



Welcome to the CT State department of Education CMT/CAPT Testing Accommodation presentation for the 2011-2012 school year. This presentation is meant to provide a general overview to testing accommodations available to students who take the CT Mastery Test or the Connecticut Academic Performance Test both the standard and Modified (MAS) version and are eligible to receive accommodations. A more detailed description on the use of accommodations is provided on the CT State department of Education website.

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Who is eligible for accommodations?

- Students with Disabilities (SWD) with an active IEP
- 504 plan
- Limited English Proficient (LEP)

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In CT, State Testing accommodations are only available to Students with Disabilities (SWD) with an active IEP; students with a 504 plan and students with Limited English Proficient. These students are sometimes referred to as English language Learner or ELL.

STUDENT PARTICIPATION IN ASSESSMENTS

The participation of students with disabilities in assessments is required by the following federal and state laws:

- reauthorization of the Elementary and Secondary Education Act (ESEA)
- Individuals with Disabilities Education Improvement Act of 2004 (IDEA)
- State Laws

Several important laws require the participation of students with disabilities in standards-based instruction and assessment initiatives. These include federal laws such as the reauthorization of the Elementary and Secondary Education Act (ESEA), and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

One of the basic reform principles of ESEA is stronger accountability for educational achievement results for all students. Through this federal legislation, in addition to other state and local district initiatives, assessments aimed at increasing accountability provide important information with regard to how successful schools are including all students in standards-based education, how well students are achieving standards, and what needs to be improved upon for specific groups of students.

Accommodations Defined

- Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable instructional and assessment access for all eligible students.
- Accommodations reduce or eliminate the effects of a student's disability and do not reduce learning expectations.

Accommodations in test administration are provided to allow eligible students the opportunity to demonstrate their aptitude and achievement in testing situations.

Although test accommodations provide students with an equal opportunity to demonstrate their skills and knowledge, they do not guarantee equal outcomes.

An appropriate or reasonable accommodation should not interfere with the interpretation of a student's scores.

For example, allowing a student with Dyslexia to have word problems read to him or her during the math test is an appropriate accommodation for this student because math skills, not reading, are being assessed.

Therefore, accommodations

- Allows students to show what they can do but it doesn't mean that they WILL do as well.
- What matters is that the disability not get in the way of What you are trying to assess
- and finally, Accommodations do not reduce expectations for learning.

ACCOMMODATIONS vs. MODIFICATIONS

MODIFICATIONS-

- practices that change, lower, or reduce learning expectations
- may change the underlying construct of an assessment

The most important thing to remember is that Accommodations do not reduce learning expectations. They meet specific instruction and assessment needs of students with disabilities and allow for educators to know that measures of a student's work are valid.

Modifications on the other hand, refer to practices that change, lower, or reduce learning expectations. Modifications may change the underlying construct of an assessment.

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ACCOMMODATIONS vs. MODIFICATIONS		
	ACC	MOD
1. requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems),		✓
2. allowing student to dictate their written response to a computer that will type out what is said.	✓	
3. uses a talking calculator to figure out math problem	✓	
4. reducing assignments and assessments so a student only needs to complete the easiest problems or items,		✓
5. revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four),		✓
6. giving a student hints or clues to correct responses on assignments and tests.		✓
7. using a magnifying sheet to read assessment items.	✓	

This Chart gives some examples of accommodations and modifications

Step 1

Expect all students to achieve grade level academic content standards



With the focus of legislation aimed at accountability and the inclusion of all students comes the drive to ensure equal access to grade-level content standards. Academic content standards are educational targets outlining what students are expected to learn at each grade level.

To accomplish this goal of equal access,

- every IEP Team member must be familiar with content standards and accountability systems at the state and district level;
- every IEP Team member must know where to locate standards and updates; and
- collaboration between general and special educators must occur for successful student access.

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3 CONDITIONS FOR HIGH EXPECTATIONS

1. Qualified teachers

2. Appropriate IEPs
or 504 plans

3. Accommodations



There are 3 CONDITIONS FOR HIGH EXPECTATIONS for students eligible for accommodations:

1. Teachers who are qualified to teach content areas and who know how to differentiate instruction for diverse learners
2. IEPs or 504 plans that provide specialized instruction such as the use of assistive technology
3. Choosing the appropriate accommodations which will increase access to instruction and assessment

EQUAL ACCESS TO GRADE LEVEL CONTENT

- Remember that equal access to grade level content is the goal
- Every IEP team member must be familiar with state and district content standards and where to locate standards and updates
- Collaboration between general and special educators is a key component for student success

Assessment options to include all students in standards-based instruction and assessments:

Provide accommodations during instruction and assessment to increase access to grade level content

Use alternate assessments for students with cognitive disabilities (MAS & Skills Checklist)

Follow state guidelines for decisions about the provision of alternate assessments (MAS & Skills Checklist)

BENEFITS OF COLLABORATION

General and special education teachers working as a team for the benefit of all students including students with disabilities

Promotes understanding of general and special education teacher roles and responsibilities

Improves student learning by taking advantage of each teacher's experience and expertise

Step 2

Learn about accommodations for instruction and assessment

The image displays three documents from the Connecticut State Department of Education (SDE) regarding assessment accommodations:

- Assessment Guidelines (2010-2011):** A document titled "ASSESSMENT GUIDELINES for Administering the Connecticut Mastery Test (CMT), Connecticut Academic Performance Test (CAPT), Connecticut Alternate Assessments". It lists categories of students who receive special education services, including those identified under Section 504 and English Language Learners.
- Assessment Guidelines Section 8 (2011-2012):** A document titled "ASSESSMENT GUIDELINES SECTION 8: Assessing Students Identified As English Language Learners". It provides specific guidelines for this student population.
- Accommodations Manual (2011):** A document titled "ACCOMMODATIONS MANUAL HOW TO SELECT, ADMINISTER, AND EVALUATE THE USE OF ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT OF STUDENTS WITH DISABILITIES". It is the Third Edition, published in 2011, and was developed by the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS) and the Council of Chief State School Officers (CCSSO).

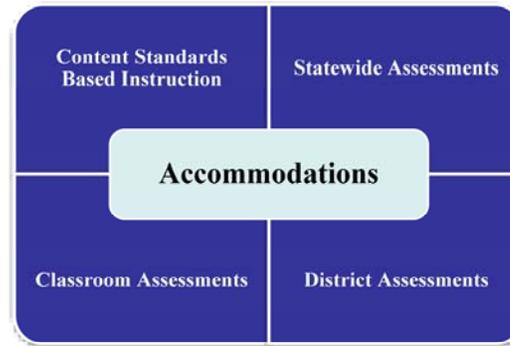
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Our main source of information regarding CT testing accommodations is available in the Assessment Guidelines posted on the CT state department of education website. This document provides in depth information regarding all aspects of state testing regarding students with disabilities, students identified as English language learners, and students with a 504 plan. A variety of testing guidance information to support district personnel prior to, during and after testing is available in this document.

This second document is an additional section of the CT Assessment Guidelines. It is a resource regarding assessment for students identified as English language learners. (ELL)

The third document that is quite useful is the Accommodations Manual, how to select, administer, and evaluate the use of accommodations for instruction and assessment of students with disabilities. This document has been created in collaboration with several other states. CT's participation in this national organization combines the efforts of many state education departments to better the outcomes for students with disabilities.

