What’s New in 2017

- **Science is now online**—This year, all students taking the science test (except those with a Braille or Large Print Accommodation) will be taking the CMT or CAPT Science test online via the computer.

- **New TIDE**—TIDE has undergone design improvements so that the system is now more comprehensive and easier to use. See the available training module about TIDE.

- **New TCM**—Instead of separate manuals for various testing programs, this year’s Test Coordinator’s Manual will provide the District Administrator with information pertinent to all of the following summative statewide student assessments supported by AIR: Smarter Balanced, CMT and CAPT Science, Skills Checklist Science, and the CTAA. This manual does not include directions for the Connecticut SAT School Day.

- **New user role**—Because of the unique need for teachers who administer the alternate assessments to have access to certain student data, a new user role has been added: the Teacher Administering the Alternate (TEA). All Teachers Administering the Alternate must successfully complete the required CSDE training prior to being assigned a TEA role in TIDE.

- **New browser required**—A new secure browser is needed on all testing computers in 2017. See the Secure Browser Installation Manual.

- **Shortened testing window**—This year, the testing window does not open until March 27, 2017. Statewide summative testing will be completed by May 26, 2017.

- **Supplemental Testing**—Supplemental testing in science will be required this year in at least some districts.

- **Skills Checklist data entry**—This checklist must now be completed by the teacher rather than by an administrative assistant.

- **New LCI requirement**—In order to administer the Connecticut Alternate Assessment (CTAA), the student must have a completed Learner Characteristics Inventory (LCI).

- **New PSIS requirement**—In order for a student to receive test accommodations, he or she must be identified as Special Education or 504 student in the Public School Information System (PSIS).

| During the 2017 Smarter Balanced summative test administration, there will be no Performance Task in English Language Arts. | 
| There are no longer any Classroom Activities associated with the Smarter Balanced summative tests. |
Assessment Resources and Help Desk Information

Connecticut Comprehensive Assessment Program Portal

http://CT.portal.airast.org

This website is the home page for all assessment administration information for the following assessments: Smarter Balanced, CMT Science, CAPT Science, CTAA, and the Skills Checklist Science. (This website is not associated with the Connecticut SAT School Day.)

Connecticut Comprehensive Assessment Program Help Desk

1-844-202-7583 | CTHelpDesk@air.org

The Help Desk is open Monday–Friday 7:00 a.m. to 4:00 p.m. outside of the summative testing window and Monday–Friday 7:00 a.m. to 7:00 p.m. during summative testing.

The Help Desk may be contacted for situations and questions that include any of the following:

- Testing environment down or unavailable
- User accounts not available or users are not able to administer tests
- Student information or test session incorrect or missing
- Loading student settings into the Test Information Distribution Engine (TIDE)
- Appeals functionality in TIDE
- Online testing preparation (downloading the secure browser, voice packs, etc.)
- Password resets for district and school users
- Inaccurate test settings (designated supports or accommodations)

When contacting the Help Desk, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. Details should include the following:

- Type of device being used with the system
- Any error messages that appeared (code and description)
- Operating system and browser information
- Network configuration information
- Your contact information for follow-up, including email address and phone number
- Any relevant and authorized student and school information, including statewide student identifier (SASID), grade level, content area, and test
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Test Security

Ensuring Test Security

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

Violation of test security is a serious matter with far-reaching consequences. Breaches of test security include, but are not limited to, copying 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 state-wide, 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) (1) of the Connecticut General Statutes, which reads in relevant part as follows: The State Board of Education shall revoke any certificate, authorization or permit 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 state-wide examination pursuant to Section 10-14n.

Security of the Test Environment

Table 1 describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments or the resulting data must report such incidents immediately to the District Test Coordinator who will contact the CSDE as appropriate in accordance with the following flow chart (see Figure 1).
Figure 1. Test Security Incident Flowchart

CONNECTICUT TESTING INCIDENT FLOWCHART

The steps in this flowchart apply to the following statewide assessments: Smarter Balanced, CMT Science, CAPT Science, CIIA, and the Skills Checklist Science. This does not apply to the administration of the Connecticut SAT School Day.

Testing Incident occurs or is identified

Collect information locally. Determine the incident severity level.*

IMPROPRIETY (low-level incident)
- Correct locally

IRREGULARITY (medium-level incident)
- File an appeal in Appeals System

BREACH (high-level incident)
- Follow any CSDE instructions through Appeals System
- Keep records locally
- Contact CSDE (860) 713-6860

* For specific information about types and severity of testing incidents, please see section Testing Improprieties, Irregularities, and Breaches and Appendix F.
Refer to Testing Improprieties, Irregularities, and Breaches for more information about prohibited behaviors that may give a student an unfair advantage or compromise the security of the assessments.

Table 1: Requirements of the Test Environment

<table>
<thead>
<tr>
<th>REQUIREMENTS BEFORE TESTING</th>
<th>REQUIREMENTS DURING TESTING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional materials removed or covered</strong></td>
<td><strong>Quiet environment</strong> Provide a quiet environment void of talking or other distractions that might interfere with a student’s ability to concentrate or might compromise the testing situation.</td>
</tr>
<tr>
<td>Instructional materials must be removed or covered, including but not limited to information that might assist students in answering questions. This includes materials that may be displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).</td>
<td><strong>Student supervision of electronic devices</strong> Actively monitor students and prohibit them from accessing unauthorized electronic devices that allow access to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, including but not limited to cell phones, iPods, cameras, and electronic translation devices.</td>
</tr>
<tr>
<td><strong>Student seating</strong> Students must be seated so that there is enough space between them to minimize opportunities to look at each other’s work, or they should be provided with table-top partitions. Students may also be tested on an individual basis as appropriate.</td>
<td><strong>Student access to allowable resources only</strong> Students must only have access to those allowable resources identified by the Connecticut State Department of Education (see section Establishing Appropriate Testing Conditions for examples) that are permitted for each specific test (or portion of a test).</td>
</tr>
<tr>
<td><strong>Signage</strong> If helpful, place a “TESTING—DO NOT DISTURB” sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.</td>
<td><strong>Access to assessments</strong> Only students who are testing can view test items. Students who are not being tested, unauthorized staff, or other adults must not be in the room where a test is being administered. Trained Teachers and Test Examiners may have limited exposure to test items in the course of properly administering the assessments; however, no district or school staff may actively review or analyze any test items.</td>
</tr>
<tr>
<td><strong>No answer key development</strong> No form or type of answer key may be developed for test items.</td>
<td><strong>Testing through secure browser</strong> Administration of all online assessments is permitted only through the Student Interface via the secure browser.</td>
</tr>
</tbody>
</table>
### No unauthorized logins to the test delivery system

Only students or TEAs for the CTAA may log in to the Student Interface. Students may not use another student’s login credentials. Only adults may log in to the Test Administrator Interface with an authorized account. An adult may not use another person’s username and password.

### REQUIREMENTS DURING AND AFTER TESTING

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No access to responses</td>
<td>District and school staff are not permitted to review student responses in the testing interface or students’ notes on scratch paper.</td>
</tr>
<tr>
<td>No copies of test materials</td>
<td>Unless needed as a print-on-demand, CTAA PDF, or braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained.</td>
</tr>
<tr>
<td>No access to digital, electronic, or manual devices</td>
<td>No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including but not limited to fax, email, social media websites, etc.</td>
</tr>
<tr>
<td>No retaining, discussing, or releasing test materials</td>
<td>Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.</td>
</tr>
<tr>
<td>No reviewing, discussing, or analyzing test materials</td>
<td>District and school staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing.</td>
</tr>
<tr>
<td>All test materials must remain secure at all times</td>
<td>Printed materials from the print-on-demand accommodation, scratch paper, CTAA Directions for Test Administration, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only by authorized staff responsible for test administration.</td>
</tr>
</tbody>
</table>

### REQUIREMENTS AFTER TESTING

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No test materials used for instructional purpose</td>
<td>Test items, stimuli, reading passages, or writing prompts must not be used for instructional purposes.</td>
</tr>
<tr>
<td>Destroy test materials securely</td>
<td>Printed test items/passages, including embossed braille printouts and scratch paper, must be collected and inventoried at the end of each test session and then immediately destroyed. Any CTAA test material placed in assistive technology must be securely removed. See Appendix A: Secure Handling of Printed Materials for details.</td>
</tr>
</tbody>
</table>
Introduction to This Manual

This Test Coordinator’s Manual (TCM) for summative assessments is intended for staff (District Administrators, District Test Coordinators, and School Test Coordinators) who play a role in the administration of Connecticut Comprehensive Assessment Program online assessments. This manual provides procedural and policy guidance to administer each assessment. All policy referenced in this guide should be applied to the following tests for the Connecticut Comprehensive Assessment Program:

- Connecticut Alternate Assessment (CTAA) for English language arts (ELA) and mathematics
- Connecticut Mastery Test and Connecticut Academic Performance Test in Science (CMT/CAPT Science)
- Skills Checklist Science
- Smarter Balanced for English language arts (ELA) and mathematics

Intended Audience

This manual is intended for state-, district-, and school-level test coordinators who manage the assessment effort. These readers should already be familiar with the concepts of test eligibility, test settings, accommodations, and general management of test administration. For the purposes of this document, any school staff member administering an assessment, regardless of their specific user role, is referred to as a Test Examiner.

User Roles and Permissions

User roles and associated permissions for the administration of all online assessments can be found in the Secure Systems and Permissions Brochure. User roles include the District Administrator (DA), District Test Coordinator (DC), School Test Coordinator (SC), School Reporting Administer (SA), Teacher (TE), Teacher Alternate (TEA), and Test Administrator (TA).
Overview of Connecticut Comprehensive Program Assessments

About the Smarter Balanced Assessments
The Smarter Balanced Assessments are aligned to the Connecticut Core State Standards in English language arts (ELA) and mathematics and measure student progress toward college and career readiness. The Smarter Balanced Assessments are available in ELA and mathematics to students in grades 3–8. Each content area assessment consists of a Computer Adaptive Test (CAT) and a Performance Task (PT) for mathematics. More information about the Smarter Balanced Assessments is available on the Connecticut State Department of Education (CSDE) website (www.ct.gov/sde/SmarterBalanced).

About the Connecticut Mastery Test and Connecticut Academic Performance Test in Science (CMT/CAPT Science and Skills Checklist Science)

Connecticut Mastery Test (CMT) Science
The CMT Science assesses science knowledge and abilities described in the 2004 Core Science Curriculum Framework. The grade 5 test includes expected performances and inquiry standards for grades 3, 4, and 5. The grade 8 test includes expected performances and inquiry standards for grades 6, 7, and 8. Additional information about the CMT Science test is located in the CMT and CAPT Science Program Overview available on the CSDE website (http://www.sde.ct.gov/).

Connecticut Academic Performance Test (CAPT) Science
The CAPT Science assesses grade 10 students’ understanding of important scientific concepts from five different content strands, as well as their ability to apply those concepts to real-world issues. In addition, there is a major focus on exercising scientific inquiry and using scientific reasoning to solve problems. The CAPT Science test consists of 60 multiple-choice and 5 open-ended items and is administered in two sessions. Open-ended items are scored by trained readers using a four-point holistic rubric. Multiple-choice items are scored electronically as either correct or incorrect. Additional information about the CAPT Science is located in the CMT and CAPT Science Program Overview available on the CSDE website (http://www.sde.ct.gov/).

