



STUDENT ASSESSMENT NEWS

December 20, 2018

[Archived Student Assessment News](#)

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Testing Demographics and PSIS

Use the quick links below to access articles and/or sections included in this newsletter.

[New Secure Browser Needed for MacOS](#)

[Connecticut SAT School Day Updates](#)

[Connecticut Educators Participate in Smarter Balanced Review Meetings](#)

[Special Populations Updates](#)

[District Administrator Workshops](#)

[Assessment Calendar for 2018-19](#)

[Register for E-mail Updates](#)

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 English learner (EL) status, Special Education status and Section 504 status must be updated prior to testing to ensure students eligible for accommodations may access them. Data are used for public and secure reporting of statewide test results and as part of Connecticut’s 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 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



STUDENT ASSESSMENT NEWS
December 20, 2018



Testing Demographics and PSIS (continued)

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 must be made by then. For LAS Links accountability calculations, **a freeze of the fields will be taken on March 8, 2019**, which is the final date of the LAS Links testing window.

The “Missing Connecticut Testing Demographic Status Values” report is available in PSIS Registration Module, and the Active Roster download has been updated to include the Testing Demographic values. Data from the PSIS Registration Module are updated on a nightly basis in both 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 be reflected as such in the PSIS testing demographic fields prior to the opening of the LAS Links testing window, January 2, 2019. Please note that 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 the 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		



New Secure Browser Needed for Mac OS

The American Institutes for Research (AIR) has completed the review of the Mac OS 10.14 and determined a new secure browser is required to support this new operating system. Additionally, a security issue has been discovered for Mac OS 10.13. To address these issues, AIR has created and posted a newly updated version of the secure browser for Mac OS which is available for download on the [Secure Browsers](#) page. Previous versions of the secure browser for Mac OS will no longer function after December 31, 2018. All Mac OS devices (10.9 to 10.14) are required to have the new secure browser installed by the end of the year in order to test in the new year.



STUDENT ASSESSMENT NEWS
December 20, 2018



Connecticut SAT School Day Updates

Score Sends for the Connecticut SAT School Day

Students who take the Connecticut SAT School Day in 2019 receive four free score sends. Students will enter the college codes for the free score sends on their answer sheet prior to or after testing. Many free score sends go unused by Connecticut students. The Connecticut State Department of Education (CSDE) has created a flyer, [Sending Your Scores](#), to encourage using the free score sends for Connecticut's public colleges and universities. Schools may post this flyer and/or use it during testing. Schools are encouraged, but not required to use this resource.

Test Coordinator Workshops

Test Coordinator training for the 2019 Connecticut SAT School Day will take place on February 26 and 27, 2019, at the [Institute of Technology and Business Development \(ITBD\) in New Britain](#). Schools may send **two** (2) people to **one** of the four trainings. The session on February 27, 2019, from 12:00-3:30 p.m. is intended for **NEW** test coordinators, but any test coordinator may attend this session. We will spend more time on the details of the administration at this session. Registration information and details are included in the links below.

[Register for February 26, 2019, from 8:30-11:30 a.m.](#)

[Register for February 26, 2019, from 12:00-3:00 p.m.](#)

[Register for February 27, 2019, from 8:30-11:30 a.m.](#)

[NEW Coordinators Register for February 27, 2019, from 12:00-3:30 p.m.](#)

Accommodated Testing Window

For the 2019 tests, students testing with approved accommodations, who previously tested within the two-day window will now be allowed to test within a **two-week accommodated window**. Please note the following:

- Students who will use accommodated (blue) testing materials can test on any day during the accommodated testing window.
- Students using the standard (purple) testing materials must test on the primary School Day test date (either March 27 or April 9, as selected by your school).
- Schools can still elect to test all non-standard testers beginning on the primary test date or schedule testing across the window to manage space and/or room constraints.
- Meet with staff to determine test schedule for students eligible to test in the accommodated window. If possible, start testing these students on the primary test date.
- Students who test over **two days must test on consecutive days**, and their testing must be completed within the accommodated window.
- If a student is absent for the second day of testing, they can resume on the next day they return to school.

More details will be provided at the Connecticut SAT School Day Test Coordinator Workshops in February!



STUDENT ASSESSMENT NEWS
December 20, 2018



Connecticut SAT School Day Updates (continued)

What is the Difference Between Time Extension vs. Extra Breaks?

