District Administrator’s Test Administration Workshop

Smarter Balanced, NGSS Standard, CTAA, and CTAS
January 22, 23, and 24, 2020
Rentschler Field
CONNECTICUT STATE DEPARTMENT OF EDUCATION

CSDE Assessment Staff
Performance Office

Abe Krisst
Student Assessment
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CSDE Assessment Staff
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Connecticut SAT School Day
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Support for all Assessments
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(860) 713-6860
The Performance Office

Data Collection, Assessment, Information Technology, Reporting, Research, and Accountability

Mission:
Improve student outcomes through the use of data and technology

Goal #1: Data Collection
Collect accurate data in a highly efficient, secure, and timely manner

Goal #2: Student Assessments
Implement high-quality assessments that are aligned to standards, inclusive, efficient, reliable, and enable valid interpretations of achievement and growth

Goal #3: Information Technology
Utilize the latest technologies to implement robust data systems and reliable infrastructure that reduces district burden and increases agency efficiencies

Goal #4: Data Integration/Reporting
Aggregate data and deliver accurate information in a secure, timely, and transparent manner

Goal #5: Research and Analyses
Analyze and report data trends and insights to support informed decision-making and action by schools, districts, the CSDE, and other stakeholders

Goal #6: Accountability
Develop performance models and metrics, establish targets, and publish reports that enable a suite of differentiated supports and interventions for schools/districts

Leadership Team
Note: To email a person directly, click on their name. The email format is firstname.lastname@ct.gov.

Wendy Gerase, IT Supervisor
860-713-6609

Ajit Gopalakrishnan, Chief Performance Officer
860-713-6888

Abe Krisst, Bureau Chief
860-713-6894

Support Team
Note: To email a person directly, click on their name. The email format is firstname.lastname@ct.gov.

Renee Brousseau
860-713-6865
Support Staff

Marlene Chamerov
860-713-6885
Administrative Assistant

Yvonne Dillon
860-713-6861
Support Staff

Shondel Edwards
860-713-6887
Administrative Assistant
<table>
<thead>
<tr>
<th>Data Collection</th>
<th>Student Assessment</th>
<th>EdSight</th>
<th>Special Analyses / Psychometrics</th>
<th>IT Technical Support / Operations</th>
<th>IT Application Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gilbert Andrada 860-713-6883</td>
<td>Cristi Alberino 860-713-6862</td>
<td>David Alexandro (860) 713-6871</td>
<td>Francis Apaleo 860-713-6874</td>
<td>Frank Czech 860-713-6616</td>
<td>Darrell Smith 860-713-6619</td>
</tr>
<tr>
<td>K-3 Reading Eval. Timelines Pre-K Special Ed.</td>
<td>ELA, Lexiles Interns Writing Portfolio Testing Support</td>
<td>Early Indication Tool, ETls, Reports, Shortage Areas</td>
<td>ED 204 ED 205 Cohort Grad.</td>
<td>Infrastructure Tech support Security</td>
<td>RSCO Lottery</td>
</tr>
<tr>
<td>Kervn Felder 860-713-6833</td>
<td>Wider Ducharme 860-713-6859</td>
<td>Danielle Bousquet (860) 713-6832</td>
<td>Pei-Hsuan Chiu 860-713-6869</td>
<td>Derek Lane 860-713-6611</td>
<td>Sabine Temfack 860-713-6617</td>
</tr>
<tr>
<td>Teacher Course Student, ED166 Discipline, PSIS, Website, Qualtrics</td>
<td>Accessibility Accommodations Special Pop. Interns</td>
<td>Accountability, ETls, Reports, Special Analyses</td>
<td>Psychometrics Reports Special Analyses</td>
<td>Phones, Tech support</td>
<td>TCS, SEDAC, R/S, SEEC-G, ECO, ED166, K-3</td>
</tr>
<tr>
<td>Laura Guerra 860-713-6898</td>
<td>Jeff Greig 860-713-6854</td>
<td>Richard Cloud 860-713-6871</td>
<td>Mohamed Dirir 860-713-6884</td>
<td>Ken LeClair 860-713-6686</td>
<td>David Williamson 860-713-6615</td>
</tr>
<tr>
<td>Raymond Martin 860-713-6876</td>
<td>Janet Stuck 860-713-6837</td>
<td>Charles Martie 860-713-689</td>
<td>Diane Murphy 860-713-6891</td>
<td>Marc Olander 860-713-6682</td>
<td>Hanlin Zhang 860-713-6612</td>
</tr>
<tr>
<td>Kendra Shakir 860-713-6896</td>
<td>Michelle Rosado 860-713-6748</td>
<td>Stephanie O’Day 860-713-6803</td>
<td>Michael Sabados 860-713-6856</td>
<td>Contractor Support</td>
<td></td>
</tr>
<tr>
<td>Alison Zhou 860-713-6893</td>
<td>John Watson 860-713-6899</td>
<td>Renée Saviole 860-713-6858</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 159 Non-Public Non-Certified Staff</td>
<td>EdSight PM ETLs Release Mgmt.</td>
<td>NAP, International Assessments, Accountability</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CSDE Assessment Reporting

EdSight INSIGHT INTO EDUCATION

NEW THIS MONTH
- 2018-19 NGSS Assessment
- 2018-19 Disciplinary Sanctions
- 2018-19 Suspension Rates
- 2018-19 Physical Fitness

Connecticut Education at a Glance

OVERVIEW
- 205 Districts
- 1,513 Public Schools/Programs

STUDENTS
- 530,612 Total Enrollment
- 10.4% Chronic Absenteeism Rate*

EDUCATORS
- 51,850.5 Certified Staff FTE
- 8.9% Minority Certified Staff

PERFORMANCE
- 74.9 State Accountability Index*
- 88.3% Four-year Cohort Graduation Rate*

Next Generation Accountability Results

Profile and Performance Reports

http://edsight.ct.gov
# Contact Information

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Who</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
</table>
| • Test Administration Procedures Questions  
  • Technology Questions | Connecticut Help Desk (Cambium Learning) | 844-202-7583 | CTHelpDesk@air.org |

Smarter Balanced and NGSS Assessments  
• State Policy Test Administration Questions  
• Reporting of Security Breaches Only | CSDE Performance Office | 860-713-6860 | ctstudentassessment@ct.gov |

• Designated Supports and Accommodations Questions  
  • CTAA and CTAS | Deirdre Ducharme  
  Janet Stuck | 860-713-6859  
  860-713-6837 | Deirdre.Ducharme@ct.gov  
  Janet.Stuck@ct.gov |
American Institutes for Research (Cambium Learning, Inc.)

Connecticut Help Desk
844-202-7583
CTHelpDesk@air.org

The Help Desk is open Monday – Friday 7:00 a.m. to 7:00 p.m. during summative testing.

AIR Project Team
Jen Chou, Program Director
Amber Benlian, Program Manager
Marie Musumeci, Program Coordinator
Presentation Overview

Overview of Assessments for Spring 2020
  • Updates for Connecticut Summative Assessments
  • TIDE/PSIS Data Sync
  • Policies - Test Completion, Security, Participation
  • Improprieties, Irregularities, and Breaches
  • Appeals
  • NGSS Assessment

Systems Overview

Special Populations Update
Overview of Assessments for Spring 2020
What Remains the Same in 2020?

