

The Connecticut Alternate Science Assessment TEA Responsibility Checklist

The Connecticut Alternate Science Assessment (CTAS) is a non-secure test that is 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 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 test administration. Once the assessment has been completed, student ratings must be entered into the online Data Entry Interface (DEI) during the CTAS upload window between March 25 and June 7, 2019. Ratings submitted in the DEI during the upload window will be processed for reporting. The responsibilities and suggested steps for the Trained TEA are defined below.

This is a list of pre-planning tasks that TEAs must complete **before** administering the CTAS.

- Review and complete the online Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate (TEAs) materials and complete the training quiz with a score of 80% accuracy or greater.
- Review each student’s Individualized Education Program (IEP) to determine which students may be eligible to participate in Connecticut’s Alternate Assessment System, especially for students in Grades 5, 8, and 11.
- Determine how materials will be organized and shared across the district and/or school.
- Locate and determine how the CTAS materials will be accessed. For example, you may use the hard-copy set of materials that are maintained by your District Administrator (DA in the Test Information Distribution Engine [TIDE]) or you may download, print, and maintain your own set of CTAS materials available on the Connecticut Comprehensive Assessment Program Portal.
- If downloading PDFs of CTAS materials from the Connecticut Comprehensive Assessment Program Portal, follow the directions for print settings to be used to print each material. These directions are made available with the materials on the Portal.
- Review CTAS materials and consider alignment to classroom instruction.
- Create a schedule for when each Performance Task will be administered.
- Review the scripts for each activity in advance.
- Review the materials list, prepare materials/resources from the Resource Packet, and practice any investigations described by the Performance Task.
- Review Page 8 of your student’s IEP to determine the 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 student response.
- Review the student’s IEP and consider the 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

	<p>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>
<p>Just prior to administering CTAS, Trained TEAS must complete the following steps.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Set up the test area to accommodate student needs and provide accommodations. Check technology to ensure that it is functioning correctly (if applicable). <input type="checkbox"/> Complete the first page of the Student Score Worksheet and have the paper copy available for completion at the time of test administration. <input type="checkbox"/> Organize all relevant test materials: Performance Tasks, Resource Packet materials, and teacher-provided resources (if applicable). Ensure all resources are prepared and cut out as specified in the Performance Task.
<p>This is a list of tasks that Trained TEAs must complete during CTAS administration.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Begin 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. <input type="checkbox"/> Trained TEAs should take relevant notes about observations regarding student behavior and responses or feedback in the column called “Teacher Activity Scoring Notes” included in the Student Score Worksheet. This information is for internal purposes only and can be shared with teachers working with the student, with parents/guardians at meetings, and to support planning for instructional or communication goals. <input type="checkbox"/> Be mindful of student’s needs while administering the CTAS (i.e., fatigue, health, behavior). The time sequence for CTAS administration is flexible and allows for frequent breaks or the scheduling of multiple sessions over the course of the school year based on alignment to instruction. However, the CTAS must be completed prior to submitting the Student Score Worksheet in the DEI. The DEI is open for submission of student ratings between March 25 and June 7, 2019. <input type="checkbox"/> If the student becomes disruptive or refuses to respond, pause the test and try again at a later time. Be sure to record responses and submit ratings through the DEI prior to June 7, 2019. If personal safety becomes a concern, stop testing immediately. <input type="checkbox"/> Store the Student Score Worksheet securely when not using.
<p>This is a list of tasks that Trained TEAs must complete after administering an alternate assessment.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Submit all student ratings on Student Score Worksheets through the DEI no later than June 7, 2019. <input type="checkbox"/> If student is unable to complete testing, enter any completed ratings through the DEI; incomplete items should remain blank, and the test status should be paused. <input type="checkbox"/> Teachers should not submit the CTAS ratings in the DEI for students who refuse to respond to all items on the test.