STUDENT ASSESSMENT NEWS

April 12, 2019

NEW Application to Participate in Standard Setting Meetings for NGSS and CTAS

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Register for E-mail Updates

The Connecticut Department of Education (CSDE) is preparing to conduct standard setting in the summer of 2019 for the Next Generation Science Standards (*NGSS) Assessment* and the *Connecticut Alternate Science Assessment (CTAS)*. This is a required activity as this spring will be the first live administration of these two new assessments. The standard setting process involves a committee review of test items and student performance data in order to make recommendations for score ranges for the four performance levels. The CSDE is currently recruiting Connecticut educators to participate in committees needed for each grade (Grades 5, 8 and 11) and for each test (NGSS and CTAS). The details of the meetings are below.

	CTAS	NGSS Assessment
Dates and Time	July 29 and 30, 2019 (8:00 a.m.-5:00 p.m.)	July 31, 2019 and August 1, 2019 (8:00 a.m.-5:00 p.m.)
Location	The Red Lion Hotel, Cromwell, CT	
Commitment Time	Committee members will only be selected for the NGSS Assessment Committee or the CTAS Committee. Committee members will need to commit to both days for each meeting.	
Required Qualifications	Committee members should be familiar with the NGSS content, as well as with the assessment.	
Honorarium	Committee members will receive $300 honorarium.	

Below is a survey link in which participants can apply for this activity. **Applicants should complete the survey by May 1, 2019.** Committee members will be selected by May 20, 2019. All applicants will be notified of their application status shortly after May 20, 2019. Applicants should carefully consider their availability before applying, as participation is required once selected.

https://sdect.co1.qualtrics.com/jfe/form/SV_8ojfRzODrgKVnJH

Office Hours for Smarter Balanced, NGSS, CTAA and CTAS

The CSDE staff will continue to host Office Hour webinars. On these, the CSDE staff and their partner vendor, American Institutes for Research (AIR), will provide brief, weekly assessment updates and will provide phone support. Below are the details of the Office Hours.

Intended Audience: Any district/school staff who oversees state summative testing.
When: Every Thursday until June 6, from 3-4 p.m.
Where/How: Please register for each session using the link:
https://register.gotowebinar.com/register/231570739438409987

NEW Connecticut SAT School Day Updates

Score Release Schedule for 2019 Connecticut SAT School Day

Scores from the 2019 Connecticut SAT School Day administration will be available through the College Board K-12 Assessment Reporting portal beginning on the following dates:

Test Date	Student Reports	Educator Reports
March 27	April 19	April 22
April 9	May 2	May 6
April 23/24	May 16	May 20

Student Access to Scores

Students need a College Board account to view their scores. Direct students to https://studentscores.collegeboard.org/viewscore and log in. Click sign up to register for an account if students don not already have one.

Please note: Some scores will be released later for reasons that may include late receipt of answer sheets, missing information on the answer sheet, or other exceptional conditions that require additional attention. These students will receive an e-mail from the College Board as their scores are released.

Matching College Board Student Accounts and Registration

If a student is signed into his/her College Board account but doesn't see the score, it means the College Board was not able to link their score report and account automatically. For security reasons, a student must verify additional information before the College Board can display scores. The student will need either his/her SAT registration number or the Student ID number (SASID) the student was pre-identified with by the school or district. The registration number can be found in the Roster Report of the K-12 reporting portal.

To match, the student will:

Go to https://studentscores.collegeboard.org/viewscore

1. Scroll down and click **Matching Tool**.
2. Review the personal information.
3. If any information is incorrect, click **Update** to revise. (Students will be prompted to re-enter their password.)
4. If the information is correct, click **Get My Scores**.
5. The student will have to select one of the following options:
   - I can supply my test information (test date and registration number); or
   - I can supply my student ID (using the student ID the student was pre-identified with).
6. Click **Get My Scores.**

There may still be cases in which a student is not able to view their scores using these steps because the information is too different, or the scores have not yet been finalized. If students cannot view their scores, they should call the College Board's Student SAT Helpline at 1-866-756-7346.

Connecticut SAT School Day Updates

Educator Access to Scores in the College Board Reporting Portal

Educators will be able to view SAT scores through the College Board K-12 Reporting Portal beginning April 22, for March test takers and May 6, for April test takers. The reporting portal consists of two areas:

Report Center: allows educators to configure and run online reports, apply filters for data analysis, print student reports, and find student registration information.

Download Center: provides access to downloadable files of scores.