• Smarter Balanced, Science, CTAS, and CTAA Tests
• TIDE System
• Testing Manuals (Updated for the 2020 administration)
  o Test Coordinator Manual
  o Science, CTAA, CTAS, and Smarter manuals
• Delivery of Results for Smarter Balanced/CTAA in June
• Who needs to be tested?
  o Students in Private Approved Facilities
  o Students in PSIS who attend Out-of-State Facilities or In-State Non-Approved Facilities
  o Students who are Special Education and/or English learners
• Office Hours
• Importance of Maintaining Data in PSIS Registration
What is New in 2020?

• Secure Browser
• Alternate Assessment Eligibility Form
• Policy for Calculator use in Science
• CTreports.com is No Longer Available
• Delivery of Results for NGSS/CTAS will be Targeted for Earlier Release

• Reminders From Last Year:
  o No Testing of 12th Graders
  o Sign-On Security Confirmation for all Test Administrators in the TA Interface
  o Training for the TEA Role
# 2020 Office Hours

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 29</td>
<td>Connecticut Alternate Assessment Eligibility Form, Speech-to-Text, Special Documented Accommodations</td>
</tr>
<tr>
<td>February 12</td>
<td>Overview of designated supports and accommodations</td>
</tr>
<tr>
<td>February 27</td>
<td>Walkthrough of the CT Portal resources</td>
</tr>
<tr>
<td>March 11</td>
<td>Medical Exemptions, Early Stopping Rule, appeals</td>
</tr>
<tr>
<td>March 25 and Every Wednesday After</td>
<td>Ad Hoc Topics</td>
</tr>
</tbody>
</table>
## 2019 – 2020 Calendar

<table>
<thead>
<tr>
<th>State Assessment</th>
<th>Grade(s)</th>
<th>Testing Window</th>
<th>Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced ELA &amp; Math</td>
<td>3 – 8</td>
<td>March 23 – June 5</td>
<td>Online</td>
</tr>
<tr>
<td>Connecticut Alternate Assessment (CTAA)</td>
<td>3 – 8 and 11</td>
<td>March 23 – June 5</td>
<td>Online</td>
</tr>
<tr>
<td>NGSS Assessment</td>
<td>11</td>
<td>February 3 – June 5</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>5 and 8</td>
<td>March 23 – June 5</td>
<td>Online</td>
</tr>
<tr>
<td>Connecticut Alternate Science Assessment (CTAS)</td>
<td>5, 8, and 11</td>
<td>Test can be administered all year. Student ratings entered into the DEI: March 23 – June 5</td>
<td>Online Upload March 23 – June 5</td>
</tr>
<tr>
<td>Connecticut SAT School Day</td>
<td>11</td>
<td>March 25 or April 14</td>
<td>Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Makeup Dates: April 28 and 29</td>
<td></td>
</tr>
</tbody>
</table>
Connecticut SAT School Day

Primary Test Date:
March 25, 2020 or April 14, 2020

Make-up Dates:
April 28 and 29, 2020

Test Coordinator Workshop
February 4, 2020

Contact Michelle Rosado at michelle.rosado@ct.gov with any questions.
TIDE/PSIS Data Sync
TIDE/PSIS Data Sync

• District Test Administrators need to work with District PSIS Coordinators to ensure accurate student information is reported in the PSIS Registration Module and TIDE.

• During the summative test window, changes made in PSIS Registration will automatically be updated in TIDE by the following day.
TIDE/PSIS Data Sync

• SPED, FRL, EL, Military Family, and Homeless values were loaded in the fall.
• The values for Recently Arrived EL and Section 504 were not pulled from Freeze Zero. These must be set.
• Student demographic values will be saved and the fields locked in PSIS on June 5, 2020. All changes to a student’s status at the time of testing must be made by then.

Students who are repeaters should be tested.
Student’s grade in PSIS is that grade in which the test is given.
## TIDE/PSIS Data Sync

### Student Status Change

<table>
<thead>
<tr>
<th>Status</th>
<th>If Student has already taken any state assessment</th>
<th>If student has not already taken any state assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>If SPED/EL/FRL was Yes originally and then changed.</td>
<td>Leave status as Yes for all tests.</td>
<td>Change status to No for all tests.</td>
</tr>
<tr>
<td>If SPED/EL/FRL was No originally and then changed.</td>
<td>Change to Yes for all subsequent tests and The Connecticut State Department of Education will apply this status for all tests.</td>
<td>Change status to Yes.</td>
</tr>
</tbody>
</table>
Test Completion

• All students must complete testing by the end of the test window.
• Extensions are generally not granted.
• Some districts have not completed testing in years past.
• How can districts track completion? By using tools on TIDE.
Test Security

Shhh! We are Testing!
Test Security

Breaches of test security include, but are not limited to:

• analyzing/copying test items
• coaching students
• giving students answers, and/or changing students’ answers
• allowing students access to digital, electronic, or manual devices (except approved accommodations)
• unauthorized log-in to the Test Delivery System

Cell phone use by students is prohibited in testing rooms!
Test Security and Proctoring

• Violation of test security is a serious matter with far-reaching consequences. Breaches of test security include, but are not limited to, copying or photographing of test materials, failing to return test materials, coaching students, giving students answers, and/or changing students’ answers. Such acts may lead to the invalidation of an entire school district’s student test scores, disruption of the test system statewide, and legal action against the individual(s) committing the breach. A breach of test security may be dealt with as a violation of the Code of Professional Responsibility for Teachers, as well as a violation of other pertinent state and federal law and regulation. The Connecticut State Department of Education will investigate all such matters and pursue appropriate follow-up action. Any person found to have intentionally breached the security of the test system may be subject to sanctions including, but not limited to, disciplinary action by a local board of education, the revocation of Connecticut teaching certification by the State Board of Education,* and civil liability pursuant to federal copyright law.

• *See Section 10-145b(i) (2) (E) of the Connecticut General Statutes, which reads in relevant part as follows: The State Board of Education may revoke any certificate, permit, or authorization issued pursuant to said sections if the holder is found to have intentionally disclosed specific questions or answers to students, or otherwise improperly breached the security of any administration of a mastery examination, pursuant to section 10-14n.
Page 59 of the TCM Manual:

Administrator or teacher coaching or providing any other type of assistance to students that may affect their responses. **This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer.** This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
Connecticut Alternate Assessments (CTAA)

All test items and test materials are secure and must be handled appropriately. Educators who administer Connecticut's summative assessments (e.g., Smarter Balanced, Connecticut Alternate Assessment, NGSS Assessments, and Connecticut Alternate Science) are required to maintain security of the tests, the testing materials, and the testing environment. Maintaining the security and integrity of the entire assessment process is vital to ensuring the reliability of the results and the validity of the inferences made about student performance.

Connecticut's test security requirements are outlined in the respective Test Administration Manuals listed below:

- Smarter Balanced Test Administration Manual (see pages 1 - 4, 35 and 37)
- Connecticut Alternate Assessment Test Administration Manual (see pages 12 - 15 and 23 - 27)
- NGSS Assessment Test Administration Manual (see pages 6 - 8, 37 and 39)
- Connecticut Alternate Science Assessment Test Administration Manual (see pages 40 - 42)

If you have any questions, please contact your School or District Coordinator.
State Policy Regarding Participation
Participation - Connecticut General Statutes 10-14n

(b) (1) For the school year commencing July 1, 2015, and each school year thereafter, each student enrolled in grades three to eight, inclusive, and grade eleven in any public school shall, annually, take a mastery examination in reading, writing and mathematics during the regular school day.

