



Connecticut Alternate Assessment



CONNECTICUT  
Education

# Connecticut Alternate Assessment (CTAA) Test Administration Manual

## English Language Arts and Mathematics

2024-2025

Published November 5, 2024



Descriptions of the operation of the Test Information Distribution Engine, Test Delivery System, and related systems are property of Cambium Assessment, Inc. (CAI) and are used with the permission of CAI.

The Connecticut Alternate Assessment (CTAA) was developed with the National Center and State Collaborative (NCSC) applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. This test administration manual is adapted from the original NCSC manual.

The NCSC's work was supported by a grant from the U.S. Department of Education, Office of Special Education (H373X100002 Project officer, [Susan.Weigert@ed.gov](mailto:Susan.Weigert@ed.gov)) and was part of a collaborative of 24 states (13 core and 11 Tier II states) and five organizations. The NCSC core partner states included: Arizona, Connecticut, District of Columbia, Florida, Indiana, Louisiana, Pacific Assessment Consortium (PAC-6)<sup>1</sup>, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming. In February 2013, the NCSC Tier II affiliated states included Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.

The five NCSC partner organizations included: National Center on Educational Outcomes (NCEO) at the University of Minnesota, National Center for the Improvement of Educational Assessment (Center for Assessment), University of North Carolina at Charlotte, University of Kentucky, and edCount, LLC.

---

<sup>1</sup> The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with CTAA as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).

## Table of Contents

<b>Connecticut Alternate Assessment (CTAA) Resources and Technical Support .....</b>	<b>1</b>
<b>Overview of the Test Administration Manual.....</b>	<b>3</b>
Terms, Abbreviations, and Acronyms .....	3
<b>Section I. Overview of the CTAA.....</b>	<b>5</b>
I.I Background and Purpose .....	5
I.II Overview of the CTAA .....	5
<b>Section II. Responsibilities of the Teacher Administering the Alternate and Test Coordinators .....</b>	<b>13</b>
II.I TEA Responsibilities .....	13
II.II Test Coordinator (SC/DC) Responsibilities .....	15
II.III CTAA Participation .....	17
II.IV Testing Conditions.....	19
<b>Section III. Testing Integrity, Appropriate, and Inappropriate Test Practices.....</b>	<b>25</b>
<b>Section IV. Administration of the CTAA .....</b>	<b>31</b>
IV.I Before Testing .....	31
IV.II Setting the CTAA Verbal/Non-Verbal ELA Test Form in TIDE (Grades 3 & 4 ONLY).....	32
IV.III Early Stopping Rule and Student Response Check .....	34
IV.IV After Testing .....	34
<b>Appendix A. Performance Office Contact Information .....</b>	<b>35</b>
<b>Appendix B. CTAA Non-Embedded Scribe Accessibility Feature: Protocols for All Selected-Response and Mathematics Constructed Response Items .....</b>	<b>37</b>
<b>Appendix C. CTAA Augmentative and Alternative Communication Guidelines .....</b>	<b>39</b>
<b>Appendix D. What If My Student Becomes Disruptive or Refuses to Respond?.....</b>	<b>45</b>

## Table of Tables

Table 1. CTAA Terms, Abbreviations, and Acronyms .....	3
Table 2. Overview of the CTAA .....	5
Table 3. CTAA English Language Arts Segments.....	7
Table 4. CTAA Mathematics Segments .....	7
Table 5. Administration of Open-Response Items by Student Characteristics .....	9
Table 6. CTAA Resources.....	10
Table 7. Responsibilities for Teacher Administering the Alternate .....	14
Table 8. Responsibilities for Test Coordinators for the CTAA .....	15
Table 9. Optimal Testing Conditions .....	19
Table 10. CTAA Embedded Accessibility Features .....	20
Table 11. CTAA Non-Embedded Accessibility Features .....	21
Table 12. Accommodations and Access Information .....	22
Table 13. Examples of Testing Improproprieties .....	28
Table 14. CTAA Teacher Administering the Alternate Tasks .....	31
Table 15. CSDE Performance Office Contact Information .....	35
Table 16. Connecticut Help Desk Contact Information.....	35

## Connecticut Alternate Assessment (CTAA) Resources and Technical Support

### Connecticut Comprehensive Assessment Program Portal

<https://ct.portal.cambiumast.com/>

This website is the home page for all CTAA administration information.

### Connecticut Comprehensive Assessment Program Help Desk

1-844-202-7583 | [cthelpdesk@cambiumassessment.com](mailto:cthelpdesk@cambiumassessment.com)

The Help Desk is open Monday–Friday 7:00 a.m. to 4:00 p.m. EST outside of the summative testing window and Monday–Friday 7:00 a.m. to 7:00 p.m. EST during the summative testing window (excluding holidays).

Examples of topics related to the Test Delivery System:

- User accounts
- Accessing tests assigned to a student
- Incorrect or missing student information
- Access to the Test Delivery System supporting resources

Examples of topics related to test administration:

- Scoring procedures for constructed-response items
- Recording student responses in the Test Delivery System
- Clarifying requirements of various item types
- Locating necessary test administration documents
- Describing how to access assessment features or accommodations

When contacting the Help Desk, please be prepared to provide as much detail as possible about the issue and the system on which it occurred. Include the following:

- Your contact information (name, administrative role, district, school, email address, and phone number)
- Student name and 10-digit State Assigned Student Identifier (SASID)
- Any error messages that appeared
- Operating system and browser information
- Information about network configuration

Please contact Katie Seifert or Deirdre Ducharme at the CSDE Performance Office for other assistance not listed above (see [Appendix A](#)).

**This page has been intentionally left blank.**

## Overview of the Test Administration Manual

The purpose of the Connecticut Alternate Assessment (CTAA) Test Administration Manual (TAM) is to guide Trained Teachers Administering the Alternate (TEAs) and District/School Test Coordinators (DCs/SCs) to prepare for and administer the CTAA for English language arts and mathematics to eligible students with significant cognitive disabilities in their school or district.

The CTAA TAM contains the following sections:

- [Section I: Overview of the CTAA](#)
- [Section II: Responsibilities of the Teacher Administering the Alternate and Test Coordinators](#)
- [Section III: Testing Integrity, Appropriate, and Inappropriate Test Practices](#)
- [Section IV: Administration of the CTAA](#)

## Terms, Abbreviations, and Acronyms

[Table 1](#) provides a summary of terms with the associated abbreviations and acronyms used frequently in this TAM and other documents needed for CTAA test administration.

**Table 1. CTAA Terms, Abbreviations, and Acronyms**

Term	Abbreviation or Acronym
Approved Private Special Education Program	APSEP
Assistive Technology	AT
Augmentative and Alternative Communication	AAC
Connecticut Alternate Assessment of English Language Proficiency (CAAELP)	CAAELP
Connecticut Alternate Assessment	CTAA
Connecticut Alternate Science Assessment	CTAS
Connecticut Core Standards	CCS
Connecticut State Department of Education	CSDE
Connecticut Special Education Data System	CT-SEDS
Constructed Response	CR
Data Entry Interface	DEI
Directions for Test Administration	DTA
District Administrator	DA
District Test Coordinator	DC

**Table 1. CTAA Terms, Abbreviations, and Acronyms**

Term	Abbreviation or Acronym
Early Stopping Rule	ESR
English Language Arts	ELA
Individualized Education Program	IEP
National Center and State Collaborative	NCSC
Next Generation Science Standards	NGSS
Open-Response	OR
Planning and Placement Team	PPT
School Test Coordinator	SC
Selected-Response	SR
State Assigned Student Identifier	SASID (or SSID as used in all CAI systems)
Teacher Administering the Alternate	TEA
Test Administration Manual	TAM
Test Delivery System	TDS
Test Information Distribution Engine	TIDE



## Section I. Overview of the CTAA

### I.I Background and Purpose

The CTAA has been developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level Connecticut Core Standards (CCS). The CTAA is one component of a system of curriculum, instruction, and professional development that allows students with the most significant cognitive disabilities to access grade-level content aligned to the CCS.

The long-term goal is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school capable of pursuing post-secondary options. A well-designed summative assessment alone is insufficient to achieve this goal.

The CTAA is designed to meet the requirements of the Elementary and Secondary Education Act (ESEA), the Every Student Succeeds Act (ESSA), and Individuals with Disabilities Education Act (IDEA). These laws mandate that all students participate in assessments that measure student achievement of grade-level content standards.

### I.II Overview of the CTAA

The CTAA provides eligible students with significant cognitive disabilities in Grades 3–8 and 11 the opportunity to demonstrate what they know in English language arts (ELA) for reading and writing, and mathematics. An overview of the CTAA is summarized in [Table 2](#).

