included throughout the IEP (i.e. Present Levels of Performance, Goals/Objectives, Support and Accommodations, Assistive Technology, Augmentative and Alternative Communication) that address access to instruction and assessment?

- How does a student qualify for the alternate assessment?
  - Determined through the PPT decision-making process

Considerations for PPT Decision Making

- Study the primary disability categories of students participating in alternate assessments.
  - Research shows students identified for the alternate have primary disability categories of Intellectual Disability, Autism, Traumatic Brain Injury, or Multiple Disabilities.
- Do data reveal students in other primary disability categories such as Specific Learning Disabilities, Emotional Disturbance, OHI-ADD/ADHD, or Speech & Language Impaired?
  - Gather strong evidence and include in PPT process.
  - May be more appropriate to take standard assessments with supports and accommodations.

LCI Submission Deadlines

LCI Deadline to Facilitate Roster Development	Grade	Purpose
December 21, 2018	3-8, 11	English Learners; Rosters for LAS Links
January 18, 2019	Grade 11	Rosters for CT SAT School Day, Science, CTAA/CTAS
February 1, 2019	Grades 3-8, 11	Rosters for Smarter Balanced, Science (Grades 5 & 8), and CTAA/CTAS

LCIs submitted beyond these dates will require additional verification to allow access to the appropriate assessments.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Accessibility Features and Accommodations for Connecticut Statewide Assessments

Universal Tools: *Available to ALL students*

Embedded

- Breaks
- Calculator (Math Grades 6-8; Science Grades 5, 8, & 11)
- Digital Notepad
- English Glossary^
- Expanded Passages/Stimuli
- Highlighter
- Keyboard Navigation
- Line Reader
- Mark for Review
- Math Tools
- Strikethrough
- Writing Tools
- Zoom

Non-Embedded

- Breaks
- Scratch Paper/ whiteboard with marker

^ NOT available for Science

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

Embedded

- Color Contrast
- Masking
- Mouse Pointer
- Print Size Online
- Streamline New
- Text-to-Speech- Science, Math & ELA Non-Reading Passages
- *Translations-Math (Glossary)
- *Translations-Math (Stacked)
- *Translation Test Directions (Math, Spanish)
- Turn off any universal accessibility tool

Non-Embedded

- Amplification
- *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^
- *Translation Glossary (Math)
- *Translation Test Directions^

***Intended for English Learners (EL)**

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

Embedded

- American Sign Language (Video)^
- Braille Embosser (Math & ELA: Contracted, Uncontracted)^
- Braille Transcript (ELA Listening)
- Closed Captioning (ELA Listening)
- Refreshable Braille (ELA: Contracted, Uncontracted) ^
- Text-to-Speech ELA Reading Passages (Grades 3-8)

Non-Embedded

- 100s Number Table (Grades 4-8)
- Abacus
- Alternate Response Options
- Braille Booklet
- Braille supplemental math booklet for online fixed form test
- *~ # Human Signer for ELA or Math Items*
- *~ # Human Signer for ELA Reading Passages (Grades 3-8)*
- Human Signer for Science items
- Large Print Booklet
- Multiplication Table (Grades 4-8)
- *# Print on Demand*
- *~ # Read Aloud ELA Reading Passages (Grades 3-8)*
- *~# Scribe*
- Specialized Calculator (Math Grades 6-8; Science Grades 5, 8, & 11)
- Speech-to-Text

^ NOT available for Science

~ Requires Trained Educator

 # Requires Petition for Approval of Special Documented Accommodations

^ NOT available for Science

Connecticut SAT School Day (Grade 11)

<table>
<tr><td></td><td colspan="2"></td></tr>
<tr><td>Students with Disabilities</td><td colspan="2">Used for state accountability system and college admission: Submit request on the SSD website</td></tr>
<tr><td>Students with an IEP or Section 504 Plan</td><td>• Abacus
• American Sign Language (ASL)- test directions only
• Braille
• Color Overlay
• Computer
• Extra/Extended Breaks
• Large Print Booklet
• Magnification Device
• Modify Setting
• Multiplication table</td><td>• Noise Buffering
• Reader
• Scribe
• Signed Exact English -test directions and test content
• Speech-to-Text (CB Assistive Technology)
• 4 Function Calculator
• Text-to-Speech for all test content (CB MP3 audio)
• Time Extension 50% or 100%
• Examples of common accommodations, the list is not exhaustive</td></tr>
<tr><td rowspan="2">English Learners (EL)</td><td colspan="2">Used for state accountability system and college admission.</td></tr>
<tr><td>No need to submit request on the SSD website</td><td>Applicable only for CT SAT School Day: Submit request on the SSD website</td></tr>
<tr><td>• Written Test Directions in:
Albanian, Arabic, Bengali, Chinese/Mandarin, Gujarti, Haitian Creole, Hindi, Polish, Portuguese, Russian, Spanish, Urdu, Vietnamese
Native Language Reader – test directions only
Bilingual Dictionary Word-to-Word in: Languages above plus Bosnian, French, Somali, Italian, Cambodian (Khmer), Burmese, German, Hmong, Japanese, Korean, Nepali, Punjabi, Romanian, Swahili</td><td>• Time Extension - 50% extended time</td></tr>
</table>