(2) For the school year commencing July 1, 2013, to July 1, 2017, inclusive, each student enrolled in grades five, eight, and ten in any public school shall, annually, in March or April, take a state-wide mastery examination in science during the regular school day.

(3) For the school year commencing July 1, 2018, and each school year thereafter, each student enrolled in grades five, eight, and eleven in any public school shall annually take a state-wide mastery examination in science during the regular school day.
Participation

• Federal law expects full participation of all students.

• The minimum standard for participation is at least 95 percent of all students for each subject.

• At the district and school level, the CSDE evaluates the participation rate for all students, as well as students in the "high needs" subgroup for all content areas.
## Participation

<table>
<thead>
<tr>
<th>A student is a “Participant” if...</th>
<th>A student is a “Non-Participant” if...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Smarter Balanced</strong></td>
<td><strong>For Smarter Balanced</strong></td>
</tr>
<tr>
<td>• The student logs into both the</td>
<td>• The student does not log into any</td>
</tr>
<tr>
<td>CAT and PT for Math and the</td>
<td>test session, or the student logs into</td>
</tr>
<tr>
<td>CAT for ELA.</td>
<td>only one of the two sessions for the</td>
</tr>
<tr>
<td><strong>For Science</strong></td>
<td>Math test.</td>
</tr>
<tr>
<td>• The student logs into the</td>
<td><strong>For Science</strong></td>
</tr>
<tr>
<td>assessment.</td>
<td>• The student does not log into the</td>
</tr>
<tr>
<td></td>
<td>assessment.</td>
</tr>
</tbody>
</table>
Improprieties, Irregularities, and Breaches
# Test Security Levels

<table>
<thead>
<tr>
<th>Type</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impropiety</strong></td>
<td>Incident corrected and contained at the district/school or entered in the Appeals module of TIDE (if appropriate).</td>
</tr>
<tr>
<td><strong>Irregularity</strong></td>
<td>Incident submitted in the Appeals module of TIDE (if appropriate) by end of the day of the incident.</td>
</tr>
<tr>
<td><strong>Breach</strong></td>
<td>The <strong>District Test Coordinator</strong> must immediately notify the CSDE at <strong>860-713-6860</strong>.</td>
</tr>
</tbody>
</table>

Note: The Test Security Levels are fully described in Appendix G of the Test Coordinator’s Manual.
Testing Incident

IMPROPRIETY (low-level incident)
- Correct locally

IRREGULARITY (medium-level incident)
- File an appeal in Appeals System
  - Follow any CSDE instructions through Appeals System
  - Keep records locally

BREACH (high-level incident)
- Contact CSDE (860) 713-6860
  - Keep records locally
## Appeal Types

<table>
<thead>
<tr>
<th>Appeal Type</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Reset a Test**                  | • Removes the test and scores from the system  
• Enables student to start a new test                                                                                                     |
| **Re-open a Test**                | • Allows for a test that has already been submitted in error or has expired to be re-opened                                                 |
| **Re-open a Test Segment**        | • Re-opening a test segment allows a student to access the first segment of a test that was submitted in error                               |
| **Grace Period Extension**        | • Granted if a test session is unexpectedly interrupted  
• Allows access to all previous responses                                                                                                   |
| **Restore a Test That Has Been Reset** | • Returns a test from the Reset status to its prior status  
• Only allowed on tests that have been reset  
• A test can be restored if it was reset in error                                                                                      |
| **Invalidate a Test**             | • Rarely Used  
• Eliminates the test  
• Student does not receive a score                                                                                                          |
# Appeals 2018-19 Administration

<table>
<thead>
<tr>
<th>Appeal</th>
<th>How Many?</th>
<th>Popular Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grace Period Extension</td>
<td>993</td>
<td>• Power outages&lt;br&gt;• Chromebook issues&lt;br&gt;• Connectivity issues</td>
</tr>
<tr>
<td>Invalidate a Test</td>
<td>275</td>
<td>• LCI set too late or without Alt Flag set&lt;br&gt;• LCI was set incorrectly</td>
</tr>
<tr>
<td>Re-open a Test</td>
<td>583</td>
<td>• Poor or no proctoring</td>
</tr>
<tr>
<td>Reset a Test</td>
<td>521</td>
<td>• Accommodation errors</td>
</tr>
</tbody>
</table>
# Tips on Entering Appeals

<table>
<thead>
<tr>
<th>Tip</th>
<th>What does that mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter Appeals Judiciously</td>
<td>• Staff entering appeals should be trained.</td>
</tr>
<tr>
<td></td>
<td>• CSDE is reviewing every appeal closely and not approving everything.</td>
</tr>
<tr>
<td>Re-open or Grace Period Extension Should Only be Used When Needed</td>
<td>• Students should not be allowed back into the test just to double check work if they already submitted their test. Students are encouraged to review items prior to ending their test.</td>
</tr>
<tr>
<td>When Unsure of What to do, Reach Out for Help</td>
<td>• Contact the CSDE with any questions.</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:ctstudentassessment@ct.gov">ctstudentassessment@ct.gov</a></td>
</tr>
<tr>
<td></td>
<td>860-713-6860</td>
</tr>
</tbody>
</table>
Appeals Process for an Accommodation Issue

If a testing irregularity occurs, and a student with an IEP or 504 Plan is not given the correct assessment or is not provided the mandated accommodations, the DA must provide a letter to the CSDE on district/school letterhead. Letters must be signed by the DA and faxed to Performance Office Irregularities at 860-713-7033 or 860-326-0540.

The letter must include:

- The student’s grade, SASID, and the name of the test on which the irregularity occurred;
- The date and a detailed explanation of the irregularity;
- The name of the teacher involved;
- A description of the discussion that occurred with parents/guardians of the student explaining the irregularity, options offered, and impact on the student’s time; and,
- A brief list of procedures in place to ensure the irregularity is not repeated.
NGSS Assessment
Standards for the four performance levels were set last summer by a committee of Connecticut educators and community leaders.

2020 Results will be available for students, schools, and districts in earlier than in 2019. Participation (target = 95%) and performance results will be included in school and district accountability.
• Administered online using same AIR systems as Smarter Balanced, in a single day (with a break) or across multiple days. Students are not allowed to return to completed items after a break of more than 20 minutes.

• Live tests include **12 stand-alone items and 6 item clusters**. Additional field-tested items added.

• Variety of item types such as multiple-choice and technology-enhanced items that could include simulations and animations. There are no open-ended response items.

• **90 minutes (plus 10 minutes for directions)** is the recommended administration time. Students can have as much time as needed.
NGSS Assessment

Variety of Universal Tools, Designated Supports, and Accommodations available for students including:

- Text-to-Speech available to all students (headphones only needed for TTS)
- Spanish translation for ELs (using “toggle” feature)

Desmos calculators available at each grade. Students may also use their own hand-held calculators (new policy outlined in NGSS TAM and Appendix A of the Assessment Guidelines).

