

District Test Coordinator

Field Test Administration Workshop



February 24 and 26, 2014



Presenters

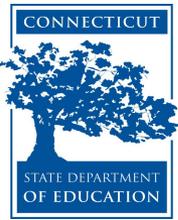
Gail Pagano, Smarter Balanced K-12 State Lead

Joe Di Garbo, Connecticut Teacher Involvement Coordinator
and Formative System/Digital Library Lead

Abe Krisst, Connecticut Technology Readiness Coordinator

Joe Amenta, Special Populations

Janet Stuck, Special Populations



Presentation Overview

- CMT/CAPT Science Test Administration
- Preparing for the Field Test
- Overview of Field Test Administration
- Improprieties, Irregularities, and Breaches
- Technology
- Communication Protocols
- Test Information Distribution Engine (TIDE)
- Special Populations



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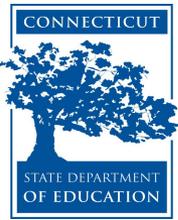


STATE DEPARTMENT
OF EDUCATION

CMT/CAPT Science Test Administration

CMT/CAPT Science

- Grades 5, 8, and 10
- Testing Window: March 3 – 28, 2014
- Accommodations delivered via the Measurement Incorporated Secure Testing (MIST) System
 - MIST account usernames and passwords are available on the Measurement Incorporated Web Portal.
 - MIST Student Rosters are available on the MIST Proctor Site.
- Test irregularities require a phone call to CSDE
 - CMT: (860) 713-6860
 - CAPT: (860) 713-6890



CMT/CAPT Science

Test materials are posted on the Student Assessment page of the CSDE Web site:

www.ct.gov/sde/StudentAssessment

- 2014 CMT District Test Coordinator Manual
- 2014 CMT Test Examiner's Manual – Science Only
- 2014 CMT MIST Test Examiner's Manual
- CMT/CAPT Science-only Captivate training module
- 2014 CMT and CAPT District Test Coordinator Workshop PowerPoint



Preparing for the Smarter Balanced Field Test



Field Test Portal

<http://sbac.portal.airast.org/>

Smarter Balanced Assessments



Field Tests

Use this site to access the Test Information Distribution Engine (TIDE), the Test Administrator Interface, the software download for the secure browser for student computers, and many other resources you can use to prepare for and administer the Smarter Balanced Field Tests.



[Download Secure Browser](#)



[Secure Pilot Test Archive](#)



Practice and Training Tests

The Practice and Training Tests are available to schools and districts for practice and training purposes, professional development activities, and for discussions with parents, policymakers, and other interested stakeholders.

Practice and Training Tests

Practice Tests	Training Tests
<ul style="list-style-type: none">• Provide students the opportunity to experience a range of grade-specific item types (as well as performance tasks) similar in format and structure to the Smarter Balanced assessments.• Grades 3–8 and 11• Approximately 30 items in ELA and 30 items in math per grade level, plus one PT for each grade and content area• Scoring guides and classroom activities	<ul style="list-style-type: none">• Provide students with an opportunity to quickly become familiar with the software and interface features that will be used in the Smarter Balanced assessments.• Three assessments by grade band, 3-5, 6-8 and HS• Approximately 14-15 items per grade band (6 in ELA and 8-9 in math) (No performance tasks)• Includes new item types not currently present in the practice test (matching tables, table fill in, evidence based selected response)

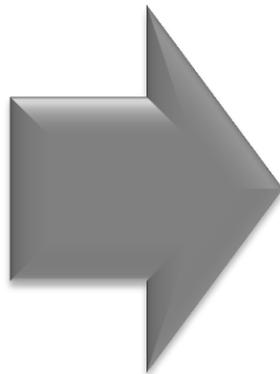
Available Embedded Universal Tools, Designated Supports, and Accommodations

Practice Tests	Training Tests
<ul style="list-style-type: none">• All universal tools• Most designated supports, including:<ul style="list-style-type: none">– Color contrast– Masking– Streamlining– Text-to-speech items– Translations (glossary): Spanish• Most accommodations, including:<ul style="list-style-type: none">– American Sign Language for all math items and ELA listening stimuli and items– Braille	<ul style="list-style-type: none">• All universal tools• All designated supports, including:<ul style="list-style-type: none">– Color contrast– Masking– Streamlining– Text-to-speech items– Translated test directions: Spanish– Translations (glossary): Spanish, Arabic, Cantonese, Filipino, Korean, Mandarin, Punjabi, Russian, Ukrainian, Vietnamese– English Glossary– Full Translation: Spanish• All accommodations, including:<ul style="list-style-type: none">– American Sign Language for all math items and ELA listening stimuli and items– Braille– Text-to-speech for reading passages in grades 6–high school

Response Types

Selected
Response

Constructed
Response



Smarter Balanced Response Types

MC with one correct response

MC with multiple correct responses

Two Part multiple-choice

Matching Tables

Yes/No or True/False Tables

Fill-in Tables

Select or order text or graphics

Complex drag and drop

Graphing

Equation or numeric response

Short Text

Long Essay

Training Modules

Test Information Distribution Engine (TIDE)

What is a Field Test?

What is a CAT (Computer Adaptive Test)?

Let's Talk Universal Tools

Technology Requirements for Online Testing

Performance Task Overview

Student Interface for Online Testing

Smarter Balanced Test Administration Overview

Test Administrator (TA) Interface for Online Testing

Accessibility and Accommodations



Smarter Balanced Field Test Portal

Resources available on the Smarter Balanced Field Test Portal: <http://sbac.portal.airast.org/>

- Practice Tests and Training Tests
- Secure Browsers
- Training Modules
- Manuals and User Guides
 - Test Administration Manual
 - Usability, Accessibility, and Accommodations Guidelines
 - Test Information Distribution Engine (TIDE) User Guide
 - Technical Specifications Manual for Online Testing
 - About the Secure Browsers for iPad and Android Tablets



Smarter Balanced Field Test Portal

Resources available on the Smarter Balanced Field Test Portal: <http://sbac.portal.airast.org/>

Additional Resources

- ELA and Mathematics Timing And Sequencing Guidance
- District Test Coordinator Checklist
- School Test Coordinator Checklist
- Test Administrator Checklist
- Keyboard Commands for Students
- Test Security Incident Log



CSDE Web Site Resources

Field Test administration materials are available on the Smarter Balanced page of the CSDE Web site: www.ct.gov/sde/SmarterBalanced

Parent/Guardian Field Test Notification Letter Template

Available in the following languages:

- Arabic
- Chinese
- Creole
- Polish
- Portuguese
- Spanish



Overview of Field Test Administration



Testing Window

March 18 to June 6, 2014

Districts selected 3-week windows:

- Window 1: March 18 - April 4
- Window 2: April 7 - April 25
- Window 3: April 28 - May 16
- Window 4: May 19 - June 6 (not available for Grades 9 and 10)

Note: These windows do not open nor close



Scheduled Downtimes

Administration	Downtime
Practice Test/Training Test	Sunday, February 9, 2014
	Saturday, April 26 - Tuesday, April 29, 2014
Field Test	Thursday, April 10 - Sunday, April 13, 2014
	Thursday, May 8 - Sunday, May 11, 2014