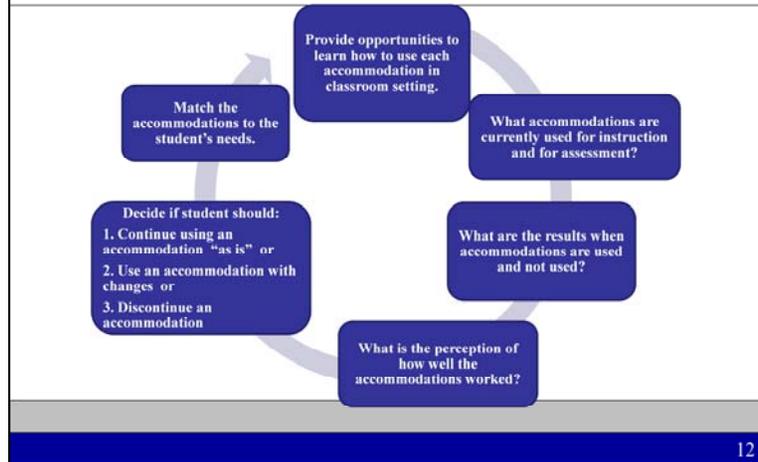
ACCOMMODATIONS APPLICATIONS



Lets take a broader look at the use of accommodations for students.

Accommodations provided to a student during state assessments must also be provided during classroom instruction, classroom assessments, and district assessments. However, some instructional accommodations may not be appropriate for use on our statewide assessment. It is critical that educators become familiar with state policies about the appropriate use of accommodations during assessments.

Accommodations Cycle



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The Accommodations cycle represents a continuous monitoring and decision making process based upon the changing needs or characteristics of students. Repeated evaluation and accommodation selection or implementation refinements are critical and related to the purposes of the accommodation use.

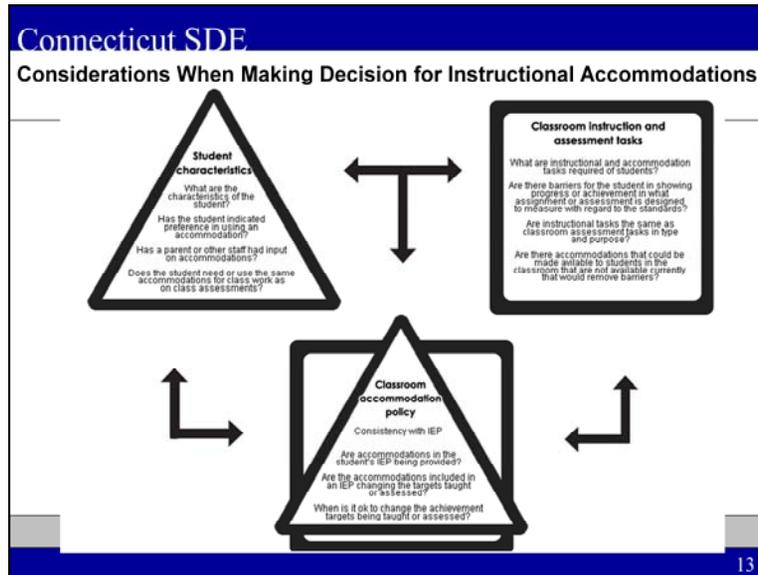
Some considerations to remember are

The student's willingness to learn to use the accommodation.

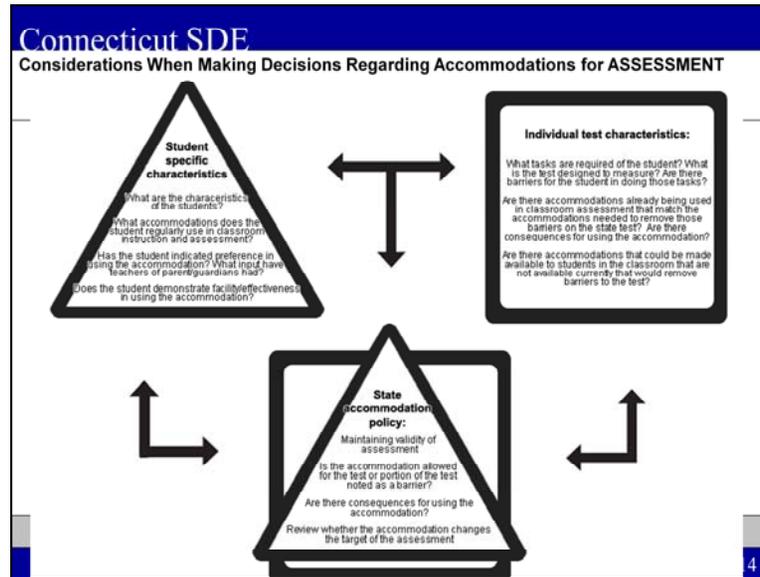
Involve students in selecting, using, and evaluating accommodations

The more input students have in selecting their accommodations, the more likely the accommodations will be used

Students should see accommodations as adding value to their daily life—not only in school—but for postsecondary, career, and community life

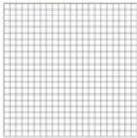
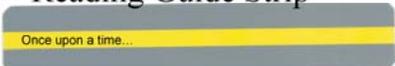


When determining appropriate accommodations for students the characteristics of the student must be considered for both instructional purposes and assessment purposes. In this slide you can see the relationship between student characteristics, classroom instruction and assessment tasks combining to inform the classroom accommodations policy and decision making considerations. Careful examination of student characteristics is required. One good resource for starting this process is pages 4 and 5 of the IEP, the present levels of academic achievement and functional performance pages. When looking at the instructional or assessment tasks consider the expectations for students to demonstrate grade-level content understanding as described in the CT state standards. Consistency with the standards based IEP for classroom instructional and assessment as well as fidelity of implementation for the accommodations must be included in the classroom accommodation policy.



As mentioned already accommodations decisions begin with an examination of student characteristics. In this slide we see the relationship between student characteristics, and the individual test characteristics combining to inform state policy on Assessment Accommodations. CT Assessment guidelines must be followed when providing accommodations for students when assessed with CT's statewide assessments. These assessment Guidelines have been created to ensure the validity of the assessment thus providing for consistent and appropriate interpretation with and without accommodations.

Allowable Supports

- Highlighter 
- Graph Paper 
- Reading Guide Strip 
- Magnification Sheet 
- Color- Overlay 

Many school districts specifically instruct students in the consistent application of various strategies for reading and writing: the use of these strategies have been incorporated into the test directions for all students. While they may be useful for all students, these strategies may be necessary for students with disabilities.

All students are allowed to make notes in the margins of their test booklets. They may underline with a pencil or a highlighter to note key points or keep their place. Students need to understand, however, that only those responses recorded in the answer spaces will be scored. Students may also use a piece of oak tag to reduce the visual field and/or to keep their place while working in the test booklet.

Good Practices and Resources for All Students

In instruction, some practices of differentiating instruction or providing resources based on student needs should not be considered accommodations, but rather good instructional practices. Some of these tools and strategies apply to assessment as well.

In addition, some features of computer-based testing may be resources to be used by all students who want to use them, as long as their use does not violate the construct being measured.

Some examples of good practices might include:

Access to a clock, watch, or timer; Allowing the student to sit where he or she is most comfortable; Minimize distractions; Use of scrap or scratch paper;

Examples of resources for all students *may* include:

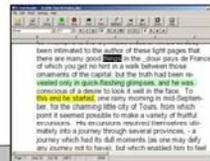
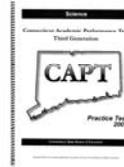
Changes in contrast, including use of a color overlay, reverse contrast, or change in background on a computer screen

Highlighter; Large diameter pencil; Securing paper to work space; Magnification Sheet ; Color- Overlay; Graph Paper; Reading Guide Strip

In conclusion, there are many resources available to ALL children that do not rise to the level of an accommodation that needs to be documented with the Bureau of Student Assessment.

ACCOMMODATIONS CATEGORIES

Presentation Accommodations



Accommodations are categorized into three areas. Presentation, Response and Other

The first is Presentation Accommodations

This group of accommodations allow students to access information in an alternate mode that does not require them to visually read standard print. These include:

Braille, Large Print ,Closed-circuit TV and Smartboard

Sign Language for Test Items (Including Directions) by Qualified Staff

Text Reader for Test Items (Includes Directions) on a computer

and

Reader for Test Items (Including Directions) by Certified Staff person

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Presentation Accommodations

a. Braille, Large Print and Closed-circuit TV

- available for students who are blind or visually impaired.
- ordered by completing the CMT/ CAPT Accommodations Form on the CAPT/CMT Accommodations Data Collection Web site before testing
- (MIST) Application allows for magnification on a computer screen.