Periodic Table available online (in Spanish and English) for students in Grades 8 and 11. Districts are responsible for printing copies from PDF available on web portal.
NGSS Sample Items and Practice Tests

http://ct.portal.airast.org

Updated NGSS Practice Tests are now available. Includes item clusters and stand-alone items with all item interaction types.
NGSS Interim Assessments

- **Optional**
- Administered through AIR’s online Test Delivery System (TDS)
- Educators can view and score the items using the Assessment Viewing Application (AVA).
- Includes individual item clusters aligned to different NGSS performance expectations from various topic areas (e.g., Forces and Motion, Ecosystems, Earth Systems). Should take students 8-10 minutes each.
Systems Overview
Overview

• Portal
• Secure Browser
• Test Information Distribution Engine (TIDE)
• Test Delivery System (TDS)
• Data Entry Interface (DEI)
Connecticut Portal: Home Page
CT Portal: Resource Page

### Manuals for Online Testing

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIR Ways Reporting System User Guide [PDF]</td>
<td>This user guide provides instructions and support for users viewing student Smarter Balanced Interim Assessment performance reports in the AIR Ways Reporting System.</td>
</tr>
<tr>
<td>Assessment Viewing Application (AVA) User Guide [PDF]</td>
<td>This user guide provides an overview of how to access and use the Assessment Viewing Application (AVA). AVA allows teachers to view items on the Smarter Balanced Interim Assessments for administrative or instructional purposes.</td>
</tr>
<tr>
<td>Teacher Hand Scoring System (THSS) User Guide [PDF]</td>
<td>This user guide provides information on the Teacher Hand Scoring System (THSS) for Scorers and Score Managers responsible for human-scored item responses on the Smarter Balanced Interim Assessments.</td>
</tr>
<tr>
<td>Test Administrator (TA) User Guide [PDF]</td>
<td>This user guide is designed to help users navigate the Test Delivery System (TDS) including the Student Interface and the Test Administration Interface, and help support Test Administrators manage and administer online testing for students.</td>
</tr>
</tbody>
</table>
What is the Secure Browser?

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

• The 2019-2020 Secure Browser was released on August 15, 2019. Download the latest secure browser from the portal. The browser from 2018-2019 will no longer work.

• Before taking a test, all applications must be closed.

• Students will use the secure browser to take the Smarter Balanced assessments, NGSS, and the CTAA.
Secure Browser Download

Important Information

Technical Resources

- For information about supported operating systems and web browsers, see the System Requirements for Online Testing.
- For information about securing a computer before a test session, see the Test Administrator User Guide.
- For information about network and Internet requirements, general peripheral and software requirements, and configuring text-to-speech settings, see the Technical Specifications Manual for Online Testing.
- For information about supported hardware and software for Braille testing as well as information about configuring JAWS, see the Braille Requirements and Testing Manual.
- For information about installing secure browsers, see the Secure Browser Installation Manual.

About Supported Browsers

The operating system versions listed in the above table are the only ones officially supported.

Warning: Support for New Desktop Operating Systems

Desktop operating systems, in particular new versions of those operating systems, not in the above table are not supported. Do not upgrade to new operating systems on computers used to administer online assessments.

Warning: Support for Updated Mobile Operating Systems

Turn off or delay automatic updates of operating systems for mobile devices. AIR reviews these updates to verify they do not pose a risk to student testing, and will post announcements on this portal accordingly.
Chrome Update

• AIR currently supports Chrome versions 75 to 79.

AIR provides presumptive support for new versions of Chrome as they are released, which means students are not prevented from taking tests on the newest versions. However, although AIR and Google work collaboratively on new versions, with each new release, AIR does need to perform internal testing to make sure there are no issues. If issues are discovered at this stage, AIR and Google will resolve them as quickly as possible. It is our recommendation that all devices are locked down before the test administration window begins. This will reduce the risk of any issues occurring during testing should a new version be released with problems that were not anticipated.

• AIR can no longer support a device once Google stops supporting it. Please continue to monitor Google’s end-of-life policy
Accessing Systems

• All user accounts were rolled over and passwords reset on September 19, 2019.

• If you log in on a new device or browser (or clear the cache on a previously-used browser) you must enter an emailed code after passing the initial login screen. This step does not occur when you activate your account.
Accessing AIR Systems from TIDE
## TIDE: User Roles

<table>
<thead>
<tr>
<th>Task</th>
<th>DA</th>
<th>DC</th>
<th>DR</th>
<th>SC</th>
<th>SA</th>
<th>TE</th>
<th>TEA</th>
<th>TA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewing/Editing Student Settings</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage Rosters</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Adding User Accounts</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create Appeals</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to Participation Reports</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Order Paper Materials</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TIDE: User Roles

- Cambium Learning systems are now federated with the Smarter Balanced Digital Library. This means that your TIDE account will allow you to directly enter the Digital Library without having to login again.
TIDE: Manage Users
TIDE: Quick User Search

- Extend the quick search box in TIDE, that only supported students last year, to include users as well.
TIDE: Student Information

Preparing for Testing

- Users
- Student Information
  - Add Student
  - View/Edit/Export Student
  - Upload Students
- Student settings
- Rosters
TIDE: Retrieve Students
TIDE: View Retrieved Students

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>SSID</th>
<th>Student's Last Name</th>
<th>Student's First Name</th>
<th>Student's Middle Name</th>
<th>Gender</th>
<th>Grade Level When Assessed</th>
<th>Alternate Assessment Indicator</th>
<th>Embedded Designated Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>9999999999</td>
<td>9999999999</td>
<td>73456736</td>
<td>test</td>
<td>test</td>
<td>04</td>
<td>Yes</td>
<td>EL: Black on White</td>
<td>SC: Reverse Contrast</td>
<td>MA: Reverse Contrast</td>
</tr>
</tbody>
</table>
### TIDE: Student Settings

**Embedded Designated Supports**

<table>
<thead>
<tr>
<th>Embedded Designated Supports</th>
<th>ELA</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color Contrast</td>
<td>Black on White</td>
<td>Reverse Contrast</td>
<td>Reverse Contrast</td>
</tr>
<tr>
<td>Meeting</td>
<td>ON</td>
<td>ON</td>
<td>ON</td>
</tr>
<tr>
<td>Mouse Pointer</td>
<td>System Default</td>
<td>System Default</td>
<td>System Default</td>
</tr>
<tr>
<td>Permissive Mode</td>
<td>ON</td>
<td>ON</td>
<td>ON</td>
</tr>
<tr>
<td>Text-To-Speech (Designated Supports and Accommodations)</td>
<td>Items</td>
<td>Stimuli &amp; Items</td>
<td>Stimuli &amp; Items</td>
</tr>
<tr>
<td>Translation (Glossary)</td>
<td>No Glossary</td>
<td>Arabic Glossary</td>
<td></td>
</tr>
<tr>
<td>Print Size</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
</tr>
</tbody>
</table>

**Non-Embedded Designated Support**

<table>
<thead>
<tr>
<th>Non-Embedded Designated Support</th>
<th>ELA</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Embedded Designated Supports</td>
<td>Color Contrast</td>
<td>Color Contrast</td>
<td>Native Language Reader Directions</td>
</tr>
</tbody>
</table>

**Embedded Accommodations**

<table>
<thead>
<tr>
<th>Embedded Accommodations</th>
<th>ELA</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign Language Video</td>
<td>ON</td>
<td>ON</td>
<td></td>
</tr>
<tr>
<td>Audio Transcriptions</td>
<td>OFF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closed Captioning</td>
<td>ON</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation (Designated Supports and Accommodations)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print On Demand</td>
<td>None</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Streamline Mode (Accommodations)</td>
<td>ON</td>
<td>ON</td>
<td></td>
</tr>
</tbody>
</table>
TIDE: Student Settings

