

# 2018 Connecticut Summative Test Administration Resource Crosswalk

Last Updated: 3/5/2018

Alternate Science Test Administration	
Resource Title	Resource Description
<a href="#">Students in PSIS who attend Out-of-State Facilities or In-State Non-Approved Facilities</a>	This guidance is intended for District Administrators with students in PSIS who attend Out-of-State Facilities or who are in In-State Non-Approved Facilities. Connecticut public school districts are responsible to test students in the Public School Information System (PSIS) who are enrolled in out-of-state facilities or are enrolled in state non-approved schools. This document includes information on how to administer the Connecticut Next Generation Science Standards (NGSS) Field Test, Connecticut Alternate Science Field Test, Smarter Balanced assessment, and the Connecticut Alternate Assessment (CTAA). It is also required that districts test these students in Grade 11 who are enrolled in out-of-state or in-state non-approved programs with the Connecticut SAT School Day assessment.
<a href="#">CSDE Assessment Guidelines</a> Updated January 29, 2018	This document is intended to provide guidance for Connecticut school district personnel who must make decisions about testing special student populations for the following assessments: Smarter Balanced, Next Generation Science Standards (NGSS) Field Test, Connecticut Alternate Assessment (CTAA) in English language arts (ELA) and mathematics, and the Alternate Science Field Test.
<b>New!</b> <a href="#">Guidance About Students Who Qualify for the Connecticut Alternate Science Assessment Early Stopping Rule</a>	This document provides information regarding the Connecticut Alternate Science Assessment (CTAS) Early Stopping Rule (ESR) as described in the <i>Connecticut Alternate Science Assessment (CTAS) Field Test: Test Administration Manual</i> . The ESR is intended for very few students who are not able to demonstrate an observable response in any way to the first Activity in the first Performance Task in the first District-Assigned Storyline (either Storyline 1 or Storyline 2, depending on

	District Assignment of Form 1 or Form 2). Students who do not demonstrate an observable response to this first activity are, therefore, not able to participate fully in the CTAS.
<a href="#">Learner Characteristics Inventory (LCI)</a>	This inventory will be used by Connecticut Teachers Administering the Alternate (TEA) to describe the population of students who are assessed with the Connecticut Alternate Assessment (CTAA) and the Alternate Science. These students comprise less than 1% of the total tested student population and are students with the most significant cognitive disabilities. The LCI is required to support the determination of the appropriate assessment at the Planning and Placement Team (PPT) and must be submitted in the Data Entry Interface (DEI) in order to register a student for participation in either Alternate Assessment (CTAA and Alternate Science).
<b>New!</b> <a href="#">Student Response Check (SRC) for Paper Administration</a>	This paper form may be used for the CTAA or CTAS. The SRC is a task that the Teacher Administering the Alternate (TEA) use to evaluate the student's ability to demonstrate an observable response prior to beginning the CTAA or CTAS. This content-neutral task provides an opportunity for the TEA to observe and confirm the student's mode of response. The online SRC is available for the CTAA only and may be accessed via the Test Delivery System (TDS) Student Interface.
<a href="#">How to Access the Data Entry Interface (DEI)</a>	This brochure describes how to access the Data Entry Interface (DEI). The DEI must be used to submit the Connecticut Alternate Assessment (CTAA) & Alternate Science Learner Characteristics Inventory (LCI). The submission of the LCI is required to confirm student eligibility prior to the administration of any alternate assessment. Please note that the DEI may be used to access and submit the LCI beginning <i>November 21, 2017</i> .
<b>Coming Soon!</b> Connecticut Alternate Science Field Test: Test Administration Manual	<b>Coming Soon!</b>