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a. Braille, Large Print, Closed-circuit TV and Smartboard

Braille and large print forms of the CMT, CAPT CMT MAS and CAPT MAS are available for students who are blind or visually impaired. Test/answer booklets may not be photocopied or enlarged; however, as recommended in an IEP or 504 plan, visually impaired students also may use “closed-circuit TV” equipment (e.g., Optelec, Visualtec) or other magnifying equipment available to them to enlarge the test booklet for viewing. Also it is possible to use devices such as a smartboard to allow student to view and respond to a test that is available on a computer.

Braille and large print test forms are ordered by completing the CMT/ CAPT Accommodations Form on the CAPT/CMT Accommodations Data Collection Web site before testing. The district test coordinator will review an electronic list on the Measurement Incorporated (MI) portal indicating the students who require an accommodated test. The district test coordinator should update and correct the list to confirm Braille or large print documents.

On rare occasions, an IEP or 504 team may determine that a student with a severe reading disability needs to use a large print test document to participate successfully in the test.

Please note :Students taking their test on the Measurement Incorporated Secure Testing (MIST) Application will have the ability to magnify the display on the computer screen.

Presentation Accommodations**b. Sign Language For Test Items (Including Directions) by Qualified Staff**

- administered individually.
- Sign language for Test Items (Including Direction) by Qualified Staff **does not include the passages or questions in the reading tests.**
- a sign language interpreter may assist in test administration by giving directions and clarifying information as allowed in the CMT/CAPT or CMT/CAPT MAS Test Examiner's Manual.

b. Sign Language For Test Items (Including Directions) by Qualified Staff

Students who are deaf or hard of hearing may have the CMT/CAPT or CMT/CAPT MAS administered individually. Furthermore, a sign language interpreter may assist in test administration by giving directions and clarifying information as allowed in the CMT/CAPT or CMT/CAPT MAS Test Examiner's Manual. Sign language for Test Items (Including Direction) by Qualified Staff **does not include the passages or questions in the reading tests.**

This accommodation should be entered on the CAPT/CMT Accommodations Data Collection Web site prior to testing, and the district test coordinator should arrange for the use of a qualified staff person to provide sign language support.

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Presentation Accommodations

c. Text Read for Test Items (Including Directions) on MIST Application

- provided as an online text reader on MIST
- test items/answer choices are read to student this also includes direction
- Students will need headphone

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c. Text Read for Test Items (Including Directions) on MIST Application

SWD, ELL and 504 students may have test items read to them. Test items include questions and answer choices. This accommodation is provided as an online text reader through MIST. Students receiving this accommodation will also receive the test directions read for the corresponding content area sub-test. This was formerly the “Read Directions only” accommodation.

Connecticut SDE				
TEXT READER FOR TEST ITEMS on MIST APPLICATION Accommodation CMT/CAPT Census & MAS				
TEST	CMT	CMT MAS	CAPT	CAPT MAS
	Test Items Read		Test Items Read	
Mathematics (MA)	Yes	Yes	Yes	Yes
Degrees of Reading Power® (DRP®)				
Reading Comprehension (RC)				
Response to Literature (RL)				
Reading for Information (RI)				
Direct Assessment of Writing (DAW)				
Interdisciplinary Writing (IW)			Yes	
Editing & Revising (ER)	Yes		Yes	
Science (SC)	Yes		Yes	
Supplemental				

This chart indicates all the tests that are available online through MIST where a text reader function for test items is available.

Presentation Accommodations



c. Reader for Test Items (Including Directions) by Certified Staff ONLY

- **ONLY** for students unable to use the Text Reader function on the MIST application or whose disability precludes them from being assessed using the MIST application
- test items/answer choices are individually read to student including direction by a certified staff person in a separate setting

Reader for Test Items (Including Directions) by Certified Staff ONLY

In rare cases, Special education, ELL and 504 students may have test items read to them by a certified staff person. This accommodation is **ONLY** for students unable to use the Text Reader function on the MIST application or whose disability precludes them from being assessed using the MIST application. Test items include questions and answer choices. This accommodation **must** be administered **individually** in a separate setting by a certified staff person.

ACCOMMODATIONS CATEGORIES

Response Accommodations



The second category is Response Accommodations

Response Accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.

These include:

1. **Circling Answers in Test Booklet for Multiple-choice Items Only**
2. **Braille Responses using**
3. **Large Print Responses**
4. **Computer Response on MIST Application**
5. **Bubblers (for Test Booklet/Answer Document Only)**
6. **Voice Recognition Software /Speech-to-Text on MIST Application,**
7. **Sign Language Response to Multiple-Choice or Grid In Items**
8. **Respond in Test Booklet for MAS**
9. **Request a MAS Test Booklet for reference ONLY. Responses on MIST Application**

Response Accommodations**a. Circle Answers in Test Booklet (Multiple-choice Items Only)**

- circle multiple-choice answers in their test booklet avoiding making marks in the bubble area on CMT test booklets.
- test examiner fills in bubbles in the student's test/answer booklet after the student completes the test

a. Circle Answers in Test Booklet (Multiple-choice Items Only)

If necessary, students may circle multiple-choice answers in their test booklet; however, they must avoid making marks in the bubble area on CMT test booklets. Under the supervision of an administrator or district test coordinator, the test examiner should fill in the bubbles in the student's test/answer booklet after the student completes the test.

Response Accommodations**b. Braille Responses**

- blind students record their responses using Braille
- teachers must completely transcribe the Braille responses including all multiple-choice and grid-in responses into written English into the student's regular test booklet prior to submitting the documents.

b. Braille Responses

Blind students may record their responses using Braille onto a separate sheet of paper or use a word processor without using spell-check and grammar-check capabilities. Students may not dictate their responses to open-ended or extended response items. Teachers must completely transcribe the Braille responses including all multiple-choice and grid-in responses into written English into the student's regular test booklet prior to submitting the documents. For additional information about administering the Braille version of the CMT/CAPT and directions for submitting typed responses, refer to the General Instructions for Testing with Braille and Large-Print Forms that accompanies the Braille test booklets.

Response Accommodations



c. Large Print Responses

- respond to multiple choice and grid-in items in large print test booklet.
Teacher **must** transcribe all multiple-choice and grid-in responses into the student's regular test booklet.
- may respond to open-ended items in their large print test booklet. Teacher **must NOT** transcribe from large print booklet to regular test booklet
- may not dictate their responses to open-ended or extended response items

c. Large Print Responses

Students may respond to multiple choice and grid-in items in their large print test booklet. However, **the itinerant teacher must transcribe all multiple-choice and grid-in responses into the student's regular test booklet.** Students may respond to the open-ended items in their large print test booklet. They may also type their responses without using spell-check and grammar-check capabilities. **Students may not dictate their responses to open-ended or extended response items.**



Response Accommodations

d. Computer Response on MIST Application

- may use a word processor (without using spell check or grammar check capabilities) to complete open-ended or extended response items
- provided through the MIST Application except for CAPT mathematics
- for word processor for CAPT Mathematics, refer to the CAPT District Test Coordinator's Manual or the CAPT Test Examiner's Manual for information about the proper format and return of word processor responses.

d. Computer Response on MIST Application

Students may use a word processor (without using spell check or grammar check capabilities) to complete open-ended or extended response items. This accommodation is provided through the MIST Application except for CAPT mathematics.

For students using a word processor for CAPT Mathematics, refer to the CAPT District Test Coordinator's Manual or the CAPT Test Examiner's Manual for information about the proper format and return of word processor responses.