**Table 2. Overview of the CTAA**

CTAA Component	Description
<b>Tested Content Areas</b>	English language arts (ELA) <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul> Mathematics
<b>Test Content Alignment</b>	Aligned to Connecticut Core Standards (CCS) and Core Content Connectors
<b>Test Delivery Method</b>	Trained Teachers Administering the Alternate (TEAs) provide a one-to-one test administration using the online test platform and required Directions for Test Administration (DTA) for grade-specific item presentation and response collection. All passages, items, and response options are designed to be read to the student by the text-to-speech accessibility feature or by the TEA.
<b>Security</b>	All items, passages, response options, DTA, and all associated test administration materials are <b>secure</b> .
<b>Test Window</b>	March 24 – May 30, 2025

**Table 2. Overview of the CTAA**

CTAA Component	Description
<b>Training</b>	<p>The Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate is a mandatory online course completed <b>each school year</b> to provide qualified educators with essential alternate assessment materials and the permissions to administer these assessments. Educators passing the embedded quiz for the training with a score of 80% or better will be assigned the Trained TEA certification and be provided all associated privileges for administering the alternate assessment.</p> <p>The information included in the <a href="#">Connecticut Alternate Assessment System Training – Overview for Teachers Administering the Alternate</a>, posted to the Connecticut Comprehensive Assessment Program Portal, describes the responsibilities of the TEA and the procedures to ensure the alternate assessments are administered by teachers qualified for this responsibility.</p>
<b>Testing Time per Student</b>	Testing time will vary for each student. Testing may be paused and resumed, based on the needs of the student within the testing window.
<b>Embedded Accessibility Features</b>	<ul style="list-style-type: none"> <li>Color contrast</li> <li>Highlighter</li> <li>Line Reader Tool</li> <li>Magnification</li> <li>Mark for Review</li> <li>Masking</li> <li>Print-on-Demand</li> <li>Strikethrough</li> <li>Text-to-Speech</li> <li>Volume Control</li> <li>Word Prediction</li> <li>Zoom</li> </ul>
<b>Non-Embedded Accessibility Features</b>	<ul style="list-style-type: none"> <li>American Sign Language</li> <li>Assistive Technology (AT) for viewing, responding, or interacting with test items</li> <li>Augmentative and Alternative Communication Devices</li> <li>Braille for select items in ELA grades 3 and 4</li> <li>Read Aloud (Items, Directions, Response Options, Passages)</li> <li>Scribe</li> </ul>

## Description of CTAA Segments

A description of the CTAA segments that are available for the ELA and mathematics tests appear in [Table 3](#) and [Table 4](#), respectively.

## CTAA Test Administration Manual

[Table 3](#) indicates the ELA segments for CTAA.

**Table 3. CTAA English Language Arts Segments**

CTAA ELA Segments		
Segment 1: Reading	Segment 2: Reading	Segment 3: Writing
<ul style="list-style-type: none"> <li>Literary and informational reading passages and associated Selected-Response: Reading Items</li> <li>Open-Response: Foundational Reading Items (Grades 3 and 4 only)</li> </ul>	<ul style="list-style-type: none"> <li>Literary and informational reading passages and associated Selected-Response: Reading Items</li> <li>Open-Response: Foundational Reading Items (Grades 3 and 4 only)</li> </ul>	<ul style="list-style-type: none"> <li>Selected-Response: Writing Items</li> </ul>


[Table 4](#) indicates the math segments for CTAA.

**Table 4. CTAA Mathematics Segments**

CTAA Mathematics Segments	
Segment 1	Segment 2
<ul style="list-style-type: none"> <li>Selected-Response: Mathematics Items</li> <li>Constructed-Response: Mathematics Completion Items (in Grades 3, 4, 5, 8, and 11)</li> </ul>	<ul style="list-style-type: none"> <li>Selected-Response: Mathematics Items</li> <li>Constructed-Response: Mathematics Completion Items (in Grades 3, 4, 5, 8, and 11)</li> </ul>

## Pausing and Resuming Administration of the CTAA

If a student exhibits frustration, lack of engagement, refusal to participate, or if a student becomes sick during the administration of the CTAA, pause the test by clicking on the **Pause** button at the top of the student interface within the Test Delivery System and take a break. A break may consist of a few minutes to a few days, depending on the student's needs. Student responses will automatically be saved. Resume administration of the test at an appropriate time for the student. The TEA may pause and resume the administration of the CTAA as often as necessary during the testing window, based on a student's needs.

	<b>Alert:</b> The TEA <b>MAY NOT</b> <u>submit</u> or end a test because the student shows frustration, behavior concerns, or a lack of engagement in the test. However, in these instances, a TEA may pause the test and resume testing at another time. Please refer to <a href="#">Appendix D</a> for additional information.
---	--

Refer to the [CTAA System User Guide](#) for directions to pause and resume a test. The CTAA System User Guide is available for download from the Connecticut Comprehensive Assessment Program Portal (<https://ct.portal.cambiumast.com/>).

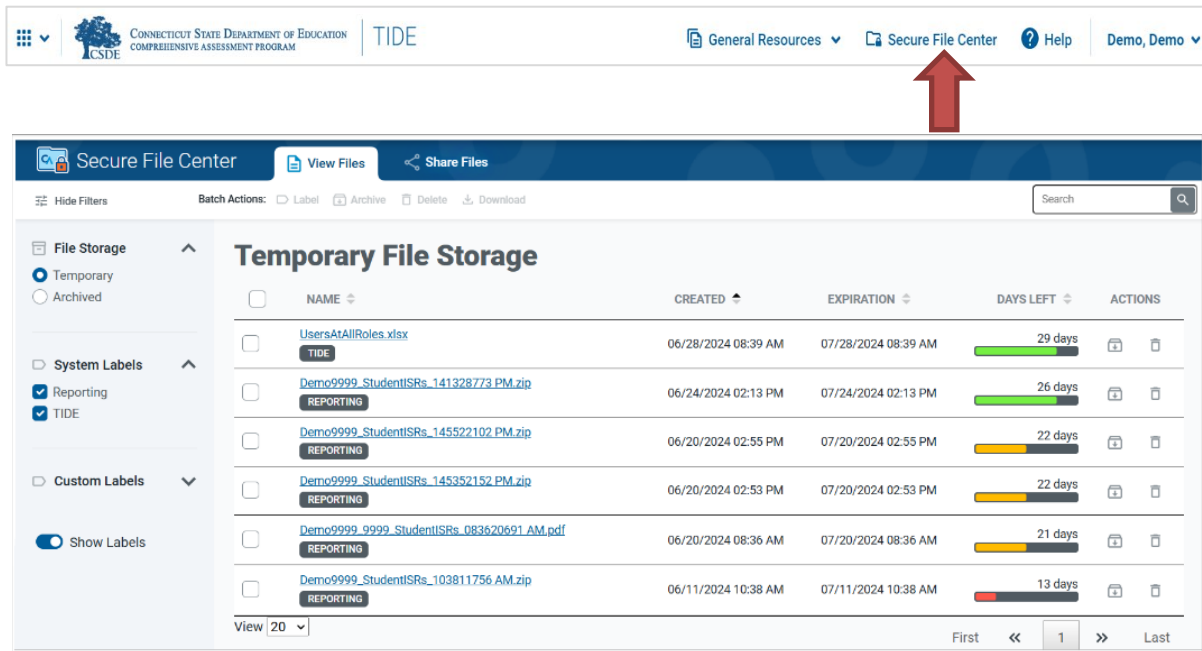
## Description of CTAA Item Types

### *Selected-Response: Reading, Writing, Mathematics*

Selected response (SR) items (e.g., multiple-choice) are presented to students in a standard format. All directions and materials needed for administering SR items are in the secure Directions for Test Administration (DTA) that are required for each grade-level test form. Secure DTAs may be accessed by trained TEAs, in the Preparing for Testing section of the Test Information Distribution Engine (TIDE) under the **Secure Testing Materials** task menu. The DTA can also be accessed in the Secure File Center located in the header in the TIDE global menu (see [Figure 1](#)). Every item is presented in the following order:

- Item stimulus (which may include a passage, passage part, picture, graphic, or other illustration);
- Item question; and
- Answer options presented in stacked or vertical formation.

**Figure 1. Secure File Center in Global Menu**



Students will select a response from the options and may do so in a variety of ways (e.g., using the computer mouse, verbalizing, gesturing, using eye gaze or communication devices, assistive technology, etc.). Either the TEA or the student enters responses into the Test Delivery System. If the student is using a scribe, the scribe enters the student-selected response on behalf of the student. Refer to [Appendix B](#) for more information about the CTAA non-embedded scribe accessibility feature.

### ***Constructed-Response: Mathematics Completion***

The constructed-response (CR) items, in Grades 3, 4, 5, 8, and 11 for mathematics, require students to develop an answer instead of selecting an answer from response options. These CR items are presented as novel tasks, using materials and content presented in an on-demand test format. Each item is presented to the student in a standardized, scripted sequence of steps culminating with the TEA scoring the student performance using the Mathematics Scoring Rubrics. The Mathematics Scoring Rubrics provide scoring standards that must be used to evaluate student responses. Directions and materials needed for administering mathematics CR items are included in the secure DTA required for each mathematics test form. The TEA enters the student CR score into the Test Delivery System.

