LAS Links Form E Operational Field Test Online Test Directions and Test Administration Manual 2022

**Connecticut
Online LAS Links Test
Administration Manual
Grades K–12**

CHANGE LOG (THIS SECTION WILL INCORPORATE ANY CHANGE MADE AFTER NOVEMBER 2021

1/5/22	Added General Online Directions	Page 2
1/5/22	Added Clarification regarding Text-to-Speech	Page 14
1/5/22	Added text to Online Tools Training as students will be given an error message if they try to use their secure username and password	Page 22

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Contents

Introduction

The purpose of the Online LAS Links Test Administration Manual (TAM) is to guide educators in preparation and the administration of the LAS Links Assessment for the 2021-22 school year to all eligible students identified as English Learners in the Connecticut Public School Information System (PSIS) in Grades K-12. This annual assessment is required by federal and state regulations.

The Data Recognition Corporation (DRC) developed the LAS Links K-12 Assessments to measure students' progress toward English language proficiency. Skills in Speaking, Listening, Reading, and Writing are assessed using a balance of constructed-response (CR) and multiple-choice (MC) items. These assessments provide a source of evidence to support educators in making informed decisions about student learning and preparation for success in academic English.

The online test administration of the LAS Links K-12 Assessments enables educators to facilitate the testing of multiple students at the same time. The online testing platform, INSIGHT, delivers the audio and voice capturing technology required to administer an effective assessment for English learners (ELs).

Communication

Each district identifies the English Learner Assessment Coordinator (ELAC) as the point of contact for the Connecticut State Department of Education (CSDE) for English learner assessment topics and to act a liaison between CSDE/DRC and the district facilitating effective communication. The ELAC should be receiving the Student Assessment News, which contains critical information regarding assessment topics. Additional communications are sent via email to the ELAC of record from the CSDE or DRC with the expectation that information is disseminated to appropriate staff. Additional information is available on the Connecticut DRC LAS Links website and within the secure DRC INSIGHT portal.

To avoid missing critical information, please work with your technology staff to "allow list" the following domain email address for DRC:@datarecognitioncorp.com.

LAS Links Help Desk

866.282.2250 Option 2 (7:00 a.m.-8:00 p.m. EDT) or LASLinksHelpDesk@datarecognitioncorp.com

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General Online Test Directions

The LAS Links Test Administration has General Online Test Directions that **must** be read to all students. The text for the General Online Test Directions is located in Appendix A.

The General Online Test Directions also appear on the device screen for the student(s). Student(s) can follow along or read the online test directions at their own speed after the proctor has read the directions aloud. The screen mockups of the General Online Test Directions are in Appendix D.

Before entering accommodations for dually identified students into the DRC INSIGHT Portal,consider that the assessment *does* read aloud several sections of the assessment. Test Administrators with dually identified students should review the LAS Links Read Aloud Functionality: Without Text-to-Speech Accommodation. This chart should be used to determine which grade band and domain has the domain embedded directions read to the student by the computer. Pay special attention to the notes in each grade band and domain. Further guidance regarding the text-to-speech accommodation is location here in this manual.

Participation Expectations

Students in Grades K-12 identified as English learners are expected to participate in the LAS Links testing from **January 3, 2022 through March 4, 2022.**

Testing English learners on the LAS Links is the responsibility of the Reporting Districts because they are ultimately held accountable for these students. The CSDE has developed procedures regarding testing of English learners who are in the Public School Information System (PSIS) who attend the following types of schools:

- Students entered into PSIS attending Connecticut public schools, including in state Approved Private Special Education Programs (APSEPs), who have an active Individualized Education Program (IEP) or Section 504 Plan;

- Students entered in PSIS who are enrolled in a Non-Approved Private School in Connecticut;

- Students entered in PSIS who are enrolled in Judicial Centers;

- Students entered in PSIS who are enrolled with Transition/Vocational Service Providers;

- Connecticut students entered in PSIS who are being educated out of state.

Dually Identified Students Placed Out of State

All identified English learners in PSIS are expected to test. Special attention may be required for dually identified students, those identified as both an English learner and a student with disabilities, based on access needs or placement.

ELACs will need to work closely with district staff to identify students placed outside the district particularly in out-of-state facilities. These students are also included in the Student Management System and districts determine how these students will be tested. If the student is placed out-of-state, the Accommodated/Paper test form is required.

Online testing of Form E OP FT is not allowed outside of Connecticut. **Out-of-state students must use an Accommodated/Paper Test form ordered by January 7, 2022.**

DRC will ship materials to the CSDE District; however, the ELAC must collaborate with the out-of-state contact to conduct test administration within an appropriate window such that the Connecticut district can return all completed tests to DRC for scoring by February 18, 2022.

Approved Private Special Education Programs (APSEPs)

Some students may be placed in Approved Private Special Education programs. The ELAC will need to work closely with District Administrators for testing at these programs to ensure these students are tested appropriately.

A list of students enrolled in APSEPs based on the October PSIS collection will be provided to ELACs on **November 5, 2021,** for planning and communication purposes. These students are included in the DRC Student Management System.

The APSEPs are listed under "Outplaced Schools" in the Student Management System for access when creating rosters. Connecticut users are encouraged to practice adding APSEP outplaced students to test sessions in the DRC Training Sandbox from **November 8 - December 5, 2021.** The ELAC training presentation contains the login credentials.

Dually Identified Students Eligible to Participate in the Connecticut Alternate Assessment System

A small group of dually identified students will **not** participate in the standard or accommodated LAS Links Assessment (online or paper version). These students are English learners who are also identified with a significant cognitive disability per their IEP and meet the criteria specified by the Connecticut Alternate Assessment Eligibility Form.

The ELAC must communicate to the Connecticut State Department of Education (CSDE) any student who will **not** participate in the LAS Links due to the student's significant cognitive disability as determined at their Planning and Placement Team (PPT) by confirming that the student meets eligibility criteria for the alternate assessments. These students will be excluded from reporting for the LAS Links based on the data provided to the CSDE. **The student's EL status will not change for the following school year.** There are two ways to communicate this student information to the CSDE based on the student's grade.