About the Alternate Assessments
Student participation for the Connecticut Alternate Assessment (CTAA) and Skills Checklist Science requires that all responses must be indicated as YES by the students’ IEP Team as outlined in the following participation criteria table (see Table 2).
Table 2. Alternate Assessment Participation Criteria

<table>
<thead>
<tr>
<th>Participation Criteria</th>
<th>Participation Criteria Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student has a significant cognitive disability.</td>
<td>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</td>
</tr>
<tr>
<td>2. The student is learning content linked to (derived from) the Connecticut Core State Standards (CCSS) and the Connecticut Science Curriculum Framework (CSCF).</td>
<td>Goals and instruction listed in the IEP for this student are linked to the enrolled grade level CCSS and CSCF which address knowledge and skills that are appropriate and challenging for this student.</td>
</tr>
<tr>
<td>3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curricula.</td>
<td>The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature; and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.</td>
</tr>
</tbody>
</table>

**Skills Checklist Science**

The Skills Checklist Science is an alternate assessment at grades 5, 8, and 10 designed for eligible students with significant cognitive disabilities. It is aligned to the Connecticut Science Curriculum Framework and is provided to student by a CSDE-trained teacher throughout the year and uploaded during the test window.

**Connecticut Alternate Assessment (CTAA)**

The CTAA is an alternate assessment of English language arts and mathematics aligned to the Connecticut Core State Standards for eligible students with significant cognitive disabilities in grades 3–8 and 11. It is a secure test accessed via online presentation of items during the test window. Teachers administering any alternate assessment must be trained by CSDE to administer the test individually to each student.
Test Administration Roles and Responsibilities

The Connecticut Comprehensive Assessment Program uses a role-based system in the Test Information Distribution Engine (TIDE). Each user is assigned a specific role that grants him or her access to features within the various systems. User roles and responsibilities for the test are provided in Table 3.

Table 3: User Roles and Responsibilities

<table>
<thead>
<tr>
<th>User Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Administrator (DA)</strong></td>
<td>The District Administrator (DA) may add users with District Test Coordinator (DC) roles in TIDE. For example, a Director of Special Education may need DC privileges in TIDE to access district-level data for the purposes of verifying test settings for designated supports and accommodations.</td>
</tr>
</tbody>
</table>
| **District Test Coordinator (DC)** | The District Test Coordinator's (DC) primary responsibility is to coordinate the administration of assessments in the district. DCs are responsible for the following:  
• Reviewing all CSDE policy and test administration documents (see Table 4)  
• Reviewing scheduling and test requirements with School Test Coordinators (SCs) and Test Examiners  
• Working with SCs and Technology Coordinators to ensure that all systems, including the secure browser, are properly installed and functional  
• Creating user roles (SCs, TEs, TAs, TEAs) in TIDE  
• Verifying all student information and eligibility in TIDE  
• Scheduling and administering training sessions for all Test Coordinators and Test Examiners, and Technology Coordinators  
• Ensuring that all personnel are trained on how to properly administer the Assessments  
• Monitoring secure administration of the test  
• Investigating and reporting all testing improprieties, irregularities, and breaches reported (see Appendix F)  
• Creating initial rosters for Test Examiners  
• Adhering to CSDE security policy (see section Test Security) |
<table>
<thead>
<tr>
<th>User Role</th>
<th>Description</th>
</tr>
</thead>
</table>
| School Test Coordinator (SC) | The School Test Coordinator’s (SC) primary responsibilities are to coordinate the administration of Assessments and ensure that testing within his or her school is conducted in accordance with the test procedures and security policies established by the Connecticut State Department of Education. SCs are responsible for the following:  
  - Based on test administration window, establishing a testing schedule with DCs and Test Examiners  
  - Working with technology staff to ensure timely computer setup and installations  
  - Working with Test Examiners to review student information in TIDE to ensure that correct student information and test settings for designated supports and accommodations are applied  
  - Identifying students who may require designated supports and test accommodations and ensuring that procedures for testing these students follow CSDE policy  
  - Attending all district trainings and reviewing all CSDE policy and test administration documents (see Table 4)  
  - Ensuring that all Test Examiners attend school or district trainings and review online training modules posted on the Connecticut Comprehensive Assessment Program portal, as applicable  
  - Establishing secure and separate testing rooms, if needed  
  - Monitoring secure administration of the test  
  - Monitoring testing progress during the testing window and ensuring that all students participate as appropriate  
  - Investigating and reporting all testing improprieties, irregularities, and breaches reported (See Appendix F)  
  - Creating initial rosters for TEs  
  - Adhering to CSDE security policy (see section Test Security) |

Note: An SC can be a principal, vice principal, Technology Coordinator, counselor, or other staff member. If possible, an SC should be a person with non-instructional or limited instructional duties so that he or she can coordinate and monitor testing activity in the school.
### User Role | Description
--- | ---
**Teacher (TE)** | The user role of Teacher (TE) has the primary responsibility to administer Smarter Balanced or Science Assessments. This user role may also be assigned to teachers who do not administer the test but will need access to student results. A TE only has access to scores of students within their roster. To ensure that test administration and test security procedures are followed, a certified teacher should monitor paraprofessionals. TEs are responsible for the following:
- Reading the test-specific Test Administration Manuals
- Attending any district/school test administration training
- Viewing any training modules as applicable
- Viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports and accommodations
- Reporting any potential data errors to Test Coordinators as appropriate
- Reporting all potential test security incidents to the SC/DC in a manner consistent with CSDE and district policies (see Appendix F)
- Adhering to CSDE security policy (see section Test Security)

**Note: The user role of Teacher should only be assigned to certified school personnel.**

**Test Administrator (TA)** | A Test Administrator’s (TA) primary responsibility is to administer Smarter Balanced or Science Assessments. The Test Administrator (TA) role does not allow for access to student scores and is designed for test administrators, such as technology staff, who administer tests but should not have access to student results.

The TA has the same test administration responsibilities as a TE.

*Note: To ensure that test administration and test security procedures are followed, a certified teacher should monitor paraprofessionals. The principal or another building administrator should monitor substitute teachers to ensure that test administration and security procedures are followed.*

**Teacher Administering the Alternate (TEA)** | A Teacher Administering the Alternate (TEA) has the primary responsibility to administer the Connecticut Alternate Assessment (CTAA) and/or the Skills Checklist Science. All TEAs must be certified and licensed educators familiar with the student (typically the student’s teacher) and have completed the required CSDE CTAA & CMT/CAPT Skills Checklist Science training with at least an 80% accuracy score in order to administer either Alternate Assessment. All TEAs are required to complete this training once every two years. An up-to-date list of certified TEAs is available to all District administrator level users in TIDE. The TEA role encompasses all permissions of the TE role with additional Alternate Assessment specific permissions.

For a checklist of example activities to complete for District Test Coordinators and School Test Coordinators, refer to Appendix I and Appendix J. For Test Examiners, see Appendix K. All resources are available on the Connecticut Comprehensive Assessment Program portal (http://CT.portal.airast.org).
Summative Test Coordinator’s Manual

Test Administration Resources

This Test Coordinator’s Manual is intended for staff (District Administrators, District Test Coordinators, and School Test Coordinators) who play a role in the administration of Connecticut Comprehensive Assessment Program assessments. This manual provides procedural and policy guidance to administer each assessment. For detailed information on test-specific administration, review each program’s Test Administration Manual. The appendices of this manual contain important information that can be used as stand-alone materials and are easily extracted for printing or distribution. For specific questions not addressed in this manual, please contact the Connecticut Help Desk (see Assessment Resources and Help Desk Information).

This manual is designed to complement a variety of other resources listed in Table 4 (manuals and user guides) and Table 5 (other resources). All resources are available on the Connecticut Comprehensive Assessment Program portal (http://CT.portal.airast.org).

Table 4: Manuals and User Guides

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessing Students who are Blind, Deaf, or Deaf-Blind Additional Guidance for Test Administration</strong></td>
<td>Includes tasks to complete before, during, and after the CTAA; strategies to enhance access to the assessment; and appendices with information for accessing the open-response foundational reading items in grades 3 and 4 and additional resources for TEAs working with students who are blind, deaf, or deaf-blind.</td>
</tr>
<tr>
<td><strong>Braille Requirements and Testing Manual</strong></td>
<td>Includes information about supported operating systems and required hardware and software for braille testing.</td>
</tr>
<tr>
<td><strong>CMT/CAPT Science Test Administration Manual</strong></td>
<td>Provides the necessary steps and script for test examiners to follow prior to, during, and after test administration for the CMT/CAPT Science assessments.</td>
</tr>
<tr>
<td><strong>CSDE Assessment Guidelines</strong></td>
<td>Provides guidance for Connecticut school district personnel who must make decisions about testing special student populations on all assessments.</td>
</tr>
<tr>
<td><strong>CTAA Directions for Test Administration (DTA)</strong></td>
<td>Provides directions and a script to administer each item of the tests. Each test form has a specific DTA. TEAs must follow the directions and script exactly. DTAs include the allowable manipulatives and reference materials for specific items, and scoring rubrics for constructed response mathematics items and open-response foundational reading items in grades 3 and 4.</td>
</tr>
<tr>
<td><strong>CTAA System User Guide</strong></td>
<td>Provides information regarding how to access and navigate the online test delivery system for purposes related to assessing students on the alternate assessments.</td>
</tr>
<tr>
<td><strong>CTAA Test Administration Manual</strong></td>
<td>Provides policies and procedures for TEAs and other appropriate staff to prepare for the administration of the CTAA.</td>
</tr>
<tr>
<td><strong>Online Reporting System (ORS) User Guide</strong></td>
<td>Supports users in their use of participation and score reports.</td>
</tr>
</tbody>
</table>
Secure Browser Installation Manual | Provides instructions for installing the secure browser on supported operating systems and is organized by operating system.

Secure Systems and Permissions Brochure | Provides an overview of tasks that all TIDE user roles have permission to execute.

Smarter Balanced Summative Assessment Test Administration Manual | Provides the necessary steps for test examiners to follow prior to, during, and after test administration for the Smarter Balanced assessments. This includes the test administration script.

Technical Specifications for Online Testing Manual | Provides technology staff with technical specifications for online testing, including information on Internet and network requirements, general hardware and software requirements, and the text-to-speech function.

Test Administrator (TA) User Guide | Supports individuals using the test delivery system applications to manage testing for students. This resource provides information about the test delivery system, including the Test Administrator and student interfaces.

Test Information Distribution Engine (TIDE) User Guide | Provides a step-by-step approach to using the TIDE system. TIDE is used to manage student information and user accounts for online testing as well as appeals and roster management.

### Table 5: Other Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Test*</td>
<td>Practice tests are available for all online assessments. They provide a preview of the item types included in each assessment. Smarter Balanced practice tests are available for both the CAT and Performance Tasks. CMT/CAPT science provides practice tests for grades 5, 8, and 10. CTAA practice tests are available in grade bands 3–5, 6–8, and 11 for both ELA and mathematics. The Practice Tests are available on the Connecticut Comprehensive Assessment Program portal (<a href="http://ct.portal.airast.org/training-tests/">http://ct.portal.airast.org/training-tests/</a>).</td>
</tr>
<tr>
<td>Training Test* (Smarter Balanced Only)</td>
<td>Smarter Balanced Training Tests are for Test Examiners and students to become familiar with the format and functionality of the online test. This resource is available by grade band (3–5, 6–8) and has approximately eight to nine mathematics and six ELA test items per grade band. The Training Tests are available on the Connecticut Comprehensive Assessment Program portal (<a href="http://ct.portal.airast.org/training-tests/">http://ct.portal.airast.org/training-tests/</a>).</td>
</tr>
</tbody>
</table>

* The Practice Tests and Training Tests can be used by a “guest” user without login credentials; however, if users want to access either of these sites as a Test Examiner (required if they want to administer a braille Practice or Training Test), a login will be required. Contact your School Test Coordinator or District Test Coordinator for access. The Practice and Training Tests do not require use of the secure browser, but some accessibility features (such as text-to-speech) are only available through the secure browser (see section Technology Requirements and the Technical Specifications for Online Testing Manual).
General Test Administration Information

This section provides an overview of the online testing environment and guidelines for test administration. Use this section to become familiar with the format of the assessments, to prepare for and schedule the assessments, and to review general rules for online testing. Information about test pauses and restarting a paused test is also included in this section.