### ***Open-Response: Foundational Reading (Grades 3 and 4 Only)***

Open-response (OR) Foundational Reading items are included in the Reading Test in Grades 3 and 4 only. These items are word identification tasks. Students identify three to five words as each item is presented. The TEA enters the student's scores into the Test Delivery System.

### **Verbal and Non-Verbal Test Forms (Grades 3 and 4 Only)**

Verbal and Non-Verbal test forms are offered for the CTAA ELA tests in Grades 3 and 4. These forms must be assigned to the student in TIDE prior to testing (see section [IV.II Setting the CTAA Verbal/Non-Verbal ELA Test Form in TIDE \(Grades 3 & 4 ONLY\)](#)). Students who do not respond with oral speech, are Blind, Deaf, or Deaf-Blind, or use AAC should select the Non-Verbal Form. The TEA should administer the appropriate form for each student.



**Note:** ALL Grade 3 and 4 students must have a Verbal or Non-Verbal Form assignment in TIDE to be eligible for the ELA test. If neither ELA form is selected, an ELA Verbal Form will be provided to the student by default. The accuracy of ELA form selection assigned in TIDE prior to test administration should be verified by a TEA.

[Table 5](#) indicates the mode of administration for CTAA ELA OR items based on student communication characteristics.

**Table 5. Administration of Open-Response Items by Student Characteristics**

Student Communication Characteristics	Type of Administration
Students With Clear Consistent Oral Speech	Administer the <b>Open-Response (OR): Foundational Reading Items</b> included in the ELA Verbal Form for Grades 3 and 4.

**Table 5. Administration of Open-Response Items by Student Characteristics**

Students Using Braille	<p>Contact the Connecticut Help Desk to order the items in braille prior to administering the ELA Non-Verbal Form for Grades 3 or 4.</p> <p>Please refer to the resource <a href="#">CTAA Assessing Students Who are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration</a> for more information.</p>
Students Using Communication Modes Other Than Oral Speech (e.g., Augmentative and Alternative Communication [AAC] devices, American Sign Language, or eye gaze, etc.)	Administer the <b>Selected-Response (SR): Foundational Reading Items</b> included in the reading test available in the ELA Non-Verbal Form for Grades 3 and 4.

## CTAA Practice Test

All TEAs and students have access to sample items for both reading and mathematics prior to the beginning of the test window. The items allow the TEA and student to engage with, and become familiar with, the online item presentation and test any assistive technology required. Practice tests are available on the Connecticut Comprehensive Assessment Program Portal (<https://ct.portal.cambiumast.com/alternate-assessment.html>).

If a different test format is needed, the TEA can present using a PDF of the CTAA at the time of testing. The teacher will provide the same types of accommodations needed for the student to access the test (e.g., use of a reader, scribe). The TEA will transfer and submit student responses using the TA Interface and Student Secure Interface.

## Documents Needed for Test Administration

Most of the documents listed in [Table 6](#) can be found on the Connecticut Comprehensive Assessment Program Portal (<https://ct.portal.cambiumast.com/>). The Directions for Test Administration (DTA) are secure materials and must be downloaded from TIDE by the trained TEA prior to testing.

**Table 6. CTAA Resources**

Document	Purpose	User
<a href="#">CTAA Test Administration Manual (TAM)</a>	Provides policies and procedures for TEAs and DCs/SCs to prepare for the administration of the CTAA.	TEAs and DC/SCs

**Table 6. CTAA Resources**

Document	Purpose	User
<p><i>Directions for Test Administration (DTA)</i></p> <p><b>Note: The DTAs are secure documents and only DAs and trained TEAs may download these secure testing materials from the Secure Testing Materials task menu in the Preparing for Testing section in TIDE prior to testing.</b></p>	<p>Each test form has a specific DTA that provides directions and a script to administer each item of the test. <u>These directions and the script must be followed exactly.</u> The DTAs include the allowable manipulatives and reference materials for specific items and scoring rubrics for CR mathematics items and the OR Foundational Reading Items in Grades 3 and 4.</p>	TEAs
<p><a href="#"><u>CTAA System User Guide</u></a></p>	<p>Provides information to access and navigate the Test Delivery System for purposes related to assessing students.</p>	TEAs and DCs/SCs
<p><a href="#"><u>Connecticut Alternate Assessment System Eligibility Form</u></a></p>	<p>The official Connecticut Alternate Assessment System Eligibility Form must be completed within CT-SEDS by the PPT to determine eligibility for the current testing year.</p>	TEAs, Planning and Placement Teams, Related Services Specialists
<p><a href="#"><u>CTAA Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration</u></a></p>	<p>This is a resource that includes tasks for TEAs to complete before, during, and after the assessment and strategies to enhance access to the CTAA to students who are blind, deaf, or deaf-blind.</p>	TEAs assessing a student who is blind, deaf, or deaf-blind.

**This page has been intentionally left blank.**



## Section II. Responsibilities of the Teacher Administering the Alternate and Test Coordinators

The Teacher Administering the Alternate (TEA) and DCs/SCs participating in the administration of the CTAA have assigned responsibilities.

### II.I TEA Responsibilities

#### Who can be a TEA?

The criteria for being a TEA are as follows:

- A certified and licensed educator familiar with the student, typically the student's teacher, who has completed the Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate with a score of at least 80% accuracy or greater may administer the CTAA.
- If a student's teacher is a long-term substitute who is a certified and licensed educator who has completed the Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate with a score of at least 80% accuracy or greater, then the long-term substitute may administer the CTAA.

[Table 7](#) on the following page indicates the TEAs responsibilities before, during, and after the administration of the CTAA.

**Table 7. Responsibilities for Teacher Administering the Alternate**

Before Test Administration	
<input type="checkbox"/>	Confirm you have been assigned the user role of TEA by your District Administrator (DA) in TIDE.
<input type="checkbox"/>	Verify that you can access the TIDE system with your username and established password.
<input type="checkbox"/>	Review and complete the online <a href="#">Connecticut Alternate Assessment System Training- Required for Teachers Administering the Alternate (TEAs)</a> and pass the quiz with at least 80% accuracy each school year.
<input type="checkbox"/>	Verify your student's finalized and implemented IEP in CT-SEDS to confirm that the PPT completed the Connecticut Alternate Assessment System Eligibility Form and that the student meets eligibility criteria. The PPT must complete the verification section of the eligibility form for attestation.
<input type="checkbox"/>	Access the CTAA practice test to familiarize student with the Test Delivery System, accessibility features, and to confirm compatibility of Assistive Technology and AAC devices.
<input type="checkbox"/>	Review sections <a href="#">Testing Conditions</a> and <a href="#">CTAA Accessibility Features</a> of the TAM to make appropriate testing arrangements for students.
<input type="checkbox"/>	Ensure the student is taking the appropriate grade-level test.
<input type="checkbox"/>	<b>Grade 3 &amp; 4 Only:</b> Select appropriate CTAA ELA Verbal or Non-Verbal Form for the student in TIDE.
<input type="checkbox"/>	Review the Directions for Test Administration: <ol style="list-style-type: none"> <li>1. Download/print or use a separate computer to access the DTA for the appropriate grade, subject area, and student; <b>and</b></li> <li>2. Read the DTA; prepare and organize materials and print the reference sheets as specified in the DTA.</li> </ol>
During Test Administration	
<input type="checkbox"/>	Implement the DTA as written and complete test administration by May 30, 2025.
<input type="checkbox"/>	Provide optimal testing conditions including embedded and non-embedded accessibility features, as needed.
<input type="checkbox"/>	Report technology concerns to the DC/SC or Connecticut Comprehensive Assessment Program Help Desk.
<input type="checkbox"/>	Maintain test security by ensuring all test materials are in a secure and locked location when not testing.
<input type="checkbox"/>	Report inappropriate test practices and irregularities to the DC/SC.
After Test Administration	
<input type="checkbox"/>	Report any inappropriate test practices and suspected irregularities to the DC/SC.
<input type="checkbox"/>	Give all printed copies of the test, DTAs, scoring rubrics, student login information, scratch paper, student work, etc., to the DC/SC for secure shredding.
<input type="checkbox"/>	Remove any secure materials from computers, Assistive Technology, and AAC devices.

During all phases of testing, contact the CSDE Performance Office or Connecticut Comprehensive Assessment Program Help Desk as needed ([Appendix A](#)).

## CTAA Administration Training Requirements for All Teachers Administering the Alternate

The Connecticut Alternate Assessment System Training – Required for Teachers Administering the Alternate is a mandatory online course completed **each school year** to provide qualified educators with essential alternate assessment materials and the permissions to administer these assessments. Educators passing the embedded quiz for the training with a score of 80% or better will be assigned the Trained TEA certification and be provided all associated privileges for administering the alternate assessment.

The information included in the [Connecticut Alternate Assessment System Training – Overview for Teachers Administering the Alternate](#), posted to the Connecticut Comprehensive Assessment Program Portal, describes the responsibilities of the TEA and the procedures to ensure the alternate assessments are administered by teachers qualified for this responsibility.