- English learners in Grades 3-8 and 11: Students who are eligible to participate in the Alternate Assessment System must have the Connecticut Alternate Assessment Eligibility Form submitted into the Data Entry Interface (DEI) by **December 22, 2021**. The submission of this form documents that the PPT determined the student meets eligibility criteria for the alternate assessments and will communicate to the CSDE these students will not participate in the LAS Links. The ELAC should maintain a list of these students to ensure no test sessions or tests are created in the DRC INSIGHT Portal.

- English learners in Grades K-2, 9, 10, and 12: The student identified as an English learner must have a significant cognitive disability (per their IEP) and evidence throughout their IEP to substantiate the need for an alternate assessment (if an alternate assessment was available in these grades). The EL team (consisting of EL specialists, special education staff, district test administrators, parent/guardian and teachers) may use the Connecticut Alternate Assessment Eligibility Form for discussion purposes, however, forms are **not** submitted through the DEI for students in Grades K-2, 9, 10, or 12.

For students in Grades K-2, 9, 10, or 12, ELACs communicate this information by **December 22, 2021** using the English Learners with Significant Cognitive Disabilities Potentially Eligible for Alternative Assessments Survey located on the Connecticut DRC LAS Links Website under Assessment Administration. Required information includes the student's SASID, grade, district name, school name, primary disability category, and the name and number of the ELAC.

Note: Please take extra precautions to manage this list of students who are considered for an alternate assessment. **These students should not participate in the LAS Links or the standard (Smarter Balanced, NGSS, or Connecticut SAT School Day) assessments in ELA, math, or science.** Errors in documentation or the testing of these students with significant cognitive disabilities eligible for an alternate assessment have repercussions for each student and may impact school and district accountability.

Demographic Information – Public School Information System

Student demographic information is provided by CSDE from PSIS and is exported to DRC each day Monday through Friday so that students are available for districts in most cases the next morning during the testing window.

ELACs should never manually add students to the DRC INSIGHT Portal. New students are provided to DRC in a daily file.

Student records must be updated regularly, including the PSIS Testing Demographic Fields in the PSIS Registration Module:

- English learner (EL) Status;
- Special Education (SPED) Status;
- Free and Reduced Lunch (FRL) Status;
- Recently Arrived EL Status;
- Section 504 Status;
- Homeless Status; and
- Military family.

Only students identified as English learners in PSIS will be included in the nightly upload to DRC. Please note that while DRC receives a nightly file Monday-Friday, student availability for testing is based on the time of the PSIS update. This means students may not be available the next day for testing.

Only EL students accurately recorded in PSIS will be able to access the LAS Links, and only those students identified as Special Education or Section 504 in PSIS will be eligible for accommodations.

Public School Information System (PSIS) Updates

The PSIS October collection reflects EL status for students meeting mastery/exit criteria in the prior school year. Adjustments to EL status may be made in the PSIS collection in October of the following school year.

Students identified as EL after October must have their status updated in the PSIS Registration Module as soon as possible. This update will ensure that these students are included in nightly uploads for the test file.

Connecticut State Department of Education (CSDE) Test Security Policy

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 (CSDE) 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.

The LAS Links is an online assessment, and all test forms and materials are available in the DRC Test Delivery System's DRC INSIGHT Online Assessment. 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 LAS Links content in the Test Delivery System or in an accommodated/paper form.

A secure test environment includes, but is not limited to:

☐ protecting secure materials from view by other students, teachers, parents, school staff, or other individuals;

☐ refraining from sharing items or other secure test materials;

☐ administering the LAS Links only through the password-protected testing environment, the DRC test delivery system, unless directed otherwise by the CSDE;

☐ restricting student access to resources that are content related;

☐ viewing of test items only by the student taking the LAS Links and the educator administering the LAS Links;

☐ removing electronic devices and photography technology that could jeopardize test content in the test-taking environment;

☐ ensuring a quiet test-taking environment, void of talking or other distractions, and one that does not permit other students to hear the responses to the test items of the student being tested.

CSDE LAS Links Important Dates

Event	Date
Outplaced students and DA list to districts	November 5, 2021
Training "Sandbox" access window	November 8, 2021
Test Session scheduling in DRC INSIGHT Portal open for ELACs	December 6, 2021
Accommodations open in DRC INSIGHT Portal for ELACs	December 6, 2021- March 4, 2022
Alternate Assessment Eligibility and Domain Exemption Registration	November 19, 2021 - December 22, 2021
Accommodated/Paper Form Order Submission By December 17, 2021, for January 6, 2022 delivery By January 7 for January 15, 2022 delivery	December 17, 2021 or January 7, 2022
Final date to request completed District Accommodated/Paper Form UPS Pick-up to send to DRC for processing	February 18, 2022

Important LAS Links Test Administration Reminders!

- ☐ **Communicate:**
  - ✓ with District Administrators (DA) in TIDE
  - ✓ with Special Education Directors
  - ✓ with your peers before, during, and after testing
- ☐ **Identify** ELs who are eligible for the Alternate Assessment System and therefore will not participate in the LAS Links. Be sure they are not tested.
- ☐ **Clarify and enter** accommodations during the accommodations window **prior** to testing the student.
- ☐ **Never add students** manually to the DRC INSIGHT Portal via Student Management. Data from the Public School Information System (PSIS) is sent to DRC daily. Let the system provide the accurate data.
- ☐ Operational Field Test Form E informational flyer is available on the Connecticut DRC LAS Links website. Included in the resources providing information on the changes made to the new form and a table of read-aloud functionality to support accommodation decisions.
- ☐ **Place** students in only **one test session** with all four domains. Test Sessions cannot be merged. If a student is incorrectly placed in multiple test sessions, they cannot receive an overall score and students will not be able to exit EL services regardless of their performance on the assessment.
- ☐ **Organize** testing schedules early and share with staff. Build in extra time.
- ☐ **Provide** accommodations to eligible students during testing.
- ☐ **Confirm** student participation throughout the test window to ensure all students are tested. The ELACs will be able to check student participation in LAS Links testing, but on-demand reporting of scores will not be available during the test window.
- ☐ **Give** the correct test ticket to the correct student at the time of testing. Confirm at each subsequent log in.
- ☐ **Train** all staff administering the LAS Links and be sure they are actively proctoring!

