

STUDENT ASSESSMENT NEWS

[Archived Student Assessment News](#)

April 8, 2015

Connecticut State Department Of Education

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Smarter Balanced Appeals Information

For incidents that result in a need to reset, reopen, allow a grace period extension, restore, or invalidate individual student tests, the Connecticut State Department of Education (CSDE) must approve the appeal in TIDE. The 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 became ill and is unable to resume testing because the test has expired.

Please provide detailed information about the appeal in the “Reason” box when creating it in TIDE so that the appeal may be processed quickly. The chart below provides a description and examples of each type of appeal.

Type of Appeal	Description	Examples
RESET	Resetting a student’s test removes that test from the system and enables the student to start a new test.	<ul style="list-style-type: none"> • A student is caught cheating or posting images of test items/stimuli on the Internet. • An adult engaged in inappropriate actions that violate test security. • The CSDE may reset a test if any of the following test settings need to be changed because they were incorrectly set while the student was testing (please include the name of the test setting in the “Reason” box): <ul style="list-style-type: none"> ○ <i>American Sign Language (for mathematics and ELA listening)</i> ○ <i>Braille</i> ○ <i>Closed captioning (for ELA listening stimuli)</i> ○ <i>Streamlined interface</i> ○ <i>Spanish Translation—stacked (for mathematics tests only) Note: Stacked translations are automatically provided when the selected language is Spanish.</i> ○ <i>Translation—glossary (for mathematics tests only)</i> ○ <i>Text-to-speech as an accommodation (e.g., for ELA reading passages in grades 6–8 or 11).</i> Note: Text-to-speech for test items is a designated support and is NOT eligible for an Appeal, but is a test setting that may be set in TIDE by the SC/DC. ○ Any non-embedded accommodation(s) <p>NOTE: The student’s parent/guardian should be contacted prior to submitting an appeal for a test reset because of a test setting issue. The parent/guardian has the option to allow the test to stand. If the test stands, the change in test settings provided to the student should be documented in a Test Security Incident Log and the CSDE Accommodations Data Entry Web site.</p>
RE-OPEN	Reopening a test allows a student to access a test that was submitted in error or has expired. If an expired test is reopened, the test will reopen at the location at which the student stopped the assessment. The student will be able to review items within the current segment of the assessment, but cannot return to previous segments.	<ul style="list-style-type: none"> • A student is unable to complete a test due to a technological difficulty that results in the expiration of the test. • A student is unable to complete the test before it expires (45 days for a CAT and 10 days for a PT) due to an extended absence or school closure. • A student unintentionally submits a test before he or she has completed it—for example, a student submits the ELA PT before completing Part 2.



STUDENT ASSESSMENT NEWS

April 8, 2015

Type of Appeal	Description	Examples
RESTORE	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.	<ul style="list-style-type: none"> CSDE may only restore a test if it was inadvertently or inappropriately reset.
GRACE PERIOD EXTENSION	A Grace Period Extension allows the student to review previously answered questions upon logging back into the test after expiration of the pause rule.	The CSDE may grant a Grace Period Extension to reopen a test if: <ul style="list-style-type: none"> Sudden loss of Internet access prevents a student from completing a test. A school event or evacuation takes place, such as a fire drill, interrupting the test administration. An unforeseen event that requires a student to access all parts of the test.
INVALIDATE	Invalidating a student's test eliminates the test. <i>The test will not be scored.</i>	The CSDE may invalidate a test if: <ul style="list-style-type: none"> There is a test security breach that is discovered after the close of the testing window.

Please consider the following when requesting Appeals:

- Tests will expire after 10 calendars (PT) and 45 calendar days (CAT).
- If an accommodation/designated support needs to be adjusted in TIDE, it is best to wait 24 hours before administering the test so the accommodation/designated support is engaged in the Test Delivery System.
- A test that is reopened following an expiration will remain open for 10 calendar days from the date it is reopened.

For more information, see Section 7.0 of the [Test Administration Manual](#).