## II.II Test Coordinator (SC/DC) Responsibilities

In addition to the District Administrator (DA), the District Test Coordinator (DC) provides oversight of the CTAA at the district level supporting the DA. The School Test Coordinator (SC) works within the school building to ensure that the CTAA is administered as intended and that the TEAs and students have the support needed for a successful administration. In some schools and districts, the DC and the SC may share the duties or even be the same person.

Regardless of the number of individuals who perform the duties, the responsibilities of each role must be completed. Essential tasks that are required before, during, and after administration of the CTAA are outlined in [Table 8](#).

**Table 8. Responsibilities for Test Coordinators for the CTAA**

Before Test Administration
The DA or the DC should attend the annual District Test Administrator workshop provided by the CSDE Performance Office.
Ensure TEAs have: <ul style="list-style-type: none"> <li>• been provided with a TEA role TIDE account, created by the DA;</li> <li>• participated in the annual, required Connecticut Alternate Assessment System Training; and</li> <li>• have access to the Test Delivery System and the Data Entry Interface with a school email address and password associated with their TIDE account.</li> </ul>
Ensure that the PPT completed the <a href="#">Connecticut Alternate Assessment System Eligibility Form</a> in CT-SEDs by the recommended deadlines.

Table 8. Responsibilities for Test Coordinators for the CTAA

Connecticut Alternate Assessment System Eligibility Form Verification in CT-SEDS	
CT-SEDS Implementation Date	Assessment
<b>Fully Implemented IEP by December 20, 2024</b>	<p>Eligibility forms must be approved, verified, finalized, and implemented within the IEP in CT-SEDS for the following assessments for the students to be correctly registered for:</p> <ul style="list-style-type: none"> <li>• CAAELP (students identified as EL/ML in Grades K-12); and</li> <li>• CTAA and CTAS (Grade 11)</li> </ul>
<b>Fully Implemented IEP by February 1, 2025</b>	<p>Eligibility forms must be approved, verified, finalized, and implemented within the IEP in CT-SEDS for the following assessments for the students to be correctly registered for the:</p> <ul style="list-style-type: none"> <li>• CTAA (Grades 3-8, and newly identified students in Grade 11); and</li> <li>• CTAS (Grades 5, 8, and newly identified students in Grade 11)</li> </ul>
Communicate all information received from the CSDE regarding the CTAA to TEAs.	
Ensure system technological requirements are met. Work with district/school IT personnel to ensure that the CAI Secure Browser is loaded on necessary computers and that the online Test Delivery System is accessible and functioning on every computer that is used for testing.	
Support TEAs to by providing coverage and developing a testing schedule so that all tests are completed within the test window.	
During Test Administration	
Monitor to ensure implementation of appropriate test practices and appropriate student participation so that all CTAA administration is completed by May 30, 2025.	
Ensure students and TEAs have the materials and resources needed to administer the CTAA.	
Maintain test security by ensuring all test materials are in a secure and locked location when not testing.	
Report inappropriate test practices and irregularities to CSDE Performance Office ( <a href="#">Appendix A</a> ).	
After Test Administration	
Investigate and report any inappropriate test practices and suspected irregularities to the CSDE Performance Office ( <a href="#">Appendix A</a> ).	
Securely shred printed copies of the CTAA, DTAs, scoring rubrics, and ensure all secure materials are removed from computers, assistive technology, and AAC devices.	

During all phases of testing, contact the CSDE Performance Office, or the Connecticut Comprehensive Assessment Program Help Desk as needed ([Appendix A](#)).

## II.III CTAA Participation

### Student Participation Criteria

Students with a significant cognitive disability who have been determined eligible by their Planning and Placement Team (PPT) for participation in alternate assessments and meet all three-evidence based criteria as defined by the [Connecticut Alternate Assessment System Eligibility Form](#) participate in the CTAA for English language arts and mathematics and the Alternate Science in Grades 5, 8 and 11. The Connecticut Alternate Assessment Eligibility form is completed via the PPT process within the CT-SEDS platform. [Figure 2](#) shows the criteria that PPTs will need review and document in order to make eligibility determination for the Alternate Assessments.

As a reminder, the smallest percentage, usually 1% or less of tested students, are identified with a significant cognitive disability and cannot access standard assessments even with supports and accommodations.

The identification of a significant cognitive disability for participation in the alternate assessments is not based on IDEA disability category or English learner/multilingual learner status. Furthermore, eligibility is not based on previous low academic achievement. PPTs should use the most current data (within three years) when making eligibility determination for the alternate assessments.

Districts should collaborate with PPTs and carefully monitor the percent of the total number of students with significant cognitive disabilities who are assessed with an alternate assessment in their program to ensure that students meet participation criteria as specified by the eligibility form. Please refer to the [Annotated Connecticut Alternate Assessment System Eligibility Form](#) for additional information on the eligibility criteria.

**Figure 2. The Connecticut Alternate Assessment System Eligibility Form**

The student must meet all of the numbered criteria outlined below to participate in Connecticut Alternate Assessments.  
This student has a significant cognitive disability, as evidenced by:

1. **Student has an intellectual impairment.**
  - A. No evidence exists to support that this student has an intellectual impairment.  
*STOP:* student is not eligible to participate in the alternate assessment system.
  - B. In the absence of standardized, cognitive assessments/scores, there is evidence to substantiate the presence of an intellectual impairment.

**OR**

- C. Results of cognitive testing (e.g., Full-Scale IQ score < 70):
  - Assessment Used: (Choose from the drop-down menu)
    - Cognitive Assessment System (CAS)
    - Comprehensive Test of Nonverbal Intelligence (CTONI)
    - Differential Ability Scales (DAS)
    - Kaufman Assessment Battery for Children (KABC)
    - Naglieri Nonverbal Ability Test (NNAT)
    - Pictorial Test of Intelligence (PTI)
    - Reynolds Intellectual Assessment Scales (RIAS)
    - Stanford-Binet Intelligence Scale (SB)
    - Test of Nonverbal Intelligence (TONI)
    - Universal Nonverbal Intelligence Test (UNIT)
    - Wechsler Adult Intelligence Scale (WAIS)
    - Wechsler Intelligence Scale for Children (WISC)
    - Wechsler Intelligence Scale for Children Spanish
    - Wechsler Nonverbal Scale of Ability (WNV)
    - Wechsler Preschool & Primary Scale of Intelligence (WPPSI)
    - Woodcock-Johnson Test of Cognitive Abilities (WJ)
    - Other (Specify): \_\_\_\_\_
  - Date Completed: \_\_\_\_\_ (mm/dd/yyyy)
  - Composite Name: \_\_\_\_\_ Composite Score: \_\_\_\_\_

- 2. **Student has functional adaptive behavior skills well below age-level expectations.**

Functional adaptive behavior is defined as those conceptual, social, and practical skills necessary to meet the common demands of everyday life across multiple settings.

- A. Student has functional adaptive behaviors necessary for the student to live independently and function safely in daily life for their age group.  
*STOP:* student is not eligible to participate in the alternate assessment system.
- B. Results of functional adaptive behavior assessment(s) (e.g., scored more than 1.5 standard deviations below the mean score).
  - Assessment Used: (Choose from the drop-down menu)
    - Adaptive Behavior Assessment System (ABAS)
    - Scales of Independent Behavior-Revised (SIB-R)
    - Vineland Adaptive Behavior Scales (VABS)
    - Other (Specify): \_\_\_\_\_
  - Date Completed: \_\_\_\_\_ (mm/dd/yyyy)
  - Composite Name/Functional Level Composite Score: \_\_\_\_\_
- 3. **Student requires intensive instruction and significant supports.**
- A. Student does not require extensive, repeated, individualized instruction.  
*STOP:* student is not eligible to participate in the alternate assessment system.
- B. Student requires extensive, repeated instruction and support that is not of a temporary or transient nature and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, demonstrate, and transfer skills.

## Parent/Guardian Involvement

Parents/guardians are partners in the PPT meeting to develop the IEP and are engaged in the assessment participation decisions. Thus, they need to receive accurate information about the CTAA. A resource library for parents about relevant topics related to the alternate assessments is available at: <http://www.ncscpartners.org/resources>.

This resource library, as well as the [Parent Overview of Connecticut's Alternate Assessment System](#), should be made available to parents well before the assessment participation decisions are made each year. Additional information is available on the Connecticut State Department of Education [Alternate Assessment webpage](#).

## II.IV Testing Conditions

All TEAs must provide each student with an appropriate testing environment during every testing session. The TEA can ensure an appropriate testing environment by providing:

1. Optimal testing conditions for every student
2. Accessibility features that are appropriate for individual students
3. Accommodations defined in the student's IEP that are consistent with CSDE testing policies
4. Supports found in [CTAA Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration](#) (if applicable)

Optimal testing conditions, appropriate accessibility features, the accommodations defined in student's IEP that are consistent with CSDE policies, and by using supports suggested in [CTAA Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration](#) to allow student access to the CTAA so that they may demonstrate their knowledge. Each of these is discussed in detail below. Implementation of these practices must be planned for prior to testing the student.

### Optimal Testing Conditions

Optimal testing conditions must be provided for every student before and during the test administration as outlined in [Table 9](#).