Smarter Balanced Assessment Participation

Grades 3–8 Participation Requirements

School and district personnel should follow federal and state policies regarding student participation. Connecticut General Statues (Section 10-14n) mandate that all public school students enrolled in grades 3–8 must participate in the Smarter Balanced Summative Assessments or the Connecticut Alternate Assessments for ELA and mathematics, including students who repeat grades 3–8.

Connecticut General Statute 10-14n:

(b) (1) For the school year commencing July 1, 2013, and each school year thereafter, each student enrolled in grades three to eight, inclusive, and grade ten or eleven in any public school shall, annually, take a mastery examination in reading, writing and mathematics.

Participation of Students with Disabilities

Consistent with the Smarter Balanced testing plan, all students, including students with disabilities, English Learners (ELs), and ELs with disabilities, should have equal opportunity to participate in the Smarter Balanced Assessments.

The CSDE Assessment Guidelines provide guidance for Connecticut school district personnel who must make decisions about testing student populations in the Smarter Balanced Assessments. The Smarter Balanced Assessments use a variety of innovative digital accessibility tools that are embedded in the test delivery system as well as a variety of designated supports and accommodations.

All students enrolled in grades 3–8 are required to participate in the Smarter Balanced, and grade 11 students are required to participate in the Connecticut SAT School Day Assessment. Similarly, students enrolled in grades 5 and 8 are required to participate in CMT Science and those enrolled in grade 10 are required to participate in CAPT Science. Eligible students with significant cognitive disabilities are expected to participate in Connecticut Alternate Assessments in these same enrolled grades.
Participation of English Learners

Regardless of the amount of time in a U.S. school, English Learners (ELs) must be assessed in ELA, mathematics, and science.

Attemptedness Rules for Participation for Smarter Balanced

A student counts as a participant and is assigned the lowest achievement level if, at minimum, the student logs in to both the Computer Adaptive Test (CAT) and Performance Task (PT) for mathematics and the CAT only for ELA. A student is considered a non-participant in ELA if the CAT is not accessed, and a non-participant in mathematics if only one component of the test is accessed or if neither test is accessed.

Refer to Appendix E for additional participation considerations.

CMT/CAPT Science Participation

All grade 5 and 8 students enrolled in a Connecticut public school must participate in either the standard CMT Science or CMT Skills Checklist Science. Connecticut General Statutes (Section 10-14n) mandate that all public school students enrolled in grade 10 participate in the CAPT Science each year.

Connecticut General Statute 10-14n:

(2) For the school year commencing July 1, 2013, and each school year thereafter, each student enrolled in grade five, eight, ten or eleven in any public school shall, annually, in March or April, take a state-wide mastery examination in science.

Federal legislation in the form of the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) requires that all students who receive special education services must participate in the statewide assessments or an alternate assessment, if necessary.

Students who receive special education services must participate in either:

- The standard grade-level CMT or CAPT Science, with any supports or accommodations documented in their Individualized Education Program (IEP); or

- The CMT or CAPT Skills Checklist Science as documented in the students’ IEP. Students meeting the eligibility criteria for the CMT/CAPT Skills Checklist Science are also eligible for the Connecticut Alternate Assessment (CTAA) in ELA and mathematics and do not participate in any standard assessment.
Refer to Alternate Assessment Participation and the CSDE Assessment Guidelines for information about the Skills Checklist Science and test accommodations available for students who receive special education services.

Alternate Assessment Participation

Students enrolled in grades 3–8 and 11 who have been determined eligible by their Planning and Placement Team (PPT) for participation in the CTAA are eligible to participate in the Connecticut Alternate Assessment English language arts and mathematics. Students enrolled in grades 5, 8, or 10 who have been determined eligible by their PPT for participation in the CMT/CAPT Skills Checklist Science are eligible to participate in the CMT/CAPT Skills Checklist Science.

The criteria for student participation in alternate assessments reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. These criteria are included in the CTAA and CMT/CAPT Skills Checklist Science Eligibility & Learner Characteristics Inventory (LCI) which is submitted to identify the student for participation in the alternate assessments. The student is eligible to participate in the CTAA and the CMT/CAPT Skills Checklist Science if the response to all three criteria components is “Yes.”

Table 6 shows the participation criteria and the descriptors used to determine eligibility for participation for each student.

<table>
<thead>
<tr>
<th>Participation Criteria</th>
<th>Participation Criteria Descriptors</th>
</tr>
</thead>
</table>
| 1. The student has a significant cognitive disability. | Student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.  
*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.* |
| 2. The student is learning content linked to (derived from) the Connecticut Core State Standards (CCSS) and the Connecticut Science Curriculum Framework (CSCF). | Goals and instruction listed in the IEP for this student are linked to the enrolled grade level CCSS and CSCF which address knowledge and skills that are appropriate and challenging for this student. |
| 3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curricula. | The student: (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature; and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings. |
Test Scheduling

All students participating in the Smarter Balanced assessments will receive a Computer Adaptive Test (CAT) in both ELA and mathematics and a Performance Task (PT) in mathematics only. Grade-eligible students will receive the CMT/CAPT Science test. Students will be registered for the CMT/CAPT Skills Checklist Science and the CTAA for ELA and mathematics after the Learner Characteristics Inventory (LCI) has been submitted.

Testing Windows

*Summative Testing Windows for Connecticut Comprehensive Assessment Program*

<table>
<thead>
<tr>
<th>Table 7: Test Window Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Testing Window</strong></td>
</tr>
<tr>
<td>Smarter Balanced Summative Assessments (Grades 3–8)</td>
</tr>
<tr>
<td>CMT/CAPT Science (Grades 5, 8, and 10)</td>
</tr>
<tr>
<td>CMT/CAPT Skills Checklist Science (Grades 5, 8, and 10) <em>Upload into the Data Entry Interface (DEI)</em></td>
</tr>
<tr>
<td>Connecticut Alternate Assessment for ELA and Mathematics (Grades 3–8 and 11)</td>
</tr>
<tr>
<td>Learner Characteristics Inventory (LCI)</td>
</tr>
</tbody>
</table>

Testing Times

When developing a testing schedule, use the estimated testing times on the following pages to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level.

These estimates do not account for any time needed to start computers, load secure browsers, and log in students, and they do not account for breaks. Test Examiners should work with Test Coordinators to determine precise testing schedules.
**Smarter Balanced**

Table 8 contains estimates of the time it will take most students to complete the Smarter Balanced Assessments. This information is for scheduling purposes only, as the assessments are not timed.

**Table 8: Estimated Testing Times for Smarter Balanced Assessments**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Grades</th>
<th>Computer Adaptive Test (CAT) hrs:mins</th>
<th>Performance Task (PT) hrs:mins</th>
<th>Total Time hrs:mins</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>3–5</td>
<td>1:30</td>
<td>–</td>
<td>1:30</td>
</tr>
<tr>
<td></td>
<td>6–8</td>
<td>1:30</td>
<td>–</td>
<td>1:30</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3–5</td>
<td>1:30</td>
<td>1:00</td>
<td>2:30</td>
</tr>
<tr>
<td></td>
<td>6–8</td>
<td>2:00</td>
<td>1:00</td>
<td>3:00</td>
</tr>
<tr>
<td><strong>Both</strong></td>
<td>3–5</td>
<td>3:00</td>
<td>1:00</td>
<td>4:00</td>
</tr>
<tr>
<td></td>
<td>6–8</td>
<td>3:30</td>
<td>1:00</td>
<td>4:30</td>
</tr>
</tbody>
</table>

**Recommended Order of Administration**

Students should take the CAT and PT on separate days. In mathematics, the CAT and PT may be administered in any order. However, it is recommended that the CAT be administered before the PT. For the PT, students may be best served by sequential, uninterrupted time that may exceed the time in a student’s normal schedule.

**Duration and Timing Information for ELA and Mathematics**

The rules and recommended schedules for each of these components is included in Table 9 and Table 10. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and component.
### Table 9: Assessment Sequence—ELA

<table>
<thead>
<tr>
<th>ELA</th>
<th><strong>Computer Adaptive Test (CAT)</strong></th>
</tr>
</thead>
</table>
| **Number and Duration of Sessions** | Recommendations:  
  - Administer in two sessions.  
  - Session durations range from 40–60 minutes.                                                     |
| **Breaks Within Sessions**   | Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens. |
| **Total Duration**           | Once a student has started the CAT, it will be available for 45 days.  
  Recommendation: Student completes this portion within five days of starting it.                  |

### Table 10: Assessment Sequence—Mathematics

<table>
<thead>
<tr>
<th>Mathematics</th>
<th><strong>Computer Adaptive Test (CAT)</strong></th>
<th><strong>Performance Task (PT)</strong></th>
</tr>
</thead>
</table>
| **Number and Duration of Sessions** | Recommendations:  
  - Administer in two sessions.  
  - Session durations range from 40–60 minutes.  
  Most students will complete the CAT portion in two sessions of 60 minutes or less or one session of more than 60 minutes. | Recommendations:  
  - Administer in one session.  
  - Session duration ranges from 40–120 minutes. |
| **Breaks Within Sessions**   | Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens. | Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items. |
| **Total Duration**           | Once a student has started the CAT, it will be available for 45 days.  
  Recommendation: Student completes this portion within five days of starting it. | Once a student has started the PT, it will be available for 20 days.  
  Recommendation: Student completes the PT within one day. |
CMT/CAPT Science

The District Test Coordinator (DC) is responsible for determining the science testing schedule for the entire district. The testing schedule should include the dates of testing, the day of the week, and the time of day for each test session for the district. Accordingly, each Test Examiner should receive the complete CMT/CAPT Science testing schedule from the DC well in advance of the start of testing. The testing schedule for administration of the CMT/CAPT Science will be acceptable if the following applicable conditions are met:

1. All testing must occur between March 27, 2017 and April 28, 2017, inclusive. Sessions may be scheduled on any day within this five-week window (see Table 7).

2. The CMT/CAPT Science online practice test is available for all students participating in the test and can be accessed on the Connecticut Comprehensive Assessment Program portal (http://ct.portal.airast.org/training-tests/). The CMT/CAPT Science online practice test allows students to become familiar with online testing system, including the tools available for responding to questions.

3. Within a school, the standard CMT/CAPT Science may now be administered on a flexible schedule. Students in the same school and grade are no longer required to take the science test on the same day. They test can be administered to different groups throughout the testing window as computers are made available for this purpose.

4. Students testing with identical time extensions may test in the same room.

5. For CAPT Science, the two sessions may be administered on the same day or on separate days. When administering the two sessions on the same day, a break of at least 15 minutes should be provided between sessions.

6. Testing must occur during the regular school day. The test may not be administered to a large group of students that exceeds a normal class size. There is no minimum number of students allowed in a test session.

7. Makeup testing for students who were absent from their scheduled test sessions must occur during the testing window.

Table 11 and Table 12 contain estimates of the time it will take most students to complete the CMT/CAPT Science assessments.
Table 11: Estimated Testing Times for CMT Science

<table>
<thead>
<tr>
<th>Test Session</th>
<th>Grade</th>
<th>Testing Time</th>
<th>Directions Time</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMT Science Practice Test</td>
<td>5 and 8</td>
<td>10 minutes</td>
<td>–</td>
<td>10 minutes</td>
</tr>
<tr>
<td>CMT Science</td>
<td>5</td>
<td>65 minutes</td>
<td>10 minutes</td>
<td>75 minutes</td>
</tr>
<tr>
<td>CMT Science</td>
<td>8</td>
<td>70 minutes</td>
<td>10 minutes</td>
<td>80 minutes</td>
</tr>
</tbody>
</table>

Table 12: Estimated Testing Times for CAPT Science

<table>
<thead>
<tr>
<th>Test</th>
<th>Testing Time</th>
<th>Directions Time</th>
<th>Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPT Science Practice Test</td>
<td>15 minutes</td>
<td>–</td>
<td>15 minutes</td>
</tr>
<tr>
<td>CAPT Science Session 1</td>
<td>50 minutes</td>
<td>15 minutes</td>
<td>65 minutes</td>
</tr>
<tr>
<td>CAPT Science Session 2</td>
<td>50 minutes</td>
<td>15 minutes</td>
<td>65 minutes</td>
</tr>
</tbody>
</table>

CAPT Science Sessions 1 and 2 may be administered on separate days. A Test Examiner is required to approve a student before entering the Session 2 test segment.