## Connecticut Alternate Assessment Test Administration

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<a href="#">CSDE Assessment Guidelines</a> Updated January 29, 2018	This document is intended to provide guidance for Connecticut school district personnel who must make decisions about testing special student populations for the following assessments: Smarter Balanced, Next Generation Science Standards (NGSS) Field Test, Connecticut Alternate Assessment (CTAA) in English language arts (ELA) and mathematics, and the Alternate Science Field Test.
<a href="#">Learner Characteristics Inventory (LCI)</a>	This inventory will be used by Connecticut Teachers Administering the Alternate (TEA) to describe the population of students who are assessed with the Connecticut Alternate Assessment (CTAA) and the Alternate Science. These students comprise less than 1% of the total tested student population and are students with the most significant cognitive disabilities. The LCI is required to support the determination of the appropriate assessment at the Planning and Placement Team (PPT) and must be submitted in the Data Entry Interface (DEI) in order to register a student for participation in either Alternate Assessment (CTAA and Alternate Science).
<b>New!</b> <a href="#">Student Response Check (SRC) for Paper Administration</a>	This paper form may be used for the CTAA or CTAS. The SRC is a task that the Teacher Administering the Alternate (TEA) use to evaluate the student's ability to demonstrate an observable response prior to beginning the CTAA or CTAS. This content-neutral task provides an opportunity for the TEA to observe and confirm the student's mode of response. The online SRC is available for the CTAA only and may be accessed via the Test Delivery System (TDS) Student Interface.
<a href="#">Guidance About Students Who Qualify for the Connecticut Alternate Assessment Early Stopping Rule</a>	This guidance provides information for the Connecticut Alternate Assessment (CTAA) Early Stopping Rule (ESR) as described in the CTAA Test Administration Manual. The ESR is intended for very few students who are not able to demonstrate an observable response in any way to CTAA test items and therefore, are not able to participate fully in the CTAA.  The CTAA ESR is initiated by the trained teacher who is administering the CTAA and is confirmed by the Connecticut State Department of Education (CSDE).

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<a href="#">How to Access the Data Entry Interface (DEI)</a>	This brochure describes how to access the Data Entry Interface (DEI). The DEI must be used to submit the Connecticut Alternate Assessment (CTAA) & Alternate Science Learner Characteristics Inventory (LCI). The submission of the LCI is required to confirm student eligibility prior to the administration of any alternate assessment. Please note that the DEI may be used to access and submit the LCI beginning <b>November 21, 2017</b> .
<a href="#">CTAA Test Administration Manual</a>	This manual provides information for the Teacher Administering the Alternate Assessment (TEA) and the District/School Test Coordinator (DC/SC) regarding policies and procedures for the 2018 Connecticut Alternate Assessment (CTAA) for English language arts (ELA) and mathematics to eligible students with significant cognitive disabilities in their school or district.
<a href="#">CTAA System User Guide</a>	This system user guide is designed to help Teachers Administering the Alternate (TEAs) navigate the Test Delivery System for the Connecticut Alternate Assessment (CTAA), including the Student Interface and the Test Administration Interface. The user guide also includes instructions for accessing the Directions for Test Administration (DTA), which are required for administration of the CTAA.
<a href="#">CTAA Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration</a>	This document provides additional guidance for administering the Connecticut Alternate Assessment (CTAA) in English language arts and mathematics to students who are blind, deaf, or deaf-blind. This document is intended to be used in conjunction with the required secure CTAA Directions for Test Administration (DTA).
<a href="#">Accessing Participation Reports</a>	This document provides instructions for how to extract participation reports from TIDE for the Connecticut Alternate Assessment (CTAA) & Alternate Science Learner Characteristics Inventory (LCI). The submission of the LCI is required in order to confirm student eligibility prior to the administration of any alternate assessment. Accessing and reviewing the LCI participation reports can assist Teachers Administering the Alternate (TEA) to track the LCI submissions to ensure that eligible students are registered for either alternate assessment.