**Table 9. Optimal Testing Conditions**

Before Administering the Test
Review the accessibility features and prepare for use as appropriate for individual students.
Review the <a href="#">CTAA Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration</a> if applicable.
Identify the accommodations defined in the student's IEP that are consistent with CSDE policies and prepare for implementation during testing.
Make sure that the computer, any AAC, and/or assistive technology device a student may use to interact with the test items meet the minimum requirements (located in the <a href="#">CTAA System User Guide</a> ), and are in working order, are available for testing, and are compatible with the Test Delivery System.
Log on to the Test Delivery System on your separate device before testing to ensure that the computer, login information, and the accessibility features are working as intended.
Review the sample items in the <a href="#">CTAA Practice Test</a> with the student, and practice using appropriate accessibility features and accommodations defined in the student's IEP that are consistent with Connecticut policies.
Read the DTA for the grade and subject-specific test assigned to the student, organize all the test materials according to the DTA, and print a copy of any reference sheets or stimulus materials.
Arrange to administer the CTAA in a familiar setting that is free of noise and distractions.

Table 9. Optimal Testing Conditions

Before Administering the Test
Develop a schedule to administer the CTAA during the best time of day for the student; consider time needed for breaks for the student over multiple days.
During Test Administration
Manage testing materials and the assistive technology or AAC required by the student in accordance with directions provided in the DTA.
Provide scratch paper for student to make notes or solve math items. All scratch paper must be submitted to the DC for secure shredding.
Pause the test administration and resume at a later time or another day as indicated by student needs. The CTAA may be administered over multiple days but must be completed by May 30, 2025.
Provide appropriate student positioning, access to appropriate accessibility features, and accommodations identified by the student's IEP that are consistent with CSDE policies.
Provide encouragement to support student engagement and focus. Phrases that <u>do not</u> indicate either the correct or incorrect response are appropriate for use. Examples of acceptable encouraging phrases include: "I like the way you are listening and following directions." "Only one more to go!" "Just five minutes until a break!" "Keep working!"

## CTAA Accessibility Features

Accessibility features support student access to the test. Accessibility features are either embedded in the Test Delivery System, or are non-embedded, and are provided by the TEA. Accessibility features may be enabled by the student or TEA at the time of testing. **The CTAA is designed to have all passages, items, and response options read to the student, either by the text-to-speech feature, or using the non-embedded read aloud feature in which the TEA reads all passages, items, and response options to the student.** Refer to the [CTAA System User Guide](#) for descriptions of the accessibility features and the directions to enable them.

[Table 10](#) and [Table 11](#) provide lists of all accessibility features available for the CTAA.


	<b>Note:</b> Students and TEAs should become familiar with the accessibility features and may use them with the practice test prior to administration of the CTAA.
---	--

Table 10. CTAA Embedded Accessibility Features

Embedded Accessibility Feature	Description
<b>Color Contrast</b>	Allows for different background or font color based on student needs or preferences. Available options are as follows: <ul style="list-style-type: none"> <li>■ Black on White (default)</li> <li>■ Red on White</li> <li>■ White on Red</li> </ul>



**Table 10. CTAA Embedded Accessibility Features**

Embedded Accessibility Feature	Description
	<ul style="list-style-type: none"> <li>■ Yellow on Black</li> <li>■ Black on Rose</li> <li>■ Yellow on Blue</li> <li>■ Medium Gray on Light Gray</li> <li>■ Reverse Contrast (White on Black)</li> </ul>
<b>Highlighter</b>	A digital tool for marking desired text, item questions, item answers, or parts of these in yellow.
<b>Line Reader Tool</b>	Allows the highlighting of an individual line of text in a passage or question. This tool is not available when the highlighter tool is in use.
<b>Magnification</b>	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.
<b>Mark for Review</b>	Allows items to be flagged for future review during the assessment.
<b>Masking</b>	Masking blocks off content that is not of immediate need or that may be distracting, allowing the focus of attention to be on a specific part of a test item by masking selected content.
<b>Print on Demand</b>	Paper copies of items can be printed for students from the student interface in the Test Delivery System.(Consider use of secure PDF)
<b>Strikethrough</b>	Allows users to cross out answer options.
<b>Text-to-Speech</b>	Text is read aloud to the student via embedded text-to-speech technology.
<b>Volume Control</b>	Audio can be controlled for embedded text-to-speech.
<b>Zoom</b>	A tool for making text or other graphics in a window or frame appear larger on the screen. The test page can zoom in up to eight levels.

**Table 11. CTAA Non-Embedded Accessibility Features**

Non-Embedded Accessibility Feature	Description
<b>American Sign Language</b>	The Trained TEA, or qualified interpreter, signs all CTAA items, directions, response options, and passages as scripted in the DTA to the student. Student may respond using sign language (e.g., ASL, PSE, SEE, etc.).
<b>Assistive Technology</b>	Hardware and software tools used to increase, maintain, or improve the functional capabilities of individuals with disabilities.
<b>Augmentative and Alternate Communication</b>	Methods of communication used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language. These systems of communication may be aided or unaided.

<b>Read Aloud</b> <b>(Item Directions, Response Options, Passages)</b>	The Trained TEA reads all items, directions, response options, and passages as scripted in the DTA to the student.
<b>Scribe</b>	The Trained TEA attends to student dictation and enters student response on paper then transcribes the response into the Test Delivery System.

## Accommodations

Accommodations are changes in the materials or procedures of the assessment that do not alter the construct being measured.

For the CTAA, a student may use the accommodations that are included in their IEP that are consistent with the secure standardized administration of the CTAA. Typically, these are defined in the Supplementary Aids and Services and District/Statewide Testing modules in CT-SEDS. These supports and accommodations should also be used during instruction.



**Alert:** The use of any physical prompting, such as hand-over-hand, invalidates the results of the test for the student. The use of physical prompting is considered to be a modification or change to the DTA. **Physical prompting is not permitted and is considered to be an inappropriate test practice and a test irregularity that should be reported.**

Accommodations with specific access information are indicated in [Table 12](#).

**Table 12. Accommodations and Access Information**

Accommodations	Access Information
<b>Assistive Technology (AT)</b> Assistive technology devices for viewing, responding to, or interacting with the test items. The student with TEA support should use the AT device with the practice test to ensure that it functions properly with the Test Delivery System. The Test Delivery System supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc.	Refer to <a href="#">CTAA System User Guide</a> and the <a href="#">Configuring Assistive Technologies webpage</a> for information about: <ul style="list-style-type: none"> <li>• Compatibility of AT with Test Delivery System and with accessibility features</li> <li>• Enabling AT devices</li> </ul>
<b>Paper Version of Item/s</b> A paper-based presentation of test item/s for students not able to access the items via the Test Delivery System.	Test items can be provided via a secure PDF available in the Preparing for Testing section of TIDE under the Secure Testing Materials task menu. Test items are also available for print through the print-on-demand accessibility feature in the student interface of the Test Delivery System upon request.  All printed assessment materials are secure and must be given to the DC/SC for secure shredding upon completion of the test.
<b>Scribe</b> This accommodation may be used for SR or CR items.	Refer to the following resources: <ul style="list-style-type: none"> <li>• (DTAs accessed in TIDE)</li> <li>• <a href="#">Appendix B</a></li> </ul>

Table 12. Accommodations and Access Information

Accommodations	Access Information
<b>Sign Language (e.g., ASL, PSE, SEE)</b> The TEA may communicate passages, items, and response options using sign language to student. Responses from the student may also be communicated in sign language.	Refer to the following resources: <ul style="list-style-type: none"> <li>• Directions for Test Administration accessed in TIDE</li> <li>• <a href="#">CTAA Assessing Students who are Blind, Deaf, or Deaf-Blind Additional Guidance</a></li> </ul>

## Assessing Students Who are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration

When a TEA is testing a student who is blind, deaf, or deaf-blind, they should access and download the document [CTAA Assessing Students Who Are Blind, Deaf, or Deaf-Blind: Additional Guidance for Test Administration](#) (located on the Connecticut Comprehensive Assessment Program Portal). This resource includes the following information:

- Tasks to complete before, during, and after the assessment;
- Strategies, with definitions and examples, which may be used by the TEA as appropriate for individual students to enhance access to the CTAA;
- Appendices with information for accessing the OR Foundational Reading items in Grades 3 and 4, and additional resources; and
- Instructions for how to select and order the appropriate braille CTAA materials from the Connecticut Help Desk.

**This page has been intentionally left blank.**

## Section III. Testing Integrity, Appropriate, and Inappropriate Test Practices

The CTAA policies related to testing integrity and appropriate and inappropriate test practices are described in this section. All personnel (DAs, DCs/SCs, and TEAs) must comply with the CSDE's security protocols and procedures.

Testing integrity is critical to ensure accurate, valid, reliable, and timely information about student academic performance. Inappropriate test practices undermine efforts for improving student achievement. Connecticut is committed to providing an assessment that accurately reflects what students know and can do in mathematics, reading, and writing.