Alternate Assessments

CTAA for ELA and Mathematics

The CTAA should be administered to the student individually, one-to-one, providing breaks as needed. Testing must be scheduled such that the student is able to be administered all sections of both ELA and mathematics during the CSDE-defined testing window (see Table 7). This assessment is provided by a CSDE-trained teacher, online and should be administered in an environment familiar to the student, most likely in their classroom. Table 13 and Table 14 describe the segments in the CTAA test for ELA and mathematics. For detailed information on CTAA test administration, consult the CTAA Test Administration Manual.

Table 13: CTAA ELA Segments

<table>
<thead>
<tr>
<th>CTAA ELA Test Segments</th>
<th>Segment 1: Reading</th>
<th>Segment 2: Reading</th>
<th>Segment 3: Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literary and informational reading passages and associated Selected-Response reading items</td>
<td>Literary and informational reading passages and associated Selected-Response reading items</td>
<td>Selected-Response writing items</td>
</tr>
<tr>
<td></td>
<td>Open-Response foundational reading items (grades 3 and 4 only)</td>
<td>Open-Response foundational reading items (grades 3 and 4 only)</td>
<td></td>
</tr>
</tbody>
</table>
Table 14. CTAA Mathematics Segments

<table>
<thead>
<tr>
<th>CTAA Mathematics Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Segment 1</td>
</tr>
<tr>
<td>Selected-Response mathematics items</td>
</tr>
<tr>
<td>Constructed-Response mathematics items</td>
</tr>
<tr>
<td>Completion items in selected grades</td>
</tr>
</tbody>
</table>

CMT/CAPT Skills Checklist Science

The CMT/CAPT Skills Checklist Science is administered throughout the school year by a CSDE-trained Test Examiner. Activities are created which represent the Science content and students are rated upon their demonstration of what they know and can do. These ratings are confirmed again between January and March. During the March 27, 2017 through April 28, 2017 testing window, these final ratings are uploaded into the Data Entry Interface (DEI). Testing schedules must be created to provide opportunity for all items to be administered to students and confirmed prior to the upload beginning March 27, 2017.

Additional Administration Recommendations for Testing

- Minimize the amount of time between beginning and completing each test within a content area.
- Provide students extra testing time if they need it, but Test Examiners need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
- It is preferable to schedule testing early in the school day. If possible, testing should not be scheduled for any day immediately preceding or following weekends or school events that will overly excite the students. An effort should be made, prior to testing, to eliminate any possible distractions such as bells, telephones, fire drills, and outside noises.
General Rules of Online Testing

This section provides a brief overview of the general test administration rules for different portions of the assessment as well as information about test tools and accommodations. For more information, refer to the Test Administrator User Guide and the Assessment Guidelines available at the Connecticut Comprehensive Assessment Program portal (http://CT.portal.airast.org).

Basic Online Testing Parameters

- All online tests, including the computer adaptive test (CAT) and performance task (PT) for Smarter Balanced, CMT/CAPT Science, and the Connecticut Alternate Assessment, will be presented as separate tests for each content area. Students may not return to a test once it has been completed and submitted.

- Students may mark items for review and use the Questions drop-down list to return to those items within a segment.

For Smarter Balanced

- Students must enter an answer for all items on a page before going to the next page. Some pages contain multiple items. Students may need to use the vertical scroll bar to view all items on a page.

- Within each test there may be segments. For example, the grades 6–8 Smarter Balanced mathematics tests include some segments with an embedded calculator and some without. A student may not return to a segment once it has been completed and submitted.

Pause Rules

During the Smarter Balanced Computer Adaptive Test (CAT):

- If a test is paused for more than 20 minutes, the student is required to log back in to the student interface to continue testing. Once logged back in, the student is

  o presented with the page containing the item(s) he or she was working on when the test was paused (if the page contains at least one unanswered item) OR with the next page (if all items on the previous page were answered); and

  o NOT permitted to review or change any previously answered items, even if they were marked for review (with the exception of items on a page that contains at least one item that was not yet answered).

- Any highlighted text will remain as long as the student logs back in to the test using the same operating system.
Any notes on the digital notepad will not be saved when a test is paused regardless of how long the test is paused.

In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

See Appendix D: Pause Rule Scenarios to review the rules that govern pausing during the test.

**During the Smarter Balanced Performance Task (PT) and Connecticut Alternate Assessment:**

- **There are no pause restrictions.** If a test is paused for 20 minutes or more, the student can return to the section and continue entering his or her responses.

- Any highlighted text will remain as long as the student logs back in to the test using the same operating system.

- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

**During the CMT/CAPT Science:**

- Any single test session must be completed the same day it is started. These test sessions cannot be paused overnight.

- These tests are designed with strict time limits in mind. Pausing a test is discouraged. In a case where a test must be paused, the student can return to enter responses to any part of the entire test as long as the test session is completed on the same day it was begun.

**Test Timeout Due to Inactivity**

As a security measure, students and the Test Examiner will be automatically logged out of the test after 30 minutes of inactivity. Activity is defined as selecting an answer or navigation option in the assessment (e.g., clicking [Next] or [Back] or using the Questions drop-down list to navigate to another item).

Before the system logs the student out of the assessment, a warning message will be displayed on the screen. If the student does not click [Ok] within 30 seconds after this message appears, he or she will be logged out. Clicking [Ok] will restart the 30-minute inactivity timer.
Caution: As a security measure, the Test Examiner is automatically logged out after 30 minutes of user inactivity in the session, which will result in the closing of the test session. This includes inactivity by both the Test Examiner on the TA interface AND students within a test in the test session.

It is important to note the Session ID in the TA Interface. Using the Session ID, Test Examiners will be able to log back in to the TA Interface and re-activate an idle test session.

Test Expiration

Smarter Balanced
A student’s CAT will remain active until the student completes and submits the test, or it will expire after 45 calendar days after the student began it, whichever occurs sooner. However, it is recommended that students complete the CAT within five days of starting each content area.

The PT will remain active until the student completes and submits the test, or it will expire after 20 calendar days after the student began it, whichever occurs sooner. However, it is recommended that students complete the PT within three days of starting each content area. A summary of recommendations for the number of sessions and session durations is provided in section Test Scheduling.

Connecticut Alternate Assessment
A student’s test will remain active until the student completes and submits the test, or it will expire at the end of the testing window. See test windows in section Test Scheduling.

If a student starts the test near the end of the testing window, the student must finish before the administration window officially closes. The assessment will end automatically on the last day of the scheduled administration window, even if the student has not finished.

CMT/CAPT Science
An absent student’s test will remain active until the student completes and submits the test, or it will expire at the end of the testing window. See test windows in section Test Scheduling. Once a CMT/CAPT Science test is started, it must be completed on the same day.

CMT/CAPT Skills Checklist Science
A student’s Skills Checklist Science must be submitted within the testing window, March 27, 2017 through April 28, 2017.
Sensitive Responses

Taking Appropriate Action with Student Responses or Actions That Cause Concern

During testing, the Test Examiner may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that the Test Examiner will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

CSDE security protocols make it clear that Test Examiners are not permitted to review student responses in the testing interface or students’ notes on scratch paper. However, during or after the test administration, a Test Examiner might unexpectedly encounter a student response that raises sufficient concern to warrant adult action. Topics that may require the Test Examiner to take action include, but are not limited to, student references to the following:

- Suicide
- Criminal activity
- Alcohol or drug use
- Extreme depression
- Extreme violence
- Sexual assault or physical abuse
- Self-harm or intent to harm others
- Neglect

Collecting Information

Prior to administration, each Test Examiner should have a thorough understanding of school, district, and/or state policies regarding documentation of student actions or concerning responses during a secure test event. The Test Examiner should document as much information as possible in accordance with school, district, and/or state policies.
Universal Tools, Designated Supports, and Accommodations

The CSDE Assessment Guidelines are intended for school-level personnel and decision-making teams for English Learners (ELs), students who have an Individualized Education Program (IEP), and students with a Section 504 plan, as they prepare for and implement a Connecticut Comprehensive Assessment Program test. These guidelines provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The guidelines are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

Each online assessment and its Practice and Training Tests contain embedded universal tools, designated supports, and accommodations. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided outside of that system.

<table>
<thead>
<tr>
<th>Type</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Tools</td>
<td>Access features that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.</td>
</tr>
<tr>
<td>Designated Supports</td>
<td>Access features that are available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are provided either as digitally-delivered components of the test delivery system or separate from it.</td>
</tr>
<tr>
<td>Accommodations</td>
<td>Changes in procedures or materials that increase equitable access during the test administration. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or Section 504 plans. CSDE-approved accommodations do not compromise the learning expectations, construct, grade-level standards, or intended outcome of the assessments.</td>
</tr>
</tbody>
</table>

District Administrators, District Test Coordinators, and School Test Coordinators have the ability to set embedded and non-embedded designated supports and accommodations. Designated supports and accommodations must be set in TIDE test settings prior to starting a test session.
For information about the availability of designated supports and accommodations, refer to the CSDE Assessment Guidelines available at the Connecticut Comprehensive Assessment Program portal (http://CT.portal.airast.org).

For information on updating student settings, refer to the TIDE User Guide available on the Connecticut Comprehensive Assessment Program portal (http://CT.portal.airast.org). The Test Administrator User Guide also contains information on how to use some of these settings.

Consult test-specific Test Administration Manuals for information on tools and supports available for each test.
Testing Improprieties, Irregularities, and Breaches

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the security of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches must be reported in accordance with the instructions in this section for each severity level. Procedures outlined in this section for test security incidents should be followed by all Connecticut assessment programs. Definitions for test security incidents are provided in Table 16.

There are times when these situation may even require a retest of an individual or a group of students. The District Test Coordinator is required to call the CSDE Student Assessment Office at 860-713-6860 to report the test irregularity and to receive instructions to resolve the issue.

Refer to Figure 1, Test Security Incident Flowchart and Appendix F: Test Security Chart for additional information.

Table 16: Definitions for Test Security Incidents

<table>
<thead>
<tr>
<th>Type</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breach</strong></td>
<td>A test security incident that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications and may result in a decision to remove the test item(s) from the available secure item bank. A breach incident must be reported to the District Test Coordinator immediately and entered in TIDE (should an appeal be required). <strong>Breaches require immediate attention and escalation to the CSDE. The District Test Coordinator must immediately notify the CSDE by telephone at 860-713-6860.</strong></td>
</tr>
<tr>
<td><strong>Irregularity</strong></td>
<td>A test security incident that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected by the district/school and submitted in the online Appeals system for resolution, if necessary. <strong>An irregularity must be reported to the District Test Coordinator immediately and entered into the Appeals module of TIDE (should an appeal be required).</strong></td>
</tr>
<tr>
<td><strong>Impropriety</strong></td>
<td>A test security incident that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. An impropriety should be reported to the District Test Coordinator and/or School Test Coordinator immediately and entered into the Appeals module of TIDE (should an appeal be required).</td>
</tr>
</tbody>
</table>

It is important for Test Examiners to ensure that the physical conditions in the testing room meet the criteria for a secure test environment. See section Security of the Test Environment for more detail.
Appeals

For security incidents that result in a need to reset, reopen, allow a grace period extension, restore, or invalidate individual student tests, the **CSDE must approve the request**. CSDE approvals and denials will, in most cases, be processed within 24 hours. In most instances, an appeal will be submitted to address a test security breach or irregularity. In some cases, an appeal may be submitted to address incidents that are not security related, such as reopening an assessment for a student who becomes ill and is unable to resume testing because the test has expired.