Connecticut SDE				
COMPUTER RESPONSE ACCOMMODATION - Provided on MIST Application 				
TEST	CMT	CMT MAS	CAPT	CAPT MAS
Mathematics (MA)	Yes	Yes	No*	Yes
Degree of Reading Power* (DRP*)	Yes	Yes		
Reading Comprehension (RC)	Yes	Yes		
Response to Literature (RL)			Yes	Yes
Reading for Information (RI)			Yes	Yes
Editing & Revising (ER)	Yes		Yes	
Direct Assessment of Writing (DAW)	Yes			
Interdisciplinary Writing (IW)			Yes	
Science (SC)	Yes		Yes	
Supplemental	No*		No*	
*Student will use word processor software on their computer without spell and grammar check, see DTC manual for details				

This chart indicates all tests that are available online through MIST in which the students would submit their answers on a computer.

Please note: As part of the online test environment, all directions can be read by the computer. This is NOT considered a separate accommodation but simply a function of taking the test on a computer.

Response Accommodations



e. **Bubblers (for Test Booklet Only)**

- **bubble** student verbal or nonverbal (pointing, gesturing) responses during testing to **multiple-choice and grid-in items only**.
- must be administered in an alternate test setting.
- **Students may not dictate their responses to open-ended or extended response items.**

BUBBLER ACCOMMODATION* Test booklet only	CMT	CAPT
Multiple-choice/grid-in items	Yes	Yes
Open-ended/Extended response	No	No

Let's continue with other response accommodations

School personnel may **bubble** student verbal or nonverbal (pointing, gesturing) responses during testing to **multiple-choice and grid-in items only**. This accommodation is available only for those students for whom marking in the test booklet is not a sufficient accommodation and must be administered in an alternate test setting. **Students may not dictate their responses to open-ended or extended response items.**

Response Accommodations**f. Voice-recognition Software, Dragon Dictate or Others**

- voice-recognition software for multiple choices, open-ended items and for extended responses

- students with disabilities who use voice recognition software for classroom activities and assessments may use voice recognition software on the Connecticut statewide assessments

- student **MUST** have voice-recognition software installed on their computer to use their voice-recognition software while on MIST.

f. Voice-recognition Software /Speech-to-Text on MIST Application,

Students may use voice-recognition software for multiple choices, open-ended items and for those subtests requiring an extended response. This accommodation provides a method for a word processor response that bypasses a keyboard input. Historically students who use this accommodation may be cognitively capable but have such severe physical disabilities that handwriting and typing/word processing access to the test is compromised. Typically, these students use voice-recognition with a computer in school and will use such assistive technology at home and at work later in life. Due to technological advances and better access to assistive technology, more students with disabilities that are not physical in nature are using this type of accommodation in the classroom. Therefore, students with disabilities who use voice recognition software in the classroom and have this accommodation indicated on their IEP as an accommodation for classroom activities and assessments may use voice recognition software on the Connecticut statewide assessments. For any test with open-ended items provided on MIST (See table 2 above), a student with voice-recognition software installed on their computer will be able to respond on MIST. Students may also use their voice recognition software with the MIST application to respond to multiple choice items by voicing the letter of their response choice.

**g. Sign Language Response to Multiple-Choice or Grid In Items**

- deaf or hard of hearing students, who require a sign language interpreter for purposes of test administration
- may sign their responses to **multiple-choice and grid-in items only**. School personnel may **bubble** student signed responses to **multiple-choice or grid-in items only**. may **not** sign answers to open-ended or extended response items
- must be administered in an alternate setting.

g. Sign Language Response to Multiple-Choice or Grid In Items

Those students who are deaf or hard of hearing, or whose disability requires a sign language interpreter for purposes of test administration, may sign their responses to **multiple-choice and grid-in items only in the test booklet**. School personnel may **bubble** student signed responses to **multiple-choice or grid-in items only**. This accommodation is available only for students for whom circling answers in the test booklet is not a sufficient accommodation and must be administered in an alternate setting.

Response Accommodations

h. Respond in Test Booklet for MAS

- CMT /CAPT MAS reading and mathematics tests are completed on MIST
- due to characteristics of a student's disability, may not be capable of accessing the test on a computer
- test booklet for MAS Reading and/or Mathematics to administer, respond and submit

h. Respond in Test Booklet for MAS

The CMT MAS and CAPT MAS reading and mathematics tests are completed on MIST. This is not an accommodation since it is the primary method in which the test is given. In some cases, a special education student, due to characteristics of their disability, may not be capable of accessing the test on a computer. A test booklet for MAS Reading and/or Mathematics accommodation may be requested to **administer, respond and submit** the CMT/CAPT MAS Reading and/or Mathematics test.

Connecticut SDE
Response Accommodations

CMT MAS READING GR6

i. **Request a MAS Test Booklet for reference ONLY. Responses on MIST Application**

- request a test booklet for MAS Reading and/or Mathematics for reference while responding on the MIST application online.
- test booklet is **not** submitted for scoring it is critical that student transfer any responses on MIST

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i. Request a MAS Test Booklet for reference ONLY. Responses on MIST Application

For some students while taking the MAS test on a computer, they may need a paper version of the test. A test booklet for MAS Reading and/or Mathematics accommodation may be requested for reference while responding on the MIST application. This test booklet is not submitted for scoring the CMT/CAPT MAS Reading and/or Mathematics test. It is extremely important to remind the student that any response in this booklet gets transferred to the computer.



Our third category of Accommodations is Other Accommodations

Include:

Time Extension

Talking Calculators/Abacus (Only for Students who are Blind or Visually Impaired)

and

Adaptive Furniture/Lighting/Amplification

Please note:

Prior to the 2011-2012 school year the accommodation of test setting was entered on the CAPT/CMT Accommodations Data Collection Web site. Test Setting is no longer considered an accommodation reported on the CAPT/CMT Accommodations Data Collection Web site.

Some students benefit from being tested individually or in small groups for teacher supervision and support. It is important to provide a favorable testing environment for every student so teachers should provide accommodations for test setting based upon their classroom experience and District Test Coordinators should be made aware of the needs of these students administration planning purposes. Students tested individually or in small groups must also follow directions and security procedures described in the Test Examiners manuals.

**a. Time extensions**

- time may be extended for as long as necessary provided the student does not suffer from fatigue and the test session is **not** carried over to another day
- benchmark for time extensions is one and a half times the standard testing period for a specific subtest
- **must be tested separately** from those students tested under standard time limits
- acceptable to plan breaks within one sitting of the test administration or to spread out test activities over several sittings in one day
- it is permissible to test at a time that is most beneficial to the student

a. Time extensions

Time extensions beyond those stated in the Test Examiner's Manual may be granted to students whose disability makes completion of the test within prescribed time limits unrealistic. For each testing session, time may be extended for as long as necessary provided the student does not suffer from fatigue and the test session is not carried over to another day. (For example, CMT Mathematics I may be administered on one day and Mathematics II may be administered the following day; however, neither section may be administered over two days.) A good benchmark for time extensions is one and a half times the standard testing period for a specific subtest. Students who receive extended time **must be tested separately** from those students tested under standard time limits. If factors such as mental and/or physical fatigue or disruptive behavior present a problem, it is acceptable to plan breaks within one sitting of the test administration or to spread out test activities over several sittings in one day. Care should be taken, however, to ensure that students do not have an opportunity to share and/or compare test information during any breaks that are provided.

Some students with health problems and/or medication schedules benefit by being tested at particular times of the day (e.g., first thing in the morning, immediately following medication, etc.). It is permissible to test at a time that is most beneficial to the student.

Other Accommodations



b. Talking Calculators/Abacus (Only for Students who are Blind or Visually Impaired)

- blind or visually impaired may use talking calculators or an abacus
- subtests where computation skills are being assessed, calculators **may not be used**, even as an accommodation.
- these students must be tested separately from other students unless they use a talking calculator with headphone
- use of personal cell phones, digital assistants (PDAs), such as the Palm Pilot, is not permitted.

b. Talking Calculators/Abacus (Only for Students who are Blind or Visually Impaired)

Calculators may be used by all students for some of the math subtests and not for others as noted in the Test Examiner's Manual. On those subtests where computation skills are being assessed, calculators **may not be used**, even as an accommodation. Only students who are blind or visually im-paired may use talking calculators or an abacus; however, these students must be tested separately from other students.