Test Settings and Tools

Search Students

All Test Tickets (1470)
My Selected Test Tickets (2)
All PreID Labels (1470)
My Selected PreID Labels (2)

All Student Settings and Tools (1470)
My Selected Student Settings and Tools (2)

<table>
<thead>
<tr>
<th>Student's Last Name</th>
<th>Student's First Name</th>
<th>Grade Level When Assessed</th>
<th>IDEA Indicator</th>
<th>LEP Status</th>
<th>Section 504</th>
<th>Alternate Assessment Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESLEY, ELVIS</td>
<td>11112</td>
<td>05</td>
<td>BLANK</td>
<td>BLANK</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>ROBINSON, JACKIE</td>
<td>11114</td>
<td>04</td>
<td>BLANK</td>
<td>BLANK</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
TIDE: Accommodation Eligibility

• In order to be eligible for any embedded or non-embedded accommodation, the IDEA Indicator or 504 Plan field must be set to Yes.
TIDE: Appeals

Administering Tests
- Monitoring Test Progress
- Print Testing Tickets
- Appeals
  - Create Appeals
  - View Appeals
  - Upload Appeals

Create Appeals
Use this page to create appeals. (more info)

Select Request Type and Search
- Request Type: invalidate a test
- Reset a test
- Re-open a test
- Grace period extension
- Restore a test that was reset
- Re-open test segment

Search Student By: Result ID

*Result ID:
TIDE: Rosters
**TIDE: Rosters Deletion**

- Added the ability to delete rosters via upload file

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>District ID</td>
<td>School ID</td>
<td>Email Address</td>
<td>Roster Name</td>
<td>SSID</td>
<td>Action</td>
</tr>
<tr>
<td>9999</td>
<td>9001</td>
<td><a href="mailto:TA1@demo.user">TA1@demo.user</a></td>
<td>Class A</td>
<td>1234</td>
<td></td>
</tr>
<tr>
<td>9999</td>
<td>9002</td>
<td><a href="mailto:TA1@demo.user">TA1@demo.user</a></td>
<td>Class B</td>
<td>1235</td>
<td>delete</td>
</tr>
</tbody>
</table>
TIDE: Ordering Paper Materials

• Only Braille and Large Print kits for Smarter Balanced and NGSS.

• Confirm that the student has the non-embedded accommodation set properly in TIDE.

• Districts can start to order paper materials starting **January 28, 2020**.

• Districts can track shipments in TIDE.
1. **Step 1:** From the Orders task menu on the TIDE dashboard, select **Paper Orders**.

2. **Step 2:** Search for orders by District or School.

3. **Step 3:** Enter the quantity needed for each of the materials needed.
TIDE: Participation Reports

- Plan and Manage Testing
- Test Status Code Report
- Test Completion Rates
- Test Session Status Report
TIDE: Participation Reports
(Plan and Manage Testing)
TIDE: Participation Reports
(Test Status Code Report)
TIDE: Participation Reports (Test Status Code Report)

• Specific report used to view each student’s test status and all special codes to explain a student’s non-participation in a test
• Displays all test statuses for each test for which each student in a district/school is eligible
• May be generated at the district level or at the school level, depending on your user role
• Report should be generated for each test to obtain an accurate picture reflecting the testing status of all students for all tests in the school or district
• Particularly useful for Summative Assessments
• The report now contains the session ID, result ID, and the test expiration date.
TIDE: Participation Reports (Test Completion Rates)
TIDE: Participation Reports (Test Completion Rates)

• High-level reports used to summarize the number and percentage of students who have started or completed a test
• May be generated at the district or school level, depending on your user role
• All students in the specified school or district will be included in this report
• Report should be generated for each test to obtain an accurate picture that reflects the testing status of all students for all tests in the school or district
## TIDE: Participation Reports
### (Test Session Status Report)

### Table

<table>
<thead>
<tr>
<th>Session ID</th>
<th>Proctor Name</th>
<th>Test Name</th>
<th>Start Time of Session</th>
<th>Total # of Students in Test</th>
<th>Test Started</th>
<th>Test Paused</th>
<th>Test Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXR1234</td>
<td>Dan Ryan</td>
<td>Multiple Tests</td>
<td>9:08 AM</td>
<td>100</td>
<td>90</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>XXR1235</td>
<td>Sue Garrett</td>
<td>Grade 3 Math</td>
<td>9:08 AM</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>XXR1236</td>
<td>Eddie Smith</td>
<td>Multiple Tests</td>
<td>9:33 AM</td>
<td>75</td>
<td>20</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAT Writing and Language Section 1</td>
<td></td>
<td>25</td>
<td>5</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAT Writing and Language Section 2</td>
<td></td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAT Writing and Language Section 3</td>
<td></td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAT Writing and Language Section 4</td>
<td></td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>XXR1237</td>
<td>Bridget Simpson</td>
<td>Multiple Tests</td>
<td>9:34 AM</td>
<td>60</td>
<td>60</td>
<td>16</td>
<td>44</td>
</tr>
<tr>
<td>XXR1238</td>
<td>Bruce Harrison</td>
<td>Grade 4 Math</td>
<td>9:34 AM</td>
<td>80</td>
<td>0</td>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>XXR1239</td>
<td>Lara Lane</td>
<td>Multiple Tests</td>
<td>9:25 AM</td>
<td>80</td>
<td>0</td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td>XXR1240</td>
<td>Timothy Williams</td>
<td>Grade 5 Math</td>
<td>9:23 AM</td>
<td>65</td>
<td>65</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>XXR1241</td>
<td>Katie Glasser</td>
<td>Grade 6 Math</td>
<td>9:23 AM</td>
<td>60</td>
<td>60</td>
<td>37</td>
<td>23</td>
</tr>
</tbody>
</table>
TIDE: Participation Reports (Test Session Status Report)

- Support for Session-level reports for District and School Users
  - Dashboard type report of current testing activity
  - Includes cumulative counts of the number of tests started, paused, and completed in a session/school
  - Information updated every couple of minutes
Online Testing System

• Two interfaces:
  o Student
  o Test Administrator

• Two sites:
  o Operational Assessments
    • Smarter Balanced Interim
    • Smarter Balanced Summative
    • NGSS Interims
    • NGSS Summative
    • Connecticut Alternate Assessment (CTAA)
  o Practice/Training Tests
    • Smarter Balanced
    • NGSS
    • CTAA
Test Administration (TA) Interface
TA Interface Overview

Test Session Not Started

Instructions

1. **Start Session**
   - Press the Select Tests button, mark the checkboxes for the tests you wish to include, and then press the Start Session button.

2. **Approve Students**
   - Press the Approvals button, review the student’s test details, and then press the green check button.

3. **Monitor Progress**
   - Monitor the Students in your Test Session table. You can use the play/pause button to view print requests and the pause button to pause students' tests.

   To stop a test session, press the red stop button next to the Session ID.
TA Interface Overview

- A pop-up screen will appear reminding the teacher that they must be trained before administering the test.
- Closing out the screen is an affirmation that the teacher has been trained.
TA Interface: Test Tree

Choose the tests to add to your session, and then start your session.