Because the Appeals system is for action only, all appeals should also be reported to the District Test Coordinator. The online Appeals process and conditions for use are described in Table 17. The *TIDE User Guide* contains specific instructions on submitting appeal requests.

**Online System Appeals Types**

**Table 17: Online System Appeals Types**

<table>
<thead>
<tr>
<th>Type of Appeal</th>
<th>Description</th>
<th>Possible Conditions for Use and Type of Test Security Incident</th>
</tr>
</thead>
</table>
| RESET          | Resetting a student’s test removes that test from the system and enables the student to start a new test. | • The CSDE may reset a test in the event that a student is caught cheating.  
**Log as Testing Irregularity**  
• The CSDE may reset a test in the event that an adult engaged in inappropriate actions that violate test security.  
**Log as Testing Irregularity**  
• The CSDE may reset a test if certain test settings need to be changed because they were incorrectly set while the student is testing. Some embedded test settings will not appear until after the test has been reset. |
| REOPEN TEST    | Reopening a test allows a student to access a test that was submitted in error or has expired. | The CSDE may reopen a test if: 
• a student is unable to complete a test due to a technological difficulty that results in the expiration of the test.  
**Log as Testing Irregularity** |
<table>
<thead>
<tr>
<th>Type of Appeal</th>
<th>Description</th>
<th>Possible Conditions for Use and Type of Test Security Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Appeal</strong></td>
<td><strong>Description</strong></td>
<td><strong>Possible Conditions for Use and Type of Test Security Incident</strong></td>
</tr>
</tbody>
</table>
| **If an expired test is reopened, the test will reopen at the location at which the student stopped the assessment.**¹ If the test is segmented, the student will be able to review items within the current segment of the assessment but cannot return to previous segments. If a **submitted** test is reopened, the test will reopen at the last page of the test. If the test is segmented, the student can review items in the current segment but cannot return to previous segments. | **The CSDE may reopen a test if**<br>• a student is unable to complete the test before it expires due to an unanticipated excused absence or unanticipated school closure.<br>  - A Smarter Balanced CAT expires after 45 days.<br>  - A Smarter Balanced PT expires after 20 days.<br><strong>Log as Testing Irregularity</strong><br>• a student starts a test unintentionally and the student is unable to complete the test because it expired after being opened.<br><strong>Log as Testing Irregularity</strong><br>• a student unintentionally submits a test before he or she has completed it.<br><strong>Log as Testing Impropriety**<br>**REOPEN A TEST SEGMENT**<br>Reopening a test segment allows a student to access the first segment of a test that was submitted in error or has expired. If an **expired** test is reopened, the test will reopen to the first segment of the assessment. The student will be able to review items within that segment. If a **submitted** test is reopened, the test will reopen at the last page of the first segment. The student can review items in that segment. | **The CSDE may reopen a test segment if:**<br>• a student is unable to complete a test due to a technological difficulty that results in the expiration of the test.<br><strong>Log as Testing Irregularity**<br>• a student starts Part 2 of the segmented test unintentionally.<br><strong>Log as Testing Irregularity**<br>• a student unintentionally submits a test before he or she has completed it.<br><strong>Log as Testing Impropriety**<br>**¹** A CAT or PT test session that is reopened following expiration will remain open for 20 calendar days from the date it was reopened. The student must log back in to a test within 20 days or the test will expire again.
<table>
<thead>
<tr>
<th>Type of Appeal</th>
<th>Description</th>
<th>Possible Conditions for Use and Type of Test Security Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESTORE</td>
<td>Restoring a test returns a test from the Reset status to its prior status. This action can only be performed on tests that have been reset.</td>
<td>The CSDE will only restore a test if a test was inadvertently or inappropriately reset.</td>
</tr>
</tbody>
</table>
| GRACE PERIOD EXTENSION | A grace period extension allows the student to review previously answered questions upon logging back in to the test after expiration of the pause rule. | The CSDE may grant a grace period extension to reopen a test if:  
  - sudden loss of Internet access prevents a student from completing a test; and  
  - a school event or evacuation takes place, such as a fire drill, interrupting the test administration. |
| INVALIDATION         | Invalidating a student’s test eliminates the test. The test will not be scored.       | The CSDE may invalidate a test if:  
  - there is a test security breach that is discovered after the close of the testing window.  
  **Log as Test Breach**  
  - the CSDE may invalidate a test if a student was administered the wrong grade-level test because of an error in the Public School information System (PSIS).  
  **Log as Testing Irregularity** |
Filing an Appeal in TIDE

An appeal can be submitted in the Appeals module in TIDE. For a list of user roles that can perform this task, refer to the TIDE User Guide.

Creating Individual Appeals

1. Click the Appeals tab; then click Create Appeals (see Figure 2). The Create Appeals page appears.

![Figure 2. TIDE Appeals Tab]

2. Select an Appeal Type to request. From the drop-down list, select a criteria for the search. Once selected, a text field will automatically populate in which a value can be entered. Figure 3 displays an example of a request to Re-open a Test by searching for the test through a Session ID.

![Figure 3. Selection Fields in the Create Appeals Page]

3. Click Search. TIDE displays the found results at the bottom of the View Appeals page (see Figure 4).
4. To create an appeal, enter the reason in the pop-up text box window. The reason should include detailed information about the incident. Then click **Submit**. TIDE displays a confirmation message.

**Creating Appeals Through File Uploads**

If many appeals need to be created, it may be easier to upload a file. The following sections describe how to compose the files and then upload them to TIDE.

**Understanding the Appeal Upload File Format**

The upload file is an Excel or CSV file with a heading row and data rows. **Table 18** describes the columns in the upload file and associated valid values.

**Table 18: Columns in the Appeals Upload File**

<table>
<thead>
<tr>
<th>Column Name</th>
<th>Description</th>
<th>Valid Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type*</td>
<td>Type of appeal.</td>
<td>One of the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Invalidate a test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reset a test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Re-open a test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Re-open a test segment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Revert a test that's been reset</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grace period extension</td>
</tr>
<tr>
<td>Search Type*</td>
<td>Student field to perform a search.</td>
<td>One of the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Result ID</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Session ID</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SSID</td>
</tr>
</tbody>
</table>
### Column Name | Description | Valid Values
--- | --- | ---
Search Value* | Search value corresponding to the search type. | Up to 1,000 alphanumeric characters. The value must exist in TDS or TIDE. For example, specifying a result ID of 123456 requires that this result ID exist in TDS.
Reason* | Reason for creating impropriety. | Up to 1,000 alphanumeric characters.

*Required field.

Figure 5 is an example of a simple upload file that re-opens a test with result ID 99999999.

#### Figure 5. Sample Appeals Upload File

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE</td>
<td>SEARCHTYPE</td>
<td>SEARCHVALUE</td>
<td>REASON</td>
</tr>
<tr>
<td>1</td>
<td>Re-open a test</td>
<td>Result ID</td>
<td>99999999</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>Student was ill during test window.</td>
</tr>
</tbody>
</table>

### Submitting an Appeal Upload File

1. Click the Appeals tab; then click Upload Appeals. The Upload Appeals page appears.

2. Download one of the file templates by clicking Download Templates and selecting either Excel or CSV.

3. Open the file in a spreadsheet application or text editor, and add a row for each appeal. Be sure to follow the guidelines in Table 18. Save the file on the computer.

4. In the Upload Appeals page, click Browse and navigate to the upload file you created in step 3.

5. Click Next. TIDE displays a preview of the uploaded file (see Figure 6). Use this preview to verify the correct file for upload.

#### Figure 6. Appeals Upload File Preview

<table>
<thead>
<tr>
<th>Type</th>
<th>Search Type</th>
<th>Value</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-open a test</td>
<td>Result ID</td>
<td>99999999</td>
<td>Student was ill during test window.</td>
</tr>
</tbody>
</table>

6. Click Next. TIDE validates the file and displays error messages, if any.

7. Click Commit. TIDE commits those records that do not have errors and sends a confirmation email.

For more information on appeals, refer to the TIDE User Guide on the Connecticut Comprehensive Assessment Program portal (http://CT.portal.airast.org).
Technology Requirements

Prior to assessment administration, Test Coordinators should meet with their Technology Coordinators to review the technology infrastructure at their schools to ensure that it meets the minimum requirements for administering an online assessment.

The Secure Browser

The secure browser is designed to support test security by prohibiting access to external applications or navigation away from the assessment. Devices that will be used for testing must be equipped with a secure browser prior to administering the assessment.

This browser is updated each year and therefore must be downloaded and installed even if the device was used for testing in a prior year.

Technology Coordinators are responsible for ensuring that each device to be used for testing at the school is properly secured by installing the most current secure browser. If Test Examiners discover that secure browsers were not installed on computers used for testing, they should contact the Test Coordinator. Secure browsers can be downloaded from the Connecticut Comprehensive Assessment Program portal (http://ct.portal.airast.org/secure-browsers).
Paper Materials for Large Print and Braille Accommodations

Students with an IEP or Section 504 Plan that requires Braille or Large Print materials can receive the CMT/CAPT Science and/or Smarter Balanced ELA and mathematics tests on paper. District Test Coordinators are responsible for ordering Large Print and Braille paper tests using TIDE. The order window for these materials opens February 21, 2017. Upon test completion, Test Examiners are required to submit student responses to the Large Print and Braille paper tests in the Data Entry Interface (DEI). See Appendix H: Test Administration for Braille and Large Print Students for details on paper test administration and returning materials.

Ordering Paper Testing Materials

Large Print and Braille paper tests must be ordered by District Test Coordinators in TIDE. The order window opens February 21, 2017. It will take approximately five to seven business days to process the order.

1. From the Orders tab on the TIDE dashboard, select Paper Orders (see Figure 7). The Paper Orders page appears.

   Figure 7. TIDE Orders Tab

2. From the Paper Orders page, mark District to place an order for an entire district.

3. Click Search. A list of materials available for ordering appears (Figure 8).
4. Find the grade and test that is needed in Large Print or Braille. In the Additional Quantity column, enter the number of copies you require.

5. Click **Save Orders**. A text box appears allowing you to enter additional comments. Click **Submit** to submit your order. Click **Cancel** to return to the Orders panel.

6. Click **Close** to return to the *Paper Orders* page. Your order is complete and will be processed in five to seven business days.

For more information on ordering paper materials and reviewing your order history, consult the *TIDE User Guide*. 
Prior to Test Administration

Establishing Appropriate Testing Conditions

Test Coordinators and Test Examiners will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the Test Examiner.

The test administration should be conducted in a secure environment (see section Security of the Test Environment).

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and explain where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test.

During test administration, students may have access to these additional required resources listed in Appendix G.

Tasks to Complete Prior to Test Administration

<table>
<thead>
<tr>
<th>User Role</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCs, SCs, TEs, TAs, and TEAs</td>
<td>Verify that students are provided the opportunity to practice on the Training Test and Practice Test prior to testing.</td>
</tr>
<tr>
<td></td>
<td>- It is highly recommended that ALL students be provided the opportunity to practice on the Training Test and Practice Test prior to testing. Available on the Connecticut Comprehensive Assessment Program portal (<a href="http://ct.portal.airast.org/training-tests/">http://ct.portal.airast.org/training-tests/</a>). This allows students the opportunity to become familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and/or accommodations.</td>
</tr>
<tr>
<td>DCs, SCs, TEs, TAs, and TEAs</td>
<td>Verify that students are familiar with all item types that may appear on the online tests.</td>
</tr>
<tr>
<td></td>
<td>- It is highly recommended that ALL students be provided with the opportunity to view the Item Type Tutorials on the Connecticut Comprehensive Assessment Program portal (<a href="http://ct.portal.airast.org/item-type-tutorials">http://ct.portal.airast.org/item-type-tutorials</a>).</td>
</tr>
<tr>
<td>DCs, SCs</td>
<td>Ensure that all Test Examiners have login information for the TA Interface.</td>
</tr>
<tr>
<td>DCs, SCs, TEs, TAs, and TEAs</td>
<td>Ensure that the secure browser is available on each device to be used for testing.</td>
</tr>
<tr>
<td></td>
<td>- The secure browser is required for testing. Consult the Secure Browser Installation Manual for more information.</td>
</tr>
</tbody>
</table>
Verify student demographic information and test settings.

