



Commissioner’s Back-to-School Meeting

Connecticut State Department of Education | September 12, 2018

A Topic Brief Regarding Summative Assessments

Student Assessment Contacts

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Communication about Connecticut Assessments

Consider [registering](#) for the *Student Assessment News*, which includes weekly/bi-weekly updates and announcements related to all Connecticut assessments.

Performance Office/Student Assessment Webpages

[2018-2019 Connecticut Student Assessment Main Page](#)

[Special Populations on State Summative Assessments](#) (see Documents/Forms)

[CSDE Comprehensive Assessment Program Portal](#)

[EdSight](#)

2018-2019 Smarter Balanced and Next Generation Science Assessments Resources

(Note: Resources and test related materials are posted to the CSDE Webpage and CT Portal throughout the year. Therefore, the list below identifies only some of the available supports.)

Resource	Description
2018-19 Accessibility Chart for Smarter Balanced and Next Generation Science Assessments (Updated)	The 2018-19 Accessibility Chart identifies a range of universal tools, designated supports, and accommodations available students when accessing the Smarter Balanced and the NGSS Science Assessments.
2018-19 Testing Designated Support/Accommodations Form (Updated)	This form is used to record designated supports/accommodations needed for students with an IEP, Section 504 Plan, or English Learners (EL). Information from this form must be submitted/uploaded to the Test Information and Distribution Engine (TIDE) Test Settings prior to testing. Updates to the form include: <ul style="list-style-type: none"> Burmese as an additional language choice for embedded and non-embedded translation glossary and the non-embedded translation test directions Streamline as a designated support



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2018-2019 Smarter Balanced and Next Generation Science Assessments Resources, Continued

Resource	Description
Decision Guidelines for Text to Speech of the Smarter Balanced Reading Passages 2018-2019 (Updated)	The decision to provide a student in grades 3-8 with text-to-speech or human read-aloud accommodations for the English language arts (ELA) reading assessment passages is a significant decision, one that has possible long-term implications for the child. Use the Decision Guidelines for Test-to-Speech and Read Aloud of reading passages to determine appropriateness.
Text to Speech/Read Aloud Accommodation for ELA Reading Passages Flowchart	New! This is a new resource that outlines the eligibility for the Text-to-Speech vs. Read Aloud for the ELA Reading Passages. It also identifies the procedures for requesting these special accommodations.
Special Documented Accommodations Petition (Updated procedures)	All requests for special documented accommodations must be made by the District Administrator (DA in TIDE) by contacting Deirdre Ducharme or Janet Stuck via phone or email. Based on eligibility, forms will be sent following initial communication.

The Connecticut Alternate Assessment System Updates CTAA for ELA/Math and the Connecticut Alternate Science (CTAS)

Required Alternate Assessment System Training

The required Alternate Assessment System Training will be accessed online via the [CSDE Comprehensive Assessment Program Portal](#) in November 2018. All special education teachers who will be administering the alternate assessments, **regardless of previous training status**, will need to participate in the 2018-19 training and each year thereafter. Details will be forthcoming and procedures related to accessing this online training will be communicated to District Administrators (DA in TIDE) soon.

The Learner Characteristics Inventory (LCI) Resources

Resource	Description
Learner Characteristics Inventory (LCI) (updated 8/2018) *Trained TEAs must submit via the Data Entry Interface (DEI) to register a student for participation.	The Learner Characteristics Inventory (LCI) 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 Connecticut Alternate Science (CTAS). The LCI is required to support the determination of the appropriate assessment at the Planning and Placement Team (PPT).



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The Learner Characteristics Inventory (LCI) Resources, Continued

Resource	Description								
Completion Procedures for Learner Characteristics Inventory (LCI)	New! This document identifies the eligibility criteria for participation in the Alternate Assessment System and outlines the steps for completing the LCI.								
Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams (Updated)	The Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams flowchart provides the Planning and Placement Team (PPT) with guidance on eligibility for student participation in the Connecticut Alternate Assessments for Math and ELA (for students in Grades 3-8 and 11) and the Connecticut Alternate Science Assessment (for students in Grades 5, 8, and 11). This flowchart should be used in conjunction with the Learner Characteristics Inventory (LCI).								
LCI Deadlines for Submission									
<table border="1" style="width: 100%;"> <thead> <tr> <th>LCI Deadlines for Submission</th> <th>Purpose</th> </tr> </thead> <tbody> <tr> <td>December 21, 2018</td> <td>For English Learners in Grades 3-8 and 11 (to support roster development)</td> </tr> <tr> <td>January 18, 2019</td> <td>For students in Grade 11 CT SAT School Day and NGSS (to support roster development)</td> </tr> <tr> <td>February 1, 2019</td> <td>For students in Grade 3-8 Smarter Balanced and NGSS (to support roster development)</td> </tr> </tbody> </table>		LCI Deadlines for Submission	Purpose	December 21, 2018	For English Learners in Grades 3-8 and 11 (to support roster development)	January 18, 2019	For students in Grade 11 CT SAT School Day and NGSS (to support roster development)	February 1, 2019	For students in Grade 3-8 Smarter Balanced and NGSS (to support roster development)
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Connecticut Alternate Science Assessment (CTAS)

The CTAS is a non-secure Alternate Science Assessment for eligible special education students with significant cognitive disabilities in Grades 5, 8, and 11. The Performance Tasks, Resource Packets and Student Score Worksheets will be made available online and a pre-determined set of hardcopy materials will be mailed to District Administrators (DAs in TIDE) this fall. More details are forthcoming.

Connecticut SAT School Day (Grade 11)

SAT Contact: Michelle Rosado at Michelle.Rosdao@ct.gov

Primary Test Dates: March 27, 2019, or April 9, 2019*

Makeup Dates: April 23 and 24, 2019 *Schools will complete a survey in September indicating which primary test date they choose.

Updates to accommodations and supports will be provided later this fall 2018.

Las Links Assessment for English Learners in Grades K-12, contact Janet.Stuck@ct.gov