Concerns During Testing

Concerns During Testing: Contact the CSDE Performance Office or LAS Links Help Desk for additional support as needed.	
Administration Concerns	
Unplanned Event or Emergency Interruption	If testing is interrupted due to an unplanned event, emergency, or significant disturbance such as a fire drill, flood, fire, or other natural disaster, the testing staff's first concern should be the safety of those in the testing room. If the situation warrants it, the testing room should be evacuated. If safety and time permits, note the time that the interruption occurred. For students testing online, click the **Pause** button followed by the **Exit** button at the bottom of each computer screen if possible. Lock the testing room upon exiting if evacuating. If the testing staff is able to supervise students during the interruption to the extent that they ensure that there has not been discussion about the test or sharing of answers, then the test session may resume upon return. In this event, the testing staff should record the time testing resumes and provide the full amount of testing time required by the student. When clicking the **Exit** button, the test content is removed from the screen for test security reasons. When **Exit** is selected, the student must use their username and password (as indicated on the test ticket) to log back into the test and resume where they left off. If there is an issue when attempting to log in, contact the LAS Links Help Desk for assistance. If students leave the testing room and/or the disruption is such that secure testing conditions cannot be maintained during the interruption or continuation of testing, then the testing session should not resume. Incomplete online tests will automatically be submitted for scoring if the test is not resumed. If a student does not complete the subtest, they will be scored on items completed. If necessary, submit an Appeal.
Technology or System Interruption	If a student is not able to resume an interrupted test, contact the LAS Links Help Desk staff prior to releasing the student. They may be able to get the student back into the test. The Help Desk staff will need the following information: student name, test form, grade level, subtest, date, time of interruption, and the error message/code, if displayed.

Administration Concerns (continued)	
Test Setting Distractions or Disturbances	If brief disturbances occur during testing, such as distracting noises, momentary power outages, or room heating/cooling/lighting malfunctions, the testing staff should request assistance to correct the issue as soon as possible. If the issue is discovered before testing begins, relocate to a different room for testing.
Incorrect General Directions are Read	If the incorrect oral directions for the LAS Links Test Administration Manual have been read to students, correct the situation by reading students the correct oral directions even if it means delaying the start of the test session.

Security Concerns	
Cheating	If a student is found giving or receiving assistance with answers to test questions, is found copying answers to test questions from another student or another source, including mobile devices, or has somehow received test content or answers in advance of the testing, then the student is considered to be cheating and the incident must be reported to the English Learner Assessment Coordinator who will report the incident to the CSDE.
Copying, Reproducing, or Removing Test Content	Copying, reproducing, or removing test content in any form or by any means is strictly prohibited. If a student or staff member is found to be engaged in copying, reproducing, or removing test content, then the incident must be reported to the ELAC who will report the incident to the CSDE.

Student Concerns	
Students who Refuse to Respond or Become Disruptive	If a student refuses to respond to test items or becomes frustrated or disruptive, encourage the student by mirroring strategies used during instruction. The testing session may be paused to continue at another time when the student may be more receptive to participating. Consider changing the testing environment or staff support if needed. If personal safety is ever a concern for the staff or any students, pause testing immediately. Students who are earnestly attempting to complete a subtest should not be negatively impacted by others who disrupt the testing environment. Student's will receive scores based upon the items completed even if the test is paused.
Student illness	If a student becomes ill during the test session, the ELAC should submit an appeal to regenerate the test if the student believes their testing was compromised by the illness.

Confidentiality of Student Data

Student data is completely confidential. These include all student records and score results. Student and test session data must be securely maintained. Testing staff should take care not to discuss or share this confidential information with anyone at any time. Unauthorized student data discussions of any type must be immediately reported to DRC for investigation.

Overview of the LAS Links K–12 Assessments

Tests/Sections	Types of Responses
Speaking ● Make Conversation ● Use Academic Words ● Describe and Request Information ● Present and Explain Information ● Tell a Story	Constructed-Response
Listening ● Listen for Information ● Listen for Academic Instruction	Multiple-Choice
Reading ● Read Words ● Read School Texts ● Read Academic Texts	Multiple-Choice
Writing ● Start Writing (K–1 only) ● Use Grammar and Conventions (all grades) ● Write Academic Texts (1-12 only) ● Write to Express Ideas (all grades)	Multiple-Choice, Constructed-Response

DRC INSIGHT Portal Access

Use the DRC LAS Links INSIGHT Portal for secure functions such as adding accommodations for students, creating test sessions, monitoring testing status, and reporting.

Last year's credentials will work for this year's access. If you are new to the portal, review the Connecticut LAS Links DRC INSIGHT Portal Guide, located on the Connecticut DRC LAS Links website.

Connecticut DRC LAS Links Website

The Connecticut DRC LAS Links website provides non-secure information across six areas on the main page: Identification and Placement, Assessment Administration, Student Testing Experience, Testing Resources, Scoring and Reporting, and Technology Resources. Within each section, users can locate links to the relevant resources such as the LAS Links DRC INSIGHT Portal User Guide and the LAS Links Technology User Guide.

Identification and Placement: Provides access to identification requirements, procedures to access materials, and guidance to administer the preLAS and K-12 LAS Links Digital Placement tests.

Assessment Administration: Guidance resources and associated supports for test administration are posted here. The Connecticut LAS Links DRC INSIGHT Portal User Guide is one example. It provides step-by-step instructions for adding users to the portal, creating/editing/viewing test sessions, and adding student accommodations.

Student Testing Experience: Provides an overview and access to the Practice tests where students can practice their technology readiness with the Online Tools Training (OTTs) available in English and Spanish.