- Smarter Balanced Summative Assessments
- Next Generation Science Standards Assessment
  - Grade 5
  - Grade 8
  - Grade 11
- Connecticut Alternate Assessment
- Smarter Balanced Interim Assessments
- Next Generation Science Standards Interim Assessments

Start Session Close
TA Interface: Start a Test Session

Choose the tests to add to your session, and then start your session.

- Smarter Balanced Interim Assessments
- Grade 3
- English Language Arts/Literacy
  - Interim Comprehensive Assessments (ICA)
    - ICA - Grade 3 ELA
    - ICA PT - ELA Grade 3 - Animals with Shells
  - Interim Assessment Blocks (IAB)
    - IAB - ELA Grade 3 - Read Literary Text
    - IAB - ELA Grade 3 - Read Informational Text
    - IAB - ELA Grade 3 - Edit/Revise
    - IAB - ELA Grade 3 - Brief Writes

Start Session  Close
TA Interface: Approve Students
## TA Interface: Monitoring a Test Session

### Students in your Test Session

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Opp #</th>
<th>Test</th>
<th>Progress</th>
<th>Test Status</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name, First Name Student ID: 1111111111</td>
<td>1</td>
<td>Summative: GS-ELA-CAT</td>
<td>31%</td>
<td>Started</td>
<td><img src="image" alt="Pause" /> <img src="image" alt="Pause" /></td>
</tr>
<tr>
<td>Last Name, First Name Student ID: 2222222222</td>
<td>1</td>
<td>Summative: GS-ELA-CAT</td>
<td>40%</td>
<td>Paused</td>
<td><img src="image" alt="Resume" /> <img src="image" alt="Resume" /></td>
</tr>
<tr>
<td>Last Name, First Name Student ID: 3333333333</td>
<td>1</td>
<td>Summative: GS-ELA-CAT</td>
<td>80%</td>
<td>Started</td>
<td><img src="image" alt="Resume" /> <img src="image" alt="Resume" /></td>
</tr>
<tr>
<td>Last Name, First Name Student ID: 4444444444</td>
<td>1</td>
<td>Summative: GS-ELA-CAT</td>
<td>43%</td>
<td>Standard</td>
<td><img src="image" alt="Resume" /> <img src="image" alt="Resume" /></td>
</tr>
</tbody>
</table>

**Test Alert:** We have not seen any activity on this student's testing device for a while. This could be due to the device going to sleep or the student experiencing some interruption.

### Students testing normally

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Opp #</th>
<th>Test</th>
<th>Progress</th>
<th>Test Status</th>
<th>Test Settings</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name, First Name Student ID: 5555555555</td>
<td>1</td>
<td>Summative: GS-ELA-CAT</td>
<td>30%</td>
<td>Started</td>
<td>Standard</td>
<td><img src="image" alt="Resume" /> <img src="image" alt="Resume" /></td>
</tr>
<tr>
<td>Last Name, First Name Student ID: 6666666666</td>
<td>1</td>
<td>Summative: GS-ELA-CAT</td>
<td>50%</td>
<td>Started</td>
<td>Standard</td>
<td><img src="image" alt="Resume" /> <img src="image" alt="Resume" /></td>
</tr>
<tr>
<td>Last Name, First Name Student ID: 7777777777</td>
<td>1</td>
<td>Summative: GS-ELA-CAT</td>
<td>50%</td>
<td>Started</td>
<td>Standard</td>
<td><img src="image" alt="Resume" /> <img src="image" alt="Resume" /></td>
</tr>
<tr>
<td>Last Name, First Name Student ID: 8888888888</td>
<td>1</td>
<td>Summative: GS-ELA-CAT</td>
<td>50%</td>
<td>Started</td>
<td>Standard</td>
<td><img src="image" alt="Resume" /> <img src="image" alt="Resume" /></td>
</tr>
</tbody>
</table>

### Instructions

- **Start Session**
  - Press the **Start Tests** button, mark the checkboxes for the tests you wish to include, and then press the **Start Session** button.

- **Approve Students**
  - Press the **Approve** button, review each student’s test details, and then press the **✓** button.

- **Monitor Progress**
  - Monitor the **Students in your Test Session** table. You can use the **Pause** button to view print requests and the **Resume** button to pause students’ tests.
  - To stop a test session, press the **Stop** button next to the Session ID.
TA Interface: Monitoring a Test Session

• A new table will be displayed for students who need help for some reason. Examples:
  o Their test is paused due to some environment security breach or forbidden app launching
  o Their machine hasn’t pinged the server in over 5 minutes
  o They have a print request
• A progress bar will replace the current fraction indicator to give a graphical indicator of whether students are in the test.
Student Interface

- Student Interface Login System was revamped in Fall 2018.
  - Helps prevent incorrect login attempts and helps students understand what is wrong when they do happen
  - Makes it easier for people to recognize whether they are in the Practice Test Site or Operational Test Site

- WCAG 2.1 Compliance
Student Interface: Is This You? Page

Is This You?
Please review the following information.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firstname</td>
<td>03</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SSID:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9999990091</td>
<td>Demo School 1</td>
</tr>
</tbody>
</table>

Yes  No
Student Interface: Your Tests Page

Your Tests
Select the test you need to take.

Smarter Balanced Interim Assessments

- Start IAB - Math Grade 3 - Geometry
  This is opportunity 1 of 99

- Start IAB - ELA Grade 3 - Brief Writes
  This is opportunity 1 of 99

- Start IAB - ELA Grade 3 - Editing
  This is opportunity 1 of 99

- Start IAB - ELA Grade 3 - Language and Vocabulary Use
  This is opportunity 1 of 99

- Start IAB - ELA Grade 3 - Listen/Interpret
  This is opportunity 1 of 99

- Start IAB - ELA Grade 3 - Read Informational Text
  This is opportunity 1 of 99

- Start IAB - ELA Grade 3 - Read Literary Text
  This is opportunity 1 of 99

- Start IAB - ELA Grade 3 - Research
  This is opportunity 1 of 99

Back to Login
Waiting for Approval

Your Test Administrator needs to review your requested test and your test settings. This may take a few minutes.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Session ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firstname</td>
<td>UAT-61E0-3</td>
</tr>
</tbody>
</table>

Test

IAB - Math Grade 8 - The Number System

Click to cancel the request and return to the login page.
Audio/Video Checks

Your test uses multi-media features. Please perform the following checks before continuing.

Video Playback Check

Make sure audio playback is working.
Make sure video playback is working. To play the sample video, press the play button.

Next Step:
If you were able to play the video, choose I could play the video. If not, choose I could not play the video.

I could play the video  I could not play the video

Operational Test Site.
Student Interface: Instructions and Help Page

Instructions and Help
You may select the question mark button to access this Help Guide at any time during your test.

Help Guide
The Help Guide and test rules may be accessed at any time during the test by clicking the question mark icon at the top of the screen. To review the Help Guide and test rules now, click the View Help Guide button on this page.

View Help Guide

Test Settings
To review your test settings, click the View Test Settings button on this page. Please raise your hand if you have any questions about your test settings.

View Test Settings

Additional Test Information
To begin the test, click the Begin Test Now button on this page. While taking this test, keep in mind the following:

- If you need help with how to answer a question during the test, view the item tutorial found by clicking the menu for each item and then selecting Tutorial.