Special Documented Accommodations

- Available to students with an IEP/504 Plan when the allowable accommodations listed in the *Assessment Guidelines* are insufficient to provide access to the assessment.
- May include, but not limited to:
  - Scribe;
  - Read Aloud of the ELA Reading Passages;
  - Print on Demand; and
  - Human Signer for Math and ELA
- Requests made by the District Administration (DA in TIDE) via phone or email to **Deirdre Ducharme** (860-713-6859) or **Janet Stuck** (860-713-6837)
  - Special Documented Accommodation forms will be sent to the DA following the initial request
  - DAs complete forms, gather appropriate documentation, and submit to CSDE for formal approval

Special Documented Accommodations

Special Documented Accommodation Deadline	Assessment
December 10, 2018	Science (Grade 11), CT SAT School Day
January 28, 2019	Smarter Balanced (Grades 3-8), Science (Grades 5 & 8) and Alternate Assessments

Note: Special Documented Accommodation petitions sent after these dates may require additional time for processing. Until approved by the CSDE, administering these tests with special documented accommodations are prohibited.

Text-to-Speech/Read Aloud Designated Supports and Accommodations

Designated Supports:

- embedded text-to-speech of test items (math, ELA [non-reading passages], and Science)
- non-embedded Read Aloud of test items (math, ELA [non-reading passages], and Science)

Accommodations:

- embedded text-to-speech of ELA Reading Passages
- non-embedded Read Aloud of ELA Reading Passages (requires submission of a Special Documented Accommodation Petition)

Text-to-Speech and Read Aloud Decision Guidelines 2017-2018

97%:Text-to-Speech **3%: Read Aloud**

Student has: IEP: 99% **504 Plan:1%**

Question*	**Assurance-** *For students with an IEP, evidence found on:*	**Yes**	**No**
1a. Is this student blind or does this student have a significant visual impairment? • 1b. If the student is blind or has a significant visual impairment, is the student learning to read braille?	• **Page 1:** COVER PAGE WITH DISABILITY CATAGORY • **Pages 4 & 5:** PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • **Page10:** SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA	98%	2%
2. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	• **Pages 4 & 5:** PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • **Page 7:** GOAL & OBJECTIVES	94%	6%
3. Does the student's disability impact the student's ability to access the curriculum?	• **Pages 4 & 5:** PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • **Page 7:** GOAL & OBJECTIVES	99%	1%
4. Have interventions been used to improve the student's decoding, fluency, or comprehension skills?	• **Pages 4 & 5:** PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • **Page 7:** GOAL &OBJECTIVES	99%	1%
5. Does the student use text-to-speech, assistive technology software, audio books or receive a read aloud accommodation during instruction?	• **Page 8:** PROGRAM ACCOMMODATIONS AND MODIFICATIONS • **Page 11:** SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION	92%	11%
6. Does the student belong to Bookshare (or similar organization) or use identified accessible educational materials (AEM) from Determining the Need for Accessible Educational Materials (AEM) and Acquiring AEM from the Appropriate Sources flowchart.	• **Page 8:** PROGRAM ACCOMMODATIONS AND MODIFICATIONS • **Page 11:** SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION	34%	66%
7. Does the student use text-to-speech or receive a read aloud accommodation during Smarter Balanced assessments or other class or districtwide assessments?	• **Page 8:** PROGRAM ACCOMMODATIONS AND MODIFICATIONS • **Page 9:** STATE AND DISTRICT TESTING AND ACCOMMODATIONS	99%	1%
8. Does someone (teacher, paraprofessional, another student, parent) regularly read aloud to the student in school as an instructional accommodation?	• **Page 8:** PROGRAM ACCOMMODATIONS AND MODIFICATIONS	91%	9%
Student Input:		**Yes**	**No**
9. Does the student indicate that given the choice, he or she would prefer to read tests to himself or herself?	*Evidence on IEP Pages 1,2,4,6 and student offered to attend PPT*	13%	87%