The Facts

Field Test vs. Live Summative

	Field Test 2014	Live Test 2015
Computer Adaptive	No*	Yes
Administered	March 18 – June 6*	Last 12 weeks
Content Areas	Mathematics and ELA/Literacy	Mathematics and ELA/Literacy
Grades Assessed	Grades 3 – 8 & 11 Grades 9 & 10	Grades 3 – 8 & 11
How Administered	Computer Only	Computer Paper-Pencil Option*
Administration Training	Yes – 10 web-based modules	Yes
Test Administration Manual	Yes	Yes

Summative Assessments

APPROXIMATE Testing Times

Content Area	Grades	Computer Required			In-Class Activity	Total
		CAT	PT Only	Total		
English language arts/Literacy	3-5	1:30	2:00	3:30	0:30	4:00
	6-8	1:30	2:00	3:30	0:30	4:00
	11	2:00	2:00	4:00	0:30	4:30
Mathematics	3-5	1:30	1:00	2:30	0:30	3:00
	6-8	2:00	1:00	3:00	0:30	3:30
	11	2:00	1:30	3:30	0:30	4:00
Combined	3-5	3:00	3:00	6:00	1:00	7:00
	6-8	3:30	3:00	6:30	1:00	7:30
	11	4:00	3:30	7:30	1:00	8:30

The test duration estimates described above are applicable to most students. However, Smarter Balanced assessments are not timed tests. Some students may need more time while others may need less time to complete the assessment.

ELA Timing and Sequencing

	Non-Performance Task Questions	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> No fewer than two sessions (recommended) and no more than six sessions (rare/extreme) Session durations range from 40 to 60 minutes 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administer in one session Approximate session duration 15 – 30 minutes Should occur one to three days prior to PT Should NOT occur on the same day as the ELA performance task 	<p>The performance task is presented in two parts.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> Administer in two sessions corresponding to parts one and two of the PT Session durations range from 60 to 120 minutes
Breaks within Sessions	<p>Breaks can be provided during the testing 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.</p>	NA	<p>The performance task is presented in two parts. Students can take breaks within parts one and two; however, once a student moves to part two, he/she will not be able to review or revise items in part one.</p> <ul style="list-style-type: none"> Recommendation: Students complete part one in one testing session and part two the next school day.
Total Duration	<p>Once a student has started the non-PT questions, they will be available for 45 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes this portion within five days of starting. 	NA	<p>Once a student has started the PT, it will be available for 10 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes each part of the PT within one day
Additional Required Resources	Headphones are required for the listening portion of the ELA assessment	NA	Headphones are required for some performance tasks

Math Timing and Sequencing

	Non-Performance Task Questions	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in two sessions Session durations range from 40 to 60 minutes <p>Most students will complete the non-PT questions in two sessions of 60 minutes or less or one long session of more than 60 minutes.</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in one session Approximate session duration 15 – 30 minutes Should occur as close to the PT as is feasible, and no more than three days prior to the PT MAY occur on the same day as the PT 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in one session Session duration ranges from 40 to 120 minutes
Breaks within Sessions	<p>Breaks can be provided during the testing 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.</p>	NA	<p>Students can take breaks during PT testing sessions. Math PT items are presented on a single screen. Following a break, the student will have access to the same items.</p>
Total Duration	<p>Once a student has started the non-PT questions, they will be available for 45 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes this portion within five days of starting it. 	NA	<p>Once a student has started the PT, it will be available for 10 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes the PT in one day

Scheduling Test Sessions

- English Language Arts/Literacy and Mathematics Timing and Sequencing documents are available on the Smarter Balanced Field Test Portal (<http://sbac.portal.airast.org/>)
- Provide guidance regarding recommended number of test sessions and session duration
- Total duration:
 - 45 Days for Non-Performance Task items
 - 10 days for the Performance Task



Scheduling Test Sessions

Recommended order of administration for each content area:

- 1) Non-PT items
- 2) Classroom Activity
- 3) Performance Task

Note: The ELA PT has two parts:

- Part 1 – Research
- Part 2 – Full write



Classroom Activity

- Recommended to be administered no more than 3 days before the PT
- Approximately 30 minutes
- Designed to “level the playing field” to ensure that all students understand the context of the task
- Administered in a classroom setting
- Topics and scripted classroom activities available for download by the end of February

DTC Checklist

Plan training for School Coordinators and Test Administrators at least 3 weeks before testing.

- Provide each Test Coordinator and Test Administrator (TA) with the link to the Field Test Portal to access the:
 - Test Administration Manual
 - Provide a hard copy of Appendix A: Directions for Administration Script for each TA
 - NOTE: Confirmation Code is the student's first name
 - Training Modules
 - Test Administration User Guide (early March)
 - TA Practice and Training Test site and TA Interface (early March)



DTC Responsibilities

- Provide each School Coordinator (SC) and Test Administrator (TA) with the appropriate checklist
 - Appendix F: School Coordinator Checklist
 - Appendix G: Test Administrator Checklist
- Ensure that scratch paper is made available for all test sessions
 - Hand held calculators are not permitted for the mathematics tests (except for students with an IEP or 504 Plan that allows for the use of an assistive technology calculator)

DTC Responsibilities

Provide each School Coordinator (SC) and Test Administrator (TA) with the district/school protocol for collecting and destroying all printed testing materials including scratch paper and note paper

- All materials must be collected and destroyed after each test session
- Students may **not** use hand written notes from Part 1 of the ELA/Literacy PT during Part 2
 - Notes captured in the embedded digital notepad carry over from Part 1 to Part 2



Improprieties, Irregularities, and Breaches



Test Security

- The Field Tests are secure. All test items and test materials are secure and must be appropriately handled.
- Teachers and administrators will NOT have access to test items. The same professional practices expected on all state assessments are expected here and consequences can be administered for violations.

Test Security Chart

Impropriety	Irregularity	Breach
<ul style="list-style-type: none"> • Unusual circumstance that has a low impact on the individual or group of students who are testing • Low risk of potentially affecting student performance on the test, test security, or test validity • Can be corrected and contained at the local level • Report to DTC immediately 	<ul style="list-style-type: none"> • Unusual circumstance that impacts an individual or group of students who are testing • May potentially affect student performance on the test, test security or test validity • Can be corrected at the local level • An Incident Log must be submitted to DTC immediately • DTC uploads daily Incident Logs to Appeals system in TIDE within 24 hours 	<ul style="list-style-type: none"> • Event that that poses a threat to the validity of the test • Examples may include such situations as a release of secure materials. • These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test question(s) from the available secure bank. • A breach must be reported to the DTC immediately • DTC reports incident to CSDE immediately by phone

Documentation of Improprieties, Irregularities, and Breaches

- Download the Test Security Incident Log from the Portal
- Provide each TA with an Incident Log
 - Suggest prepopulating the following fields for each school using information in TIDE
 - District Name
 - State District ID
 - School Name
 - State School ID
 - State and Student Identifier is “CT-” followed by the student’s SASID