Educators need two things to access student scores in the score reporting portal:

1. A College Board professional account. If you don't have an account, create one.
2. Permission from your institution's access manager.

To find out the name of your school's access manager:

1. Log in to your College Board professional account.
2. Scroll down to **Add Additional Tools and Services** > **K–12** > **K–12 Assessment Reporting** > **Request Access.**
3. You should see the name and contact info of your access manager.

Please note that choosing **Request Access** from the portal dashboard doesn't notify your access manager. You still need to contact your access manager directly to receive access.

For additional questions about the K-12 reporting portal contact the SAT Educator Help Line at 1-888-728-4357 or k12reports@info.collegeboard.org.

Make-up Test Materials

There are two dates available for schools to use for the Connecticut SAT School Day make-up testing. The CSDE suggests that you use April 23, 2019, for testing all required students and April 24, 2019, for testing any students absent on April 23, 2019. Materials for the April 23 and 24, 2019, administration of the Connecticut SAT School Day will arrive in schools by April 18, 2019. For schools that are on break the week of April 15, 2019, materials will arrive on April 22, 2019. If schools/districts have not received materials by the dates indicated, please contact the College Board at 855-373-6387 immediately.

Testing Demographics and Public School Information System

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 District Administrators (DAs) responsible for statewide student testing, to ensure that student information is being reported accurately**. The state relies on districts to provide accurate reporting of seven of these individual student demographic fields at the time of testing. Select fields such as EL status, Special Education (SPED) 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 and secure reporting of statewide test results and as part of Connecticut's

Testing Demographics and Public School Information System (continued)

Next Generation Accountability System.

The PSIS Registration module has been updated 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 2018-19 school year. The SPED, FRL, EL, Military Family, and Homeless have been loaded with the values reported in the October PSIS Collection Freeze Zero file (i.e., freeze file from the collection generated on November 2, 2018). 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 have been 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 of 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 locked in PSIS on **June 7, 2019** (i.e., the last day of the summative test window), so all changes to a student's status at the time of testing can and must be made by then. For LAS Links accountability calculations, **a freeze of the fields was taken on March 8, 2019,** which was the final date of the LAS Links testing window.

The "Missing Connecticut Testing Demographic Status Values" report is available in the 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) and the Data Recognition Corporation (DRC's) INSIGHT System. Currently, the Testing Demographic fields are optional for all students; once the Smarter Balanced testing begins, values will be required for students in Grades 3-8, and 11. **Again, these seven fields in the PSIS Registration Module _must_ reflect the student's status at the time of testing**.

In order to enter accommodations in TIDE, students must be identified as Special Education or Section 504 in the PSIS Registration Module. Similarly, in order for a student to access a LAS Links assessment in the DRC Insight system, a student must be identified as an English learner in the PSIS Registration Module. Additionally, a student may be identified as both an English learner and a student with disabilities, and should have been reflected as such in the PSIS testing demographic fields prior to the opening of the LAS Links testing window (January 2-March 8. 2019). Please note that

Testing Demographics and Public School Information System (Continued)

any changes to a student's SPED status can create cases on the Nexus Discrepancy Report in the Registration Module. It is important that you closely monitor **ALL** reports in PSIS to ensure all student data is being reported accurately. If you have any questions, please feel free to contact Kendra Shakir.

Spring 2019 CT Testing Demographic Status
Only available during testing.
EL, Special Education, and Section 504 required for K - 12 during LAS Links; all required for 3 - 8 and 11 during CT Comprehensive Assessments.

English Learner (EL): No	Recently Arrived EL: No	Military Family: No
Special Education: No	Section 504: No	
Free/Reduced Lunch Eligible: Free	Homeless: 00 - Not homeless	

Parent Letters for Smarter Balanced and/or NGSS Assessments

Parent letters for NGSS Science (Grade 11) and NGSS Science/Smarter Balanced (Grades 3-8) are now available on the CSDE Website. These letters can be modified to suit the needs of the district.

NEW Special Populations Updates

Reminders: Designated Supports for English Learners

Prior to testing:

- Review English Learner Annual Plan to determine which designated supports are needed.
- Review Embedded and Non-Embedded Designated Supports for English Learners Brochure to explore options.
- Activate Embedded and Non-Embedded Designated Supports by subject area, as appropriate, in TIDE test settings.
- Allow ample opportunity for students to use embedded designated supports in the secure practice test.
- If applicable, download the Translated Test Directions for math and ELA and review the list of approved word-to-word Bilingual Dictionaries.

Additional information can be found in the Assessment Guidelines.