Testing Resources: Contains additional resources specific to before, during, or after testing. Some of these resources include how to videos on specific topics. Examples include videos on scheduling test sessions as well as instructions for exporting student details or checking student status during and after testing.

Scoring and Reporting: Provides information for On-Demand and Interactive Reporting access as well as guides and rubrics to explain the LAS Links reports. There are also letters that were drafted for parents/guardians to help explain the information in student reports that can be included with the student home report.

Technology Resources: Intended for district information technology support personnel, resources such as the Technology User Guide provide step-by-step instructions and other information regarding hardware and software requirements, supported operating systems troubleshooting, as well as detailed instructions for installation and deployment of the secure browser. The CSDE and DRC highly recommend installation of the Central Office Services to manage online content, especially the speaking test, because the size of the content on the network is large. Please discuss with your IT Contact.

In addition to the six main topic areas, recent and archived communications are posted.

CSDE Online LAS Links Accommodation Guidelines

For an effective LAS Links test administration, it is important that district personnel collaborate and communicate, particularly about students who are dually identified (students identified in the PSIS system as English learners **and** Special Education or Section 504).

Specific individuals acting in the role of ELAC, District Administrator for testing in the Test Information Delivery Engine (TIDE), the District Special Education Director, the Connecticut SAT School Coordinator, and the Connecticut SAT Students with Disabilities Coordinator (SSD) are critical to ensuring all students are tested in the appropriate assessments including the LAS Links, with appropriate accommodations as needed.

The English language learning needs of these dually identified students needs to be represented at the PPT. For further information on these requirements, see the Dear Colleague Letter 1/7/15.

Accommodations on the LAS Links may be provided to dually identified students. The accommodations used for instruction and assessment are described on page 8 of the IEP and within the Section 504 Plan.

- Accommodations (DRC Category 3) are entered for eligible students by the ELAC into the DRC INSIGHT Portal. (Supports considered similar to universal tools or designated supports on other Connecticut assessments are not recorded in the online LAS Links environment but should be provided to students as described in the IEP or Section 504 Plan.)

- The CSDE does not require any additional documentation, such as the Special Documented Accommodations Petition for Read Aloud of Reading Passages or Scribe for the LAS Links test administration.

English Learners Attending Approved Private Special Education Programs

Each reporting district is responsible for testing all ELs, Grades K-12, with the LAS Links between **January 3, 2022 through March 4, 2022**, including English learners indicated in PSIS who attend Approved Private Special Education Programs (APSEPs).

Continue to work with your special education staff and District Administrators (DAs in TIDE) to ensure these students are accounted for during the LAS Links testing window.

Each APSEP, like all districts, has a designated DA to facilitate and confirm the testing needs of each student enrolled in an APSEP. Please communicate with them to set up testing.
Initial topics for discussion may include:

- Does the English learner with disabilities have a significant cognitive disability?

- Does the English learner with disabilities require accommodations for the LAS Links?

- Does the English learner have one-to-one support?

Eligibility for Accommodations on the LAS Links Test

For every student participating in the LAS Links and for each applicable subtest, the student must meet **each** of the following components of the eligibility criteria:

1. Student is identified as an English learner; **AND**

2. Student is identified as a student with disabilities with an active IEP or Section 504 Plan; **AND**

3. Student requires one or more of the following accommodations:

• Braille or Large Print	• Text-to-Speech	• Read Aloud
• Scribe/Speech-To-Text	• Sign Language	• Paper Test Form

4. The need for any accommodation must be described in the IEP or the Section 504 Plan and used regularly for instruction and assessment.

Braille and Large-Print Accommodations

Braille: A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper, thermoform, or refreshable braille).

> *Recommendations for braille use:* Students who are blind or have low vision may read text via braille.

Large-print test booklet: A large-print form of the test that is provided to the student with a visual impairment. The font size for the large-print form is 18/20 points on paper sized 11 x 17.

> *Recommendations for large print use:* Students with visual impairments who may not be able to use zoom or magnifying devices to access the test may need a large-print version of the form.

Contracted Braille and large-print booklets are available for the LAS Links via the Accommodated/Paper form order process. *To order these test materials the ELAC will use the Connecticut 2022 LAS Links Accommodated/Paper Materials Order Form found on the Connecticut DRC LAS Links Website. Orders must be placed by January 7, 2022, and completed test forms must be picked up by UPS for return to DRC for scoring by February 18, 2022.*

Student responses must be transcribed into the provided scannable document by district staff prior to returning to DRC for scoring.

Text-to-Speech (TTS) and Read Aloud Accommodations

For eligible students with documented reading/print disabilities using the **Text-to-Speech** accommodation, text is read aloud to the student via embedded text technology within the LAS Links Test Delivery System.

Recommendations for text-to-speech use: Students who have documented reading/print disabilities may need assistance accessing the assessment by having all or portions of the assessment read to them via the computer. The use of this accommodation may require additional time to complete the assessment.

When the ELAC records this accommodation in the student management system, it should be determined **first** as it drives the test form selected by the system for the student. The TTS accommodation should be selected **prior** to creating a test session. If a student has already logged in to test and they are missing the TTS accommodation, an appeal will need to be submitted.

Students eligible for the **Read Aloud** accommodation are tested in a one-to-one setting so a qualified educator (trained in test administration and test security) employed by the district may read all text to the student in English. No Special Documented Accommodation request is required for this accommodation on the LAS Links.

As described in the 2021-22 Connecticut State Department of Education (CSDE) Online LAS Links Accommodation Guidelines, students meeting all the following criteria may use an accommodation if allowable on the LAS Links Assessment as described in training.
Students must be:
- identified as English learners in the Public School Information System (PSIS), and
- identified as a student with disabilities with an active IEP or Section 504 Plan, and
- have the need for an accommodation documented in the IEP or 504 Plan, and
- use the accommodation regularly for instruction.

The Smarter Balanced system of designated supports and accommodations does not directly parallel the system of accommodations on the LAS Links Assessment. Within the IEP or Section 504 Plan there may be an indication for reader of directions only. In these cases, if the student requires directions regularly read during instruction—and not the passages read during regular instruction—and it is documented this way in the IEP or Section 504 Plan, then for the LAS Links you will need to determine a few things first.