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<a href="#">Connecticut Alternate Assessment (CTAA) System User Guide</a>	<p>This system user guide is designed to help Teachers Administering the Alternate (TEAs) navigate the Test Delivery System for the Connecticut Alternate Assessment (CTAA), including the Student Interface and the Test Administration Interface. The user guide also includes instructions for accessing the Directions for Test Administration (DTA), which are required for administration of the CTAA.</p>
<a href="#">Students in PSIS who attend Out-of-State Facilities or In-State Non-Approved Facilities</a>	<p>This guidance is intended for District Administrators with students in PSIS who attend Out-of-State Facilities or who are in In-State Non-Approved Facilities. Connecticut public school districts are responsible to test students in the Public School Information System (PSIS) who are enrolled in out-of-state facilities or are enrolled in state non-approved schools. This document includes information on how to administer the Connecticut Next Generation Science Standards (NGSS) Field Test, Connecticut Alternate Science Field Test, Smarter Balanced assessment, and the Connecticut Alternate Assessment (CTAA). It is also required that districts test these students in Grade 11 who are enrolled in out-of-state or in-state non-approved programs with the Connecticut SAT School Day assessment.</p>
<a href="#">Test Coordinator's Manual for Smarter Balanced Summative Assessments and the Connecticut Alternate Assessment</a>	<p>The 2018 Test Coordinator's Manual provides the District Administrator with information pertinent to Smarter Balanced Summative Assessments and the Connecticut Alternate Assessment (CTAA) in English language arts (ELA) and mathematics. Please note that this manual does not include directions for the Connecticut SAT School Day. Information about the Next Generation Science Standards (NGSS) Field Test and the Alternate Science Field Test will be published in a separate manual.</p>
<p><b>New!</b> <a href="#">How to Access and Download the CTAA Secure Testing Materials</a></p>	<p>This Connecticut Alternate Assessment (CTAA) brochure provides instructions for how to access and download the CTAA secure testing materials from the Test Information Distribution Engine (TIDE). These grade- and subject-specific secure testing materials include <b>required</b> Directions for Test Administration (DTA) and PDF test forms which</p>

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	are used for administering the CTAA to eligible students. The secure testing materials will be available in TIDE on <b>March 5, 2018</b> .

## Next Generation Science Standards Field Test Administration

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<b>New!</b> <a href="#">NGSS Test Administration Manual</a>	This manual provides information for Test Administrators (TAs) administering the Next Generation Science Standards (NGSS) Field Test. It outlines rules and policies that should be followed prior to, during and after test administration.
<a href="#">Students in PSIS who attend Out-of-State Facilities or In-State Non-Approved Facilities</a>	This guidance is intended for District Administrators with students in PSIS who attend Out-of-State Facilities or who are in In-State Non-Approved Facilities. Connecticut public school districts are responsible to test students in the Public School Information System (PSIS) who are enrolled in out-of-state facilities or are enrolled in state non-approved schools. This document includes information on how to administer the Connecticut Next Generation Science Standards (NGSS) Field Test, Connecticut Alternate Science Field Test, Smarter Balanced assessment, and the Connecticut Alternate Assessment (CTAA). It is also required that districts test these students in Grade 11 who are enrolled in out-of-state or in-state non-approved programs with the Connecticut SAT School Day assessment.
<a href="#">NGSS Sample Items Brochure</a>	This brochure provides instructions to access and score NGSS sample items in AIR's Test Delivery System (TDS).
<a href="#">CSDE Assessment Guidelines</a> Updated January 29, 2018	This document is intended to provide guidance for Connecticut school district personnel who must make decisions about testing special student populations for the following assessments: Smarter Balanced, Next Generation Science Standards (NGSS) Field Test, Connecticut Alternate Assessment (CTAA) in English language arts (ELA) and mathematics, and the Alternate Science Field Test.