Students may use any calculator provided to them or any calculator of their choosing, including those with limited text capabilities, such as some scientific and graphic calculators. The use of cell phones, personal digital assistants (PDAs), such as the Palm Pilot, is not permitted.

Other Accommodations



c. Adaptive furniture/lighting/amplification

- adaptive or special furniture (e.g., special tables, corner chairs, slant boards, etc.).
- some communication devices may alter the presentation or response mode of the test.
- call the Student Assessment Office at (860) 713-6855 or (860) 713-6837.
- special lighting, amplification or noise-buffering devices

c. **Adaptive Furniture/Lighting/Amplification**

Students should be tested using the adaptive or special furniture that they normally use in the course of daily instruction (e.g., special tables, corner chairs, slant boards, etc.). This accommodation does not extend to the use of some communication devices that alter the presentation or response mode of the test. Before using any communication device other than those mentioned in the Assessment Guidelines, call the Student Assessment Office at 860-713-6855 or 860-713-6837.

Students may be tested using special lighting, amplification or noise-buffering devices as necessary, provided they are also employed for classroom instruction and recommended in the students' IEPs.

Step 3

Select accommodations for

instruction



assessment

Moving on to Step 3, selecting accommodations for instruction and assessment.

Connecticut SDE

**Accommodations Available for
Statewide Assessment:**

- All assessment including supplemental
- Must be in IEP, 504 plan or ELL Annual review
- Made available for CSDE to review.

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Standard & MAS administration as well as supplemental testing associated with the CMT and CAPT allow for specific accommodations

A Students IEP must outline which accommodations will be used during testing. The decisions regarding accommodations are made by the PPT Team and should never be an individual teacher decisions made immediately prior to or during test administration. A student with a 504 plan should also describe what specific accommodations a student requires. Finally, for ELL students, in their annual review, students accommodation needs are reviewed and determined at that time.

These accommodations should be recommended by student's teachers in consultation with one another and a principal/supervisor and the rationale for the decision should be documented in writing and be available to the CSDE, if requested.

Student: _____ DOB: _____ District: _____ Meeting Date: _____	
Lecture, First Name: _____ 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>	Sites/Activities Where Required and Duration
Materials/Books/Equipment: _____	
Tests/Quizzes/Assessments: _____	
Grading: _____	
Organization: _____	
Environment: _____	
Behavioral Interventions and Support: _____	
Instructional Strategies: _____	
Other: _____	
<p><small>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: _____</small></p>	
<p>ED 001, Revised February 2016 DESERVING EDUCATION PROGRAM 9</p>	

Pg 8 PROGRAM ACCOMMODATIONS AND MODIFICATIONS- INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES - AND COLLABORATION/SUPPORTS FOR SCHOOL PERSONNEL

Accommodations should be clearly described on this page for both classroom and testing situations.

Accommodations may include AT devices. The term does not include a medical device that is surgically implanted, or the replacement of that device [H.R. 1350 Section 602(1)]. An AT service is any service that directly assists a child with a disability in the selection, acquisition, or use of an AT device [H.R. 1350 Section 602(2)]. Care should be taken in determining when and how AT should be used. An effective implementation of an IEP does not create an unnecessary dependence on the AT device.

Connecticut SDE

Student: _____ DOB: mm/ff/yyyy _____ Division: _____ Meeting Date: mm/ff/yyyy

Last Name, First Name mm/ff/yyyy

SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

CONSIDERATION OF SPECIAL FACTORS:

- For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and
 - NA A behavioral intervention plan has been developed IEP Goals and Objectives have been developed to address the behavior Other (specify) _____
- For students with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following:
 - NA Recommendation (specify) _____
- For students who are blind or visually impaired: NA Instruction in braille or the use of braille is being provided, as required The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.
- For students who are deaf or hard of hearing, the PPT has determined (after considering the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode, and considering whether the student requires assistive technology devices and services) that the following services are required: NA No services required
 Services/modifications required (specify) _____

PROGRESS REPORTING

- A report of progress toward meeting the Measurable Annual Goals and Short Term Objectives included in this IEP will be sent to parents periodically, according to the following schedule:
 - Quarterly Consistent with grade level report cards Other (Specify) _____

EXIT CRITERIA

- Exit Criteria: Student will be exited from Special Education upon: (Check One)
 - Ability to succeed in Regular Education without Special Education support Graduation Age 21 Other (specify) _____

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SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA
Pg 10 SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

This page provides a place for the district to document that the PPT has complied with IDEA 04, regarding student behavior, students with limited English proficiency, students who are blind or visually impaired, and that the communication needs of students are considered including those students who are deaf or hard of hearing, and (v) consider whether the child needs assistive technology devices and services.” (H.R. 1350 Section. 614 (c) (B))

Student: _____		DOB: _____		District: _____		Meeting Date: _____	
Last Name, First Name		XXXXXX		XXXXXX		XXXXXX	
STATE AND DISTRICT TESTING AND ACCOMMODATIONS							
CMT/CAPT				DISTRICTWIDE ASSESSMENTS			
<input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 (Fall) <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12 <input type="checkbox"/> Grades PK-2, 9 or 11-12, testing not required				<input type="checkbox"/> Grade Pre-K <input type="checkbox"/> Grade K <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12			
CMT/CAPT (You must select ONE of Assessment Options 1, 2, and 3 unless the student is in grades PK-2, 9 or 11-12 and testing is not required. Select any appropriate Administration Options.)				DISTRICTWIDE ASSESSMENTS (Select all appropriate options.)			
Assessment Options: <input type="checkbox"/> 1. Standard CMT/CAPT for all tests <input type="checkbox"/> 2. CMT/CAPT Modified Assessment System (MAS) for: <input type="checkbox"/> math tests only <input type="checkbox"/> reading tests only <input type="checkbox"/> math and reading tests <small>(This option includes the Standard CMT/CAPT for all tests not specified above.)</small> <input type="checkbox"/> 3. CMT/CAPT Skills Checklist				<input type="checkbox"/> N/A - No districtwide assessments are scheduled during the term of this IEP. <input type="checkbox"/> Standard Assessment(s) <input type="checkbox"/> Alternate Assessment(s) <small>Alternate assessments must be specified and a statement provided for each as to why the student cannot participate in the standard assessment and why the particular alternate assessment selected is appropriate for the student.</small>			
Administration Options: (Check N/A for both options if student is assessed with Skills Checklist) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A Accommodations will be provided** <small>The completed CMT or CAPT Test Accommodations Form is attached.</small> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A ELL exemption from reading and writing tests will be given. <small>NOTE: This exemption applies only to students who were enrolled in a U.S. for less than 12 months AND who have English proficiency. The student must have taken an English language assessment that is valid. This exemption is available for only ONE administration of the CMT or CAPT; the student may not be exempt from testing in subsequent years. Exempted students are not required to take the reading and writing tests, but must take all other CMT or CAPT tests. For further information, see the guidelines at http://www.ct.gov/ctde/depnow/ncpt/1020120901.</small>				Select one of the following options: <input type="checkbox"/> No accommodations will be provided. OR <input type="checkbox"/> Accommodations will be provided as specified on Page 8. OR <input type="checkbox"/> Accommodations will be provided as specified below.			
<small>** The CMT/CAPT Skills Checklist Assessment and FADS document should be used for guidance on eligibility. Provide a completed copy of the worksheet to the district test coordinator for required registration of students assessed with the CMT/CAPT MAS on the CIDE CMT/CAPT Accommodations Data Collection website. A PPT Decision to Assess the student using the CMT MAS or CAPT Skills Checklist must be received on IEP. Also, provide feedback.</small> <small>** If accommodations are given, complete the CMT or CAPT Test Accommodations Form and attach to this IEP. Provide a copy of the form to the district test coordinator for required registration on the CIDE CMT/CAPT Accommodations Data Collection website.</small>							

On page 9 of the IEP titled State and District Testing and Accommodations, the left side indicates information related to statewide assessments and the right side indicates information related to the district assessments. For both sides the grade of the student for which the testing and accommodation described must be selected. This is very important to review depending upon the time of year the student has the PPT. For example the PPT may take place in the spring and may be reflecting planned testing for the next school year. The PPT may occur in the fall and may reflect the testing that will occur in the current school year.