NCSC Assessment System Errata Notice

See the [NCSC Errata Notice](#) that applies **only** to the Grade 3 English Language Arts (ELA) test. When administering ELA Reading Verbal form either on the NCSC Assessment System or in the printed paper format, please skip item number 6. The omission of this item will not impact how students are scored. To determine which ELA form your student has been assigned look at the footer on page 1 of the Directions for Test Administration. Contact Janet Stuck at 860-713-6837 or Janet.Stuck@ct.gov with any questions or concerns.

NCSC/CTAA and Skills Checklist Science Students in TIDE

All students who are administered the NCSC/CTAA and the Skills Checklist Science must have the [CTAA and CMT/CAPT Skills Checklists Science Eligibility & Learner Characteristics Inventory \(LCI\)](#) submitted on the [Accommodations Data Entry Web site](#). This list is used to delete students from [TIDE](#) since they are not administered the Smarter Balanced assessments. Updates made on the Accommodations Data Entry Web site will be reflected on TIDE.

REMINDERS:



Spotlight on Digital Library Forums

Smarter Balanced is pleased to announce a Digital Library Spotlight Forum series featuring two of the Cognitively Based Assessment *of, for, and as* Learning (CBAL) modules in the Digital Library. The purpose of the Spotlight Forums is to connect state, district and building leaders and teachers across Smarter Balanced member states to discuss timely topics facilitated by national experts and innovative practitioners. Authors of both modules will first offer a webinar to provide an overview of the resource and share how the tasks can be used to support teaching and learning. Registration for the webinars is required. The webinars will be recorded for those who are unable to attend the live presentations. Participants are encouraged to try the strategies featured in the webinars in their own classrooms, then join the Spotlight Forum discussions to share their experiences with each other and provide feedback to the authors. See the [CBAL Spotlight series flier](#) for additional information.



STUDENT ASSESSMENT NEWS

April 8, 2015

reminder

NCSC/CTAA Important Information

The NCSC test window opened on **March 30, 2015**. NCSC Test Administrators are expected to complete all testing of eligible students with significant cognitive disabilities by **May 15, 2015**. In previous March *Student Assessment Newsletters*, it was indicated that NCSC Test Administrators must pass the final quiz on the [NCSC Assessment System](#) with a score of 80 percent or better in order to access their students on the NCSC system. Please work with district Special Education colleagues to ensure all Test Administrators have access to the NCSC Assessment System by confirming each Test Administrator's profile for accuracy. Please verify that the Test Administrator's correct e-mail address, name, district/school are correct and that they have begun accessing the NCSC Assessment System. Additionally, District Test Coordinators should have added any eligible students missing from the roster for assessment with the NCSC/CTAA in Language Arts and Math before Thursday, April 2, 2015. Once these students were added to the NCSC Assessment System they should also have been confirmed on the [CSDE Accommodations Data Collection Web site](#).

Please review the NCSC Assessment System User Guide for Test Coordinators to assist you. It is available on the [NCSC Assessment System](#) on the Dashboard under Resources at the bottom of the web page. For information on how to add a Test Administrator see page 51 and for information on how to add a single student see page 64.

NCSC Test Security Protocol

The NCSC Test Security Protocol is described as a sign-off document in the NCSC Assessment System Training. Connecticut's teachers should follow the security procedures already established and monitored in their districts. **Therefore, the CSDE does not require a sign off provided to the state.** The CSDE does expect all teachers to be familiar with Connecticut's [Test Security Guidelines](#).

NCSC Scribe Protocol

The NCSC Scribe Protocol is described in the [NCSC Test Administration Manual](#) Appendix B page 36. The training created for all states describes the protocol as a sign-off document to be provided to the state. **Connecticut does not require a scribe protocol sign off.** Connecticut teachers need to ensure the scribe accommodation is entered into the [NCSC Assessment System](#) in the Accommodation tab of the student profile. The scribe accommodation should represent what is evident in the IEP and during instruction.