Reporting Test Security Incidents in the TIDE Appeals System

- Report **only** those test security incidences that require one of these actions
 - Invalidate a test
 - Reset a test
 - Re-open a test
 - Restore a test

Appeal Types

Appeal Type	Description
Invalidate a Test	<ul style="list-style-type: none">• Eliminates the test• Student loses that test and does not receive a score• Requested due to test security incidences (e.g., cheating discovered after the test window closes)
Reset a Test	<ul style="list-style-type: none">• Removes the test from the system• Scores associated with the test are removed from the system• Enables student to start a new test• Requested due to accommodations not being set properly
Reopen a Test	<ul style="list-style-type: none">• Allows for a test that has already been submitted or has expired to be re-opened
Restore a Test That Has Been Reset	<ul style="list-style-type: none">• Return a test from the Reset status to its prior status• Only allowed on tests that have been reset• A test can be restored if it was reset in error

Note: The Appeals system can also be used to address incidents that are not security related such as re-opening an assessment for a student who becomes ill and is **unable to resume testing until after testing has expired.**

Communications



CSDE E-mail Communications

- Weekly Tuesday *Field Test Update*
 - Sent to the DTC identified in the MI Web Portal, as well as the secondary contact
 - Posted on ***Recent Communications*** page on the CSDE Website with all other test administration resources
- Field Test technology related e-mails are sent to users in the Technology Readiness Tool as information is released about technology



MI Web Portal – Must be Updated



My Programs

Programs	Start Date	End Date	Info
CAPT DCV	2008 November 07	2014 December 31	
CMT DCV	2008 November 07	2014 December 31	
CAPT Skills Checklist Certified Users	2011 January 20	2015 December 31	
CMT Skills Checklist Certified Users	2011 January 20	2015 December 31	
CMT Districts CD	2012 August 14	2014 August 15	
CAPT Districts CD	2012 August 14	2014 August 15	
CAPT ACC	2012 November 14	2012 December 05	
CMT ACC	2012 November 14	2012 December 05	
CAPT Skills Checklist	2013 March 01	2013 March 28	
CMT Skills Checklist	2013 March 01	2013 March 28	
CAPT SDDV	2013 May 13	2013 May 17	
CMT SDDV	2013 May 20	2013 May 24	



Smarter Balanced Web Site



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Field Test Coming in Spring 2014

The Field Test will help ensure the assessments are valid, reliable, and fair for all students. [READ MORE ▶](#)

Smarter Balanced Assessment Consortium

Smarter Balanced is a state-led consortium developing assessments aligned to the Common Core State Standards in English language arts/literacy and mathematics that are designed to help prepare all students to graduate high school college- and career-ready. [READ MORE ▶](#)

SMARTER EN ESPAÑOL

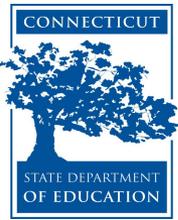
Aprenda más sobre las nuevas valoraciones designadas para ayudar a todos los estudiantes a graduarse de la preparatoria listos para la universidad y el empleo.

www.SmarterBalanced.org



CMT/CAPT Science Communication

Who	Phone	E-mail	Purpose
CSDE Academic Office	860-713-6860 860-713-6890	CMT@ct.gov CAPT@ct.gov	Test Administration Questions, Accommodations, or Irregularities
Measurement Incorporated Connecticut Help Line	866-762-1060	Connecticut@measinc.com	Shipping or Materials Questions
MIST Technical Support Desk	866-691-1148		MIST Technical Help



Smarter Balanced Field Test Communication

Who	Phone	E-mail	Purpose
CSDE Academic Office	860-713-6860 860-713-6890	SmarterBalancedCT@ct.gov	Test Administration Questions
Joe Amenta Janet Stuck	860-713-6855 860-713-6837	Joseph.Amenta@ct.gov Janet.Stuck@ct.gov	Accommodation Questions
Gail Pagano	860-713-6821	Gail.Pagano@ct.gov	Breach Reporting Note: Irregularities and Improprieties do not need to be reported directly to CSDE via phone or e-mail
Smarter Balanced Help Desk	855-833-1969 7 am – 10 pm	SmarterBalancedHelpDesk@ets.org	Administration Procedures and Technology Questions

Technology



Technology Coordination

This coordination may include the following tasks:

- Manage Logins
- Evaluate System Requirements
- Download Secure Browsers
- Evaluate Bandwidth
- Troubleshoot Technical Issues



Technology Resources

Technical Specifications Manual for Online Testing

- Provides Internet and network requirements, general hardware and software information, secure browser installation instructions, hardware and software requirements for Braille users, and information about text-to-speech and voice packs

Technology Requirements for Online Testing Module

- Network Requirements: Configurations that are needed and performance factors
- Network Performance: Bandwidth requirements and wireless security/access points.
- Secure Browser Information
- Other related information



Secure Browser

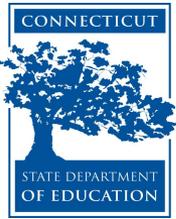
Secure Browser Portal:

- <http://sbac.portal.airast.org//browsers/>
- The secure browser prevents students from accessing other applications during testing.
- The training and practice tests can be accessed with either the Secure Browser, or with Chrome, Safari, Internet Explorer 10, or most native tablet Web browsers.
- Test assistive technology devices using the practice tests with the secure browser.

Secure Browser

Three ways to install the browser:

- Download the browser from the Smarter Balanced Portal and install it;
- Download and save the browser onto a media device (such as a flash drive) and copy and install the files on each computer; or
- Download and save the browser to a network folder, and then copy and install the files on each computer.



Bandwidth Checker

The Smarter Balanced Diagnostic Screen allows you to ensure that there is sufficient bandwidth and browser capabilities to run the Smarter Balanced tests.

Diagnostic Screen

This page allows you to check the **current** bandwidth of your network. The following operating systems and web browsers are supported:

- Windows XP, Vista, 7, 8: Mozilla Firefox
- Mac OS 10.4.4–10.8: Firefox
- Linux Fedora Core 6 or 16; Ubuntu 9–11.10: Firefox
- Apple tablets (iPad) running iOS 6.0+: Safari
- Android tablets running 4.0+: Google Chrome

To determine your bandwidth, select a test from the drop-down list and enter the maximum number of students likely to test at one time, then click [Run Network Diagnostics Tests].

The [**Text-to-Speech Check**] is for schools who will be administering the Pilot test and requires the use of the secure browser. The secure browser is available from <http://sbac.portal.airast.org>.

Your Operating System: **Microsoft Windows 7**

Your Browser Version: **Chrome v32**

Secure Browser: **false**

Network Diagnostics:

Select Test:

Enter the total number of students you would like to test at one time:



Bandwidth Assessment

Connecticut SchoolSpeedTest Month



Use the **SchoolSpeedTest** to assess Internet readiness for digital learning and assessment

Bandwidth Assessment

Test Dates:

February 3 – 28, 2014

State Goal:

Measure connectivity speed at every K-12 school in Connecticut.

Go to:

<http://partners.schoolspeedtest.org/connecticut.html>



Bring Your Own Device (BYOD)

Students can use their own devices.