When this page is considered with the demographic information on page 1 of the IEP it is most effective.

In addition to the grade, one of the three Assessment options is selected. Please note that If the CMT/CAPT MAS is selected options include Math , Reading or both Math and Reading. It is understood that the other tested areas including Writing and Science will be assessed with the standard assessment.

In the Administrative Options section information about the use of Accommodations is indicated. Please note that if the student is assessed with the CMT/CAPT Skills Checklist Accommodations for statewide testing should not be selected. The nature of this assessment embeds the provision of accommodations for all students. If Accommodations will be provided the test Accommodation form should also be completed.

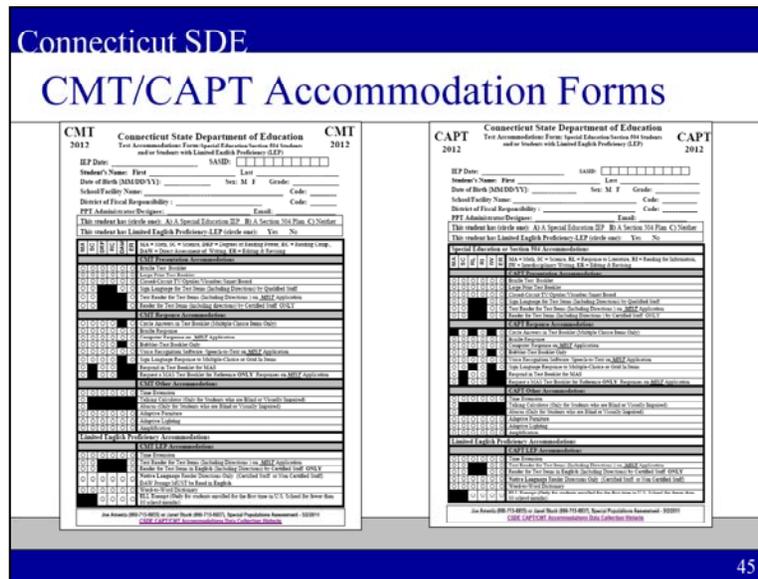
Another Administrative option includes indicating if a student who is an English Language learner qualifies for and exemption.

If the ELL student has enrolled for the first time in a U.S. school and has attended for fewer than 12 calendar months, the student MAY be exempted from the reading and writing portions of the Connecticut Mastery Test (CMT) or the Connecticut Academic Performance Test (CAPT).

All ELL students must take the math and science portions of the CMT/CAPT regardless of how long they have been enrolled in a U.S. school.

To be eligible for a CMT/CAPT exemption, the student must be administered an appropriate language proficiency assessment (a component of the identification process) AND be identified in the Public School Information System (PSIS) as an English language learner.

12 calendar months = a school entry date that is one year prior to the start of CMT/CAPT testing. For example, the March 2012 testing window begins on March 5, 2012, ELL students who entered a U.S. school for the first time after March 5, 2011 would be eligible for a CMT /CAPT exemption.



Changes are outlined in the letter to District Test Coordinators on May 6, 2011.

Eliminated from previous year

Reader of Directions as a separate accommodation ; Talking Calculator & Abacus accommodation for CMT/CAPT Science; Test Setting accommodation as a separate accommodation

The MAS Reading and Math bubbles have also been removed since this information is collected via the CMT/CAPT MAS Eligibility Worksheet when submitted on the CAPT/CMT Accommodations Data Collection Web site.

New -*Respond in Test Booklet MAS Math*

Native Language Reader Directions Only (Certified Staff or Non Certified Staff) ; CMT DAW prompt MUST be read in English

Request a MAS Math and/or Reading Test Booklet for Reference ONLY. Available upon request for students responding on the MIST application.

Other Accommodation Changes/Information -*Text Reader for Test Items (including directions) on Mist Application : This is the standard method in which a student will receive a reader accommodation; Reader for Test Items (including directions) by Certified Staff Only: Available ONLY for a small number of students who are unable to utilize Text Reader provided through the MIST application. This requires that a certified staff member administer the test individually. Possible reasons:*

Students with hearing impairments who cannot hear/comprehend text provided by a computerized text reader. Students who have limited or no exposure to a computer.

Accommodations for any students who are re-testers in grades 11 & 12 will be submitted on the CAPT/CMT Accommodations Data Collection Web site.

Sign language for Test Items (Including Direction) by Qualified Staff **does not include the reading tests.**

On the Test Accommodation forms, the *District Contact Person and Phone has been changed to PPT Administrator/Designee and email address.*

Accommodations should be chosen for each sub-test. For example, a student may take the Editing & Revising on MIST but the DAW in a test booklet if needed.

Indication for ELL exempt is now on the accommodation forms.

ELL Specific Accommodations

- Time extension
- Text Reader for Test Items (Including Directions) on MIST Application *Not available for Reading Tests*
- Reader for Test Items in **English** (Including Directions) by Certified Staff **ONLY** *Not available for Reading Tests*
- Native Language Reader Directions Only (Certified Staff or Non Certified Staff)
- Word to Word Dictionary

Time Extension and Text Reader for test Items (Including Directions) on the MIST Application have been described earlier.

Reader for Test Items in English (Including Directions) by Certified Staff ONLY is essentially the same accommodation described earlier but we wanted to emphasize that when this accommodation is selected the student is tested **individually** and directions, items and questions are read in English. This accommodation is not available for reading tests.

Native Language Reader Directions Only (Certified Staff or Non Certified Staff) This accommodation applies only to the test directions.

Word to Word Dictionary- This accommodation includes customized word to word glossaries, commercial or electronic word to word dictionary. This is an English translation without definitions.

Connecticut SDE

Measurement Incorporated Secure Testing (MIST)

1. Access to a computer with an internet connection.
2. MIST launcher installed.
3. Students who are pre-identified for this accommodation on the CAPT/CMT Accommodations Data Collection Web site will be listed on the MIST roster. New students may be added at the time of testing.



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All testing done on line is completed through Measurements Incorporated online system called MIST. MIST stands for Measurement Incorporated Secure Testing.

In order to use MIST. Each student will need to have the use of a computer with internet access and a launcher on that computer that creates a link to MIST.

MIST also requires that a student is registered to take a specific test on MIST and therefore their name and which specific test or tests will be visible in the MIST site. This roster of names is collected through the CAPT/CMT Accommodations Data Collection Web site.

In March 2012, the CMT/CAPT MAS Reading and Mathematics tests will be administered as a Computer-Based Test (CBT) to all eligible students. Once students are entered on the CAPT/CMT Accommodations Data Collection Web site, they will be registered to take these tests using the Measurement Incorporated Secured Testing (MIST) application. This is the same online application used with students who receive the *Computer Response on MIST Application accommodation*. Since this is the primary method for taking this test, there is no need to indicate this accommodation on the accommodation form for the CMT/CAPT MAS Reading and Mathematics tests.

There are many reasons we are providing more CBT to students with disabilities or who are English Language Learners.

- An online testing environment promotes the use of assistive technology as a means of greater independence.
- Districts are responsible for providing staff to administer the test with various accommodations; CBT provides many of these accommodations directly to the student in a standardized manner.
- Although a small number, students needing the voice recognition accommodation can also use CBT. This eliminates the need for sending this material through special handling.
- In the future, large print booklets may no longer be needed since a student will have the ability to enlarge their font on a computer.
- A bubbler may no longer be required since a student will have a variety of ways to respond via the computer.