Operational Test Site. Begin Test Now Return to Login
**Student Interface: Review Test Settings Page**

**Review Test Settings**
Please review the accommodation settings for your test.

**IAB - ELA Grade 3 - Brief Writes**

<table>
<thead>
<tr>
<th>Embedded Designated Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masking: Off</td>
</tr>
<tr>
<td>Permissive Mode: Off</td>
</tr>
<tr>
<td>Translations (Glossaries)</td>
</tr>
<tr>
<td>Color Contrast</td>
</tr>
<tr>
<td>Print Size</td>
</tr>
<tr>
<td>Test-to-Speech</td>
</tr>
</tbody>
</table>

| Non-Embedded Designated Support |

[Image of the interface with options for accommodation settings]
Voice Pack Update

• Starting Fall 2019, Cambium Learning (AIR) is no longer offering the Julie Voice Pack.

• Students testing on the Windows platform can use the voice pack built into the platform or other voice packs but should not use the Julie voice pack unless districts have purchased the license directly from NeoSpeech.
Data Entry Interface (DEI)

- The Data Entry Interface is used for the following assessments:
  - Connecticut Alternate Assessment Eligibility Form
  - Submitting the CTAS Student Score Worksheet
  - Smarter Balanced paper tests (Large Print and Braille)
  - NGSS paper tests (Large Print and Braille)
Data Entry Interface (DEI)

• The DEI can be accessed via the portal under the Smarter Balanced, NGSS or Alternate Assessment program cards.

• Teachers must use the DEI to complete the Alternate Assessment Eligibility Form and CTAS Student Score Worksheet.

• For students who take the paper Braille and Large Print Smarter Balanced and NGSS, the teacher must enter the student responses into the DEI.

• The DEI does not require the secure browser. Users can access the DEI using most internet browsers (Chrome, Firefox, etc.).
Data Entry Interface (DEI) Log In

**Step 1:** Log in to the DEI using your TIDE credentials.

**Step 2:** Enter the student’s first name and SASID in the appropriate fields. Click **Sign In**.
Data Entry Interface (DEI) Navigation

**Step 3:** Confirm the information is correct for the student.

**Step 4:** Select the appropriate task for data entry.
Data Entry Interface (DEI) Navigation

**Step 5:** Select the task and click **Next** button to proceed to the next page.

**Step 6:** Review the instructions as needed and click **Begin Task Now** to begin entering data.
Data Entry Interface (DEI) Navigation

Step 7: Once all items are complete, click **Finished**.

Step 8: To review or edit data, select the item that you wish to review. Once you have verified that the data you have entered is accurate, click **I am finished with this task**.

Step 9: Click **Yes** to submit the task.
Cambium Assessment, Inc.
Further Information

Connecticut Assessment Program Portal

http://ct.portal.airast.org/

Connecticut Help Desk

Cambium Learning (AIR)

1.844.202.7583

CTHelpDesk@air.org
Student Assessment for Special Populations

Connecticut Alternate Assessment System (CTAA)

CTAS
Universal Tools:

Available to ALL students

Embedded
• Breaks
• Desmos 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
• Calculator (Science Grades 5, 8, & 11) NEW
• Scratch Paper/whiteboard with marker

Available to ANY student with a need determined by educators

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

Non-Embedded
• Amplification
• Bilingual Dictionary (Science)*
• Color Contrast
• Color Overlay
• Magnification
• Native Language Reader Directions (Science)*
• Noise Buffer
• Read Aloud
• Read Aloud in Spanish (Math, Science)*
• Separate Setting
• Simplified Test Directions
• Translation Glossary (Math)* Updated to include Illustration Glossary
• Translation Test Directions*^

Designated Supports:

Available to students with an IEP or 504 Plan

Embedded
• American Sign Language (Video)^
• Braille Type
• Braille Transcript (ELA Listening)
• Closed Captioning (ELA Listening)
• Refreshable Braille
• Text-to-Speech ELA Reading Passages (Grades 3-8)

Non-Embedded
• 100s Number Table (Grades 4-8)
• Abacus
• Alternate Response Options
• Braille Booklet
• Calculator (Math Grades 6-8) # NEW
• Customized Accommodations (includes non-compatible Speech-to-Text applications) ~# Updated
• Human Signer for ELA, Math, and/or Science Items ~#*
• Human Signer for ELA Reading Passages (Grades 3-8) ~#
• Large Print Booklet
• Manipulatives (Math, Grades 4-8) # NEW
• Multiplication Table (Grades 4-8)
• Print on Demand#
• Read Aloud ELA Reading Passages (Grades 3-8) ~#
• Scribe~#*
• Specialized Calculator (Braille/Talking Calculator) (Math Grades 6-8; Science Grades 5, 8, & 11)
• Speech-to-Text (i.e. Naturally Speaking Dragon)

# Requires Petition for Approval of Special Documented Accommodations

^ NOT available for Science
~ Requires Trained Educator
*Suggested for English Learners

Refer to the Assessment Guidelines for detailed information on universal tools, supports, and accommodations.

Updated 9/3/2019
Special Accommodation Procedures

Required for:

- *Read Aloud of Reading Passages
- Human Signer (Items and/or passages)
- Scribe
- Print on Demand
- Manipulatives (Math, Grades 4-8)
- Hand-held calculator (Math, Grades 6-8) for calculator-allowed items
- Customized

*Requires the submission of the Decision Guidelines for Read Aloud of the Smarter Balanced Reading Passages

Process:

- The DA in TIDE should contact Deirdre Ducharme or Janet Stuck to report any student who may qualify.
- Based on initial eligibility, the CSDE will provide the DA with the Special Documented Accommodations Petition and access to a Secure FTP site to upload the required documentation.
- CSDE will review petition and provide a letter of approval or guidance to district via the secure FTP site and email.

*Students may not be tested with requested accommodations until the district receives an approval letter from CSDE.

See Appendix C of the Assessment Guidelines for more detailed information.
Customized Speech-to-Text (STT) Accommodation Procedures

Required for:
Students who require a customized process to access speech-to-text software with the provision of a scribe. (See option 3 in the Speech-to-Text Brochure.)

1. Test the speech-to-text software for functionality and compatibility using the Smarter Balanced Practice Test and the Secure Browser environment.
2. Students using speech-to-text must be tested in a 1:1 test setting.
3. Active proctoring is required to ensure that the software is properly functioning and that the student is not accessing other applications or programs available on the secondary device.
4. The scribe is only permitted to transcribe, verbatim, the student response from the secondary device to the Student Secure Interface.
5. Remove any test content and dictated responses from the secondary device once the subtest is submitted on the Secure Student Interface.

Students requiring a scribe and STT may not use the Customized Speech-to-Text accommodation without the submission of this form or without approval for use by the CSDE.

Refer to the Assessment Guidelines for more information.
Medical Exemption Procedure

In Connecticut, the exemption determination for a medical emergency rests primarily on the following criteria:

The student is unable to attend school and is medically/emotionally unavailable for homebound/hospitalized instruction for the entire testing window.

• Medical Exemption forms for the Connecticut SAT School Day are due by May 7, 2020; and
• Medical Exemption forms for Smarter Balanced, the NGSS, and the Connecticut Alternate Assessments (CTAA/CTAS) are due no later than June 12, 2020.

See Appendix B of the Assessment Guidelines.
Alternate Assessment System Training Requirements

- The required Alternate Assessment System Training is accessible online via the CSDE Comprehensive Assessment Program Portal.
- All certified educators administering the alternate assessments must participate in the 2019-20 Alternate Assessment System Training.
- TEAs must complete and pass the end-of-training quiz with a score of at least 80 percent or better.