- Some considerations:
 - Security
 - Equity
 - Accountability
 - Maintenance



- Field Test
- Practice and Pilot Tests
- Sample Items and Performance Tasks
- Item Writing and Review
- Achievement Level Descriptors and College Content-Readiness
- Computer Adaptive Testing
- Technology
- Test Administration



 **PUBLICATIONS & RESOURCES**

- [Smarter Balanced Factsheet | Download ▶](#)
- [Smarter Balanced Presentation | Download ▶](#)
- [Computer Adaptive Testing Factsheet | Download ▶](#)
- [More Publications & Resources ▶](#)

FAQs

Q: What if my school or district does not have the infrastructure to support computer adaptive testing?

Q: How is Smarter Balanced different from current assessments?

[More FAQs ▶](#)

- Accurately and efficiently measure student achievement and growth through [computer-adaptive testing](#);
- Develop innovative and real-world test items that assess the breadth of the [Common Core State Standards](#) for virtually all students, including those with disabilities and English language learners;
- Enhance teacher and administrator professional development and capacity building at the local level; and
- Leverage cross-state resources to deliver assessments and produce both standardized and customizable reports that are cost-effective, timely, and useful for teachers, students, and parents to track progress towards college- and career-readiness.

Technology Requirements

The Smarter Balanced Technology Strategy Framework and Testing Device Requirements provide minimum hardware specifications and basic bandwidth calculations that will allow schools and districts to evaluate which of their existing computers will support the administration of the assessment system in the 2014-15 school year.

www.smarterbalanced.org/smarter-balanced-assessments/technology/



Stefan Pryor
Commissioner

- Teachers & Administrators
- Parents & Community
- Students
- Adult Education
- School & District



Technology Readiness Preparing Connecticut Districts for Online Testing

Technology Readiness Tool

Smarter Balanced and PARCC have contracted with Pearson to develop a Technology Readiness Tool to support states' planning as they transition to next-generation assessments to be administered during the 2014 - 2015 school year. This tool will aid in the collection and assessment of districts' current technology capacity in four areas—devices, device to tester ratio, network infrastructure and staff and personnel. This data collection will allow for a comparison of current technology capacity against the technology that will be needed to administer the Smarter Balanced online assessments. Log on to www.TechReadiness.org to access and use the Technology Readiness Tool.

- [Online Training Module](#)
- [User's Guide](#)
- [Understanding and Interpreting Reports](#)

Technology Requirement Resources

The Smarter Balanced Assessment Consortium has released a technology strategy framework that describes minimum hardware specifications and basic bandwidth calculations for the implementation of the Smarter Balanced assessments during the 2014 - 2015 school year. These minimum requirements will support the

www.sde.ct.gov/sde/cwp/view.asp?a=2748&q=334492



Test Information Distribution Engine (TIDE)



Field Test Portal

<http://sbac.portal.airast.org/>

Smarter Balanced Assessments



Field Tests

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[Download Secure Browser](#)



[Secure Pilot Test Archive](#)



Practice and Training Tests

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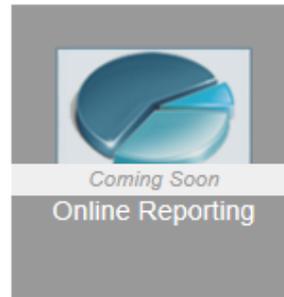
Start by system



Online TIDE System



Coming Soon
TA Interface



Coming Soon
Online Reporting

Welcome to the Smarter Balanced Field Test

This portal is the gateway to the systems used by the Smarter Balanced Assessment Consortium Field Test. Use this site to access the Test Information Distribution Engine (TIDE), the Test Administrator Interface, and the software download for the secure browser for student computers.

Important Information

- The issues with the secure browser have been resolved. You may now use the secure browser to access the practice and training tests.
Added February 4, 2014
- The Field Test will be unavailable on the following dates:

Field Test Downtime
Thursday, April 10 – Sunday, April 13, 2014
Thursday, May 8 – Sunday, May 11, 2014

Added January 15, 2014
- Test Information Distribution Engine (TIDE) is now open.**
TIDE is now open. TIDE provides administrators with the tools to add and manage users and students participating in the Smarter Balanced Field Test.

All users can access TIDE by clicking the [Online TIDE System] card. State-level users should have received an email with information about accessing TIDE. Within their own state, state users can create accounts in TIDE for other state users, District Administrators (if applicable in your state), District Test Coordinators, School Test Coordinators, and Test Administrators. All Field Test Administrators need to be added to TIDE before they can set up and administer test sessions.

Added January 14, 2014



Secure Browser



Diagnostic Tools



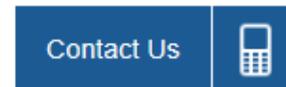
Classroom Activities



Resources and Documentation



FAQs



Contact Us

What is TIDE?

- TIDE provides administrators with the tools to add and manage users and students participating in the Smarter Balanced Field Test.
- TIDE allows authorized users to manage student demographic information, designated supports, and accommodations.
- TIDE allows for the submission of certain test security incidents.
- TIDE is accessible via the [Smarter Balanced Portal](#).



TIDE Functions

Before Testing	During Testing	After Testing
<ul style="list-style-type: none"> • Establish or update user accounts • Verify student rosters and demographic information • Set designed supports • Set accommodations for students enrolled after February 21. (Also add accommodations to the CSDE Accommodations Data Entry Web site) 	<ul style="list-style-type: none"> • Update user accounts • Add/delete students as necessary • Update accommodations and designated supports • View reports to monitor students' progress in or completion of assessments • Submit test security incidents for resolution • Track the progress of appeals 	<ul style="list-style-type: none"> • Ensure that all students who should have tested have done so • View reports to monitor students' completion of assessments • Track the progress of appeals

User Activation E-mails

- District Administrators (DAs) should have received a set-up e-mail from Smarter-DoNotReply@airast.org.
- As DAs create more user roles, it is important to instruct subsequent users to “whitelist” the address “airast.org.”
- It is a LEA decision on the number of roles that should be created at the district and school level.



TIDE Information

- The October 2013 PSIS file was used to populate TIDE. Currently, there are no plans to refresh the information from PSIS.
Note: The Confirmation Code is the student's first name.
- Documented accommodations uploaded to the CAPT/CMT Accommodations Website by February 21 will be merged with the student data on TIDE.
- After February 21, accommodations will have to be manually set in TIDE **and** documented on the CAPT/CMT Accommodations Web site.
- Designated Supports for students do NOT need to be included on the TIDE rosters now. These test supports should be selected approximately two weeks before testing to ensure that students receive the most appropriate supports during testing.