## Smarter Balanced Assessment Test Administration

Resource Title	Resource Description
<a href="#">CSDE Assessment Guidelines</a> Updated January 29, 2018	This document is intended to provide guidance for Connecticut school district personnel who must make decisions about testing special student populations for the following assessments: Smarter Balanced, Next Generation Science Standards (NGSS) Field Test, Connecticut Alternate Assessment (CTAA) in English language arts (ELA) and mathematics, and the Alternate Science Field Test.
<a href="#">Guidelines for Simplified Test Directions in the Test Administration Manual</a>	The designated support for simplified test directions allows the test administrator to simplify or paraphrase the test directions found in the test administration manual according to the Simplified Test Directions Guidelines. Students who need additional support understanding the test directions may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers.
<a href="#">Smarter Balanced Interim Assessment Test Administration Manual (TAM)</a>	This manual provides information for Test Examiners administering the Smarter Balanced Interim Assessments in English language arts (ELA) and mathematics. This manual includes screenshots and step-by-step instructions on how to administer the Smarter Balanced Interim Assessments online.
<a href="#">Smarter Balanced Summative Assessment Test Administration Manual</a>	This manual provides information for Test Administrators (TAs) administering the Smarter Balanced online summative assessments in English language arts (ELA) and mathematics. This manual provides procedural and policy guidance to prepare for and administer the Smarter Balanced Summative Assessments.
<a href="#">Students in PSIS who attend Out-of-State Facilities or In-State Non-Approved Facilities</a>	This guidance is intended for District Administrators with students in PSIS who attend Out-of-State Facilities or who are in In-State Non-Approved Facilities. Connecticut public school districts are responsible to test students in the Public School Information System (PSIS) who are enrolled in out-of-state facilities or are enrolled in state non-approved schools. This document includes information on how to administer the Connecticut Next Generation Science Standards (NGSS) Field Test, Connecticut Alternate Science Field Test, Smarter Balanced assessment, and the Connecticut Alternate Assessment (CTAA). It is also required that districts test these students in

## Smarter Balanced Assessment Test Administration

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	Grade 11 who are enrolled in out-of-state or in-state non-approved programs with the Connecticut SAT School Day assessment.
<a href="#">Test Coordinator's Manual for Smarter Balanced Summative Assessments and the Connecticut Alternate Assessment</a>	The 2018 Test Coordinator's Manual provides the District Administrator with information pertinent to Smarter Balanced Summative Assessments and the Connecticut Alternate Assessment (CTAA) in English language arts (ELA) and mathematics. Please note that this manual does not include directions for the Connecticut SAT School Day. Information about the Next Generation Science Standards (NGSS) Field Test and the Alternate Science Field Test will be published in a separate manual.

## Connecticut SAT School Day

Resource Title	Resource Description
<a href="#">Frequently Asked Questions for Districts and Schools</a>	This brochure provides answers to some common questions about the administration of the Connecticut SAT School Day.
<a href="#">Connecticut SAT School Day Parent Letter - 2018 (Spanish Version)</a>	These letters can be personalized by each school and sent to parents prior to the Connecticut SAT School Day administration.
Translated Test Directions - <a href="#">Spanish</a> , <a href="#">Portuguese</a> , <a href="#">Vietnamese</a> , <a href="#">Chinese</a> , <a href="#">Arabic</a> , <a href="#">Haitian Creole</a> , <a href="#">Russian</a> , <a href="#">Polish</a> , <a href="#">Bengali</a> , <a href="#">Albanian</a> , <a href="#">Gujarati</a> , <a href="#">Hindi</a> , and <a href="#">Urdu</a>	Translated test directions are available in 13 languages for EL students for the Connecticut SAT School Day administration.
<a href="#">College Board Approved Word-to-word Glossaries</a>	This list provides the College Board approved glossaries that EL students are permitted to use for the Connecticut SAT School Day.
<a href="#">Online Test Supervisor Training</a>	This training is available for test supervisors to help prepare them for the 2018 Connecticut SAT School Day.



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2018 School Day Manuals <a href="#">SSD Coordinator Manual</a> <a href="#">Standard Testing Manual</a> <a href="#">Supervisor Manual</a>	These 3 manuals provide the necessary information for test supervisors as well as those administering the Connecticut SAT School Day.