



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Updates from the Bureau of Student Assessment

September 12, 2018



# Introduction

Welcome to Deirdre Ducharme!

She has been working with the Student Assessment Bureau for many years.

Over the last year and half she has been focusing on Special Populations.

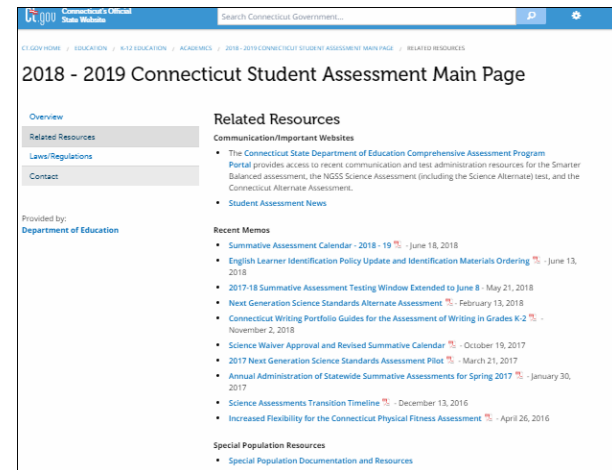
I'm very happy to have her as a colleague and I know you will get to know her well when you call or email.



# Resources for the Connecticut Statewide Assessments

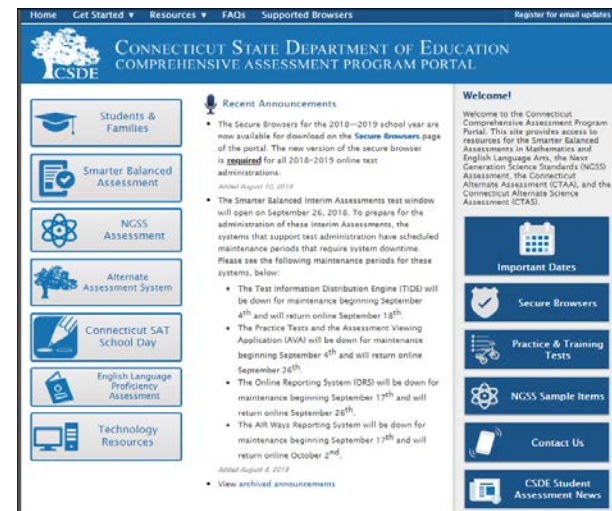
[The Connecticut State Department of Education Student Assessment Main Page](#)

Register [here](#) to receive the Student Assessment Newsletter.



The screenshot shows the top navigation bar with the Connecticut State Website logo and a search bar. Below the navigation is the page title "2018 - 2019 Connecticut Student Assessment Main Page". The page is divided into several sections: "Overview" with sub-sections for "Related Resources", "Laws/Regulations", and "Contact"; "Related Resources" with a list of links for communication, laws, and news; "Recent Memos" with a list of dates and titles; and "Special Population Resources" with a link for documentation.

[The Connecticut State Department of Education Comprehensive Assessment Program Portal](#)



The screenshot shows the main portal page with a blue header and navigation menu. The main content area is divided into three columns. The left column contains links for "Students & Families", "Smarter Balanced Assessment", "NGSS Assessment", "Alternate Assessment System", "Connecticut SAT School Day", "English Language Proficiency Assessment", and "Technology Resources". The middle column features "Recent Announcements" with a list of updates and a "Welcome!" message. The right column contains a "Welcome!" message and a vertical stack of buttons for "Important Dates", "Secure Browsers", "Practice & Training Tests", "NGSS Sample Items", "Contact Us", and "CSDE Student Assessment News".