TIDE User Guide

Instructions on:

- Accessing TIDE
- Managing Users
- Managing Student Information
- Appeal Information



TIDE User Roles

<p>District Administrators (DA)</p>	<p>District Administrators are managed by State users.</p> <p>District Administrators may add other District Administrators as well as District Test Coordinators, School Test Coordinators, and Test Administrators.</p> <p>District Administrators may also upload student information files that contain eligible students participating in the Field Test in their state.</p>
<p>District Test Coordinator (DC)</p>	<p>The District Test Coordinator is designated by the district when the district confirmed participation in the Field Test. District Test Coordinators can also be added to TIDE by a State user.</p> <p>District Test Coordinators can manage School Test Coordinator and Test Administrators. DCs cannot upload student information files.</p>
<p>School Test Coordinator (SC)</p>	<p>The School Test Coordinator is the person designated by the district when the district or school confirmed participation in the Field Test. School Test Coordinators can also be added to TIDE by a State user or District Test Coordinator.</p> <p>School Test Coordinators can manage Test Administrators. SCs cannot upload student information files.</p>
<p>Test Administrator (TA)</p>	<p>School Administrators may identify school personnel as Test Administrators.</p> <p>Test Administrators can view student information only for students in their school. They cannot add, edit, or remove students from TIDE. Additionally, TAs cannot view user information.</p>

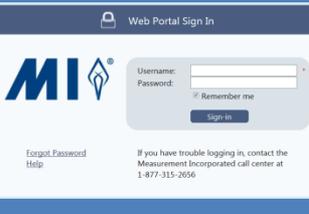
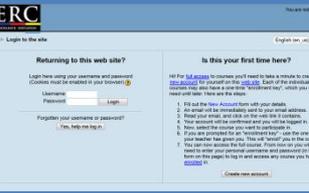
TIDE Tasks Outline

Task Group	Description	Tasks and Editable Settings	User Role				
			State	DA	DC	SC	TA
Manage Users	Add, upload, view, and edit information for users in your state, district or school who are below your role level.	View/Edit Users	✓	✓	✓	✓	
		Add User	✓	✓	✓	✓	
		Upload Users	✓	✓	✓	✓	
Student Information	Add, view, and edit student information, including test settings. <i>*Note: All users can view student information. However, DCs, SCs, and TAs cannot update demographic information and TAs cannot update test settings.</i>	View/Edit Students*	✓	✓	✓	✓	✓
		<i>Student Demographics</i>	✓	✓			
		<i>Student Test Settings</i>	✓	✓	✓	✓	
		Add Students	✓	✓			
		Upload Student File	✓	✓			
		Upload Student Settings	✓	✓	✓	✓	
Appeals	Create and view requests for test opportunity appeals, including test invalidations, resets, and reopens.	Create Appeals	✓	✓	✓	✓	
		View Appeals	✓	✓	✓	✓	✓
		View Pending Appeals	✓				
		Upload Appeals	✓	✓	✓	✓	

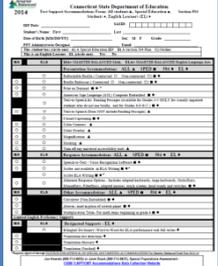
Special Populations



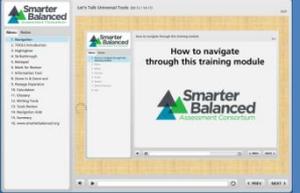
Special Population Websites

Resources- Website	Links	Description
 <p>Connecticut State Department of Education CAPT/CMT Accommodations Data Collection</p> <p>Log in</p> <p>Username: _____ Password: _____</p> <p>Remember me</p> <p>Forgot Password Help</p> <p>If you have trouble logging in, contact the Measurement Incorporated call center at 1-877-315-2656</p>	<p><u>Accommodations Data Entry Web site</u></p>	<p>Connecticut State Department of Education website for data collection of:</p> <ul style="list-style-type: none"> • CMT/CAPT Accommodations (Census & MAS) including Science grades 5,8 &10 • CMT/CAPT Skills Checklist: <u>Learner Characteristic Inventory</u> • Smarter Balanced Supports/Accommodation <p>Special Education; Section 504, English Language Learners (EL) Website remains open throughout testing</p>
 <p>Web Portal Sign In</p> <p>MI</p> <p>Username: _____ Password: _____</p> <p>Remember me</p> <p>Sign In</p> <p>Forgot Password Help</p> <p>If you have trouble logging in, contact the Measurement Incorporated call center at 1-877-315-2656</p>	<p><u>Measurement Incorporated Web Portal</u></p>	<p>Measurement Incorporated Web Portal:</p> <ul style="list-style-type: none"> • District Test Coordinator information • Enter completed CMT/CAPT Skills Checklist (March 3-28,2014) • Look up teachers trained to administer the CMT/CAPT Skills Checklist
 <p>MIST - Measurement Incorporated Secure Testing</p> <p>CMT and CAPT Practice Website</p> <p>Connecticut Mastery (CMT) Practice Tests</p> <ul style="list-style-type: none"> Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 <p>Connecticut Academic Performance (CAPT) Practice Tests</p> <ul style="list-style-type: none"> All Grades 	<p><u>MIST Practice Site</u></p>	<p>This site allows students to take an online test using the Measurement Incorporated Secure Test (MIST) system. These practice tests are available to provide students with a first-hand look at the online testing interface before the live test administration in March. Students will also have the opportunity to practice using the available online tools as well as learn how to navigate through the test. No feedback or results will be provided. CMT/CAPT Science on MIST.</p>
 <p>SERC - Secure Registration</p> <p>Returning to this web site?</p> <p>Log in here using your username and password (Cookies must be enabled in your browser)</p> <p>Username: _____ Password: _____</p> <p>Log In</p> <p>Forgot your username or password? View help here.</p> <p>Is this your first time here?</p> <p>For full access to content you need to take a few minutes to create a SERC account. We make it easy to do this. Each of the individual steps are listed below for your reference. Once you have completed the steps, you will be able to log in to the site.</p> <ol style="list-style-type: none"> 1. Fill out the New Account form with your details. 2. An email will be immediately sent to your email address. Read your email, and click on the link that it contains. 3. You should be able to confirm and you will be logged in. 4. You should be able to view your account details. 5. If you are prompted for an "remember me" use the one that you prefer. The "remember me" option will save your login details. 6. You can now access the test content. Please note: you will need to enter your personal username and password in the form on the page to log in and answer any queries you have. <p>Click here to return to the site.</p>	<p><u>2013-2014 CMT/CAPT Skills Checklist Training</u></p>	<p>Four sequenced online sessions are available which correspond to required tasks related to the completion of the CMT/CAPT Skills Checklist. All four sessions must be completed by March 1, 2014. Teachers will be provided with a document of completion once all four sessions have been submitted for review.</p>

Special Population Documents

Resources- Documents	Links	Description
	Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines	<p>These Guidelines describe the Smarter Balanced universal tools, designated supports, and accommodations available for the Smarter Balanced assessments at this time. The specific universal tools, designated supports, and accommodations approved by Smarter Balanced may change in the future if additional tools, supports or accommodations are identified for the assessment based on state experience and research findings.</p>
	Usability, Accessibility, and Accommodations Information Chart	<p>This document provides an overall description of the Smarter Balanced universal tools, designated supports, and accommodations for the field test. Clicking on any of the feature will provide the definition.</p>
	2014 Smarter Balanced Connecticut State Department of Education Test Support/Accommodations Form	<p>This form is intended for students taking the Smarter Balance Field Test to indicate designated supports, and accommodations for the field test. This submitted Accommodations Data Entry Web site.</p>
	Special Documented Accommodations Procedures	<p>In exceptional circumstances, there may be students whose disabilities require certain accommodations to be monitored. In these cases, upon the request of the district test coordinator (DTC) the Connecticut State Department of Education (CSDE) will provide information regarding the Smarter Balanced Petition for Approval of Special Documented Accommodations for Smarter Balanced Field Test 2013-14</p>