When entering accommodations in the DRC portal, keep in mind that the Online Directions for Administering LAS Links in Appendix A are to be read to all students for each domain, and many of the items are read by the test delivery system without text-to- speech turned on. See the revised LAS Links Read Aloud Functionality: Without Text-to-Speech Accommodation Table.

Only dually identified students who have the accommodation of **Reader for Passages** may have the TTS accommodation for the LAS Links. Again, it must be described in their IEP or Section 504 Plan, and it must be regularly used during instruction. The text-to-speech accommodation is available only for eligible students on the LAS Links if the student has a documented print disability and the IEP or Section 504 Plan states that the student needs the accommodation of Reader for Passages. For these students, TTS is selected, providing access to the appropriate test form. The student will automatically receive TTS in both the Reading and the Writing subtests. With the TTS accommodation, embedded test directions, items, and response options, as well as passages in Reading, are read to the student. That is why this accommodation must be determined before testing; it impacts multiple subtests and the specific test form the student will be given.

Students who do not have TTS selected for Reading because they are not eligible to have the Reading passages read to them, but need the TTS accommodation for the Writing content, may have a human reader for Writing only.

If you determine that the reading of embedded directions is a practice regularly used for this student during instruction, you should secure a human reader for the directions only, and that child will need to be tested in a separate setting. Please be aware that readers of directions should only read directions.

LAS Links Read Aloud/Text-to-Speech Accommodation Availability by Content Area				
	Speaking	**Listening**	**Reading***	**Writing**
			*Determine if Text-to-Speech is required for Reading Passages first. This accommodation determines the presentation for both Reading and Writing	
Text-to-Speech (TTS)	Not Applicable Test items are read to all students via the computer		**Only dually identified students** who have the accommodation of Reader for Passages, (typically for a print disability), may have the text-to-speech accommodation for the LAS Links if this accommodation is described in their IEP or Section 504 Plan and is used for instruction. **(If this accommodation is selected, it will be automatically provided for Writing.)**	Students who do not have TTS selected for reading (because they are not eligible to have passages read to them), but need the TTS accommodation for the Writing content, may have a human reader for the writing content area only. Dually identified students who have TTS for reading will also be provided TTS for Writing.

LAS Links Read Aloud/Text-to-Speech Accommodation Availability by Content Area				
	Speaking	**Listening**	**Reading***	**Writing**
			***Determine if Text-to-Speech is required for Reading Passages first.** **This accommodation determines the presentation for both Reading and Writing**	
Read Aloud	Not Applicable Test items are read to all students via the computer		Any student may have a human reader if needed for test directions or item prompts. **Only dually identified students** may have the Reading passages read to them if this accommodation is documented in their IEP or Section 504 Plan and is used for instruction.	Any student may have a human reader if needed for test directions or item prompts.

Recommendations for Read Aloud use: Students who have documented reading/print disabilities may need assistance accessing the assessment by having all or portions of the assessment read aloud. The use of this accommodation may require additional time to complete the assessment.

Scribe and Speech-to-Text Accommodations

The **Scribe** accommodation allows eligible students to dictate their responses to an experienced educator who records verbatim what the student dictates. This accommodation is provided in a one-to-one setting. No Special Documented Accommodation request is required for this accommodation on the LAS Links.

> *Recommendations for scribe use:* Students who have documented significant motor or language processing difficulties, or who have had a recent injury (such as a broken hand or arm) making it difficult to produce responses, may need to dictate their responses to an experienced educator. The educator records a student's responses verbatim either in the test platform or on paper. If paper is used, the responses are then transcribed into the test platform to ensure they are available for scoring. The use of this accommodation may result in the student needing additional time to complete the assessment. For these students, dictating to a scribe is the only way to demonstrate their skills.

Students using the **speech-to-text** accommodation in instruction use software to dictate responses or give commands which appear as text on the computer. This accommodation is **not** available in the LAS Links test platform. Therefore, students typically utilizing the speech-to-text accommodation must work with an experienced educator acting as a scribe in a one-to-one setting. This accommodation may require additional time for testing. No Special Documented Accommodation request is required for this accommodation on the LAS Links.

> *Recommendations for speech-to-text:* Students who have documented motor or processing disabilities (such as dyslexia) or who have had a recent injury that makes it difficult to produce text or commands using computer keys may need to work with a scribe on the LAS Link.

The **sign language** accommodation allows eligible students who are deaf or hard of hearing to work with an experienced educator to provide test content in sign language. This accommodation is provided in a one-to-one setting.

Recommendations for sign language use: The sign language accommodation allows an experienced educator to provide test content in a communication mode that is appropriate for eligible students who are deaf or hard of hearing.

English Learners Accommodated/Paper Form

A relatively small group of students, for reasons specified below, will not be able to participate in the Online LAS Links Assessment and will need to be administered the LAS Links in a paper form.

The ELAC is responsible for managing the administration of the LAS Links in the paper form to ELs represented in the following participation groups. Each ELAC will need to order the appropriate LAS Links paper version with the 2022 Connecticut LAS Links Accommodated/Paper Materials Order Form available on the Connecticut DRC LAS Links Website.

Students eligible for a paper form are:

- Students entered into PSIS attending Connecticut public schools, including state Approved Private Special Education Programs (APSEPs), who have an active IEP or Section 504 Plan indicating a need for a paper-test form, a braille form, or a large-print form due to a disability;

- Connecticut students entered in PSIS who are being educated out of state.

- Students enrolled in APSEPs without access to the online LAS Links testing platform.

ELACs will complete and submit the Connecticut 2022 LAS Links Accommodated/Paper Materials Order Form no later than **January 7, 2022.** The Accommodated/Paper Materials Order Form will be posted to the CSDE DRC LAS Links Website, CSDE websites, and included in the Student Assessment News.

The **final date** for ELAC to request UPS Pick-up to send completed Accommodated/Paper-Test Forms to DRC for processing is **February 18, 2022.**

Districts should maintain all mailing and tracking receipts. The earlier you request paper forms, the longer you have to administer the assessment.