- Each student must be correctly assigned to his or her district, school, and grade in TIDE. District personnel will not be able to add or delete students, or make changes to student demographic information directly in TIDE. **All changes to enrollment status (this includes students who move during testing) and student demographic information must be made in the Public School Information System (PSIS).**

- In addition to the correct school and grade, Test Coordinators and Test Examiners should verify that all students have accurate test settings in TIDE, including designated supports and accommodations (embedded and non-embedded) for each content area prior to testing. The test settings are uploaded by the districts in TIDE (refer to the *TIDE User Guide*).

- Test Coordinators can add, delete, or change embedded and non-embedded designated supports and accommodations in TIDE for students who require them. Test Examiners may view student information; however, some roles cannot add, upload, or modify test settings in TIDE. Within the TA Interface, a Test Examiner can change the default font size and turn off universal tools prior to the start of the test. Refer to the *CSDE Assessment Guidelines* for guidance regarding turning off universal tools.

**IMPORTANT:** Any additions/modifications/deletions of students and changes to student test settings must be completed **before the student can test.** The update, once made, may take **up to 24 hours to appear in the TA interface.** Failure to correct test settings before testing could result in the student's not being provided with the needed accommodations and/or designated supports at the time of testing. This is considered a testing irregularity and may result in the need for a test reset.

For information on how to view, add, upload, and modify student information, please refer to the *TIDE User Guide* located at the Connecticut Comprehensive Assessment Program portal ([http://CT.portal.airast.org](http://CT.portal.airast.org)).
<table>
<thead>
<tr>
<th>User Role</th>
<th>Action</th>
</tr>
</thead>
</table>
| SCs       | **Ensure that Test Examiners have necessary student login information.**  
  - Students will log in to the test delivery system using their first name and SASID as they appear in TIDE. Students will also need the test session ID to log in to a test. This information must be provided to each student to complete the login process. The SASID and the student’s first name may be printed and distributed to each student just prior to testing to help him or her type it into the computer accurately. For information on printing student test tickets with students’ login information, consult the *TIDE User Guide*. Student information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session.  
  - When students move within the state, their data record must be updated with the student's new school and/or district codes in PSIS at least 24 hours before the student begins or resumes testing in the new school or district. A Test Examiner should contact the Test Coordinator if the students listed in TIDE are inaccurate (e.g., a student who moved still appears in TIDE for the sending school). District personnel responsible for PSIS will need to make the changes in PSIS.  

  *When a Test Examiner creates a test session, a unique session ID is randomly generated. This session ID must be provided to students before they log in. Please refer to the [Test Administrator User Guide](http://CT.portal.airast.org) located at the Connecticut Comprehensive Assessment Program portal* for detailed information on how to generate session IDs.
Day of Test Administration

It is important for anyone with access to student information to remember that student personal information, including the SASID, is confidential. If materials containing student personal information and/or SASIDs are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or destroyed.

The Test Examiner should verify the security of the testing environment prior to beginning a test session. (See section Security of the Test Environment) Test Examiners must ensure that students do not have access to digital, electronic, or manual devices during testing, unless otherwise needed to support approved accessibility features.

Each Test Administration Manual contains a script that the Test Examiner must use when administering a test. To ensure that all students are tested under the same conditions, the Test Examiner should adhere strictly to the script provided for administering the test. The directions in boxes indicated by the word “SAY” must be followed exactly and used each time a test is administered. When asked, the Test Examiner should answer questions raised by students but should never help the class or individual students with specific test items. No test items or passages can be read to any student for any content area, unless the student requires a designated support or accommodation as described in the CSDE Assessment Guidelines.

The Test Examiner should distribute

- scratch paper to students for all test sessions; and
- graph paper to students in grades 6 and above for the mathematics assessments.
Test Session Administration

The Test Examiner must create a test session before students can log in to the test delivery system (but no more than 30 minutes prior or the system will time out). When a Test Examiner creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down.

The Test Administration Manuals provide the Test Examiner with the following steps to administer a test:

1. Log In to the TA Interface
2. Create a Test Session
3. Start the Test Session
4. Inform the Students of the Test Session ID
5. Inform Students of the Test Session in Which They Are Participating
6. View and Approve Students Waiting for Test Session Approval
7. Monitor Student Progress
8. End the Test Session and Log Out of the Test Administrator Interface

Testing Over Multiples Sessions or Days

For some tests, particularly the CAPT Science, students may best be served by sequential, uninterrupted time that may exceed the time in a student’s normal schedule. Students can be provided breaks within each part; however, it is recommended that students complete Part 1 in one test session and pause the test. Ideally, Part 2 should be completed during the next school day.

If the Test Examiner intends to administer any Smarter Balanced test session over the course of multiple days for a student or group of students, Test Examiners may ask students to pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the Test Examiners should give the students clear directions on when to pause. For example, Test Examiners may designate a certain amount of time for testing. Likewise, the end of Part 1 of the CAPT Science test might be a logical stopping point. This guidance may be written in a place that students can easily see it. Students will receive a notification when they reach the end of the section.

When testing is resumed on a subsequent day, the Test Examiner will need to start a new test session and provide a new session ID. When instructing the students to log in, the Test Examiner will need to read the script (SAY boxes) to the students again. A summary of recommendations for the number of sessions and session durations is in section Test Scheduling.
Following Test Administration

Destroying Test Materials

Federal law—the Family Educational Rights and Privacy Act (FERPA)—prohibits the release of any student’s personally identifiable information. Any printed materials must be securely stored and then securely shipped or destroyed as appropriate.

As a reminder, those printed and paper test materials identified in section Ensuring Test Security and Appendix A: Secure Handling of Printed Materials must be securely destroyed immediately following each test session and may not be retained from one test session to the next. The only exception to this is scratch paper (and graph paper for grades 6 and above) used during the performance task, which should be handled according to the guidance provided in Appendix A.

Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents are reported in accordance with the guidelines in sections Test Security and Testing Improprieties, Irregularities, and Breaches in this manual and the TIDE User Guide located at the Connecticut Comprehensive Assessment Program portal (http://CT.portal.airast.org).
Appendix A. Secure Handling of Printed Materials

For those students whose Individualized Education Program (IEP) or Section 504 plan indicates a need for a paper copy of passages and/or items, permission for the students to receive the print-on-demand non-embedded accommodation must be approved by the CSDE. The CSDE will set this accommodation in TIDE upon approval, prior to testing. Refer to the CSDE Assessment Guidelines for information about requesting the print-on-demand accommodation.

Print requests must be approved and processed by the Test Examiner in the TA Interface during test administration. The decision to allow students to use print-on-demand must be made on an individual student basis and is available only for students with an IEP or Section 504 plan. This function cannot be used to create a printed test booklet as the test is adaptive and students will need to answer one question before moving to the next.

Once a student is approved to have the print-on-demand accommodation, that student may send a print request to the Test Examiner during testing by clicking the print icon on the screen. Before the Test Examiner approves the student’s request to print a test item/stimulus, the Test Examiner must ensure that the printer is on and is monitored by properly trained staff. This request needs to be made for each individual item.

Note: All CTAA tests provide print-on-demand. This accommodation does not need to be requested to be set in TIDE for students participating in the CTAA.

Destruction of Printed Materials and Scratch Paper

Printed materials from the print-on-demand accommodation and scratch paper must be kept in a securely locked room or locked cabinet that can be opened only by staff responsible for test administration. All test materials must remain secure at all times. Printed test items/passages, including embossed braille printouts and scratch paper, must be collected at the end of each test session and then immediately destroyed according to district and/or state policies or procedures. Do NOT keep printed test items/passages or scratch paper for future test sessions except as noted below for performance tasks (PTs).

Use of Scratch Paper on the Performance Tasks

The mathematics PT may extend beyond one test session. When this happens, Test Examiners should tell students to write their names on the scratch paper (and graph paper for grades 6 and above), collect the paper used in the first session, and securely store it for students’ use in the subsequent test session.

The retention of scratch paper is only allowed for the PTs. Following the conclusion of the PT, all scratch paper and graph paper (for mathematics grade 6–8) must be collected and immediately destroyed to maintain test security.
Appendix B. Item Types

Item and Response Types

As students engage with the Assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students.

There are several resources that teachers and students can use to become familiar with the test, including a Practice Test and a Training Test. It is highly recommended that ALL students access the Training Test site before taking the test. Doing so will provide students with an opportunity to view and practice each of the item types.

The Practice Tests and Training Tests are available through the Connecticut Comprehensive Assessment Program portal (http://ct.portal.airast.org/training-tests).

Summary of Item Types

Tutorials of each item type are available on the Connecticut Comprehensive Assessment Program portal (http://ct.portal.airast.org/item-type-tutorials).

Not all assessments will necessarily include all item types.

Technical Skills to Access Embedded Resources

To access some of the embedded resources (such as strikethrough, highlighter, American Sign Language videos, and text-to-speech) that are available, students may need to access the context menu in the top right corner of the item or passage (Figure 9).

Figure 9. Context Menu
Appendix C. Secure Browser for Testing

Test Coordinators and Test Examiners should be aware of the following guidelines and employ the necessary precautions while administering online assessments:

- **Close External User Applications**
  Prior to administering the online assessments, Test Examiners should check all computers that will be used and close all applications except those identified as necessary by the Technology Coordinator. After closing these applications, the Test Examiners should open the secure browser on each computer.

  The secure browser automatically detects certain applications that are prohibited from running on a computer while the secure browser is open. The secure browser will not allow a student to log in if the computer detects that a forbidden application is running. A message will also display the forbidden application(s).

  If a forbidden application is launched in the background while the student is already in a test, the student will be logged out and a message will be displayed. The student will have to close the forbidden application, reopen the secure browser, and log in to continue working on the assessment. This would be considered a test security incident.

- **Testing on Computers with Dual Monitors**
  Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen.

  Students should NOT take assessments on computers that are connected to more than one monitor except in extremely rare circumstances, such as when a Test Examiner is administering a test for a student who has a read-aloud non-embedded accommodation and wants to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud. In these rare cases where a dual monitor is allowed, Smarter Balanced requires that the monitors be set up to “mirror” each other. Technology Coordinators can assist Test Examiners in setting up the two monitors to ensure they mirror each other rather than operate as independent monitors.

  In these cases, all security procedures must be followed and the test must be administered in a secure environment to prevent others from hearing the questions or viewing the student or Test Examiner screens.
Secure Browser Error Messages

Possible error messages displayed by the secure browser are shown in Table 19.

Table 19: Secure Browser Error Messages

<table>
<thead>
<tr>
<th>Message</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure Browser Not Detected</td>
<td>The system automatically detects whether a computer is using the secure browser to access the test delivery system. The system will not permit access to a test other than through the secure browser; under no condition may a student access a test using a non-secure browser.</td>
</tr>
<tr>
<td>Unable to Establish a Connection With the Test Delivery System</td>
<td>If a computer fails to establish a connection with the test delivery system, a message will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site.</td>
</tr>
</tbody>
</table>

Force-quit Commands for Secure Browsers

In the rare event that the secure browser or test becomes unresponsive and you cannot pause the test or close the secure browser, users have the ability to “force quit” the secure browser.