Special Population Multimedia

Resources- Multimedia	Links	Description
	<p><u>Smarter Balanced Assessment Accommodations</u></p> <p>[30:00 RUNTIME]</p> <ul style="list-style-type: none">• <u>Presentation - slides only</u> (PDF, 8.4mb)• <u>Presentation with notes</u> (PDF, 2mb)	<p>This Usability, Accessibility and Accommodations Guidelines was developed with state input by the <u>Smarter Balanced Assessment Consortium</u>. It provides the basis for our presentation and Connecticut's interpretations. In this presentation we will NOT address every feature available to students during assessment. This document will provide you with greater details of ALL of the features.</p>
	<p><u>Accessibility and Accommodations</u></p> <p>[35:00 RUNTIME]</p> <p>Updated February 10, 2014</p>	<p>This module describes the recommended uses of available universal tools, designated supports, and documented accommodations for student accessibility to Smarter Balanced assessments.</p>
	<p><u>Let's Talk Universal Tools</u></p> <p>[14:07 RUNTIME]</p>	<p>This module acquaints students and teachers with the online, universal tools (e.g., types of calculators, expandable text) available in the Smarter Balanced assessments. This module should be shown to students in a classroom/group setting. For grades 3-8 it is encouraged that the teachers be in the room to answer questions from the students as they view the module.</p>
	<p><u>Test Information Distribution Engine(TIDE)</u></p> <p>[20:31 RUNTIME]</p>	<p>This module provides District/School Test Coordinators and Test Administrators detailed information on how to upload student information, manage users, and use other features of the TIDE system.</p>

- Universal Accessibility Tools

- Designated Supports

- Documented Accommodations

Universal Accessibility Tools: Available to ALL students

Embedded

- Breaks
- Calculator
- Digital Notepad
- English Dictionary
- English Glossary
- Expanded Passages
- Global Notes
- Highlighter
- Keyboard Navigation
- Mark for Review
- Math Tools
- Spell-Check
- Strikethrough
- Writing Tools
- Zoom

Non-Embedded

- Breaks
- English Dictionary
- Scratch Paper
- Thesaurus

Designated Supports: Available to ANY student with a need determined by educators

Embedded**

- Color Contrast
- Masking
- Text-to-Speech -NOT ELA Passages

*Translated Test

Directions-Math

- *Translations-Math (Glossary)*
- *Translations-Math (Stacked)*
- Turn off any universal accessibility tool

Non-Embedded

- *Bilingual Dictionary
- Color Contrast
- Color Overlay
- Magnification
- Read Aloud- NOT ELA Passages
- Separate Setting
- Translation-Math (Glossary)

Documented Accommodations:

Available to students with an IEP or 504 Plan

Embedded**

- American Sign Language
- Braille
- Closed Captioning
- Text-to-Speech (ELA)

Non-Embedded

- Abacus
- Alternate Response Options
- Calculator
- Multiplication Table
- # Print on Demand
- # Read Aloud- ELA passages
- # Scribe
- Speech-to-Text

** Enter in TIDE

*EL-ONLY

Requires Petition for Approval of Special Documented Accommodations

Paper-based format including braille booklets-NOT available for 2014 field test

Designated Supports

Embedded**



- Color Contrast
- Masking
- Text-to-Speech
- **Translated Test Directions***
- **Translations (Glossary)***
- **Translations (Stacked)***
- Turn off any universal accessibility tool

Non-Embedded



- **Bilingual Dictionary**
- Color Contrast
- Color Overlay*
- Magnification
- Read Aloud
- Separate Setting
- Translation (Glossary)

Available to ANY student with a need determined by educators

*** ONLY for English Learners (EL)**

**** Enter in TIDE**

Things to consider when choosing Designated Supports

- Read-aloud features are differentially effective for and preferred by students
- Some features increase engagement and motivation in students
- Too many features can be confusing to students

CONNECTICUT



STATE DEPARTMENT
OF EDUCATION

Documented Accommodations

Who is Eligible for Documented Accommodations?



Special Education

SECTION 504



Embedded Accommodations



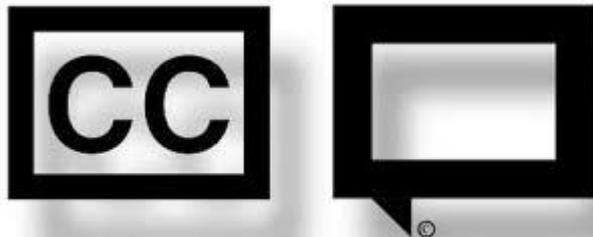
Accommodations that are part of on-line testing platform.



American Sign Language (ASL)