Spanish Text for NGSS

To activate Spanish Translation for the NGSS, select Spanish (toggle) from the Science drop-down menu. This will present the NGSS Text in Spanish or English.

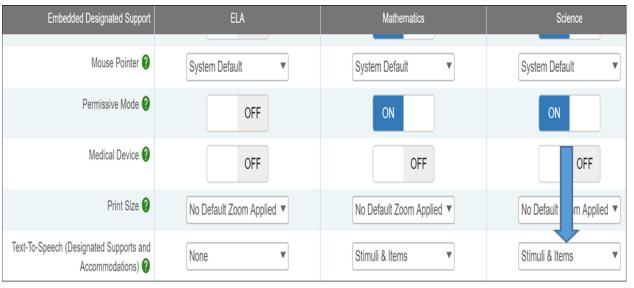| Embedded Accommodation	ELA	Mathematics	Science
American Sign Language Video	OFF	ON	
Audio Transcriptions	OFF		
Braille Type	Not Applicable	Not Applicable	
Closed Captioning	OFF		
Presentation (Designated Supports and Accommodations)	English	Spanish	Spanish (toggle)

NEW Special Populations Updates (continued)

Text-To-Speech in Spanish for NGSS

To activate Text-to-Speech in Spanish for the NGSS, select Stimuli & Items from the Science drop-down menu. See below:

Note: Spanish Translation (Toggle) must also be activated.

Reminder: Text-to-Speech of the ELA Reading Passages vs. Read Aloud Accommodation

The embedded Text-to-Speech of the ELA Reading Passages **does not** require the submission of a Special Documented Petition. However, teachers must complete and electronically submit the Decision Guidelines document. (Note the form displayed to the right uses a green arrow to indicate the hyperlink for electronic submission).

The **Read Aloud of the ELA Reading Passages (a human reader) requires** the electronic submission of the Decision Guidelines **and** the submission of a Special Documented Accommodation Petition. See the Assessment Guidelines Appendix B.

NEW **Special Populations Updates (continued)**

Speech-to-Text Considerations for the 2019 Test Administration

Some applications for the Speech-to-Text (STT) accommodation are compatible with the AIR Secure Browser and Test Delivery System. However, depending upon the testing platform, manufacturer, the STT application , version updates and security considerations, some STT applications may not be permitted with the secure browser. Therefore, the CSDE strongly encourages districts to test the student's STT application with the secure practice test each year prior to testing.

If the STT cannot be accessed on the same device as the secure interface, a work around using two devices can be used. One device provides access to the Secure Student Interface. The second device provides access to the Speech-to-Text application. The student will respond to test items on the first device and respond to open-ended items on the device with Speech-to-Text. Students are expected to transcribe their open-ended responses back into the Student Secure Interface, however this may be cumbersome for students to complete independently. If a scribe is needed, District Administrators should contact Janet Stuck or Deirdre Ducharme to initiate a Special Documented Accommodation Petition to request the provision of a scribe.
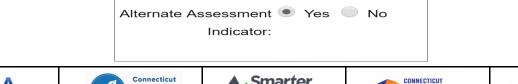
Please contact the AIR Help Desk at 1-844-202-7583 if there are technical issues about SST.

Alternate Assessments (CTAA and CTAS) Reminders

- Teachers Administering the Alternate (TEAs) Assessments must have a TEA user role in TIDE with trained TEA status. See the December 2018 issue of the SAN for details.
- TEAs will use the online Test Delivery System and Student Secure Browser to administer the secure CTAA for math and English language arts by June 7, 2019.
- TEAs will administer the non-secure Connecticut Alternate Science Assessment performance tasks over the course of the year and upload ratings from the Student Score Worksheets through the Data Entry Interface (DEI) by June 7, 2019. **Late submissions WILL NOT be permitted.**

Late Submissions of the Learner Characteristics Inventory (LCI)

Contact Deirdre Ducharme or Janet Stuck to report a late submission of a Learner Characteristics Inventory (LCI). The CSDE (or AIR) will need to manually activate the Alternate Assessment Flag indicator in TIDE for all submissions moving forward. **Note:** If the Alt Flag is NOT set, the student **WILL NOT** have access to the CTAA for math or English language arts.