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*_____

Print Print

District Test Coordinator Name _____

Print

Designated Supports: % of General Education Students with Text-to-Speech for Test Items

Text-to-Speech in Math- GENed

GRADE	% GENed Students	% (MALE) GENed Students	% (FEMALE) GENed Students
3	11.7%	11.9%	11.4%
4	10.3%	10.8%	9.8%
5	8.5%	8.8%	8.2%
6	5.4%	5.8%	5.0%
7	4.9%	5.3%	4.5%
8	4.3%	4.6%	4.1%

Text-to-Speech in Science- GENed

GRADE	% GENed Students	% (MALE) GENed Students	% (FEMALE) GENed Students
5	7.3%	7.5%	7.1%
8	3.7%	3.8%	3.6%

Text-to-Speech in ELA - GENed

GRADE	% GENed Students	% (MALE) GENed Students	% (FEMALE) GENed Students
3	10.5%	10.8%	10.3%
4	9.2%	9.6%	8.8%
5	7.6%	7.8%	7.3%
6	4.0%	4.4%	3.8%
7	3.8%	4.2%	3.5%
8	3.3%	3.5%	3.1%

% of General Education Students with Text-to-Speech for Test Items

Text-to-Speech in Math- GENed

GRADE	% GENed EL students
3	66%
4	67%
5	68%
6	46%
7	46%
8	44%

Text-to-Speech in Science- GENed

GRADE	% GENed EL students
5	62%
8	44%

Text-to-Speech in ELA - GENed

GRADE	% GENed EL students
3	64%
4	64%
5	65%
6	44%
7	45%
8	43%

Designated Supports: % of Students with an IEP/504 Plan with Text-to-Speech for Test Items

Text-to-Speech in Math- IEP

GRADE	% SPED Students with TTS
3	46%
4	47%
5	45%
6	41%
7	35%
8	29%

Text-to-Speech in Math- 504

GRADE	% 504 students with TTS
3	10%
4	9%
5	7%
6	5%
7	4%
8	3%

Text-to-Speech in Science- IEP

GRADE	% SPED students with TTS
5	54%
8	34%

Text-to-Speech in Science- 504

GRADE	% 504 students with TTS
5	6%
8	3%

Text-to-Speech for the ELA Reading Passages Accommodation for Students with an IEP

2017-18 Text-to-Speech of ELA-Reading Passages			
Grade	**ALL SPED Students**	**All SPED Students w/TTS-ELA**	**% of SPED Students w/TTS-ELA**
3	5039	962	19%
4	5394	1010	19%
5	5710	964	17%
6	6032	943	16%
7	5845	834	14%
8	5850	782	13%
Subtotal	33870	5495	16%

Text-to-Speech for the ELA Reading Passages Accommodation for Students with a 504 Plan

2017-18 Text-to-Speech of ELA-Reading Passages			
Grade	**ALL 504 Students**	**All 504 Students w/TTS-ELA**	**% of 504 Students w/TTS-ELA**
3	1712	12	0.7%
4	2147	14	0.7%
5	2403	23	1.0%
6	2528	16	0.6%
7	2698	17	0.6%
8	3014	9	0.3%
Subtotal	14502	91	0.6%

Read Aloud of the ELA Reading Passages Accommodation for Students with an IEP/504 Plan

2017-18 Read Aloud of ELA-Reading Passages (Required Approved Petition for Special Documented Accommodations)		
Grade	**% of SPED Students**	**% of 504 Students**
3	19%	0.7%
4	19%	0.7%
5	17%	1.0%
6	16%	0.6%
7	14%	0.6%
8	13%	0.3%

Text-to-Speech/Read Aloud Accommodations of the ELA Reading Passages by Primary Disability Category

Student's Primary Disability Category	2018-18	% of ALL SPED
Autism	174	5.4
Emotional Disturbance	84	2.6
Multiple Disabilities	54	1.7
Orthopedic Impairment	1	0.0
Speech or Language Impairment	309	9.5
Other Health Impairment	140	4.3
Deaf-Blindness	0	0.0
Hearing Impairment (Deaf or Hard of Hearing)	22	0.7
Specific Learning Disabilities	1704	52.6
Traumatic Brain Injury	2	0.1
Intellectual Disability	36	1.1
Specific Learning Disabilities/Dyslexia	321	9.9
ADD/ADHD	389	12.0
Visual Impairment	6	.2

Final Considerations

1. What are some tools you use to determine eligibility for the CTAA?

2. How do you use student/school/district data to guide the appropriate identification of supports in the classroom and for assessments? How does data support decisions related to the selection of designated supports and accommodations used on summative assessments?