Refreshable Braille/ Embosser

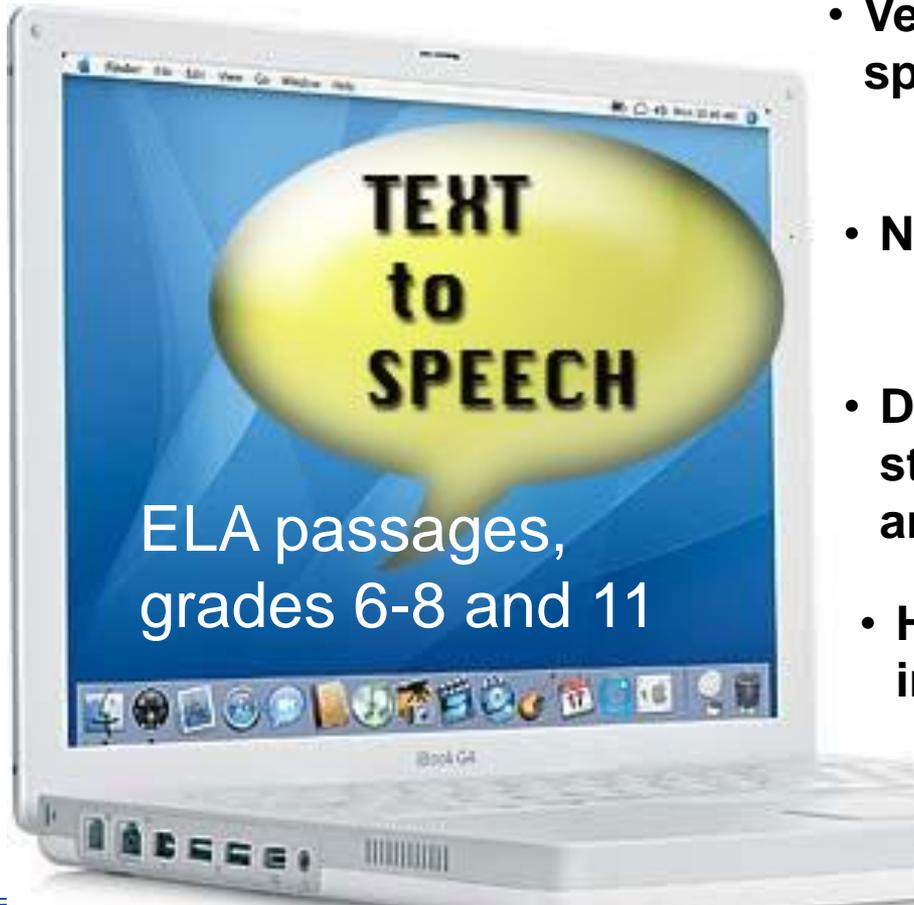


Closed Captioning



Text-to-Speech

Embedded Accommodations

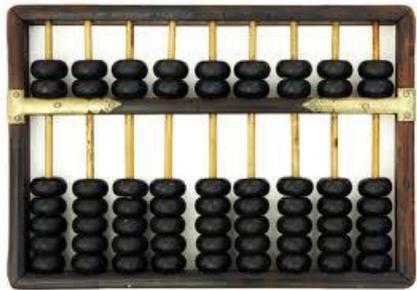


- **Very small number of students with specific disabilities qualify**
- **NOT available for students in grade 3-5**
- **DOCUMENTED need indicated in student's IEP or 504 plan for grades 6-8 and 11.**
- **Headphones are needed unless tested individually in a separate setting.**

Non-Embedded Accommodations



Accommodations that are associated with paper-based testing.



Abacus



Alternate Response Options



Calculator

x	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

Multiplication Table



Print on Demand



Read Aloud



Scribe



Speech-to-text

Non-Embedded Accommodations



Read Aloud: ELA passages, grades 6-8 and 11

- **MUST** receive approval for this accommodation through application to CSDE. (Special Accommodation form)
- Very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment)
- **NOT** available for students in grade 3-5 unless the student is blind and does not yet have adequate braille skills
- **DOCUMENTED** need indicated in student's IEP or 504 plan for grades 6-8 and 11.
- Student **MUST** be tested alone.
- Trained and qualified human reader .

Non-Embedded Accommodations



Scribe

- **MUST** receive approval for this accommodation through application to CSDE. (Special Accommodation form)
- **MUST** supply documentation of a student's significant motor or processing difficulties, or who have had a recent injury
- **Student MUST** be tested alone.
- **Student is able to develop planning notes via the scribe**
- **Trained and qualified scribe.**

Non-Embedded Accommodations



Print on Demand

- MUST receive approval for this accommodation through application to CSDE. (Petition for Approval for Special Documented Accommodations form)
- MUST supply documentation of a student's disability preventing the use of a computer
- Your **district test coordinator** is responsible for contacting the Smarter Balanced Help Desk in order to set up the process to print individual test items.
- Trained and qualified scribe to transfer student responses to online assessment

Program Accommodations and Modifications - INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORT FOR SCHOOL PERSONNEL

<p>Accommodations and Modifications to be provided to enable the child:</p> <ul style="list-style-type: none"> - To advance appropriately toward attaining his/her annual goals; - To be involved in and make progress in the general education curriculum; - To participate in extracurricular and other non-academic activities, and - To be educated and participate with other children with and without disabilities. <p>Accommodations may include Assistive Technology Devices and Services</p>	<p>Sites/Activities Where Required and Duration</p>
<p>Materials/Books/Equipment: _____</p> <p>_____</p>	
<p>Tests/Quizzes/Assessments: _____</p> <p>_____</p>	
<p>Grading: _____</p> <p>_____</p>	
<p>Organization: _____</p> <p>_____</p>	
<p>Environment: _____</p> <p>_____</p>	
<p>Behavioral Interventions and Support: _____</p> <p>_____</p>	
<p>Instructional Strategies: _____</p> <p>_____</p>	
<p>Other: _____</p> <p>_____</p>	

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency) and for how long (duration)

Frequency and Duration of Supports Required for School Personnel to Implement this IEP include: _____

Connecticut State Department of Education

Test Support/Accommodations Form: All students ▲, Special Education ■, Section 504 Students ●, English Learners (EL) ◆

IEP Date: _____ SASID:

Student's Name: First _____ Last _____

Date of Birth [MM/DD/YY]: _____ Sex: M F Grade: _____

PPT Administrator/Designee: _____ Email: _____

This student has (circle one): A) A Special Education IEP B) A Section 504 Plan C) Neither

This is an English Learner - EL (circle one): Yes No

MA	ELA	MA= SMARTER BALANCED Math; ELA= SMARTER BALANCED English Language Arts
Presentation Accommodations ALL ▲ SPED ■ 504 ● EL ◆		
	<input type="radio"/>	Refreshable Braille (Contracted <input type="radio"/> Non-contracted <input type="radio"/>) ■ ●
<input type="radio"/>	<input type="radio"/>	Braille Embosser (Contracted <input type="radio"/> Non-contracted <input type="radio"/>) ■ ●
<input type="radio"/>	<input type="radio"/>	Print on Demand ■ ● *
<input type="radio"/>	<input type="radio"/>	American Sign Language (ASL) Computer Embedded ■ ●
	<input type="radio"/>	Text-to-Speech for Reading Passages (available for Grades 3-5 ONLY for visually impaired students who do not use braille, and for Grades 6-8 & 11) ■ ●
<input type="radio"/>	<input type="radio"/>	Text-to-Speech *(Does NOT include Reading Passages) ▲
	<input type="radio"/>	Closed Captioning ■ ●
<input type="radio"/>	<input type="radio"/>	Color Contrast ▲
<input type="radio"/>	<input type="radio"/>	Color Overlay ▲
<input type="radio"/>	<input type="radio"/>	Magnification ▲
<input type="radio"/>	<input type="radio"/>	Masking ▲
<input type="radio"/>	<input type="radio"/>	Turn off any universal accessibility tools ▲
Response Accommodations ALL ▲ SPED ■ 504 ● EL ◆		
<input type="radio"/>	<input type="radio"/>	Speech-to-Text - Voice Recognition Software ■ ●
<input type="radio"/>	<input type="radio"/>	Scribe not available in ELA Writing ■ ● *
	<input type="radio"/>	Scribe ELA Writing ■ ● *
<input type="radio"/>	<input type="radio"/>	Alternate Response Options - Includes adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouses, touch screens, head wands and switches. ■ ●
Other Accommodations ALL ▲ SPED ■ 504 ● EL ◆		
<input type="radio"/>		Calculator (Non-Embedded) ■ ●
<input type="radio"/>		Abacus- used in place of scratch paper ■ ●
<input type="radio"/>		Multiplication Table- For math items beginning in grade 4 ■ ●
Limited English Proficiency Supports		
Designated Supports - EL ◆		
	<input type="radio"/>	Bilingual Dictionary- Word-to-Word for ELA-performance task full writes ◆
<input type="radio"/>		Translation test directions ◆
<input type="radio"/>		Translation Glossary ◆
<input type="radio"/>		Translation (Stacked) ◆

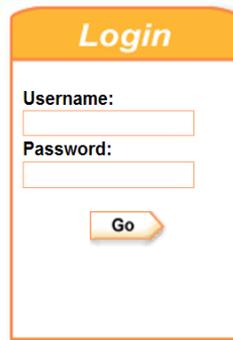
*Requires approval through PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS For Smarter Balanced Field Test 2013-2014

Joe Amenta (880-713-8855) or Janet Stuck (880-713-8837), Special Populations Assessment - [CSDE CAPT/CMT Accommodations Data Collection Website](#)

District Test Coordinator (DTC) has District Level Username & Password
DTC can create access for additional users

Connecticut State Department of Education

CAPT/CMT Accommodations Data Collection



Login

Username:

Password:

Go

Welcome to the Accommodations Data Collection Center for the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT). This site provides easy-to-use interfaces for the district test coordinators to:

- Submit accommodation data by filling out an online form.
- Submit accommodation data by uploading a file.
- Review accommodation data in a roster report format.
- Obtain summary reports of accommodation data.
- Check for possible errors in data submissions.