Time Extension allows the student extra time to complete the test. This is time working in an **open** test booklet, available for 50% or 100% above standard time. Students with time extension automatically receive extra breaks so there is no need to ask for breaks as a separate accommodation.

Extra/Extended Breaks allows the student breaks from testing. The test booklet must remain **closed** during the break.

English learners testing with 50% extended time will use the same materials (purple test books) as accommodated students approved for 50% extended time testing, and they can be tested in the accommodated room, as long as no additional accommodations are being administered that might require different timing or breaks.

Breaks	Day(s)	What to Know
Extra Breaks	1 Day	Given a break halfway through longer sections and a break after every section.
Extended Breaks	1 Day	Given breaks at the standard time but breaks are typically twice as long. Some students who request extended breaks may need additional accommodations such as permission to eat, take medication, or permission to test blood sugar. These must be requested specifically.
Breaks as Needed	1 Day	Typically given to students with physical or medical conditions. Breaks are granted as requested by the student during the exam. Timing of the test is paused during the break. Some students who request breaks as needed may need additional accommodations, such as permission to eat, take medication, or permission to test blood sugar. These must be requested specifically.

Time Extension	Day(s)	What to Know
50% extended time for reading	1 Day	Student will receive extended time for ALL sections. Student must use the entire time for which he/she is approved. Student will automatically be approved for extra breaks .
50% extended time for math	1 Day	Student will receive extended time only for the math sections. Student must use the entire time for which he/she is approved. Student will automatically be approved with extra breaks .
100% extended time for reading	2 Day	Students will receive extended time for ALL sections. Students must use the entire time for which he/she is approved. Student will automatically be approved with extra breaks .
100% extended time for math	1 Day	Student will receive extended time only for the math test. Student must use the entire time for which he/she is approved. Student will automatically be approved with extra breaks .



Connecticut Educators Participate in Smarter Balanced Review Meetings

Twenty-five teachers from 22 Connecticut districts participated in item-review meetings for English language arts and mathematics by the Smarter Balanced Consortium. The districts that were represented were: Brass City Charter School, Bristol, CES, Coventry, East Haven, Greenwich, Hartford, Ledyard, New Beginnings, New Canaan, North Haven, Norwalk, Orange, Park City Prep Charter School, Plainfield, Region 6, Shelton, Simsbury, Stafford, Vernon and Waterbury.

The CSDE asked some of the educators to describe their experiences at the meetings, which were held over the past several months. We will focus on these experiences in this and the next several editions of the *Student Assessment News*.

Tracey Romberg is a District Mathematics Coordinator for Grades 6-12 in North Haven who attended the Smarter Balanced Mathematics Item-Review meeting for Grade 7. This is what Tracey shared:

I always figured that there was a lot that went into writing the items but I had no idea what the process entailed. It is truly amazing how much goes into writing an item before it ever shows up on a summative assessment. Being able to share this with the teachers I work with has been invaluable.

I learned how to read and use the item specifications documents. I remember looking at them on the Smarter Balanced website a few years ago, but had no idea what they meant or what to do with them. I am now able to share this new learning with teachers to help them gain a better understanding of what students are being asked to do on the summative assessment.

It was great to work with other educators from Connecticut and from all over the country who are passionate about teaching mathematics and who are invested in developing an assessment that is accessible to all learners.

Ajumoke Saingbe-Nathan is an educator at New Beginnings Family Academy who attended the Smarter Balanced ELA Item-Review meeting for Grades 6-8. This is what Ajumoke shared:

One of my biggest takeaways is understanding the item specifications for claim 4 (research) and what students are expected to be able to do. The experience enabled me to evaluate our practices here as educators in my building, and I've already started to discuss how we can better support students' learning and growth in this area.

Prior to my participation at the session, I did not know the amount of work and multiple layers of proofs that are invested in ensuring that the SBAC items are fair, aligned to standards, and attainable to end users (including educators). I certainly would love to do this again!

Sarah Broas is an English Language Arts Coordinator for Grades 5-8 in New Canaan who attended the Smarter Balanced ELA Item-Review meeting for Grades 6-12. This is what Sarah shared:

The review process is robust to standardize and align the standards with the assessment but make accessible for kids. Before attending this meeting, I didn't know the level of detailed work behind the Item Specifications. This was a wonderful learning experience and a great opportunity to work with colleagues from around the country. It was validating and affirming as well.