Expect materials to arrive separately. The Test Coordinator Kit Materials are shipped from DRC's Maple Grove office and the Test Materials are shipped from DRC's Brooklyn Park office.

NOTE: Instructions for packaging and returning secure test materials to be scored and reported are in **Appendix C.**

LAS Links Domain Exemptions

A small group of English learners may not be able to access a specific domain tested on the LAS Links due to a disability. For example, some English learners may also have a primary disability category of deaf or hard of hearing and are unable to access the Listening subtest of the LAS Links due to this disability.

Similarly, some English learners with an IEP or Section 504 Plan may be non-verbal, and due to their disability, even when provided assistive technology or augmentative and alternate communication supports, may not be able to participate in the Speaking subtest.

To communicate to the CSDE about these students, the ELAC will submit the student specific information using the Domain Exemption Form.

Based on the information provided to the CSDE by the ELAC, an overall score will be calculated for the student based only on the subtests taken. This overall score will only be reported in the CSDE's student reporting portal, EdSight Secure.

Considerations Entering Student Accommodations

After conferring with appropriate district administrators and educators, accommodations are entered by the ELAC as recorded and confirmed for each school year.

- When all accommodations information has been gathered for each student and subtest area (Speaking, Listening, Reading, and Writing), the ELAC will submit accommodations during the available LAS Links Accommodation Entry Window: **December 6, 2021 through March 4, 2022**.

- Accommodations are recorded online for each subtest area, for each student identified as both an English learner **and** a student with a disability. These students require one or more accommodations in at least one subtest area.

- The ELACs will indicate in each subject area if a student has one or more accommodations in that subject by checking Category 3. The actual name of the accommodation is not indicated here. **Be sure you are entering accommodations in the column for Form E only.**

- All ELACs should maintain a list of the named accommodations to ensure they are provided appropriately to each student in each subject by proctors.

- Accommodations are recorded in the demographic area for each student. Therefore, to ensure accurate recording and scoring, it is critical that no changes or additions other than the accommodations be entered in the demographic area. The ELAC MUST confirm the student has not started testing at the time they are entering accommodations. If a change is made to demographics or accommodations while a student is currently testing, significant consequences for student testing, scoring, and reporting will occur.

Refer to the DRC LAS Links INSIGHT Portal Guide for full instructions on assigning accommodations for individual or multiple students. There is also a CSDE LAS Links Accommodations PowerPoint posted to the Connecticut DRC LAS Links website under Assessment Administration.

Student Movement to Another School within Same District

When a student is registered in PSIS in the same district but in a new school, the student is rostered in the same district in the new school in the DRC INSIGHT Portal. The ELAC must check the student's profile and look for the existing test ticket assigned to that student and their test-taking status.

If the student started testing one subtest, the student **MUST** finish testing with the test ticket and all remaining subtests in that test session created at the previous school. The test ticket should be securely provided from one school to the other so the student can resume testing. If this does not occur, the student will not receive an overall score and the student will not be eligible to exit EL status.

If the student has not started any testing, the student can be placed in a new test session at the new school and begin testing. In this situation, test results for the student will be reported to the new school (the one where the test session/test ticket was created) in the DRC INSIGHT Portal.

Test results for the student will remain at the previous school (the one where the test session/test ticket was created) in the DRC INSIGHT Portal. However, test results in EdSight follow the student.

Student Movement to a New Connecticut District

When a student is registered in PSIS in a new district and subsequently a new school, the student is rostered in the new district and school in the DRC INSIGHT Portal.

The ELAC at the new district **will not** be able to view the test session from the previous district. Test results for the student will remain in the previous district where the test session and test ticket was created in the DRC INSIGHT Portal. However, all test results in EdSight follow the student.

If a site has a new student from a different district, please contact the ELAC from the original district first to see if the student has started testing and which subtests were taken.

- To view ELAC Contact Information: http://edsight.ct.gov/SASPortal/main.do.

- If testing has started, the same test ticket must be securely sent, and the student MUST finish testing with that test ticket in that same test session. If this does not occur, the student will not receive an overall score and the student will not be eligible to exit EL status.

- If the student has not started any testing, the student can be placed in a new test session at the new district/school and begin testing.

Test Session Management

Follow the instructions in the [Connecticut DRC INSIGHT Portal User Guide](#) or in the [Test Session: Create/View/Edit](#) PowerPoint presentation as there are images provided with the text instructions. Please note, test session set-up instructions must be followed for a student to receive an overall score. **It will not be possible to merge domains like previous years to provide an overall score which is required for a student to exit EL status.**

1. Before creating a new test session, look to see if the student(s) are already in a test session. Students should only appear in a single test session!

   o If a student is already in a test session and they've started testing, do not add the student to another test session. Even if the student is or was previously in a different district or school, see the Student Movement section for complete instructions.

2. Uniquely name your test sessions so you can identify them later.

   o For example, teacher or administrator name plus grade

3. After selecting the grade band for the Form E test form, choose all four subtests.

   o Subtests MUST be contained in the same test session to generate an overall score.

4. Select the grade within the identified grade band.

   o It is highly recommended that the grade be double-checked at the time of testing in case there were updates to the student's grade in PSIS.

5. Highlight the students to add to the test session and save the test session.

If you made an error in your selections, you can delete the test session and start over, as long as no students have started testing with the tickets associated with the test session. See the [Connecticut DRC INSIGHT Portal Guide](#) for adding or removing students from a test session if no testing has started. If a student has started testing and an error was made, contact [DRC Customer Service](#).

Although there are no restrictions on the number of students in a test session, DRC recommends not exceeding 50 testers when trained test administrators are actively proctoring.

Once the test session has been created, the test administrator can print the roster and test tickets for all students or for selected students. The roster and test tickets should be treated as secure materials since they contain the usernames and passwords to access INSIGHT for each student.