To force the browser to close, use the following keyboard commands:

<table>
<thead>
<tr>
<th>Force-quit Commands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows: [Ctrl] + [Alt] + [Shift] + [F10]</td>
</tr>
<tr>
<td>Mac OS X: [Ctrl] + [Alt] + [Shift] + [F10]</td>
</tr>
<tr>
<td>Linux: [Ctrl] + [Alt] + [Shift] + [Esc]</td>
</tr>
</tbody>
</table>

*Note for Windows and Mac users:*

If you are using a laptop or netbook, you may also need to press the [FN] key before pressing [F10].

Reminder: This will log the student out of the test he or she is taking. When the secure browser is opened again, the student will have to log back in to resume testing.

You are strongly advised against using the force-quit commands, as the secure browser treats this action as an abnormal termination. The secure browser hides features such as the Windows taskbar; if the secure browser is not closed correctly, then the taskbar may not reappear correctly.

These commands should be used only if the [Close Secure Browser] button does not work.
Appendix D. Pause Rule Scenarios

Computer Adaptive Test Scenarios

- If the computer adaptive test (CAT) portion of the Smarter Balanced test is paused for less than 20 minutes, the student can return to previous test pages and change the response to any item he or she has already answered within a segment.

- If the CAT portion of the test is paused for more than 20 minutes, the test will return the student to the last page with unanswered items when the student resumes testing. If a page has both answered and unanswered items, the student may change any answers on that page. The student may not return to previous pages and cannot change answers to items on previous pages.
  
  o Example: A single test page has items 4–10. A student answers items 4–7 and pauses the test for more than 20 minutes. When the student resumes testing, he or she can change answers to items 4–10 but cannot return to items 1–3 on an earlier page.

  o Example: A page contains items 9–11 and a student answers all of those items before pausing the test for more than 20 minutes. When the student resumes testing, he or she will begin on item 12 and cannot return to items 1–11.

CMT/CAPT Science

For CMT or CAPT Science, returning to a paused test session will allow students access to all science items in that session.
Appendix E. Additional Participation Considerations

All Connecticut public-school students should be assessed in accordance with federal and state regulations. Students must be tested by the district when they are included in the Public School Information System (PSIS) collection. The “Additional Participation Considerations” listed below provide state policy for student participation in the statewide summative tests including the Smarter Balanced test, the CTAA, the CMT/CAPT Science and the CMT/CAPT Skills Checklist Science. This list provides specific guidance for testing those students who are in various special circumstances.

Table 20: Participation Considerations for Statewide Summative Testing

<table>
<thead>
<tr>
<th>Student Circumstance</th>
<th>Testing Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students entered into PSIS who are enrolled in state Approved Private Special Education Programs (APSEP) in Connecticut</td>
<td>Connecticut public school students who are enrolled in an APSEP in Connecticut are tested by the APSEP.</td>
</tr>
<tr>
<td>Students entered into PSIS who are enrolled in a Non-Approved Private School in Connecticut</td>
<td>Connecticut public school students who are enrolled in a Non-Approved Private School in Connecticut are tested by the reporting district preferably at a district school or at the district’s central administrative offices by a certified school staff member.</td>
</tr>
<tr>
<td>Connecticut students entered into PSIS who are being educated out of state.</td>
<td>The reporting district is accountable to test these students. Contact the assessment office at 860-713-6860 for further direction on testing these students.</td>
</tr>
<tr>
<td>Students who move to another Connecticut public school in the same district or move to another Connecticut district during testing</td>
<td>Students who move to another Connecticut public school in the same district or move to another Connecticut district will have their tests follow them in TIDE upon the Public School Information System (PSIS) being updated.</td>
</tr>
<tr>
<td>Students who move to a private school or to an out-of-state school during testing and are exited from PSIS</td>
<td>Students who move to a private school or to an out-of-state school should be noted in PSIS as transferring from the Connecticut public school system. These students are not tested.</td>
</tr>
<tr>
<td>Students who may qualify for a medical exemption</td>
<td>Requests for consideration of an Emergency Medical Exemption should be initiated by the District Administrator for Assessments as needed during the appropriate test administration window.</td>
</tr>
<tr>
<td>Students hospitalized or homebound due to illness</td>
<td>Students who are hospitalized or homebound due to illness should be tested unless there are medical constraints that prevent them from testing and the student has received an approved medical exemption.</td>
</tr>
<tr>
<td>Student Circumstance</td>
<td>Testing Policy</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Students on homebound instruction due to suspension or expulsion</td>
<td>Students who are receiving homebound instruction due to a suspension or expulsion must be tested either at home or preferably at the school district’s central administrative offices by a certified school staff member who is fully trained in the proper test administration and security procedures.</td>
</tr>
<tr>
<td>Home-schooled students</td>
<td>Home-schooled students are not public school students and are not eligible to be administered state assessments.</td>
</tr>
<tr>
<td>Students who are newly enrolled in a Connecticut public school after the district testing window has commenced</td>
<td>Students who are newly enrolled in a Connecticut public school after the first day of testing are required to be administered the state assessments. Students who are newly enrolled very near the end or after a test window will not be tested. District Administrators with specific questions about dates for the various tests should contact the CSDE at (860) 713-6860 for guidance.</td>
</tr>
<tr>
<td>If a student was enrolled as a Grade 9 student at the beginning of the year and is a Grade 11 student during the CAPT Science and CAPT Skills Checklist Science testing window</td>
<td>The district must determine when the student is closest to being a Grade 10 student and test in that year. A public high school student may not skip mandatory CAPT Science or CAPT Skills Checklist Science testing.</td>
</tr>
</tbody>
</table>
## Appendix F. Test Security Chart

The **Test Security Chart** shows the test security incident levels and examples of types of issues.

**Table 21: Test Security Chart**

<table>
<thead>
<tr>
<th>Level of Severity and Potential Effect on Test Security</th>
<th>Types of Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOW Impropriety</strong></td>
<td>Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.</td>
</tr>
<tr>
<td></td>
<td>Student(s) leave the test room without authorization.</td>
</tr>
<tr>
<td></td>
<td>Testing staff leaving related instructional materials on the walls in the testing room.</td>
</tr>
<tr>
<td><strong>MEDIUM Irregularity</strong></td>
<td>Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.</td>
</tr>
<tr>
<td></td>
<td>Student(s) accessing the Internet or any unauthorized software or applications during a testing event.</td>
</tr>
<tr>
<td></td>
<td>Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, iPods, or electronic translators) during testing.</td>
</tr>
<tr>
<td></td>
<td>Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.</td>
</tr>
<tr>
<td></td>
<td>Testing staff failing to ensure administration and supervision of the Assessments by qualified, trained personnel.</td>
</tr>
<tr>
<td></td>
<td>Testing staff giving incorrect instructions that are not corrected prior to testing.</td>
</tr>
<tr>
<td></td>
<td>Testing staff giving out his or her username/password (via email or otherwise) to anyone, including to other authorized users.</td>
</tr>
<tr>
<td></td>
<td>Testing staff 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 identifying the source of their answer, or requiring students to show their work.</td>
</tr>
<tr>
<td></td>
<td>Testing staff providing students with non-allowable materials or devices during test administration or allowing inappropriate designated supports and/or accommodations during test administration.</td>
</tr>
<tr>
<td></td>
<td>Testing staff allowing anyone other than a student to log in to the test unless prescribed as an allowable accommodation in the student’s Individualized Education Program (IEP). This includes Test Administrators (TAs) or other staff using student information to log in or allowing a student to log in using another student’s information.</td>
</tr>
<tr>
<td></td>
<td>Testing staff providing a student access to another student’s work/responses.</td>
</tr>
<tr>
<td><strong>HIGH Breach</strong></td>
<td>Testing staff modifying student responses</td>
</tr>
<tr>
<td></td>
<td>The live Student Interface or TA Interface being used for practice instead of a live test administration. Live interfaces should only be accessed via the secure browser for live Summative Assessments. Any practice or training tests should be taken on the Practice Test and Training Test sites, located on the Connecticut Comprehensive Assessment Program portal.</td>
</tr>
<tr>
<td></td>
<td>Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).</td>
</tr>
<tr>
<td></td>
<td>Testing staff allowing students to take home printed test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials.</td>
</tr>
<tr>
<td></td>
<td>Adult or student copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes.</td>
</tr>
<tr>
<td></td>
<td>Secure test materials (e.g., writing prompts, test items, or reading passages) being shared with the media, or allowing media to observe a secure test administration.</td>
</tr>
<tr>
<td></td>
<td>Adult or student improperly removing secure testing materials, such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.</td>
</tr>
</tbody>
</table>
## Appendix G. Required Resources

### Table 22: Additional Required Resources

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Description</th>
</tr>
</thead>
</table>
| ELA                   | • Headphones are required for the listening portion of the ELA assessment and for students requiring text-to-speech.  
                        | • Scratch paper or whiteboards with markers should be provided for note taking if necessary.                                              |
| Mathematics           | • Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries.  
                        | • An embedded calculator will be available for some mathematics items in grade 6 and above.                                                 |
|                       | • Scratch paper or whiteboards with markers is required for all grades.                                                                         |
|                       | • Graph paper is also required for grade 6 and above.                                                                                         |
| CMT/CAPT Science      | • Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries.                                   |
| Alternate Assessments | • TEAs will need to print the test’s Directions for Test Administration (DTA) prior to administering the test.                                |
Appendix H. Test Administration for Braille and Large Print Students

Students with an IEP or Section 504 Plan that requires Braille or Large Print materials can receive the CMT/CAPT Science and/or Smarter Balanced ELA and mathematics tests on paper. District Test Coordinators are responsible for ordering paper tests using TIDE (see section Paper Materials for Large Print and Braille). Upon test completion, Test Examiners are required to submit student responses to the Large Print and Braille paper tests in the Data Entry Interface (DEI).

The DEI is a secure system that will display an online version of the test. Test Examiners should accurately transcribe all student responses into the DEI and submit the test on behalf of the student. For more information on navigating the DEI, consult the Data Entry Interface User Guide.

The following procedures are necessary to successfully administer a paper assessment.

Input Student Settings in TIDE

Ensure that all students requiring Large Print and Braille materials have been correctly marked in the student settings section in TIDE. Students who are taking the print version of Braille and Large Print need to have the proper non-embedded accommodation selected in TIDE.

Order Materials in TIDE

District Test Coordinators are responsible for ordering Large Print and Braille paper tests using TIDE (see section Paper Materials for Large Print and Braille).
Braille and Large Print paper test kits can be ordered for each grade and subject. All kits will contain a Test Administration Manual and standard test booklet. The CMT/CAPT science kits will also include a periodic table and practice test booklet.

**Enter Student Responses into the Data Entry Interface (DEI)**

For all Large Print and Braille paper tests, the Test Examiner should ensure that the student’s name, SSID, Test Examiner name, school, and district are written on the cover of the booklet. Students must answer all questions directly in their test booklet. For responses requiring more space than available in the test booklet, students may answer on a piece of paper with their name, SSID, and question number(s) clearly marked. This paper MUST be inserted into their test booklets.

Upon completion of the test, the Test Examiner must collect all test booklets and record all student responses into the Data Entry Interface (DEI). The DEI displays the appropriate paper test in an online format for each student. All items that were presented to the student in the paper test booklet will be populated in the DEI. All student responses must be entered into the DEI to be captured for scoring.

**To Submit Student Data in the DEI:**

1. From the Connecticut Comprehensive Assessment Program portal (http://CT.portal.airast.org), navigate to the Connecticut Alternate Assessments program page. Select the Data Entry Interface card to log in to the DEI.