Please contact Janet.Stuck@ct.gov or Joseph.Amenta@ct.gov with any questions about the NCSC/CTAA.

reminder

Smarter Balanced Test Information Distribution Engine and Public School Information System Data Sync

The CSDE refreshes the student-level data in the Test Information Distribution Engine (TIDE) daily by syncing the data between TIDE and the Public School Information System (PSIS) Registration Module. All changes to student enrollment and demographic information should be made in PSIS. **Changes made in PSIS may take up to 24 hours to appear in TIDE.** Any changes to a student's status at the time of testing should be made directly in the PSIS Registration Module. The PSIS Registration Module has been updated to include new fields for **Special Education, English Learner, and Economically Disadvantaged Status during testing**, so these fields can be modified to reflect a student's status at the time of testing. The CSDE copied the status for those variables from the January 2015 collection of PSIS into the student's registration record. In registration, these fields should reflect the student's status at the time of testing.

If the student did not have a change to any of these statuses between the January 2015 collection and at the time of testing, you will not need to update any of those fields in PSIS Registration. You will need to provide these statuses for students who:

- enrolled in your district after January 12, 2015; OR
- changed enrollment from a non-tested grade to a tested grade after January 12, 2015; OR
- had a status change at the time of testing.

Example: A student was identified as receiving special education services in the January 2015 collection, but was no longer receiving special education services in March 2015. In this example, you will need to change the Special Education status to "no" in Registration.



STUDENT ASSESSMENT NEWS

April 8, 2015

The grade in PSIS should always reflect the grade in which the student is being educated. Additionally, if two or more districts have the same student SASID actively registered in PSIS, TIDE will assign the student to the district with the latest district entry date.

reminder

Additional Participation Considerations for Smarter Balanced Testing

A new resource, [Additional Participation Considerations for Smarter Balanced Testing](#), is posted on the CT Portal as an addendum to the Online Summative Test Coordinator Manual, Section 4.1. The document provides additional guidance for districts and outlines testing policy for special student circumstances.

reminder

Translated Communication Tools for Smarter Balanced Assessments

Translated versions of the [Communication Tool Resources](#) for parent/guardian about the Smarter Balanced Assessments are available on the [Smarter Balanced page](#) of the CSDE Web site.

reminder

Students who qualify for an English Learner (EL) Exemption

Some English Learners (EL) may be eligible for an exemption from the Smarter Balanced English language arts (ELA)/literacy assessment or the ELA Connecticut Alternate Assessment (CTAA). For a student to qualify as EL Exempt, the following two conditions must apply:

1. The student is identified as EL and enrolled for the first time in a U.S. school after:
 - March 17, 2014 – Grades 3 - 8 (Smarter Balanced);
 - April 27, 2014 – Grade 11 (Smarter Balanced); or
 - March 30, 2014 – Grades 3 - 8 and 11 (CTAA).
2. The student was administered an appropriate language proficiency assessment.

The student is still required to be administered the Smarter Balanced Mathematics assessment or the CTAA Mathematics assessment, and CMT/CAPT Science or CMT/CAPT Skill Checklist Science in Grades 5, 8 and 10. Students assessed with Smarter Balanced who qualify for this exemption need to be identified in TIDE. Students assessed with the CTAA will be recorded as EL exempt in a manner to be determined in the near future. **There will be a place to note these students who are EL Exempt in TIDE soon.**

reminder

Documentation of Security Incidents: Use of Test Security Incident Log and Appeals System

School Coordinators (SC) and District Test Coordinators (DC) should ensure that all test security incidents are documented in the [Test Security Incident Log](#). Prior to the test administration, SCs or DCs are responsible for providing Teacher (TEs)/Test Administrators (TAs) with the [Test Security Incident Log](#) located at <http://CT.portal.airast.org>. It is recommended that DCs/SCs download the template and pre-populate the District ID and School ID fields. TEs/TAs must log incidents immediately upon identification and submit them, via e-mail or alternate district protocol, to their SCs/ DCs. District staff should establish a process that includes how frequently these logs should be submitted and communicate this preference to their staff. The description of each column header is included in the template. In addition to logging all test security incidents in the Test Security Incident Log, incidents requiring specific actions to be taken regarding the test itself are to be escalated via the Appeals module of TIDE. Districts will be asked to provide their Test Security Incident Log to the CSDE at the end of testing.

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut State Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Connecticut State Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to:

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