Test Ticket Procedures

Secure test tickets should be generated and printed shortly before each test session and securely stored until they are distributed to students during testing. Secure test tickets are collected and accounted for upon the conclusion of testing and securely destroyed. Students should use the username and password printed on their test ticket to sign into the test. **Ticket information is unique to each student and each test session, but the test ticket username and password are not case sensitive.**

After students enter their username and password, they click Sign In.

The Student Verification screen will appear. Students will verify that their name, the test name, and the listed accommodations are correct. This helps to verify the student has the correct test ticket. If the information on the Student Verification screen does not match, the student should notify the testing staff. The wrong test ticket may have been used or data in the system may need to be corrected. The testing staff should instruct the student to exit the system while the situation is corrected. If the information on the Student Verification screen matches the information on the test ticket, the student should click Continue.

The student's name and link(s) to the available subtest(s) for each test ticket will appear on the next screen. Once instructed, students should click on the appropriate subtest link to continue to the General Test Directions screen.

If a test ticket was provided to a student in error (i.e., wrong test ticket provided to a student), please submit an [appeal] and wait for information from the CSDE. All testing should stop for those students involved in an appeal situation until CSDE has processed the appeal.

In the case of an appeal where a test ticket switch has taken place and one or more students have mistakenly tested under the wrong test ticket, the ELAC must submit documentation, explained in detail in [Appendix B.]

Provide a letter to the CSDE on their district/school letterhead. This letter should include the student's information, a detailed explanation of the situation that occurred, the name of the proctor, and procedures that will be enacted to ensure this type of irregularity doesn't reoccur. In some situations, especially those where a student completed a session in error, the district must contact the parent or guardian to explain the administration error, and offer them the option of retesting their child, or invalidating the session.

Because these letters will contain student specific information, they should never be emailed. Using the fax feature on your computer, please send a PDF of the letter explaining the irregularity to the Performance Office at 860-713-7033.

Student Experience and Online Tools Training

The Online Tools Training (OTT) is available to practice the tools in each domain. To access and view the OTT, a Chrome browser must be used for Windows, macOS, Chrome OS, or Linux devices. For iPad devices, you must use the Safari browser.

English and Spanish versions of the Online Tools Training are available at https://wbte.drcedirect.com/LL/portals/ll.

Username and password are provided on the login screen for the OTT. These credentials are not case sensitive.

When accessing the OTT, the student should not enter the username and password from their secure test ticket for the live test. The Online Tools Training system will give the student an error message if they enter their secure test ticket username and password into the Online Tools Training.

BEFORE TESTING

This LAS Links Online Test Administration Manual should be used in coordination with training materials posted to the [Connecticut DRC LAS Links](#) website. Use the steps below to prepare for test administration.

Conduct Test Training for Appropriate Staff

Work with test administrators and proctors to ensure understanding of the LAS Links administration procedures and access to the required test materials. If any required materials are missing, notify your school test coordinator.

REQUIRED FOR THE TEST ADMINISTRATOR

☐ Refer to the LAS Links Form E Test Administration Manual.

☐ Test Directions should be reviewed in advance.

REQUIRED FOR EACH STUDENT

☐ Test ticket (student specific username and password and, in some cases, the TTS accommodation)

☐ Headset

☐ Scratch paper

☐ No. 2 pencil with a functional eraser

MATERIALS NEEDED FOR EACH TEST SETTING

☐ Watch or clock

☐ List of student accommodations required

Create a Testing Schedule

☐ Plan test administration sessions for each subtest area, communicating with other teachers and test administrators as needed.

☐ Ensure students identified as eligible for /or potentially eligible for alternate assessments are not included in test sessions.

☐ Confirm all accommodations needed for dually identified students. Ensure one-to-one test locations are planned.

☐ Consider administering the test in the middle of the week.

☐ Avoid scheduling tests:

- Immediately after recess

- On the day before or after a holiday

☐ Plan sufficient time to administer a test session for each subtest in a single sitting as possible. See estimated times for scheduling purposes in this manual.

☐ Schedule breaks when total testing time will exceed 60 minutes. Be sensitive to students' fatigue levels and attention spans and be prepared to alter schedules as necessary. Consider the grade level and characteristics of the student when planning breaks.

☐ Allow time for make-up sessions for students who miss the scheduled test sessions.

During Testing
Estimated Administration Times

All test sections are untimed to allow students the opportunity to demonstrate their English proficiency within the appropriate grade band for Grades K-12. The estimated administration times listed below include the students taking practice items embedded in the live test.

Skill Area	Estimated Administration Time (All tests are untimed)				
	Grades K–1	Grades 2–3	Grades 4–5	Grades 6–8	Grades 9–12
Speaking	15 minutes	15 minutes	15 minutes	15 minutes	15 minutes
Listening	35 minutes	30 minutes	30 minutes	35 minutes	35 minutes
Reading	40 minutes	40 minutes	40 minutes	50 minutes	50 minutes
Writing	30 minutes	40 minutes	40 minutes	40 minutes	40 minutes

Organize the Testing Area

☐ Plan for the distribution and collection of student materials.

☐ Plan seating arrangements. Allow enough space between students to prevent sharing or overhearing responses.

☐ Eliminate distractions such as bells, loudspeakers, or telephone calls into the classroom.

☐ Place a DO NOT DISTURB sign on the door of the testing room.

☐ When administering the Speaking test, ensure other students cannot hear the responses of other students taking that section of the test.

☐ Plan for (and deliver) accommodations as specified for individual students. Avoid calling attention to students who require accommodations.

Prepare Students

☐ Help students approach the testing in a relaxed, positive way.

☐ Explain that the purpose of taking a proficiency test is to find out which skills have been learned and which skills need further development. Emphasize that the test allows students to show what they already know.

☐ Remind students that they will be given enough time to complete the test.

☐ Make sure students understand the test directions and know how to mark answers. Assist them with test-taking mechanics but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices. It is not appropriate to provide students with assistance that could change the response they would give on their own.

☐ Consider providing students with the opportunity to access the LAS Links Online Tools Training for practice to ensure students are comfortable with the online tools.