The use and interpretation of information gleaned from test administration is compromised if students respond to items that are no longer secure. Security breaches can reduce the item pool to such a degree that an insufficient number of items remain available to represent the content required for assessment. A particular item serves several specific purposes, and its loss can have a broad impact on testing content. Failure to follow the policies outlined in this section results in a breach of security and is subject to sanctions under state law.

After the TEA completes the Connecticut Alternate Assessment System Training and quiz with a score of at least 80% accuracy or greater, the DTAs should be read, and associated materials and optimal testing conditions prepared. TEAs should become familiar with the item administration protocols and prepare necessary materials and accommodations needed for each student. **TEAs and DCs must ensure that all aspects of the CTAA are maintained in a secure manner. Items are for the exclusive use of testing and are not to be used for instruction, and are not to be shared, emailed, copied, or distributed in any manner. To do so is a test irregularity and a violation of test security and should be reported.**

### **Connecticut Test Security**

Violation of test security is a serious matter with far-reaching consequences. Breaches of test security include, but are not limited to, copying of test materials, failing to return test materials, coaching students, giving students answers, and/or changing students' answers. Such acts may lead to the invalidation of an entire school district's student test scores, disruption of the test system statewide, and legal action against the individuals committing the breach. A breach of test security may be dealt with as a violation of the Code of Professional Responsibility for Teachers, as well as a violation of other pertinent state and federal law and regulation. The Connecticut State Department of Education will investigate all such matters and pursue appropriate follow-up action. Any person found to have intentionally breached the security of the test system may be subject to sanctions including, but not limited to, disciplinary action by a local board of education, the revocation of Connecticut teaching certification by the State Board of Education\*, and civil liability pursuant to federal copyright law.

\*See Section 10-145b (i) of the Connecticut General Statutes, which reads in part as follows: The State Board of Education may revoke any certificate, permit or authorization issued pursuant to said sections if the holder is found to have intentionally disclosed specific questions or answers to students or otherwise improperly breached the security of any administration of a mastery examination, pursuant to Section 10-14n.

### **Handling Test Materials in a Secure Manner**

The CTAA is a secure online test and all test forms and test materials are available in the Test Delivery System. Secure handling of test materials protects the integrity and confidentiality of test items and the validity of student results. It is essential that unauthorized persons are prevented from accessing or viewing test content in the Test Delivery System or in paper form.

For printed test materials including, but not limited to DTAs, test-specific reference pages, scoring rubrics, and test item/s, a TEA must:

- Maintain all printed test materials in a secure, locked location
- Protect secure materials from view by other students, teachers, parents, school staff, or other individuals
- Ensure secure transport of testing material from school building to school building
- Refrain from duplicating, reproducing, or sharing items or other secure test materials
- Give ALL printed test items or other printed material to the DC/SC after the test session is completed, for secure shredding
- Delete any test materials, items, or information from the computer and/or any assistive technology used by the student after testing is complete

## Preparing a Secure Testing Environment

Students are administered the CTAA individually, one-to-one, most likely in their classroom or a similar environment familiar to the student. A secure test environment includes, but is not limited to:

- Administering the test only through the password-protected testing environment, the Test Delivery System
- Restricting student access to resources that are explicitly identified in the DTA
- Viewing of test items only by the student taking the test and the certified, licensed, and Trained TEA administering the test
- Removing electronic devices and photography technology that could jeopardize test content in the test-taking environment (Note: This does not apply to student AAC electronic devices, however only the AAC tool should be open.)
- Ensuring a quiet test-taking environment, void of talking or other distractions. No other students are permitted in the room when a student is being tested.

## Inappropriate Test Practices

Trained TEAs must administer all test items according to the DTA. Modifications or changes to DTAs are not permitted and are considered to be inappropriate test practices and a test irregularity. Inappropriate test practices are any actions that are contrary to those explicitly stated in the DTA and in the test security policy. **Inappropriate and prohibited** modifications or changes to the DTA or CTAA include, but are not limited to, the examples in [Table 13](#).

**Table 13. Examples of Testing Improperities**

Action
Changing the wording of test directions, items/questions, response options, or any text as it is written in the DTA.
Using non-prescribed graphic organizers, mnemonic aids, manipulatives, or replacement object (except as described in <a href="#">CTAA Assessing Students who are Blind, Deaf, or Deaf-Blind Additional Guidance</a> ).
Using any physical prompting, including hand-over-hand.
Providing students a preview of the test at any time.
Providing answers to students in advance of or during test administration.
Providing students clues or supports not indicated in the DTA.
Manipulation of testing materials in a way that hints at a correct or incorrect answer (e.g., reducing the number of answer options).
Changing a student's answer.
Reminding the student of previously used materials or experiences related to concepts in an item.
Teaching test content immediately before the test or the administration of an item.
Sharing test items, test content, or test forms, either written or verbally, with colleagues, parents, other staff members, the general public, or students.
Transporting printed test materials within the school in a non-secure manner.
Leaving any test materials unattended or in a non-secure setting, including, but not limited to, DTAs, test items, materials related to test items, and scoring rubrics.
Leaving the Test Delivery System unattended while logged into the test or the DTA.
Administration of the test by a staff member who has not completed the <a href="#">Connecticut Alternate Assessment System Training</a> – Required for Teachers Administering the Alternate (TEAs) (i.e., a paraprofessional, aide, or student teacher). Staff members must pass the mandatory training with a score of at least 80% accuracy or greater.
Allowing the use of electronic devices or photography technology that could jeopardize test content in the test-taking environment.
Sharing of test items through photography, phone cameras, recording devices, note taking, or any other manner with colleagues, students, teachers, parents, media, or any person.

In the normal flow of a test opportunity, a student takes the CTAA using the Secure Browser (Test Delivery System/TDS) and then submits it with the assistance of the Trained TEA. Next, the TDS forwards the CTAA test opportunity for scoring. Appeals are a way of interrupting this normal flow. A student may need to retake a test or have another test opportunity. A Trained TEA may want to appeal a test opportunity because of a hardware malfunction or a testing incident.



## CTAA Test Administration Manual

Please consult the [Test Coordinator's Manual](#) or the [TIDE User Guide](#) for instructions on how to file an appeal. Please contact your School Test Coordinator (SC) with any questions regarding appeals for the CTAA.

### Monitoring and Reporting Inappropriate Test Practices

Monitoring testing procedures and reporting inappropriate test practices is outlined in state law and policy. Each person participating in the state assessment program is directly responsible for immediately reporting any violation or suspected violation of test security or confidentiality. TEAs and other staff must notify their SC or DC if they witness or become aware of an inappropriate test practice or suspect one has occurred. DCs and SCs must report these concerns to the CSDE Performance Office (see [Appendix A](#)). DCs must report any incidents involving alleged or suspected violations that fall under the category of a serious irregularity to the CSDE Performance Office. State professional codes of ethics and state law provide the guidelines for determining the consequences for any inappropriate test practices.

### Destruction of Printed Materials and Scratch Paper

Printed materials from the print-on-demand accommodation, Secure Test PDFs, Directions for Test Administration (DTAs), and scratch paper must be kept in a securely locked room or locked cabinet that can be opened only by staff responsible for test administration. All test materials must remain secure at all times. Printed test items/passages, including braille materials, must be collected at the end of each test session and then following test submission, immediately destroyed according to district and/or state policies or procedures. **Do NOT** keep printed test items/passages or scratch paper for future test sessions.

**This page has been intentionally left blank.**

## Section IV. Administration of the CTAA

Please refer to the [CTAA System User Guide](#) for specific directions and screenshots of administration tasks.

### IV.I Before Testing

Prior to administering the CTAA the TEA will:

1. Confirm access to the Test Delivery System.

The TEA receives a username and password for the TIDE system from CAI when the DA adds the TEA to TIDE. Passwords must be updated yearly, so returning users should log onto TIDE prior to online training to ensure they have user access. Refer to the [Connecticut Alternate Assessment System Training – Overview for Teachers Administering the Alternate](#) to ensure appropriate steps required for Teachers Administering the Alternate have been taken.

2. Complete the required TEA training and pass the quiz with a score of 80% or greater.
3. Ensure PPT determination for eligibility within the Connecticut Special Education Data System (CT-SEDS). After the team determines eligibility and attests in the Verification section and the plan is finalized and implemented plans, the alternate assessment data will sync to TIDE and activate the Alternate Assessment Indicator.

**Table 14. CTAA Teacher Administering the Alternate Tasks**

Before Test Administration	
Task	Description
<b>Review PPT determination of eligibility for Alternate Assessment System based on the completion of the Connecticut Alternate Assessment Eligibility Form within CT-SEDS.</b>	Eligibility data representing those students verified in a finalized and implemented IEP in CT-SEDS will import and populate the Alternate Assessment Indicator in TIDE, which provides operational access to alternate assessments in the Test Delivery Interface.
<b>Complete/Confirm</b> Student Demographic Information	The TEA confirms the demographic information for each student available in the Test Delivery System to ensure the name is spelled correctly and the grade is correct. Report any errors to the DA.
<b>Confirm</b> Alternate Assessment Indicator	The Alternate Assessment Indicator is set to “Yes” in TIDE for students that qualify per a finalized and implemented IEP in CT-SEDS. CT-SEDS will import this data to TIDE daily.
<b>Select CTAA Verbal/Non-Verbal Form in TIDE</b> (Grade 3 and 4 ELA Only)	The TEA must select the appropriate ELA Verbal/Non-Verbal Form in TIDE for all Grade 3 and 4 students. If no form is selected, the student will receive the Verbal Form by default.