![Figure 11. DEI Portal Card](image)

2. Enter and confirm student information as it appears in the Public School Information System (PSIS).

3. Select the assessment for which student data needs to be entered.

4. Enter the student’s data exactly as it appears on the student’s paper test form.

The following guidelines must be followed to ensure accurate and fair transcription of student responses:

- All test materials and student responses are to be considered secure and confidential.
Summative Test Coordinator’s Manual

- Only persons who know braille should enter braille responses into the DEI.
- Transcribers should be impartial and have no vested interest in student scores.
- Transcriptions of student responses must be identical to what the student provides, including grammar, punctuation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response exactly.
- Transcriptions should be proofread by a second impartial party to confirm accuracy. For cases where students have provided a graphic in a response, two transcribers should collaborate to transfer the response.

The Test Examiner must provide written affirmation to the Test Coordinator that student responses have been completed on the student’s test booklet and entered into the DEI with fidelity. Under no circumstances should a student’s answer be altered or edited; to do so is a direct violation of test security.

For more detailed information concerning the DEI, consult the DEI User Guide.

Return Test Materials

After testing is complete and responses are entered into the DEI, assemble all paper test materials.

- Verify that all test booklets have been collected from the Test Examiners after test administration.
- Verify materials against the Packing List to ensure that all secure test booklets are included for return.

You do not need to wait for the test window to close to ship back secure test materials. All materials should be shipped back as promptly as possible. CMT/CAPT Science materials may be shipped back upon completion of the test and do not need to be held during Smarter Balanced test administration.

Prepare Boxes for Shipping

- Place all test booklets in the return box that was included in the initial shipment.
- Non-secure test materials should not be returned.
- Pack boxes for shipping using newspaper or other packing materials to minimize shifting.
- Seal each box using reinforced tape.

The District Test Coordinator maintains final responsibility for ensuring that all secure materials are packaged and ready for return.
FedEx Pickup

All districts and schools should return test materials using FedEx. FedEx return kits, including instructions, were provided in the original shipment of test materials. If you need additional FedEx return kit materials, or if you have any questions about returning your test materials via FedEx, call the Connecticut Help Desk at 1-844-202-7583 or email cthelpdesk@air.org. If you do not have a return kit, call or email the Help Desk and an agent will provide you with the information and the account numbers needed to schedule a FedEx pickup.

Instructions for FedEx Pickup:

1. As soon as possible after testing, prepare boxes for shipping using the FedEx Pickup directions.

2. Apply the FedEx Package Return Program (PRP) label on each box.

3. The PRP label has been preprinted with all necessary information except for your shipping address and the total number of boxes. Please fill in this information accordingly.

4. Please call 1-800-463-3339 to schedule your FedEx pickup. You must allow at least two hours from the time you call until your boxes are picked up.

5. At the time of pickup, the FedEx driver will provide a copy of the PRP label for your records. Please maintain this copy until you have verified that the shipment of secure testing materials has been delivered to Measurement Incorporated.
## Appendix I. District Test Coordinator Checklist

**District Test Coordinator Activities**

### Direct Responsibilities

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Notify schools when training materials are available.</td>
</tr>
<tr>
<td>2.</td>
<td>Notify schools when administration manuals are available.</td>
</tr>
<tr>
<td>3.</td>
<td>Review all CSDE policy and test administration documents.</td>
</tr>
<tr>
<td>4.</td>
<td>Review scheduling and testing requirements with SCs.</td>
</tr>
<tr>
<td>5.</td>
<td>Plan all training for SCs, Test Examiners; retrain as needed.</td>
</tr>
<tr>
<td>6.</td>
<td>Review training modules and schedule training session for SCs and Test Examiners.</td>
</tr>
<tr>
<td>7.</td>
<td>Review security procedures with SCs and Test Examiners.</td>
</tr>
<tr>
<td>8.</td>
<td>Work with Technology Coordinators to ensure timely computer setup.</td>
</tr>
<tr>
<td></td>
<td>- Conduct network diagnostics.</td>
</tr>
<tr>
<td></td>
<td>- Download the secure browser (available early January).</td>
</tr>
<tr>
<td></td>
<td>- Verify that schools meet the minimum technology requirements.</td>
</tr>
<tr>
<td>9.</td>
<td>Work with school personnel to review the Test Information Distribution Engine (TIDE) student enrollment information.</td>
</tr>
<tr>
<td>10.</td>
<td>Perform an equipment-needs assessment based on individual student requirements.</td>
</tr>
<tr>
<td></td>
<td>- Work with the SC to identify students who will need specialized equipment for accommodations.</td>
</tr>
<tr>
<td></td>
<td>- Communicate with the SCs and Test Examiners to identify the number of headsets needed in order to take the ELA Listening portions of the CAT. Place order for the number of headsets needed plus extra.</td>
</tr>
</tbody>
</table>

*Note: Headsets are required for the ELA Listening portions of the CAT, for students who require text-to-speech, or for students requiring audio glossaries (mathematics only).*

### Monitor Test Administration Activities

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Investigate all testing improprieties, irregularities, and breaches reported by SCs and Test Examiners.</td>
</tr>
<tr>
<td></td>
<td>Follow reporting procedure according to <a href="#">Testing Improprieties, Irregularities, and Breaches</a>.</td>
</tr>
<tr>
<td>12.</td>
<td>Develop a plan to document all Test Security Incidents. Submit appeals in TIDE. Report any breaches immediately to the CSDE according to the guidelines in <a href="#">Testing Improprieties, Irregularities, and Breaches</a> and <a href="#">Appeals</a>.</td>
</tr>
<tr>
<td>13.</td>
<td>Monitor with the District Technology Coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.</td>
</tr>
</tbody>
</table>

### Oversight Responsibilities
<table>
<thead>
<tr>
<th></th>
<th>District Test Coordinator Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>14. Ensure that SCs and Test Examiners in the district are appropriately trained and aware of policies and procedures, especially related to test security.</td>
</tr>
<tr>
<td>□</td>
<td>15. Review school test administration schedules for adequate time and resource planning.</td>
</tr>
<tr>
<td>□</td>
<td>16. Verify that SCs and Test Examiners have reviewed student information in TIDE and are verifying student settings for designated supports and accommodations in TIDE.</td>
</tr>
<tr>
<td>□</td>
<td>17. Be available during testing for questions and problem solving or assign a designee if unavailable.</td>
</tr>
<tr>
<td>□</td>
<td>18. Communicate regularly with SCs any emerging trends or issues.</td>
</tr>
</tbody>
</table>
### School Test Coordinator Checklist

#### Direct Responsibilities

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Attend trainings your district offers and review all CSDE policy and test administration documents.</td>
</tr>
<tr>
<td>2.</td>
<td>Ensure that all Test Examiners attend your school’s or district’s training and view the online training modules posted on the Connecticut Comprehensive Assessment Program portal. Review with Test Examiners the videos (“What is a CAT?” and “What are Universal Tools?”) and encourage them to show these to their students in preparation for the test.</td>
</tr>
</tbody>
</table>
| 3. | Work with technology personnel to ensure timely computer setup for the following: 
  o Conduct network diagnostics. 
  o Download the secure browser. 
  o Verify that your school has met the minimum technology requirements. 
  o Ensure that other technical issues are resolved before and during testing. |
| 4. | Communicate with Test Examiners to identify the number of headsets needed for each testing site and ensure that the needed number is available prior to the testing window. 
  o Headsets are required for the ELA Listening portions of the CAT, for students who require text-to-speech, or for students requiring audio glossaries (mathematics only). 
  o Communicate with the District Test Coordinator to identify the number of headsets needed. 
  Note: Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available. |
| 5. | Perform an equipment needs check based on individual student requirements. 
  o Work with Test Examiners to identify students who will need specialized equipment for accommodations. |
| 6. | Based on the test administration windows, work with Test Examiners and District Test Coordinators to establish a testing schedule. |
| 7. | Work with Test Examiners to review student information in TIDE before students are tested to ensure that correct student information and test settings for designated supports and accommodations are applied. |
| 8. | Establish a place to test those students who need a separate test setting. |
| 9. | Work with Test Examiners to plan a quiet activity for each test session for students who finish early. 
  Note: The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book. |
| 10. | Ensure proper handling of all printed test materials and scratch paper. Develop a plan for collecting and securing all test materials after each test session. Ensure that these materials are destroyed according to Appendix A: Secure Handling of Printed Materials. |
| 11. | Ensure adherence to all test security policies. |
### School Test Coordinator Activities

- 12. Document any testing impropriety, irregularity, or breach and report to the District Test Coordinator immediately after learning of the incident.
  - Working with the District Test Coordinator, enter appeals in TIDE.

#### Monitor Test Administration Activities

- 13. Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.
- 14. Raise any technical issues with the School Technology Coordinator for resolution.
- 15. Review, investigate, and report to the District Test Coordinator on all potential testing improprieties, irregularities, and breaches reported by Test Examiners. Mitigate incidents when appropriate.

#### Oversight Responsibilities

- 16. Verify that Test Examiners have verified student settings for designated supports and accommodations in TIDE.
- 17. Assist Test Examiners in taking proper measures to ensure that students have access only to allowable non-embedded resources during testing.
- 18. Verify that Test Examiners are adhering to all test security policies and practices.
Appendix K. Test Examiner Checklist

<table>
<thead>
<tr>
<th>Test Examiner Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review the appropriate <em>Summative Assessment Test Administration Manual.</em></td>
</tr>
<tr>
<td>2. Review the training modules and attend school or district training sessions.</td>
</tr>
<tr>
<td>3. Show students the modules “What is a CAT?” and “Embedded Universal Tools and Online Features.”</td>
</tr>
<tr>
<td>4. Use the Training Tests and/or Practice Tests with students to familiarize them with navigation of the system and tools.</td>
</tr>
<tr>
<td>5. Perform an equipment-needs check based on individual student requirements.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>6. Work with the School Test Coordinator to determine precise testing schedules based on the test administration windows selected by the school schedule.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>7. Confirm that you have received your TIDE login information. You will also use this username and password for any other AIR-provided systems.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>8. Work with your School Test Coordinator to ensure that each student appears into TIDE.</td>
</tr>
<tr>
<td>9. Verify that student test settings have been uploaded into TIDE.</td>
</tr>
<tr>
<td>10. Confirm each student’s test settings for designated supports and accommodations in TIDE against their IEP or other relevant documentation as appropriate.</td>
</tr>
<tr>
<td>11. Ensure that the correct secure browser has been downloaded to any computer(s) on which students will be testing.</td>
</tr>
<tr>
<td>12. Communicate to students the need for headsets in order to take the ELA Listening portions of the CAT.</td>
</tr>
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<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>13. Plan a quiet activity for each test session for students who finish early.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Test Examiner Activities

14. Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the school’s Technology Coordinator. Make sure that no computer has dual monitors.
   
   a. Work with your Technology Coordinator to set system volume prior to students launching the secure browser to ensure students can hear the audio portions of the ELA segment.
   
   b. The TA should open the secure browser on each computer after closing any unnecessary applications.

15. Administer the state’s summative assessments, following the directions for administration. Provide any approved non-embedded designated supports and accommodations as noted in the student’s test settings.

16. Provide students with scratch paper for all test sessions. Also provide students in grades 6 and above with graph paper for the mathematics assessments.

17. Ensure that students who need other non-embedded universal tools are provided those supports.

18. On the day of testing, verify that the students have their login information (first name, SSID, and session ID).

19. Review all guidelines for creating a secure test environment.

20. Make sure the physical conditions of the testing room are satisfactory.
   
   o Make sure that no instructional materials directly related to the content of the assessments are visible.
   
   o Students should be seated so that they have no opportunity to look at another student's computer screen. Either adequately space students or provide partitions to separate them.
   
   o Actively monitor students throughout the test sessions.
   
   o Make sure students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test.
   
   o Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.

21. Report any testing improprieties, irregularities, and breaches to the School Test Coordinator and District Test Coordinator.

22. Securely destroy all printed testing materials, including student login information, print-on-demand documents, scratch paper, and graph paper.