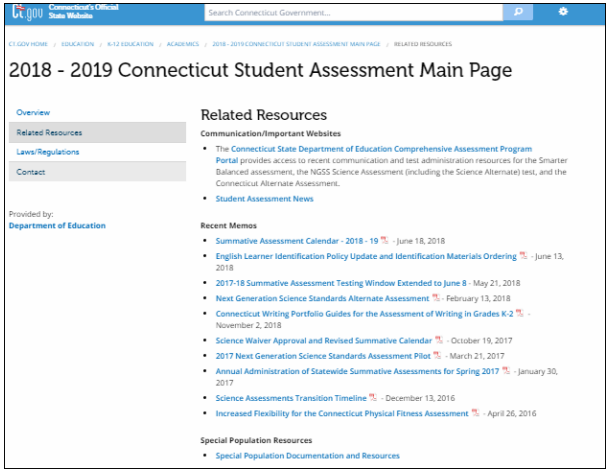
3. How do you monitor the effectiveness of these tools?

Resources

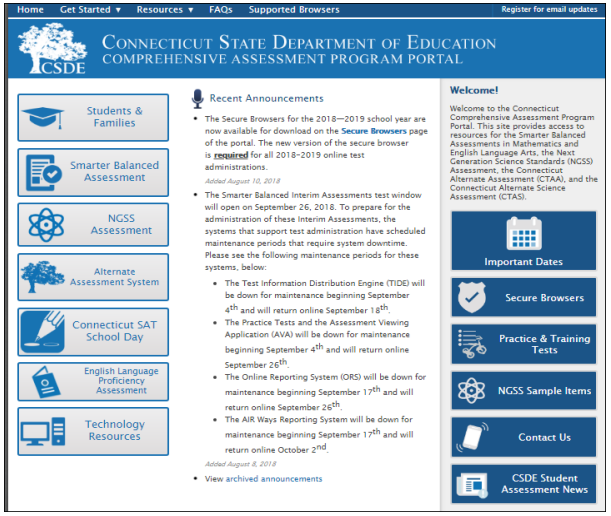
Resources for Connecticut Statewide Assessments

[The Connecticut State Department of Education Student Assessment Main Page]

Register here to receive the Student Assessment Newsletter.



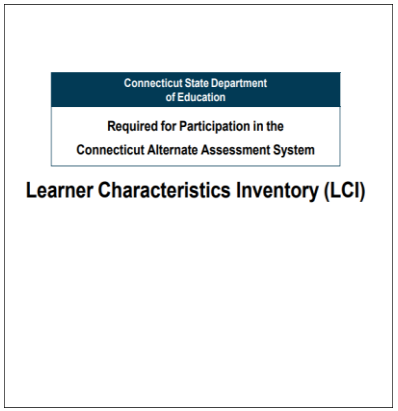
[The Connecticut State Department of Education Comprehensive Assessment Program Portal]



Resources for the Connecticut Alternate Assessment System

[Learner Characteristics Inventory]

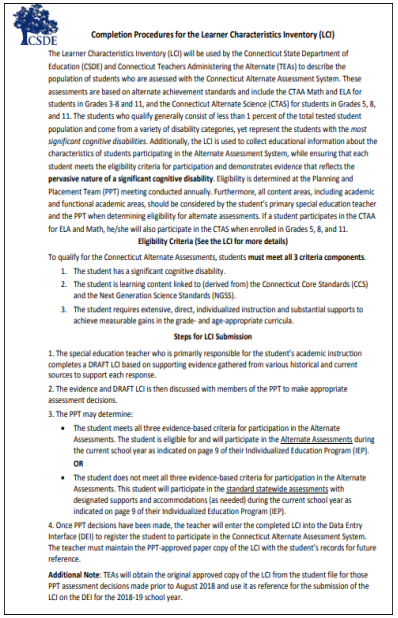
The LCI is required to support the determination of the appropriate assessment at the Planning and Placement Team (PPT) and must be submitted in the Data Entry Interface (DEI) in order to register a student for participation in either Alternate Assessment (CTAA and CTAS).