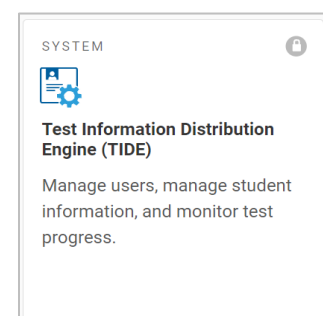
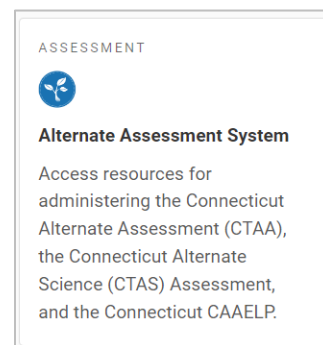
Table 14. CTAA Teacher Administering the Alternate Tasks

After Test Administration	
Task	Description
Submit Student's Tests Destroy Secure Materials Appropriately (Including DTAs) Delete Secure Materials from Computers and Assistive Technology Devices	Complete these tasks after CTAA administration is complete.  Please consult sections <a href="#">Handling Test Materials in a Secure Manner</a> and <a href="#">Destruction of Printed Materials and Scratch Paper</a> if necessary.

## IV.II Setting the CTAA Verbal/Non-Verbal ELA Test Form in TIDE (Grades 3 & 4 ONLY)

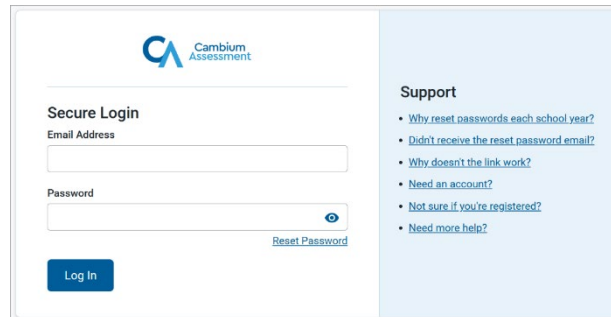
All Grade 3 and 4 students will need an ELA Verbal/Non-Verbal Form assigned in TIDE test settings to be provided with the appropriate CTAA ELA Verbal/Non-Verbal Form. The following steps should be followed in order to complete this process in TIDE. (Reminder: The Verbal Form is the default value in TIDE.)

1. Navigate to the Connecticut Comprehensive Assessment Program Portal (<https://ct.portal.cambiumast.com/>).
2. Click on the **Alternate Assessment System** program card.
3. On the Alternate Assessment System program page, click on the **TIDE** card to enter the TIDE system.



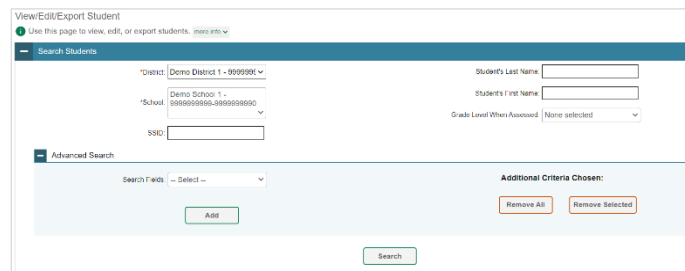
## CTAA Test Administration Manual

- On the Login page, login to TIDE using the email address and password associated with your TIDE TEA account. If you do not have TIDE credentials, contact your DA.






The login page features the Cambium Assessment logo at the top left. Below it, the 'Secure Login' section includes input fields for 'Email Address' and 'Password', a 'Log In' button, and a 'Reset Password' link. To the right, a 'Support' section lists several links: 'Why reset passwords each school year?', 'Didn't receive the reset password email?', 'Why doesn't the link work?', 'Need an account?', 'Not sure if you're registered?', and 'Need more help?'.

- Once you have logged in to TIDE, under the Preparing for Testing section, click the **Students** task menu. Then click **View/Edit/Export Student**. Enter all available search criteria and click **Search**. The search will return all students that match the search criteria.

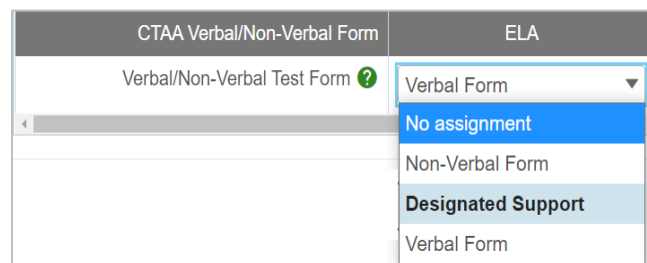


The 'View/Edit/Export Student' interface includes a header with a tip to use the page for viewing, editing, or exporting students. Below this is a 'Search Students' section with dropdown menus for 'District' (set to 'Demo District 1 - 9999999'), 'School' (set to 'Demo School 1 - 9999999999-9999999999'), and 'SSID'. There are also input fields for 'Student's Last Name', 'Student's First Name', and a 'Grade Level When Assessed' dropdown (set to 'None selected'). An 'Advanced Search' section has a 'Search Fields' dropdown and an 'Add' button. On the right, 'Additional Criteria Chosen' includes 'Remove All' and 'Remove Selected' buttons. A 'Search' button is at the bottom right.

- Click the  icon next to the student you wish to assign an ELA form to. The **View/Edit Student** page will appear.

	Edit	School Information			Student Information				
		District	School	SSID	Student's Last Name	Student's First Name	Student's Middle Name	Gender	Grade Level When Assessed
<input type="checkbox"/>		9999999999	9999999999-9999999999	999993452	Test	Test	Y	Male	05
<input type="checkbox"/>		9999999999	9999999999-9999999999	999993453	Test	Test	Y	Male	08

- Locate the **CTAA Verbal/Non-Verbal Test Form** section. Select the form that you would like to administer to the student from the drop-down menu. (This is only applicable for Grade 3 and 4 ELA.)



The form shows a section for 'CTAA Verbal/Non-Verbal Form' with a dropdown menu. The dropdown is open, showing options: 'Verbal Form', 'No assignment', 'Non-Verbal Form', 'Designated Support', and 'Verbal Form' (repeated at the bottom). A question mark icon is next to the 'Verbal/Non-Verbal Test Form' label.

- Click **Save** at the bottom of the student profile to save all changes.

**Save**

### IV.III Early Stopping Rule and Student Response Check

Most students eligible to participate on alternate assessments will be able to complete the assessments because they can access the test questions and communicate their responses when provided supports and accommodations that mirror those provided during instruction. However, a small percentage of students with the most significant cognitive and adaptive behavioral needs are reported by their teachers to have no observable way to communicate responses to participate in classroom or large-scale assessments. Trained TEAs should follow the procedures outlined in the [Connecticut Alternate Assessment System Early Stopping Rule and Student Response Check](#) to determine eligibility for the purpose of determining if a student has the necessary observable communication skills to participate fully on alternate assessments. Please note, submissions for the Early Stopping Rule must follow the deadlines outlined in the Connecticut Alternate Assessment System Early Stopping Rule and Student Response Check. Late submissions may be denied by the CSDE.

### IV.IV After Testing

#### Submitting a Student's Tests

Once the student has attempted all items on all segments of the test, click the **Finished** button at the top of the Test Delivery System. Refer to the [CTAA System User Guide](#) for additional information on how to navigate the Test Delivery System interface.



**Alert:** If a student does not meet the eligibility criteria to participate in the CTAA and they have begun the assessment, pause the test and contact the DA and the CSDE Student Assessment Office.



**Alert:** The TEA **MAY NOT** submit or end a test because the student shows frustration, behavior concerns, or a lack of engagement in the test. However, in these instances, a TEA may pause the test and resume testing at another time. Please refer to [Appendix D](#) for additional information.

#### Destroy Secure Materials

Ensure all testing materials are appropriately destroyed and deleted from computers and Assistive Technology devices following testing.



**Alert:** Federal law—the Family Educational Rights and Privacy Act (FERPA)—prohibits the release of any student's personally identifiable information. Any printed materials must be securely stored and then destroyed.

## Appendix A. Performance Office Contact Information

[Table 15](#) includes the contact information for CSDE Performance Office CTAA support.

**Table 15. CSDE Performance Office Contact Information**

Name	Phone	E-mail
<b>Student Assessment, Performance Office</b>	860-713-6860	<a href="mailto:CTStudentAssessment@ct.gov">CTStudentAssessment@ct.gov</a>
<b>Deirdre Ducharme</b>	860-713-6859	<a href="mailto:Deirdre.Ducharme@ct.gov">Deirdre.Ducharme@ct.gov</a>
<b>Katie Seifert</b>	860-713-6722	<a href="mailto:Katherine.Seifert@ct.gov">Katherine.Seifert@ct.gov</a>

[Table 16](#) includes the contact information for the Connecticut Help Desk.

