

The Connecticut Alternate Science (CTAS) Assessment TEA Responsibility Checklist

The Connecticut Alternate Science (CTAS) Assessment is a non-secure test administered to eligible students with significant cognitive disabilities in Grades 5, 8, and 11. The CTAS was designed to be administered by the Trained Teacher Administering the Alternate (TEA) in a one-to-one test setting with the student. CTAS is comprised of a series of Performance Tasks that must be administered by the Trained TEA over the course of the school year.

The TEA rates the student responses according to scoring and content guidance provided in the grade-and content-specific Performance Task documents. These student ratings are recorded on the Student Score Worksheet throughout the test administration. Once the assessment has been completed, student ratings are entered into the online Data Entry Interface (DEI) during the upload window between **March 23 and June 5, 2020**. Ratings submitted in the DEI during the upload window will be processed for scoring and reporting. The responsibilities and suggested steps for the Trained TEA are defined below.

PRIOR TO TESTING

- Confirm you have been assigned the user role of TEA by your District Administrator (DA) in TIDE.
- Verify that you can access the TIDE system with your username and established password.
- Review and complete the online *Connecticut Alternate Assessment System Training- required for Teachers Administering the Alternate (TEAs)* and pass with at least 80% accuracy each school year.
- After passing the required training, confirm that you are a **Trained** TEA in the TIDE system.
- Confirm that you can access the DEI with your username and established password.
- Review each student's Individualized Education Program (IEP) to determine which students are eligible to participate in Connecticut's Alternate Assessment System based upon the Planning and Placement Team (PPT) decision (reflected on page 9 of the IEP).
- Confirm which eligible students are in Grades 5, 8, or 11. These students will participate in CTAS.
- Submit the PPT-approved [Connecticut Alternate Assessment Eligibility Form](#) into the DEI. Maintain the paper copy in the student's file.
- Determine how materials will be accessed. You may print a paper copy from the CSDE Comprehensive Assessment Program Portal according to specified directions or you may access the materials provided to your district. (See your DA for more information).
- If downloading CTAS materials from the portal, follow the directions for print settings. Resource Packets must be printed in color.
- Review the CTAS materials and consider alignment to classroom instruction.
- Create a schedule for when each Performance task will be administered.

	<ul style="list-style-type: none"> <input type="checkbox"/> Review the scripts for each activity in advance. <input type="checkbox"/> Review the materials list, prepare materials/resources from the Resource Packet, and practice any investigations described by the Performance Task. <input type="checkbox"/> Review page 8 of your student's IEP to determinate supports and accommodations needed to administer the CTAS. Consider the unique communication mode(s) for your student to determine the most appropriate way to present the materials or allow for the student response. Consider strategies and accommodations provided to the student during instruction/assessment. These same supports should be provided during the CTAS administration. Examples include: use of a Smartboard, program switches (or other communication supports), and/or use of puffy paint or hot dots to enhance resources. Refer to pages 7 and 8 of the IEP for information on assistive technology, if applicable.
<p>JUST PRIOR TO ADMINISTERING CTAS</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Set up the test area to optimally support the student and provide accommodations. Check technology (if applicable) to ensure it is functioning properly during each test session. <input type="checkbox"/> Complete the first page of the Student Score Worksheet and have the paper copy available for completion during each testing session. <input type="checkbox"/> Organize all relevant test materials: Performance Tasks, Resource Packet materials, and teacher-provided resources (if applicable). Ensure that all resources are prepared and cut out as specified in the Performance Task.
<p>DURING TESTING</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Begin the CTAS administration. <input type="checkbox"/> Actively engage with the student using the script and scaffolding defined in each activity. TEAs should also use allowable prompts/cues if appropriate. <input type="checkbox"/> Complete the accompanying Student Score Worksheet for each activity administered. Optional: the TEA should take notes about observations regarding student behavior and responses in the Teacher Activity/Scoring Notes section of the Student Score Worksheet. This information may be shared with teachers working with the student, with parents/guardians at meetings, and to support planning for instruction or communication goals. These notes are not submitted with scores. <input type="checkbox"/> Be mindful of student's needs while administering the CTAS (i.e., fatigue, health, behavior). The time sequence for the administration of the CTAS is flexible and allows for frequent breaks or the scheduling of multiple sessions over the course of the school year. This assessment is not designed to be administered in one session. <input type="checkbox"/> Provide appropriate accommodations according to the student's IEP which are compatible with the CTAS training. <input type="checkbox"/> If the student becomes disruptive or refuses to continue or participate, pause the test and try again at a later time.

	<ul style="list-style-type: none"> <input type="checkbox"/> If the student does not have an established communication mode and is not able to respond to the first activity in the first Performance Task, contact the CSDE for guidance prior to submitting the Student Score Worksheet into the DEI. <input type="checkbox"/> Securely store the Student Score Worksheet when not in use. <input type="checkbox"/> Report any inappropriate test practices to your School Coordinator (SC) or District Test Coordinator (DC) or DA. <input type="checkbox"/> Direct any general concerns to your SC, DC, or DA.
AFTER TESTING	<ul style="list-style-type: none"> <input type="checkbox"/> Submit all student ratings on the Student Score Worksheets through the DEI no later than June 5, 2020. <input type="checkbox"/> If the student was not able to complete testing, enter any completed ratings in the DEI. Incomplete items should remain blank and the test status should be maintained in a paused status. <input type="checkbox"/> If the student refused to respond to the test, the TEA should make a note in the Teacher Activity/Scoring Notes section of the Student Score Worksheet. The TEA should open the Student Score Worksheet in the DEI and pause the test. Do not submit any student ratings. <input type="checkbox"/> Follow your district /school guidelines for the maintenance of CTAS materials as they are used each year for eligible students. <input type="checkbox"/> Remove any test related documents or materials from computers and assistive technology (if applicable).

Contact Deirdre Ducharme (860-713-6859) or Janet Stuck (860-713-6837) at the Connecticut State Department of Education with any questions or concerns.