Connecticut State Department of Education

Required for Participation in the Connecticut Alternate Assessment System

Learner Characteristics Inventory (LCI)

[Completion Procedures for the Learner Characteristics Inventory] New!


Completion Procedures for the Learner Characteristics Inventory (LCI)

The Learner Characteristics Inventory (LCI) will be used by the Connecticut State Department of Education (CSDE) and Connecticut Teachers Administering the Alternate (TEAs) to describe the population of students who are assessed with the Connecticut Alternate Assessment System. These assessments are based on alternate achievement standards and include the CTAA Math and ELA for students in Grades 3-8 and 11, and the Connecticut Alternate Science (CTAS) for students in Grades 5, 8, and 11. The students who qualify generally consist of less than 1 percent of the total tested student population and come from a variety of disability categories, yet represent the students with the *most significant cognitive disabilities*. Additionally, the LCI is used to collect educational information about the characteristics of students participating in the Alternate Assessment System, while ensuring that each student meets the eligibility criteria for participation and demonstrates evidence that reflects the **pervasive nature of a significant cognitive disability**. Eligibility is determined at the Planning and Placement Team (PPT) meeting conducted annually. Furthermore, all content areas, including academic and functional academic areas, should be considered by the student's primary special education teacher and the PPT when determining eligibility for alternate assessments. If a student participates in the CTAA for ELA and Math, he/she will also participate in the CTAS when enrolled in Grades 5, 8, and 11.

Eligibility Criteria (See the LCI for more details)

To qualify for the Connecticut Alternate Assessments, students **must meet all 3 criteria components**.

1. The student has a significant cognitive disability.
2. The student is learning content linked to (derived from) the Connecticut Core Standards (CCS) and the Next Generation Science Standards (NGSS).
3. The student requires extensive, direct, individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curricula.

Steps for LCI Submission

1. The special education teacher who is primarily responsible for the student's academic instruction completes a DRAFT LCI based on supporting evidence gathered from various historical and current sources to support each response.
2. The evidence and DRAFT LCI is then discussed with members of the PPT to make appropriate assessment decisions.
3. The PPT may determine:
   - The student meets all three evidence-based criteria for participation in the Alternate Assessments. The student is eligible for and will participate in the Alternate Assessments during the current school year as indicated on page 9 of their Individualized Education Program (IEP).

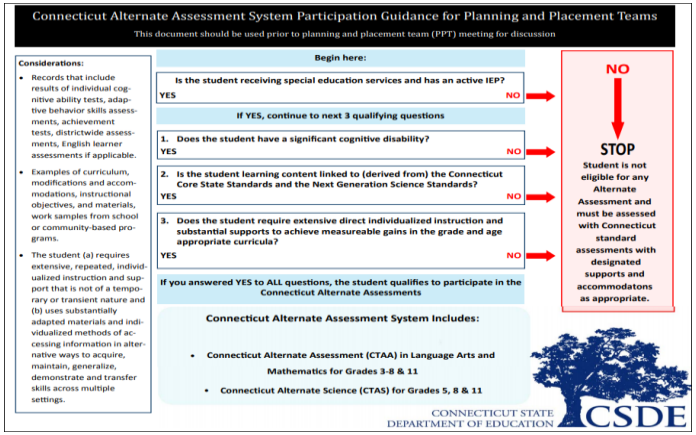
   OR
   - The student does not meet all three evidence-based criteria for participation in the Alternate Assessments. This student will participate in the standard statewide assessments with designated supports and accommodations (as needed) during the current school year as indicated on page 9 of their Individualized Education Program (IEP).
4. Once PPT decisions have been made, the teacher will enter the completed LCI into the Data Entry Interface (DEI) to register the student to participate in the Connecticut Alternate Assessment System. The teacher must maintain the PPT-approved paper copy of the LCI with the student's records for future reference.

Additional Note: TEAs will obtain the original approved copy of the LCI from the student file for those PPT assessment decisions made prior to August 2018 and use it as reference for the submission of the LCI on the DEI for the 2018-19 school year.