# Connecticut's Standard Assessments

Assessment	Subject Area	Grades
Smarter Balanced	English Language Arts and Math	Grades 3-8
Next Generation Science Standards (NGSS)	Science	Grades 5, 8, and 11
CT SAT School Day	English Language Arts and Math	Grade 11
LAS Links	English Proficiency	Identified English Learners in Grades K-12



# Required Training for Connecticut's Alternate Assessment System

- DAs will identify teachers who will administer the CTAA/CTAS this 2018-19 school year
- Online training available in November via CSDE Assessment Program Portal
- DAs and TEAs will use TIDE to confirm trained status
- TEAs who pass quiz with 80% accuracy or better will be able to:
  - submit the LCI in the DEI;
  - access all Alternate Assessment required materials;
  - access the CTAA through the Test Administration Interface; and
  - are qualified to administer the CTAA/CTAS to eligible students



# The Updated Learner Characteristics Inventory

Connecticut State Department  
of Education

Required for Participation in the  
Connecticut Alternate Assessment System

## Learner Characteristics Inventory (LCI)

### Alternate Assessment Eligibility Criteria

Student must meet **all 3** criteria components to participate in the Alternate Assessment System.

Evidence-Based Criteria	Criteria Descriptors
1. The student has a significant cognitive disability.	Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>
2. The student is learning content linked to (derived from) the Connecticut Core Standards (CCS) and the Next Generation Science Standards (NGSS).	Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCS and NGSS, 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 measureable 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.

### VERIFICATION SECTION

1. I verify that supporting evidence related to the student's assessment options was discussed at the PPT on \_\_\_\_\_ (date of PPT) to determine eligibility for participation in the Connecticut Alternate Assessment System.
2. Evidence reviewed during the PPT was used to determine that:
  - Ⓐ The student meets all three evidence-based criteria for participation in the Alternate Assessments.

This student is eligible for and will participate in the Alternate Assessments during the current school year as indicated on Page 9 of their Individualized Education Program (IEP).

If the student does not meet all three evidence-based criteria for participation in the Alternate Assessments, this student will participate in the standard statewide assessments with needed supports and accommodations (as needed) during the current school year as stated on Page 9 of their Individualized Education Program (IEP).

All accommodations, including assistive technology, should be reflected on Page 8 of the IEP for instruction and standard/alternate assessment.

I am the student's primary special education teacher and that I have met the requirements for current school year's Connecticut Alternate Assessment System Training.

Special Education Teacher Completing Form:

Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

SSN:

Address: \_\_\_\_\_

Entered into the Data Entry Interface (DEI)

or Assessment Program Portal: \_\_\_\_\_



# Submission Dates for the LCI

<b>LCI Deadlines</b> (Must be submitted through the Data Entry Interface)	<b>Purpose</b>
<b>December 21, 2018</b>	For English Learners in Grades 3-8 and 11 (to support roster development)
<b>January 18, 2019</b>	For students in Grade 11 CT SAT School Day and NGSS (to support roster development)
<b>February 1, 2019</b>	For students in Grade 3-8 Smarter Balanced and NGSS (to support roster development)



# Alternate Assessment System Monitoring

Upon review of Alternate Assessment data, the desk audit, discussions with various stakeholder groups and internal groups, the CSDE will be monitoring LCI submission data and Early Stopping Rule (ESR) requests.

Initial changes include:

- Removal of the Student Response Check (SRC) prior to CTAA administration. CSDE expects that the teachers instructing students are aware of the communication mode(s) of each student and provide these same communication mode(s) during assessment.
- Monitoring of LCI data submitted by districts





# Special Documented Accommodations

## Special Documented Accommodations

- are available to students whose disabilities are such that the allowable accommodations listed in the *Assessment Guidelines* are insufficient to provide access to the assessment and include accommodations such as
  - Scribe;
  - Read Aloud of the ELA Reading Passages;
  - Print on Demand; and
  - Human Signer for Math and ELA
- should be requested by the District Administration (DA in TIDE) via phone or email to [Deirdre Ducharme](#) (860-713-6859) or [Janet Stuck](#) (860-713-6837) by
  - **December 10, 2018**, for the **NGSS Science Assessment (Grade 11)** and the **CT SAT School Day**; and
  - **January 28, 2019**, for all other assessments (**Smarter Balanced, NGSS Science Grades 5 and 8, and Alternate Assessments**)

Note: Special Documented Accommodation forms will be sent to the DA in TIDE following the initial request. Administration of special accommodations prior to CSDE approval is prohibited.





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# Contacts

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