Connecticut SDE						
2012 CMT Test Accommodations Provided by the MIST Application						
Subject	CMT			CMT MAS		
	Computer Response/Typed Response Only	Text Reader for Test Items (Including Directions)	Requires submission on MIST	Computer Response/Typed Response Only	Text Reader for Test Items (Including Directions)	Requires submission on MIST
Mathematics (MA)	Yes	Yes	Yes	Yes	Yes	Yes
Degree of Reading Power® (DRP®)	Yes		Yes	Yes		Yes
Reading Comprehension (RC)	Yes		Yes	Yes		Yes
Direct Assessment of Writing (DAW)	Yes		Yes			
Editing & Revising (ER)	Yes	Yes	Yes			
Science (SC)	Yes	Yes	Yes			
Supplemental	No	No	No			
Replacement	No	No	No			

This chart indicates what accommodation are provided through MIST and how the use of that accommodation requires that the student submit their responses on MIST. For example, if you look under CMT Math, you will note that if a student requires a typed response and/or items to be read to them, they will need to respond on MIST.

Connecticut SDE						
2012 CAPT Test Accommodations Provided by the MIST Application						
Subject	CAPT			CAPT MAS		
	Computer Response/Typed Response Only	Text Reader for Test Items (Including Directions)	Requires submission on MIST	Computer Response/Typed Response Only	Text Reader for Test Items (Including Directions)	Requires submission on MIST
Mathematics (MA)	No	Yes	No	Yes	Yes	Yes
Response to Literature (RL)	Yes		Yes	Yes		Yes
Reading for Information (RI)	Yes		Yes	Yes		Yes
Interdisciplinary Writing (IW)	Yes	Yes	Yes			
Editing & Revising (ER)	Yes	Yes	Yes			
Science (SC)	Yes	Yes	Yes			
Supplemental	No	No	No			
Replacement	No	No	No			

This chart is for CAPT in which the accommodation requires the submission of the responses on MIST. Note that for the census or standard CAPT, the student will not be able to submit their response on MIST. This accommodation will require that the student type their responses using a traditional word processor following the procedures described in the testing manual.

Step 4

Administer accommodations during instruction and assessment



Step 4

Now we will share topics on how to administer accommodations during instruction and assessment.



This is the main page of the Connecticut State Department of Education. By clicking on Student assessment link which under the quicklinks it will bring you to the following page.

Connecticut State Department of Education

Bureau of Student Assessment

Connecticut's statewide summative assessment system consists of the Connecticut Mastery Test (CMT), the Connecticut Academic Performance Test (CAPT), the CMT/CAPT Skills Checklist and the CMT/CAPT Modified Assessment System (MAS). Together these assessments reflect curriculum and instruction that Connecticut educators and other stakeholders believe are important to promoting positive outcomes for all students. This system measures progress toward the educational goals established as mastery criteria and state standards for each content area tested.

Connecticut's two alternate assessments, the CMT/CAPT Skills Checklist and the CMT/CAPT MAS, are available for students with disabilities enrolled in Grades 3 through 8 and Grade 10. Only identified special education students meeting specific eligibility criteria may be assessed with these alternate assessments if determined by an Individualized Education Program (IEP) team.

Connecticut Summative Assessment System

- [Connecticut Mastery Test \(CMT\)](#)
- [Connecticut Academic Performance Test \(CAPT\)](#)
- [CMT/CAPT Skills Checklist](#)
- [CMT/CAPT Modified Assessment System \(MAS\)](#)
- [CMT and CAPT Online Reports](#) - A Web site designed to provide educators, parents and the general public with student performance results on the CMT and CAPT at the school, district and state levels.

[School Profiles](#)
[Data Bulletins](#)
[Contact](#)
[Site Map](#)
[SDE Home](#)

[Access the New CEDaR Portal Connecticut Education Data and Research](#)

[No Child Left Behind](#)

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This is Bureau of Student Assessment main page. Click on the Connecticut Mastery Test link.

Connecticut SDE

Connecticut Mastery Test
FOURTH GENERATION

The Connecticut Mastery Test (CMT) is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading, mathematics, writing and science (Grades 5 and 8). Reports of individual student achievement relative to performance standards in each of these content areas are provided to the school districts and parents/guardians of each student tested. The CMT provides information about achievement that is used for many purposes including:

- o setting high expectations and standards for student achievement;
- o testing a comprehensive range of academic skills;
- o disseminating useful test achievement information about students, schools and districts;
- o identifying students in need of intervention;
- o assessing equitable educational opportunities; and
- o monitoring student progress in Grades 3 through 8 over time.

Resources

- [Testing Schedule](#)
- [CMT Resources for Educators](#)
- [CMT Resources for Parents](#)
- [CMT District Test Coordinator Correspondence](#)
- [Test Accommodations](#)
- [Assessment Requirements for English Language Learners](#)
- [CMT Assessment Data](#)
- [Connecticut Mastery Test Vertical Scale Resources](#)

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Under resources you will find a link to Test Accommodations

Connecticut SDE
 Connecticut State Department of Education

Test Accommodations

- CAPT/CMT Accommodations Data Entry Web site (Secure login Required)
 - CMT Test Accommodations Form
 - CAPT Test Accommodations Form
- Batch File Submission Resources
 Refer to the user's guide on the CAPT/CMT Accommodations Data Collection Website for information regarding batch uploads and a secure file.
- CMT/CAPT Test Accommodations Workshop
 - 2010-2011 CMT/CAPT Test Accommodations Workshop PowerPoint
 - 2010-2011 CMT/CAPT Test Accommodations Workshop - Video Part 1
 - 2010-2011 CMT/CAPT Test Accommodations Workshop - Video Part 2
- Assessment Guidelines
 - Assessment Guidelines 2010-2011 Edition - This document is intended to provide guidance for Connecticut school district personnel who must make decisions about testing special student populations on the CMT, the CAPT and the Connecticut Alternate Assessments, the CMT/CAPT Skills Checklist or the CMT/CAPT MAS.
- Learner Characteristic Inventory
 - Learner Characteristic Inventory - This inventory will be used by the Connecticut State Department of Education in describing the population of students who are associated with the CMT/CAPT Skills Checklist which is based on alternate achievement standards.

Word to Word Dictionary Resource for English Language Learners

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On this page you will find all all the information and resourses having to do with testing accommodations including the CAPT/CMT Accommodation Data Entry Web site

Connecticut State Department of Education
CAPT/CMT Accommodations Data Collection



Verify Trusted
VERIFY

Browser Requirement:
- Internet Explorer® 6.0+
- Firefox® 2.0+
- Safari® 1.2+

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.

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.



This is the CAPT/CMT Accommodation Data Entry Web site

Considerations When Providing Accommodation

- Coordinating the Logistics
- Preparation Prior to Assessment
- Follow Through During and After Assessment
- Ensuring Standardization
- Ensuring Ethical Testing Practices
- Maintaining Test Security

The topics listed here are discussed more completely in the 2011 2012 assessment guideline available on the Student Assessment Web page.

Special Considerations

1. Students Who are Present but Do Not Take the Test
2. Reluctant Students
3. Students Who Become Agitated or Disruptive
4. Students Experiencing a Medical Emergency
5. Special Accommodations
6. Accommodation Provision Error

Lets now take a look at special considerations when it comes to statewide assessment

Connecticut SDE
Students Who Are Present but Do Not Take the Test

- May be any student in the school
- Student reaches a point in which they refuse to be tested
- Test examiner indicates test session was “Left Blank” on the back cover of the test booklet/answer document
- Student should not be administered a make-up test

Bureau of Student Assessment

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Students Who Are Present but Do Not Take the Test

Some students are present in school during the testing window but for any number of reasons do not take the test. These students may or may not have disabilities or have limited English proficiency.

Students with serious emotional and behavioral problems often are among the most difficult to test. Even with suitable accommodations and individual administration, students sometimes refuse to be tested or become agitated or disruptive to the point that testing for those students is not appropriate. If a student reaches this point, testing must be stopped.