Resources for the Connecticut Alternate Assessment System

[Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams]

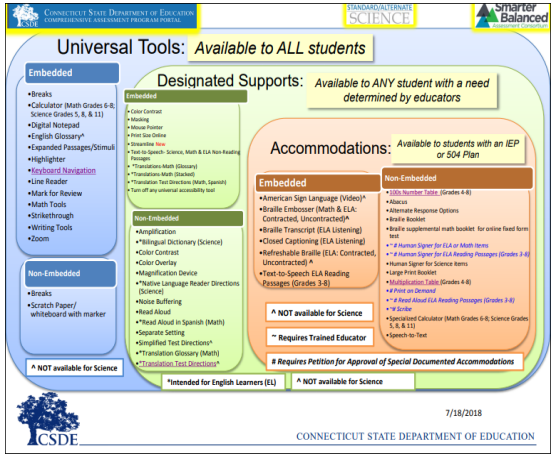
The Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams flowchart provides the Planning and Placement Team (PPT) with guidance on eligibility for student participation in the Connecticut Alternate Assessments and should be used in conjunction with the Learner Characteristics Inventory (LCI).



Assessment Resources for Special Populations

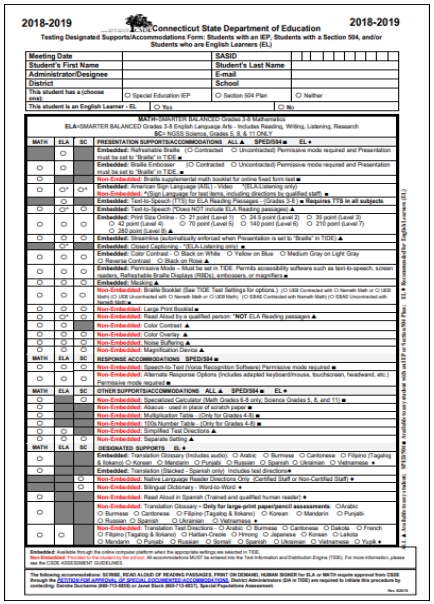
2018-19 Accessibility Chart

The 2018-19 Accessibility Chart identifies a range of universal tools, designated supports, and accommodations available students when accessing the Smarter Balanced and the NGSS Science Assessment.



2018-19 Test Supports/Accommodations Form

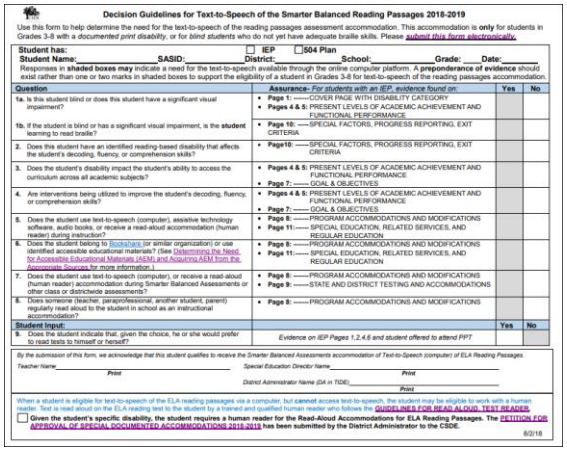
This form is used to record designated supports/accommodations needed for students with an IEP, Section 504 Plan, or English Learners. Supports and accommodations must be submitted/uploaded to the Test Information and Distribution Engine (TIDE) Test Settings prior to testing.



Assessment Resources for Special Populations

2018-19 Text-to-Speech Decision Guidelines

Text-to-Speech Decision Guidelines form must be completed for any student in Grades 3-8 who will receive the accommodation of Text-to-Speech or Read Aloud of English language arts/literacy (ELA) reading passages on the Smarter Balanced assessments. This form can be completed online by selecting the "*submit this form electronically*" hyperlink embedded in the form.



Decision Guidelines for Text-to-Speech of the Smarter Balanced Reading Passages 2018-2019

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

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 available through the online computer platform. A **preponderance of evidence** should exist rather than one or two marks in shaded boxes to support the eligibility of a student in Grades 3-8 for text-to-speech of the reading passages accommodation.