Only authorized users may access this site.

For support, please call CSDE at (860) 713-6890 or click [here](#) to access the [Support/FAQ](#) for this application.



Browser Requirement:

- Internet Explorer® 6.0+
- Firefox® 2.0+
- Safari® 1.2+

Note:

*If your **username/password** does not work, please contact your district test coordinator. If you are the district test coordinator and your **username/password** does not work, please contact CSDE at (860) 713-6860.*



PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS
For Smarter Balanced Field Test
2013-2014

Student Name _____ Date of Birth _____ Grade _____
(Last, First)

School _____ District _____ Date: _____

RESC/Approved Private Spec. Ed. Facility (if applicable) _____

Student has an: IEP Section 504 Plan (If neither, stop here, student does not qualify)

Answer the following questions to determine if a student qualifies for special documented accommodations.

1. Does the student's disability require that the test be given on paper. (*Print on Demand Accommodation*) Yes No
2. Does the student have a documented print disability that requires ELA passages read to them?
(*Read Aloud Accommodation*) Yes No
3. Is this a blind student in grades 3-5 without adequate braille skills? Yes No
4. Does the student's disability prevent him/her from answering questions on a computer? (*Scribe Accommodation*)
Yes No
5. Does the student have a documented need to use specific software/hardware in order to participate on the Smarter Balanced Field Test that does not function on the Smarter Balanced online platform? Yes No

-
1. Explain, the accommodation being proposed for this student. Also identify the subtests for which this accommodation would be utilized. (Attach additional pages if necessary)
 2. If applicable, enclose a copy of the student's most recent psycho-educational, evaluation and physical therapy, speech/language, etc., evaluations that document the conditions/characteristics described in item 1, above. List the document(s) that are enclosed.
 3. Enclose copies of the student's Individualized Education Program (IEP) or 504 plan documents for the last year to document the use of the proposed accommodation in the student's current instructional setting.

Certification: We believe that the proposed documented accommodations are necessary in order for this student to participate in Smarter Balanced Field Test

Teacher Name _____ Telephone Number _____
(Print)

Teacher Signature _____

Special Education Director Name _____ Telephone Number _____
(Print)

Special Education Director Signature _____

District Test Coordinator Name _____ Telephone Number _____
(Print)

District Test Coordinator Signature _____



STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION



Special Documented Accommodations Procedure

Definition: Accommodations provided during test administration allow students with disabilities a greater opportunity to demonstrate their aptitude and achievement in testing situations. This year, districts have been given the option to administer the Smarter Balanced Field Test to their students. This new assessment provides greater access opportunities by providing universal tools, supports and documented accommodations. However, utilizing appropriate or reasonable accommodations should not interfere with the interpretation of student's scores.

In exceptional circumstances, there may be students whose disabilities require certain accommodations to be monitored. In these cases, upon the request of the District Test Coordinator (DTC) the Connecticut State Department of Education (CSDE) will provide information regarding the [PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS For Smarter Balanced Field Test 2013-2014](#). These petitions **MUST** be submitted to Connecticut State Department of Education (CSDE) in writing, prior to testing (preferably by January 31, 2014). These petitions must also include all of the necessary documentation to support any request for the use of these documented accommodations.

Step 1- Initial Contact:

- District Test Coordinator (DTC) contacts CSDE at least two months prior to start of testing and describes special testing accommodations needed for a student.
Contacts:
- Janet Stuck- Janet.Stuck@ct.gov (860-713-6837) or
Joe Amenta- Joseph.Amenta@ct.gov (860-713-6855)



ENGLISH LEARNERS

Exemptions

- If students arrived March 18, 2013 or later, these students may be exempt from SB-FT ELA but not Math. Students in Grades 5, 8 and 10 must also participate in Science.

Exit Criteria 2013-2014

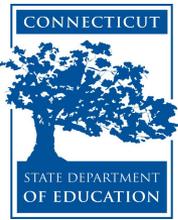
- English language proficiency (ELP-LAS Links Form C) assessment results as exit criteria for 2014 but required level 5.

http://www.sde.ct.gov/sde/lib/sde/pdf/student_assessment/smarter_balanced/Smarter_Balanced_Field_Test_Special_Populations_Packet.pdf



Students with Significant Cognitive Disabilities

- Students eligible for the CMT/CAPT Skills Checklist will participate in the Skills Checklist for the 2013- 2014 school year.
- For the 2014-2015 school year students with significant cognitive disabilities will no longer participate in the CMT/CAPT Skills Checklist for Math and ELA, but will continue to participate in the CMT/CAPT Skills Checklist for Science in grades 5, 8, and 10
- To prepare for the new alternate assessment some students with significant cognitive disabilities are participating in the National Center and State Collaborative (NCSC) Pilot Phase 1 beginning April 4 through early May 2014.
- The NCSC Pilot Phase 2 will be conducted in October and November of 2014.



NCSC Participation Guidelines

The criteria for participation in the [NCSC Alternate Assessment] reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining eligibility for this assessment. Thus, a student who participates in the [NCSC Alternate Assessment] participates in this assessment for all content areas.

In addition, evidence for the decision for participating in the [NCSC Alternate Assessment] is **Not Based on**:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. English Language Learner (ELL) status
9. Low reading level/achievement level
10. Anticipated student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipated emotional duress
14. Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process

Participation Criteria	Participation Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability	Review of student records indicate 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>	Yes / No
2. The student is learning content linked to (derived from) the Common Core State Standards (CCSS)	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level CCSS and address knowledge and skills that are appropriate and challenging for this student.	Yes / No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade- and age-appropriate curriculum.	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.	Yes / No

The student is eligible to participate in the [NCSC Alternate Assessment] if **all responses** above are marked Yes.



The NCSC project will identify a promising new alternate assessment based on alternate achievement standards, balancing flexibility and standardization, working closely with teachers, content, and assessment design experts.

Welcome to the National Center and State Collaborative!

The National Center and State Collaborative (NCSC) is a project led by five centers and 26 states (15 core states and 11 Tier II states) to build an alternate assessment based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities. The goal of the NCSC project is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. [More](#)

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