The Test Examiner’s Manual outlines strategies for preparing and reassuring students prior to test administration in an effort to reduce anxiety and promote full participation. There are instances in which the student “refuses” to even attempt the test, and simply puts his or her head on the desk without disrupting other students. **In these cases, the test examiner should indicate the test session was “Left Blank” by darkening the appropriate bubble on the *back cover* of the test booklet/answer document. The student should not be administered a make-up test.**

If the student is accessing a test via MIST and refuses to respond the Test Examiner should indicate the test session was “Left Blank” by darkening the appropriate bubble on the *back cover* of the test booklet/answer document and submit this with scorable materials.

Reluctant Students

- May be any student in the school
- Begins test and then becomes impatient or frustrated, but does not disturb other students
- Student to remain in the test setting with testing materials until the end of the session.

Reluctant Students

In other situations, a student reluctantly begins the test and then becomes impatient or frustrated, but does not disturb other students. The test examiner should encourage the student to continue the test, advise her or him to answer known questions first, and allow the student to remain in the test setting with testing materials until the end of the session. The student may decide to attempt the test later in the same session. At the end of the test session, the test examiner must collect all test materials. The student will receive a score based on the number of items answered correctly.

Connecticut SDE

Students Who Become Agitated or Disruptive

- Student becomes emotionally agitated and/or disruptive
- If student cannot continue, collect the test materials and remove student
- Determine if student answered any questions

Bureau of Student Assessment

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Students Who Become Agitated or Disruptive

In those circumstances where the student becomes emotionally agitated and/or disruptive, he or she should be promptly removed from the class if being tested in a group. If the student is being tested individually, the student should be provided with a break. An attempt should be made to reassure the student and continue testing. If, however, it is apparent that the student cannot continue, the test administrator may collect the student's test materials and remove the student from the test setting for the time remaining in the particular test period. If the student has attempted any questions, the student will receive a score based on the number of items answered correctly. If the student did not attempt any items, the student's answer booklet should **be coded "Left Blank" for the appropriate subtest by darkening the appropriate bubble on the *back cover* of the test booklet.**

In all the examples provided, every reasonable effort should be made to encourage the student to complete the test on which she or he is working.

Connecticut SDE

Students Experiencing a Medical Emergency

- District test coordinators **must** call the Student Assessment Office at 860-713-6855 or 860-713-6837 regarding potential emergency medical exemptions.

Bureau of Student Assessment

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In rare cases, there may be a student who experiences a medical emergency just before or during the testing window. There is a process whereby the student may receive an exemption from testing due to the emergency nature of the medical condition if the criteria for exemption are met. District test coordinators **must** call the Student Assessment Office at 860-713-6855 or 860-713-6837 regarding potential emergency medical exemptions. District test coordinators will be informed of the criteria and documentation process for these students. Unless an initial telephone conversation with CSDE staff and the formal application for the exemption is made *before the completion of the testing window, and is subsequently granted*, the student in question will be processed for scoring and reporting in the same manner as all other students.

(See Appendix A for more information about Medical Exemptions.)

Special Accommodations

- **In exceptional circumstances** a student whose disabilities are such that the allowable accommodations will be insufficient to provide access to the standard CMT/CAPT or the CMT/CAPT MAS
- The district test coordinator must contact the Student Assessment Office at 860-713-6855 or 860-713-6837 before the testing window begins for guidance

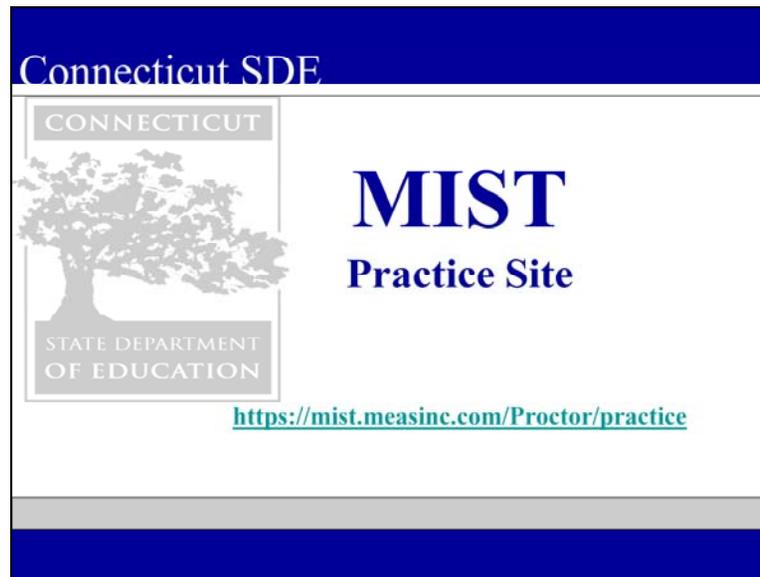
In exceptional circumstances, there may be a student whose disabilities are such that the allowable accommodations listed here in the Assessment Guidelines will be insufficient to provide access to the standard CMT/CAPT or the CMT/CAPT MAS. In these cases, **the district test coordinator must contact the Student Assessment Office at 860-713-6855 or 860-713-6837 before the testing window begins for guidance.** The district test coordinator will be provided with information regarding the Special Accommodations Petition Process. These special accommodations petitions *must* be submitted to the State Department of Education in writing with the necessary supporting documentation **before** testing for the use of an accommodation other than those listed here. These special accommodations must be approved prior to use during testing. (See Appendix B for more information)

Accommodation Provision Error

- Student did not receive their IEP mandated accommodation or received an accommodation in error, the district test coordinator (DTC) **must** be informed immediately.
- The DTC **must** then call the student assessment office immediately

A student's IEP team is responsible for determining the accommodation(s) a student should receive during statewide testing. During testing it is essential that all test proctors are aware of all accommodations the student should receive for each of the sub-tests. If a student did not receive their IEP mandated accommodation or received an accommodation in error, the district test coordinator (DTC) **must** be informed immediately. The DTC **must** then call the student assessment office immediately.

If a student refuses their accommodation(s) during testing, a district is encouraged to document this refusal and keep this information in the student's file. This may be important for determining appropriate accommodations for this student in the future.



The MIST Practice site is open year round and allows both students and teachers an opportunity to experience an online testing environment. It is essential that students are given the opportunity to use the practice site so they become familiar with online testing. Through the practice site they will also experience how certain accommodations are delivered on a computer. It is also important to determine how various assistive technology hardware and/or software works on the MIST testing platform prior to testing.

Connecticut SDE	
2011-2012 CAPT/CMT ACCOMMODATIONS DATA COLLECTION DATES	
DATE	TASK
October 17, 2011 Monday	Begin Entering Student Accommodations and Learner Characteristics Inventories on CAPT/CMT Accommodations Data Collection Web site
November 30, 2011 Wednesday	Last Day to Confirm Large Print and Braille Rosters for Printing available on MI Web Portal
December 2, 2011 Friday	Final collection of CAPT/CMT MAS from CAPT /CMT Accommodations data Collection Web site for printing of test booklets form shipping (test booklets for response and for reference)
January 9, 2012 Monday	First Collection for MIST Rosters from CAPT/CMT Accommodations Data Collection Web site
January 16, 2012 Monday	First MIST Rosters Available on MIST Proctor Site
February 13, 2012 Monday	Final Collection for MIST Rosters from CAPT/CMT Accommodations Data Collection Web site
February 17, 2012 Friday	Last day to identify Skills Checklist students on CAPT/CMT Accommodations Data Collection Web site
February 20, 2012 Monday	Final MIST Rosters Available on MIST Proctor Site
Bureau of Student Assessment	
66	

This table provides the dates for timely submission of Accommodation related tasks.

CONTACT INFORMATION

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or

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Finally, this is our contact information. If you have any questions regarding testing accommodations you may contact us directly.