Please provide the Help Desk with a detailed description of your query, as well as the following:

- If the query pertains to a student, provide the SASID and associated district and school for that student. **Do not** provide the student's name.
- If the query pertains to a TEA user account, please provide the TEA's full name, school e-mail address, District ID, School ID, and Trained TEA certification status.
- If the query pertains to the DEI, any error messages that appeared with any associated numbers.
- Operating system information and browser information including version numbers. (e.g., Windows 8 and Chrome 75 or Mac OS 10.14 and IOS11.4).

**Table 16. Connecticut Help Desk Contact Information**

Connecticut Help Desk
<p><b>Toll-Free Phone Support:</b> 1-844-202-7583</p> <p><b>E-mail Support:</b> <a href="mailto:cthelpdesk@cambiumassessment.com">cthelpdesk@cambiumassessment.com</a></p> <p>The Help Desk will be open Monday – Friday from 7:00 a.m. to 7:00 p.m. EST during the summative testing window and Monday – Friday from 7:00 a.m. to 4:00 p.m. EST outside of the summative testing window (except holidays).</p>

**This page has been intentionally left blank.**



## Appendix B. CTAA Non-Embedded Scribe Accessibility Feature: Protocols for All Selected-Response and Mathematics Constructed Response Items

For a student who utilizes the non-embedded scribe accessibility feature, the scribe will enter the student-indicated answer to an item into the Test Delivery System.

A scribe must meet the qualifications listed below and will enter, write, or type exactly what the student communicates for the ELA and mathematics assessments.

### Qualifications for a Scribe

#### ***A scribe must:***

- be a state-certified educator employed by the district;
- complete the required training for TEAs administering the CTAA;
- be familiar to the student;
- be familiar with the DTA and accessibility features needed by the student; and
- be familiar with all the accommodations included in the student's IEP.

### Preparation

- Scribes are expected to familiarize themselves with the test format in advance of the scribing session.
- Scribes are expected to be knowledgeable of the assessment and accessibility features that are available on the CTAA.
- Scribes are expected to know the specific embedded or non-embedded accessibility features that the student must receive.
- Scribes should practice the process for scribing during instruction before testing begins.

## Scribe Protocol for Selected-Response Items: ELA (Reading and Writing) and Mathematics

- The scribe may not question or correct student choices, alert student to errors or mistakes, guide the student to a correct answer, or otherwise influence a student's answer or answer choice in any way.
- Student must be tested in a setting that does not permit their responses to test items to be heard by other students.
- The scribe will comply with student requests for use of all available and allowable accessibility features on the Test Delivery System (i.e., when to turn a feature on or off, when to change size of graphic, etc.).
- A TEA, who is a scribe, may answer procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- The scribe must enter student responses directly into the Test Delivery System.
- The scribe may ask the student to repeat or clarify a response. Such requests must not be communicated in a manner suggesting that the student should make a change or correction.
- The scribe allows the student to indicate when they want to move to the next test item.
- The scribe must provide an opportunity for the student to review and modify what the scribe has recorded.
- Scribes may not question or correct student choices, alert student to errors or mistakes, prompt or influence student in any way that might compromise the integrity of the student's responses. A scribe may not edit or alter student work in any way and must record exactly what the student has dictated/responded.
- After testing, the scribe collects scratch paper, graphic organizers, other ancillary materials, and login information and gives it to the DC/SC for secure shredding. The scribe may not keep any testing materials after testing is complete.



**Note:** If the scribe transcribes the student responses on a paper-version of the test, the scribe will transcribe (verbatim) the student's responses into the Test Delivery System.

## Appendix C. CTAA Augmentative and Alternative Communication Guidelines

The TEA must record the student's response(s) exactly as the student indicates using the student's existing augmentative and alternative communication (AAC) system or device.

### AAC Methods

- Student should use the communication mode/system with which the student is the most competent and which provides the most accessibility to producing a response.
- Allow the student to select the word/symbol/picture/phrase in the communication mode/system in the same manner as used in instruction (e.g., direct select, indirect such as scanning, eye gaze).
- Allow the student to access words/symbols/pictures/phrases within their communication mode/system in the same manner as in instruction (e.g., subject specific boards, multiple levels by categories). See Figures 3–6 below.

**Figure 3. Sample Noun Category Board**



rat



ball



boy



dog



bird



food

Figure 4. Sample Phrase Board



having a friend is important



everyone needs a dream



living under a bridge is hard

Figure 5. Sample Subject Board: Subject-specific board about flight (mixture of single words, phrases, and sentences)



flying



birds fly



people fly



wind speed



insects fly



kites fly



How does a bird fly?



Birds fly with their wings.



Who invented the first airplane?



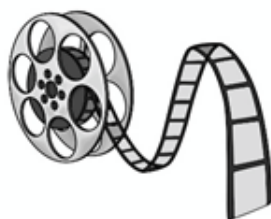
Internet



books



on the beach



video



The Wright Brothers





library



up and down

**Figure 6. Attribute Table for Images**

Image	Attribute	URL to the image
	Timabe <a href="http://en.wikipedia.org/wiki/User:Timabe">http://en.wikipedia.org/wiki/User:Timabe</a>	<a href="http://commons.wikimedia.org/wiki/File:LucasTerrier.jpg">http://commons.wikimedia.org/wiki/File:LucasTerrier.jpg</a>
	By Fionn Kidney (Flickr) [CC-BY-2.0 ( <a href="https://creativecommons.org/licenses/by/2.0/">https://creativecommons.org/licenses/by/2.0/</a> )], via Wikimedia Commons	<a href="http://upload.wikimedia.org/wikipedia/commons/a/a5/Thanakaboy.jpg">http://upload.wikimedia.org/wikipedia/commons/a/a5/Thanakaboy.jpg</a>

## AAC Protocol for the CTAA

The TEA must adhere to the AAC Protocol to ensure that the student’s response is generated in a manner that allows for accurate measurement of the student’s ability.

Words/symbols/pictures/phrases that the student typically uses during instruction to communicate can be provided and should be words/pictures/symbols/phrases that are familiar to the student (i.e., events, descriptive words).
<p>Introduce vocabulary related to the test item, but do not practice or teach the vocabulary in the context of the assessment.</p> <ul style="list-style-type: none"> <li>For example, if the test item refers to “solar energy,” it is appropriate to define and describe “solar energy” and its uses in order to familiarize the student with the related symbol(s) using the AAC device.</li> </ul>
<p>Any content represented in the grade-specific stimulus materials can be added to the student’s AAC device (e.g., list of temporal words, problem/solution cards, words from mentor text or sample essay) to support student responding.</p> <ul style="list-style-type: none"> <li>Ensure the words/pictures/symbols/phrases used from the stimulus materials are familiar or can readily be understood.</li> </ul>
<p>A response <b>cannot</b> be the result of a series of dichotomous choices of words, phrases, or sentences selected by the TEA. An example of a series of dichotomous choices that would <b>not</b> be allowed is: The teacher asks, “Do you want to say that the amount in the table should be 5 or 4?” The student chooses 5. The teacher then asks, “Do you want to make it balls or pens?” The student chooses pens.</p>
<p>A response can be the result of the student completing a process directed by the TEA using a series of two categories to communicate their word/picture/symbol/phrase preference. For example, a series of dichotomous choices that is allowable is: The teacher asks, “Do you want People-Thing words or Action words?” The student selects People-Thing words, and the teacher then gives the choice of People or Thing words. The student chooses People words. The teacher then presents a series of choices of People words to allow the student to select the preferred person from those provided on the board. (As stated above, this should not result in a series of dichotomous choices of words, phrases, or sentences selected by the TEA.)</p>
<p>Words/symbols/pictures/phrases <b>cannot</b> be arranged by the TEA on a student’s communication board so that any selection would be correct. <i>An exception to this would be if the student requests or selects a specific category level or board that has all words that could be used in a response (e.g., the student selects or requests the board filled with nouns or numbers and all would apply to the response).</i></p>
<p>Refer to the guidance regarding the placement and presentation of words, pictures, checklists, graphic organizers, and/or templates in the Directions for Test Administration (DTA).</p>



## Appendix D. What If My Student Becomes Disruptive or Refuses to Respond?

If the student becomes disruptive, aggressive, or refuses testing:

- Mirror strategies used during instruction.
- Pause testing for that student; resume at another time when student is more receptive to testing.
- Consider testing in a different environment or provide additional staff supports.
- If personal safety is ever a concern for you or your student, pause testing for that student immediately.
- If the student is unable to complete testing, pause the test. Keep it in paused status unless the student is able to complete testing at a later time in the test window.
- Notify your District Administrator in TIDE and supervisors within the district that monitor student testing completion rates of this occurrence.

**This page has been intentionally left blank.**