Alternate Assessment ● Yes ○ No
Indicator:

NEW Special Populations Updates (continued)

LCI Monitoring Continues

The Performance Office, in collaboration with the Bureau of Special Education, is continuing to monitor the submissions of Learner Characteristics Inventories (LCIs) to ensure appropriate eligibility for the alternate assessment system. Staff in the Performance Office will be examining primary disability categories such as Emotional Disturbance, Specific Learning Disabilities and Specific Learning Disabilities/Dyslexia (among others) as these categories are atypical of a significant cognitive disability. DA's and Directors of Special Education may be alerted with details regarding any recent LCI submissions that require review and potential action. Please direct any questions to Deirdre Ducharme or Janet Stuck.

Alternate Assessment System Early Stopping Rule

The *Connecticut Alternate Assessment (CTAA) Test Administration Manual* (Section IV.III Early Stopping Rule (ESR)) provides guidance for students who have not yet established a mode of communication. Please follow the process defined in the Alternate Assessment System Early Stopping Rule Flow Chart. As a reminder, if the student is in Grades 5, 8 or 11, please administer the first Performance Task for CTAS, in addition to the first four items in Math and ELA prior to calling the Performance Office.

Reminder about Large Print and Braille Accommodations

District Administrators (DAs) for testing should place orders for Large Print or Braille material for the Smarter Balanced or Next Generation Science Standards Assessment in the TIDE system under Preparing for Testing/Orders. Please reference pages 63—66 of the *Smarter Balanced Summative Assessment Test Coordinator's Manual* for more information. **Student responses must be entered into the DEI by June 7, 2019, otherwise they will not be scored.**

Reminder! Text-to-Speech Function (TTS)

The Performance Office often receives questions regarding which text-to-speech variables to select in TIDE test settings and tools. The following is recommended:

Math & NGSS: Stimuli & Items

ELA: Items OR Passage & Items (for students who qualify for the embedded text-to-speech of the ELA Reading Passages accommodation).

Questions regarding the delivery of the Text-to-Speech feature on certain ELA test items also often arise. This feature will not be available for specific test items measuring grammar usage, punctuation, or spelling in an effort to accurately measure explicit skills that would otherwise be compromised if read by the TTS. If a student encounters an item for which this feature is not provided, the student should be encouraged to complete the item and continue testing.

NEW Focused Interim Assessment Blocks

In the 2019-20 school year, Smarter Balanced will begin releasing new Interim Assessment Blocks (IABs) focused on fewer assessment targets than most current IABs. These focused IABs are designed to measure smaller bundles of content to give teachers a better understanding of students' knowledge and academic performance and provide teachers with precise next steps for instruction.

Interim Assessment Blocks measure a limited number of standards (or assessment targets) at greater depth and can support curriculum and instruction. On the contrary, the state summative assessment (e.g., Smarter Balanced, SAT) takes a broader sampling of all the assessment targets for a particular grade; it is designed to provide an efficient and reliable estimate of a student's underline overall performance for use in accountability, public aggregate reporting, and program evaluation; it is underline not intended to inform day-to-day classroom instruction.

The CSDE encourages the use of IABs and the soon-to-be-available focused IABs as tools that can help classroom teachers identify strengths and weaknesses of an individual student or a small group of students on specific content and skills aligned to the Connecticut Core Standards. The scope, sequence, number, and timing of the IABs can be determined at the district/school/classroom level. These valuable, optional tools can be used in a variety of ways in the classroom to support the teaching of text annotation or note taking. Teachers can use one item to model skills such as problem solving, close reading, or examining text features. Brief write blocks can be incorporated as a think-aloud activity or as a starting place for research, editing, or further writing activities. Interim items can be completed in a small group or whole class setting. Lastly, the IABs also support professional learning; teachers might work through difficult items during SLC meetings to better understand the expectations of the assessments and to determine how their own curriculum aligns to the CCS and to what is being measured.

If you have questions about the Interim Assessments, please contact Cristi Alberino.

Assessment Calendar for 2018-19

Event	Dates
Connecticut SAT School Day	**Make-up Dates**: April 23 and 24, 2019
NGSS Standard Assessment	February 4—June 7, 2019 (Grade 11) March 25—June 7, 2019 (Grades 5 and 8)
Connecticut Alternate Science Assessment - CTAS (Designed to be administered through the school year: student ratings will be entered in the DEI.)	(Upload Window for Submission through the DEI) March 25—June 7, 2019 (Grades 5, 8, and 11)
Connecticut Smarter Balanced	March 25—June 7, 2019 (Grades 3-8)
Connecticut Alternate Assessment - CTAA	March 25—June 7, 2019 (Grades 3-8, 11)

Register for email updates To automatically receive the *Student Assessment News* and/or other announcements, register for e-mail updates on the Comprehensive Assessment Program Portal.

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