Resources:
- Overview for District Administrators
- Overview for Teachers Administering the Alternate
- CTAA System User Guide
- CTAA Test Administration Manual
- CTAA Assessing Students who are Blind, Deaf, or Deaf-Blind Additional Guidance
- CTAS Assessing Students who are Blind, Deaf, or Deaf-Blind Additional Guidance
Confirming Trained Teacher Status

1. Preparing for Testing
   - Users
   - Students

2. Selecting User Role
   - Role: Teacher Alternate (TEA)
   - State: Connecticut - 000000
   - District: Demo District 1 - 999999
   - School: All Schools
   - Trained TEA: Yes

3. Viewing Trained TEA Status
   - Number of users found: 11
   - Trained TEA: Y

Only the DA has access to add/change/delete a TEA User Role.
2019-20 Connecticut Alternate Assessment Eligibility Form

Required for Participation in the Connecticut Alternate Assessment System

Revised 9/23/19
Connecticut’s Alternate Assessment Eligibility Form

Document student demographics.

Document support of an Intellectual Impairment.

Document support of adaptive behavior well below age-level expectations.

Consider student’s need for intensive instruction and significant supports.
The CSDE continues to meet with stakeholders, attend national meetings, and develop resources to clarify the intended purpose for the Alternate Assessments and eligibility criteria for student participants.

The CSDE will be monitoring submissions and contacting districts with concerns, including, but not limited to primary disability categories that do not support a significant cognitive disability, inconsistent evidence demonstrating an intellectual disability or adaptive behavior.

Districts may be asked to review IEPs and other supporting evidence to ensure the appropriate assessment selection for identified students.
## Connecticut Alternate Assessment Eligibility Form Due Dates

<table>
<thead>
<tr>
<th>Submission Dates Through the Data Entry Interface (DEI)</th>
<th>Student Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 15, 2019 – January 15, 2020</td>
<td>Eligible students in Grade 11; and Dually identified (special education and English learner) Grades 3-8 and 11</td>
</tr>
<tr>
<td>November 15, 2019 – February 14, 2020</td>
<td>Eligible students in Grades 3-8; and Extended deadline for newly eligible Grade 11 students</td>
</tr>
<tr>
<td>June 5, 2020</td>
<td>DEI closes for the spring 2020 assessment window</td>
</tr>
</tbody>
</table>
Resources to Support the Eligibility of the Alternate Assessment System

CSDE Assessment Guidelines

CT Alternate Assessment Eligibility Form

Frequently asked Questions and Answers About the Connecticut Alternate Assessment Eligibility Form

For more information, visit the CSDE Website and the Connecticut Comprehensive Assessment Program Portal.
Monitoring Submissions

# Connecticut Alternate Assessment System

<table>
<thead>
<tr>
<th>Grades</th>
<th>Connecticut Alternate Science (CTAS)</th>
<th>Connecticut Alternate Assessment (CTAA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>5, 8, 11</td>
<td>3-8 and 11</td>
</tr>
<tr>
<td>Test Subject Areas</td>
<td>Science</td>
<td>English language arts</td>
</tr>
<tr>
<td></td>
<td>• Earth</td>
<td>• Reading</td>
</tr>
<tr>
<td></td>
<td>• Life</td>
<td>• Writing</td>
</tr>
<tr>
<td></td>
<td>• Physical</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Test Delivery Method</td>
<td>Trained TEA assesses eligible student with performance tasks based on Connecticut Alternate Science Assessment Essence statements</td>
<td>Trained TEA administers the grade-specific math and ELA items via the online testing system</td>
</tr>
<tr>
<td>Test Window</td>
<td>Designed to be administered through the school year: student ratings will be entered in the DEI Upload window: March 23-June 5, 2020</td>
<td>Administered with required secure Directions for Test Administration (DTAs) March 23– June 5, 2020</td>
</tr>
<tr>
<td>Security</td>
<td>Non-secure</td>
<td>Secure</td>
</tr>
</tbody>
</table>
Secure Alternate Assessment Materials
CTAS Description

Each grade-specific CTAS set contains:

• **Performance Tasks**, which include:
  o a guiding question and a general overview of the task
  o a list of materials needed
  o instructions for preparing materials
  o step-by-step activities with built-in script and scaffolding for TEAs
  o scoring guidance

• **Resource Packets**, which are specific to each Performance Task, and include materials such as posters, graphs, sentence strips

• **Student Score Worksheet**, which is to be completed in hardcopy and then submitted through the Data Entry Interface (DEI) during the testing window of March 23, 2020 –June 5, 2020
Alternate Assessment System Resources

- Test Coordinator Manual
- CTAA Test Administration Manual
- CTAA System User Guide
- CTAA Assessing Students who are Blind, Deaf or Deaf-Blind Additional Guidance
- Accessing Participation Reports
- The Connecticut Alternate Assessment TEA Responsibility Checklist
- CTAS Test Administration Manual
- CTAS Assessing Students who are Blind, Deaf, or Deaf-Blind Additional Guidance
- How to Access the Data Entry Interface (DEI)
- The Connecticut Alternate Science Assessment TEA Responsibility Checklist

And more [here](#).
Early Stopping Rule

• Students who are typically eligible for the Early Stopping Rule (ESR) have characteristics representing the most complex support needs compared to their peers with significant cognitive disabilities.

• Students who are typically eligible for the ESR have
  o an uncertain response to stimuli
  o the most significant adaptive behavioral needs
  o not yet established a mode of communication

• Students who generally have a pervasive need for adult support throughout their lives may be eligible for the ESR.

For more information, see the Early Stopping Rule Flowchart.
## Special Populations Resources

<table>
<thead>
<tr>
<th>Resources</th>
<th>Description</th>
</tr>
</thead>
</table>
| CSDE Comprehensive Assessment Program Portal | - Smarter Balanced Assessments  
- NGSS  
- Connecticut Alternate Assessment system  
  - CTAA  
  - CTAS  
- Connecticut SAT School Day  
- English Language Proficiency Assessment  
- Resources for administrators, teachers and families |

All educators administering the Connecticut Alternate Assessments (CTAA and CTAS) must participate in online training each year regardless of previous training status. Training includes four modules and a mandatory quiz, in which a score of 80% or better is required to administer the alternate assessments.
Special Populations Resources
### Special Populations Resources

<table>
<thead>
<tr>
<th>Resources</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image 1" /></td>
<td>This document is intended to provide guidance for Connecticut school district personnel who must make decisions about testing special student populations on Smarter Balanced, Connecticut NGSS (Standard) Science, and Connecticut Alternate Assessments (CTAA and CTAS).</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image 2" /></td>
<td>This collection form is intended for Special Education, 504, and EL students taking the Smarter Balanced Assessments and NGSS to indicate designated supports and accommodations. All designated supports and accommodations must be submitted in TIDE.</td>
</tr>
<tr>
<td><img src="image3.png" alt="Image 3" /></td>
<td>The Decision Guidelines for Text-to-Speech of the Smarter Balanced Reading Passages 2019-20 form must be completed for any student in Grades 3-8 who will receive the accommodation of Text-to-Speech for English language arts (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.</td>
</tr>
</tbody>
</table>
Thank You
Good Luck With Testing!