Question	Assurance- *For students with an IEP, evidence found on:*	Yes	No
1a. Is this student blind or does this student have a significant visual impairment?	• **Page 1:** ——COVER PAGE WITH DISABILITY CATEGORY • **Pages 4 & 5:** PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE		
1b. If the student is blind or has a significant visual impairment, is the **student** learning to read braille?	• **Page 10:** ——SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA		
2. Does this student have an identified reading-based disability that affects the student's decoding, fluency, or comprehension skills?	• **Page10:** ——SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA		
3. Does the student's disability impact the student's ability to access the curriculum across all academic subjects?	• **Pages 4 & 5:** PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • **Page 7:** —— GOAL & OBJECTIVES		
4. Are interventions being utilized to improve the student's decoding, fluency, or comprehension skills?	• **Pages 4 & 5:** PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE • **Page 7:** —— GOAL & OBJECTIVES		
5. Does the student use text-to-speech (computer), assistive technology software, audio books, or receive a read-aloud accommodation (human reader) during instruction?	• **Page 8:** ——PROGRAM ACCOMMODATIONS AND MODIFICATIONS • **Page 11:** —— SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION		
6. Does the student belong to Books4Iowa (or similar organization) or use identified accessible educational materials? (See Determining the Need for Accessible Educational Materials (AEM) and Acquiring AEM from the Appropriate Sources for more information.)	• **Page 8:** ——PROGRAM ACCOMMODATIONS AND MODIFICATIONS • **Page 11:** —— SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION		
7. Does the student use text-to-speech (computer), or receive a read-aloud (human reader) accommodation during Smarter Balanced Assessments or other class or districtwide assessments?	• **Page 8:** ——PROGRAM ACCOMMODATIONS AND MODIFICATIONS • **Page 9:** ——STATE AND DISTRICT TESTING AND ACCOMMODATIONS		
8. Does someone (teacher, paraprofessional, another student, parent) regularly read aloud to the student in school as an instructional accommodation?	• **Page 8:** ——PROGRAM ACCOMMODATIONS AND MODIFICATIONS		
Student Input:		**Yes**	**No**
9. Does the student indicate that, given the choice, he or she would prefer to read tests to himself or herself?	*Evidence on IEP Pages 1,2,4,6 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 (computer) of ELA Reading Passages.

Teacher Name _____ Print — Special Education Director Name _____ Print

District Administrator Name (DA in TIDE) _____ Print

When a student is eligible for text-to-speech of the ELA reading passages via a computer, but cannot access text-to-speech, the student may be eligible to work with a human reader. Text is read aloud on the ELA reading test to the student by a trained and qualified human reader who follows the GUIDELINES FOR READ ALOUD, TEST READERS.

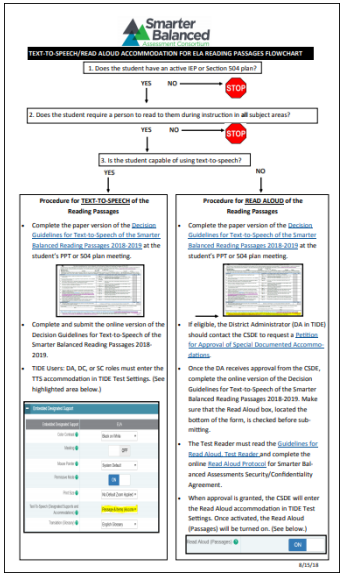
☐ **Given the student's specific disability, the student requires a human reader for the Read-Aloud Accommodations for ELA Reading Passages. The PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS 2018-2019 has been submitted by the District Administrator to the CSDE.**

8/2/18

2018-19 Text-to-Speech and Read Aloud Accommodations for ELA Reading Passages Flowchart

New!

This new resource should be used to determine student eligibility for the Text-to-Speech and Read Aloud Accommodation for ELA Reading Passages. It also provides the appropriate procedures based on accommodation need.



Smarter Balanced

TEXT-TO-SPEECH/READ ALOUD ACCOMMODATION FOR ELA READING PASSAGES FLOWCHART

1. Does the student have an active IEP or Section 504 plan?

YES — NO → STOP

2. Does the student require a person to read to them during instruction in **all** subject areas?

YES — NO → STOP

3. Is the student capable of using text-to-speech?

YES — NO

Procedure for TEXT-TO-SPEECH of the Reading Passages

- Complete the paper version of the Decision Guidelines for Text-to-Speech of the Smarter Balanced Reading Passages 2018-2019 at the student's PPT or 504 plan meeting.
- Complete and submit the online version of the Decision Guidelines for Text-to-Speech of the Smarter Balanced Reading Passages 2018-2019.
- TIDE Users: DA, DC, or SC roles must enter the TTS accommodation in TIDE Test Settings. (See highlighted area below.)