STUDENT ASSESSMENT NEWS
December 20, 2018



Special Populations Updates

Alternate Assessment System Training

The required online Alternate Assessment System Training (modules listed below) is now available on the Alternate Assessment card located on the [CSDE Comprehensive Assessment Program Portal](#) and can be accessed with TIDE user credentials. Please share this communication with any **educator who will be administering the Connecticut Alternate Assessments this year, regardless of previous training status, as these teachers will need to participate in the training this year, and each year moving forward.** Teachers administering the Alternate Assessments will be required to take a quiz and earn a passing score of 80% or greater. Once the quiz is passed, this will activate the “Trained TEA” status in the Teacher Administering the Alternate (TEA) user account and provide permissions to access the online supporting systems. **All TEAs need this “Trained TEA” status to access the Data Entry Interface (DEI), opened on November 28, 2018, which allows for the submission of the Learner Characteristics Inventory (LCI) to register a student for the Alternate Assessments. (Note that only Trained TEAs have user permissions to submit an LCI through the Data Entry Interface.)**

Each Training Module is approximately 30 minutes and includes:

- Session 1: Eligibility for the Alternate Assessments and the Role of the Learner Characteristics Inventory (LCI)
- Session 2: Administering the Connecticut Alternate Assessment (CTAA)
- Session 3: Administering the Connecticut Alternate Science Assessment (CTAS)
- Session 4: Alternate Assessment System Resources and the Early Stopping Rule (ESR)
- Connecticut Alternate Assessment Training Quiz

If you provide group TEA training sessions in your school, each individual TEA must log in to the training using their own TIDE username/password. This will allow the online system to link their completed quiz with their Trained TEA status in TIDE.

As a reminder, DAs must determine who will be administering the Alternate Assessments during the 2018-19 school year and verify their user role as TEA and account information in TIDE for accuracy, and notify the TEA(s) that training is now available. Additionally, please delete old user roles. For example, if a TEA is also identified with a School Teacher (TE) and School Test Administrator (TA) role, only the TEA role is needed. The TEAs can administer the Smarter Balanced Assessments and NGSS with their TEA role. Please refer to the following resources to support this process:

[Overview for District Administrators](#)

[Overview for Teachers Administering the Alternate](#)

Please direct any questions to Deirdre Ducharme at 860-713-6859; deirdre.ducharme@ct.gov or Janet Stuck at 860-713-6837; janet.stuck@ct.gov.

CTAS Update

In conjunction with completing the Connecticut Alternate Assessment System Training, TEAs administering the Alternate Assessment to students in Grades 5, 8, and 11, should begin preparing for the administration of the CTAS. Please refer to the [Connecticut Alternate Science Assessment TEA Responsibility Checklist](#) for pre-planning activities. As a reminder, hard copy test materials were sent to DAs in October 2018, and should be shared with TEAs. [Digital copies](#) of the CTAS are available on the Connecticut Comprehensive Assessment Program Portal.



STUDENT ASSESSMENT NEWS
December 20, 2018



Special Populations Updates (continued)

Submission of the Learner Characteristics Inventory through the Data Entry Interface

The TEAs will be able to submit planning and placement team (PPT)-approved LCIs through the DEI, as soon as they have user access, which is provided following the completion of training and a passing score of 80% or better on the quiz. Given that an early submission of LCIs ensures that students will have access to the Alternate Assessment at the time of testing, please note the submission deadlines for the LCI is based upon the following testing windows:

LCI Deadline	Grade(s)	Student Populations by Assessment Window
December 21, 2018	Grades 3-8, 11	English learners who are dually identified and eligible for the CTAA/CTAS; Support state collections for participation in LAS Links
January 18, 2019	Grade 11	Supporting state collections for Connecticut SAT School Day, Science, and CTAA/CTAS
February 1, 2019	Grades 3-8, 11	Supporting state collections for Smarter Balanced, Science (Grades 5 & 8), and CTAA/CTAS

Clarification of TEA Role and Submission of the LCI

If a teacher indicates they have the TEA role and is not able to submit the LCI in the Data Entry Interface, confirm the following prior to contacting the CSDE or AIR Helpdesk:

- A user **must** have a TEA role TIDE account to take the Alternate Assessment System training. This roster is prepared by the DA using the [Connecticut Alternate Assessment System Training Overview for District Administrators](#). Verify that the user information, including the e-mail address, is current.
- A DA **must** initiate the process for the provision of the TEA role for the user – no other user role can do this.
- A user **must have** a **TEA** role, and the **Trained TEA status** in their profile must be set to “Y” to access the LCI in the DEI and administer the Alternate Assessments. (See Table 1 below)
- If an individual has multiple-user roles, including Trained TEA, ensure they access the LCI under their TEA username and password. (If you encounter difficulty, contact the CSDE with the teacher e-mail address used in TIDE.) We recommend deleting other roles, such as TE or TA, as TEA permissions provide the access to the standard assessments that are available with TE/TA status.
- The AIR system uses an hourly sync to ensure the TEA role/Trained TEA status proctor eligibility occurs. Users will need to wait an hour at most after passing the Alternate Assessment System Training to be able to access the LCI.

Table 1: User Role: TEA and Trained TEA Status: Y Provides Access to the DEI and Alternate Assessment Systems

Edit	Role	District	School	First Name	Last Name	Phone Number	Email Address	Trained TEA
	TEA	999999999-Demo District 1	999999999-999999990-Demo School 1	TE5	DemoUser		CT-TE5@demo.user	Y
	TEA	999999999-Demo District 1	999999999-999999990-Demo School 1	Test123	Test12		Testregression42@air.org	
	TEA	999999999-Demo District 1	999999999-999999990-Demo School 1	TEA Test12	Tea Test	603-098-0987	TEATest@air.org	N

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STUDENT ASSESSMENT NEWS
December 20, 2018



Special Populations Updates (continued)

Contact the Office of Student Assessment to Request Special Documented Accommodations for the Connecticut SAT School Day, Smarter Balanced, and NGSS

If you have students with an IEP or 504 Plan that indicates the need for an accommodation that is not identified by the [2018-19 Accommodations Form](#) (Smarter Balanced/NGSS) or approved by the College Board, please contact Deirdre Ducharme or Janet Stuck, as soon as possible. This is a time-sensitive process that requires the examination of the student's present needs and accommodations documented in the IEP/504 Plan. Petition forms will be sent to the District Administrator based on eligibility and must be returned to the CSDE with accompanying documentation (IEP/504 Plan or other supporting evidence) by January 28, 2019.

Examples of special documented requests include the use of a Read Aloud of the ELA Smarter Balanced Reading Passages, a scribe on the Smarter Balanced or NGSS, or a human signer for the entire Connecticut SAT School Day for Math and ELA and Smarter Balanced Math and ELA. Please direct any questions to Deirdre Ducharme at 860-713-6859; deirdre.ducharme@ct.gov or Janet Stuck at 860-713-6837; janet.stuck@ct.gov.

District Administrator Workshops

District Administrator (DA) Workshops are scheduled for January 23, 24, and 25, 2019, at the [Institute of Technology and Business Development \(ITBD\) in New Britain](#). There will be five sessions to choose from and each session will repeat the same content. The session on January 24, from 12:00-3:30 p.m. is for **NEW** DAs. **Training will be provided for the administration of the Smarter Balanced Assessments for English language arts/literacy and mathematics, NGSS, CTAS, and the CTAA for English language arts and mathematics.** Since 2019 will be the first administration of the NGSS and CTAS, the session will provide participants in-depth information on administering these assessments.

District Administrators will be provided with information to support training school coordinators and test administrators. **Registration is limited to two (2) attendees per district.**

Register for January 23, 2019, from 8:30-11:30 a.m.	Register for January 23, 2019, from 12:00-3:00 p.m.
Register for January 24, 2019, from 8:30-11:30 a.m.	NEW DAs Register for January 24, 2019, from 12:00-3:30 p.m.
Register for January 25, 2019, from 8:30-11:30 a.m.	

STUDENT ASSESSMENT NEWS
December 20, 2018



Special Populations Updates (continued)

Guidance on the Refreshable Braille and Braille Embosser

Refreshable Braille and Braille Embosser are embedded accommodations available for eligible students taking the Smarter Balanced and NGSS Science Assessments and should be manually entered in the TIDE system or through the Test Administration Interface at the time of testing. If you have any questions about the submissions of these accommodations, please contact Deirdre Ducharme (Deirdre.ducharme@ct.gov) or Janet Stuck (Janet.stuck@ct.gov).

English Learner Assessment Coordinator Updates

Please note the following regarding DRC eDIRECT:

- All English Learner Assessment Coordinators (ELAC's) should have received login credentials to eDIRECT as of December 12, 2018.
- Current students in the PSIS Registration have been uploaded to eDIRECT. The new PSIS student upload overrides existing students in most cases. All new students will have a new profile created for them.

Please contact the LAS Links Help Desk at 866-282-2250 or LASLinksHelpdesk@datarecognitioncorp.com with questions regarding login information or creating test sessions for students.

Communication Regarding Dually Identified English Learner Procedures for 2019 LAS Links

On December 6, 2018, ELACs, DAs, and Special Education Directors were e-mailed the memo [Dually Identified English Learner Procedures for the 2019 LAS Links](#). This memo includes procedures for students in Approved Private Special Education Programs and students requiring testing accommodations (including obtaining paper-test forms, students qualifying for alternate assessments or domain exemptions). Please note if students are provided Domain Exemptions and CSDE is not notified, the students EL exit status will remain the same.

Communication Regarding Outplaced English Learners

On December 14, 2018, ELACs, with students from the October collection who, at that time, were indicated as an English learners being educated in an outplacement program, received an e-mail from Janet Stuck with the subject "Outplaced English Learners." If you did not receive this e-mail, you did not have students indicated in the October collection as "EL and attending outplacement programs." This memo provided a list of the students and organization codes for the associated programs the students attended as indicated in the October collection.

All ELACs must work with their PSIS Coordinators and Special Education staff to ensure all English learners are accounted for so they may participate in the LAS Links testing. The LAS Links Testing window is from January 2 to March 8, 2019.



STUDENT ASSESSMENT NEWS
December 20, 2018



Special Populations Updates (continued)

LAS Links Field Test

Data Recognition Corporation will be conducting a LAS Links Field Test during the LAS Links Assessment window of January 2 — March 8, 2019. The purpose of the LAS Links Field Test is to develop an additional test form compatible with Forms C and D for state/district use. Some current information includes:

- the LAS Links Field Test will be administered online
- the LAS Links Field Test will be divided into 4 sections: Reading, Writing, Listening and Speaking
- the LAS Links Field Test is designed to measure students' language proficiency in correspondence to Common Core/College and Career Readiness Standards and the CCSSO "Framework for English Language Proficiency Development Standards"
- on average, each subject area of the LAS Links Field Test section will take approximately 5-9 minutes in addition to the time for the standard reportable portion of the test
- students will be offered each section of the LAS Links Field Test immediately following the standard test. For example, students will complete the standard LAS Links Reading section, and then will be offered the opportunity to participate in the Reading Field Test. If it is more appropriate for the student, or for scheduling purposes, students may return during the test window to complete the Field Test sessions
- student participation in 1-4 subtests is strongly encouraged
- proctors will need to support students in selecting the LAS Links Field Test sessions and encourage students to fully complete each field test session
- the LAS Links annual assessment scores will not be impacted by Field Test performance
- student performance on the LAS Links Field Test will not be reported because the field test item functioning is what is being studied
- the new test will be on the same scale as Forms A, B, C and D; it will be referred to as Form E
- the same accommodations available for Form C and D will be provided for Form E

STUDENT ASSESSMENT NEWS
December 20, 2018

Assessment Calendar for 2018—19

Event	Dates
The AIR secure browsers for the 2018-19 school year must be downloaded for all 2018-19 online tests	Currently available
Connecticut SAT School Day Accommodation Window for Students with IEP and 504 Plans	December 5, 2018—February 5, 2019 Late Window Ends February 19, 2019
Deadline for Submission of LCI in DEI for LAS Links	December 21, 2018
English Language Proficiency LAS Links	January 2—March 8, 2019
Deadline for Submission of LCI in DEI for Grade 11 Students	January 18, 2019
Connecticut SAT School Day Accommodation Window for EL Students with 50% Extended Time	January 25, 2019—February 19, 2019
Deadline for Submission of LCI in DEI for Grades 3-8 Students	February 1, 2019
Connecticut SAT School Day	Primary Test Dates: March 27, 2019, or April 9, 2019 Makeup 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
Connecticut Alternate Assessment - CTAA	March 25 —June 7, 2019

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