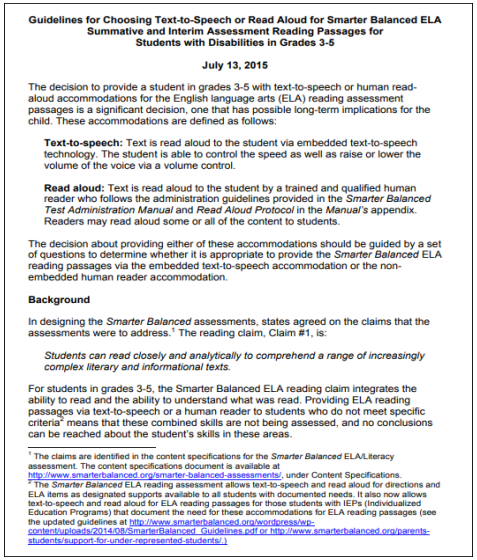
Procedure for READ ALOUD of the Reading Passages

- Complete the paper version of the Decision Guidelines for Text-to-Speech of the Smarter Balanced Reading Passages 2018-2019 at the student's PPT or 504 plan meeting.
- If eligible, the District Administrator (DA in TIDE) should contact the CSDE to request a Petition for Approval of Special Documented Accommodations.
- Once the DA receives approval from the CSDE, complete the online version of the Decision Guidelines for Text-to-Speech of the Smarter Balanced Reading Passages 2018-2019. Make sure that the Read Aloud box, located the bottom of the form, is checked before submitting.
- The Test Reader must read the Guidelines for Read Aloud, Test Reader and complete the online Read Aloud Protocol for Smarter Balanced Assessments Security/Confidentiality Agreement.
- When approval is granted, the CSDE will enter the Read Aloud accommodation in TIDE Test Settings. Once activated, the Read Aloud (Passages) will be turned on. (See below.)

8/15/18

Assessment Resources for Special Populations

Smarter Balanced Guidelines for Choosing Text-to-Speech or Read Aloud for Smarter Balanced ELA Passages (Grades 3-8)



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

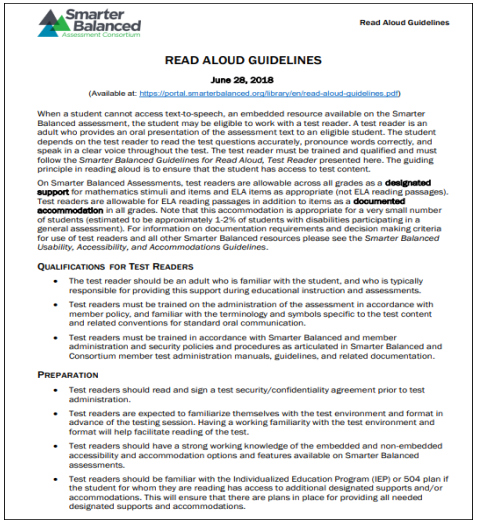
In designing the *Smarter Balanced* assessments, states agreed on the claims that the assessments were to address.[1] The reading claim, Claim #1, is:

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[2] means that these combined skills are not being assessed, and no conclusions can be reached about the student's skills in these areas.

[1] 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.
[2] 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 Education Programs) that document the need for these accommodations for ELA reading passages (see the updated guidelines at http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf or http://www.smarterbalanced.org/parents-students/support-for-under-represented-students/).

Smarter Balanced Read Aloud Guidelines (updated June 28, 2018)



Smarter Balanced Assessment Consortium

Read Aloud Guidelines

READ ALOUD GUIDELINES

June 28, 2018

(Available at: https://portal.smarterbalanced.org/library/en/read-aloud-guidelines.pdf)

When a student cannot access text-to-speech, an embedded resource available on the Smarter Balanced assessment, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *Smarter Balanced Guidelines for Read Aloud, 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 are allowable across all grades as a **designated support** for mathematics stimuli and items and ELA items as appropriate (not ELA reading passages). Test readers are allowable for ELA reading passages in addition to items as a **documented accommodation** in all grades. Note that this accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment). For information on documentation requirements and decision making criteria for use of test readers and all other Smarter Balanced resources please see the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.

QUALIFICATIONS FOR TEST READERS

- The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers must be trained on the administration of the assessment in accordance with member policy, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be trained in accordance with Smarter Balanced and member administration and security policies and procedures as articulated in Smarter Balanced and Consortium member test administration manuals, guidelines, and related documentation.

PREPARATION

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodation options and features available on Smarter Balanced assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.

Contacts

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

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

Thank you!