☐ Point out to students that some items may be more difficult than other items, and that some material may be new; students are not expected to know all the answers but encourage them to do their best.

☐ Encourage students to attempt all items. There is no penalty for guessing. Remind students to read or listen to each question carefully and make their best attempt at answering. Remind them that if they find a question particularly difficult in the Reading or Writing sessions, they can flag the

question and come back to it later. **This feature is not available for the Speaking and Listening sessions.**

Plan to Use Standardized Testing Procedures

To ensure that test results are valid, reliable, and equitable, standardized tests are administered using standardized testing procedures. Directions and procedures described in this test administration manual should not be modified. If any deviations from the standardized testing conditions occur, they should be immediately reported to the school test administrator.

Test Tickets

Print and review student test tickets. Ensure that each student is given their own test ticket which is unique to them. Remember: usernames and passwords are unique to each student. If any test ticket has an error on it, please contact your school test coordinator.

LAS Links Assessment Accommodations

When students have documented accommodations included in their IEP or Section 504 Plans, they may be eligible for accommodations on the LAS Links Assessment. Review, record, and provide these as applicable based on the Online LAS Links Accommodation Guidelines available within this LAS Links Test Administration Manual and on the Connecticut DRC LAS Links website.

Active Proctoring

Both the CSDE and DRC considered many factors when establishing the LAS Links as the test of English language proficiency. To ensure valid and reliable test results that are meaningful, active proctoring is expected during test administration. Considerations include:

☐ Assistance locating a key command such as a letter key or the space bar

☐ Assistance locating digital features/tools to support access

☐ Using larger monitors and standard keyboards particularly for students who need them

☐ Creating individual or small group administrations

☐ Providing additional time if needed

☐ Offering positive feedback and encouragement

☐ Supporting students, especially in primary grades

☐ Communicating regularly with Special Education Staff and District Administrators for Testing

☐ Organizing test schedules early and sharing with staff

☐ Clarifying and ensuring accommodations are entered by the ELAC into student management application **PRIOR** to testing

☐ Planning for and providing accommodations to eligible students during testing per their IEP/504 Plan

Checking Testing Status: DRC INSIGHT Portal Reports

Daily Cumulative Student Status Reports (District or School Level)

To access this report, navigate to Report Delivery, then select Status Reports, and choose the Daily Cumulative Student Status Report.

The report will display all students in a test session (each domain for a student is on an individual line) regardless of whether the student has started the test session or not. This daily cumulative report will show the test status (participation) for each student, including start and submit times, and the ticket status.

Student Status Dashboard (School Level only)

To access this dashboard, navigate to Student Management, then select the Student Status Dashboard. Once you have chosen the Student Status Dashboard Application, the next page will ask you for a site name or site code.

Your site code is displayed anytime your site name is displayed. Type either your site name or code into the Select a Site box.

The Student Status Dashboard provides you a graphical presentation of Status by School, by Grade, by Content Area and Assessment. If you hover over any color, the dashboard will provide student counts. Click on the icon in the right-hand corner of each chart to make the dashboard a list.

The bottom of the Dashboard contains a roster of student and their testing status by domain. This report can be exported but be mindful that this dashboard constantly updates.

Inappropriate Test Practices

The administration of the LAS Links test items must be according to instructions provided in the online environment. Modifications or changes are not permitted and are considered to be inappropriate test practices and a test irregularity.

Inappropriate test practices include but are not limited to the following and should be reported to the ELAC.

- Changing the wording of test directions, items/questions, response options
- Using any physical prompting, including hand-over-hand
- Providing students, a preview of the LAS Links items at any time
- Providing answers to students in advance of, or during test administration
- 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.
- Leaving any test materials unattended or in a non-secure environment
- Leaving the DRC Test Delivery System unattended while logged into the LAS Links
- Allowing an individual not employed by the district to administer the LAS
- 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, or other means.

Appendix A: Online Directions for Administering LAS Links

Ensure that each student is sitting at a computer with the testing software installed. Screen captures are available in the Appendix to help examiners confirm that students are on the correct screen within the online assessment.

SAY: **We are now ready to begin the LAS Links Online Tests. I will now pass out your Student Login Ticket, or Test Ticket. Do not begin until I tell you to do so.**

Distribute individual Test Tickets. The Test Tickets are unique to each student, so match the correct Test Ticket to each student. When you are ready,

SAY: **Now we are ready to begin. First, select the DRC INSIGHT Online Assessments icon. You should see the *LAS Links* screen. Is there anyone who does not see the *LAS Links* screen?**

Pause to assist students as necessary. If a student receives an error message, note the content of the error message and contact the test coordinator. When all students are ready,

SAY: **Under the *LAS Links* logo on the left-hand side of the screen, select Test Sign In. You should see the Test Sign-In screen appear. Is there anyone who does not see the Test Sign-In screen?**

Pause to assist students as necessary. Check to make sure that the Test Sign-In screen includes the LAS Links logo. If a student receives an error message, note the content of the error message and contact the test coordinator. When all students are ready,

SAY: **You may now enter your Username and Password in the spaces provided on the screen. Your individual Username and Password are found on your Test Ticket. When you have finished entering your Username and Password, select the "Sign In" button in the middle of the screen.**

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames and Passwords are unique to each student. If any Test Ticket has an error on it, please contact the test coordinator. When all students are ready,

SAY: **When you have selected the "Sign In" button, a Welcome screen opens. Is there anyone who does not see the Welcome screen?**

Pause to assist students as necessary. When all students are ready,

Directions for Administering LAS Links - Continued

SAY: Look at the information on the Welcome screen and make sure that the following facts about you are correct:

- Your name
- Your test name
- Your test session
- Your student ID
- Accommodations, if any

If this information is correct, select the "Continue" button. Otherwise, raise your hand.

Pause to assist students as necessary. Contact your test coordinator if a student finds an error on the Welcome screen. When all students are ready,

SAY: After you have selected the "Continue" button, the Test Selection screen will open. Is there anyone who does not see the Test Selection screen?

Pause to assist students as necessary.

SPEAKING—FORM E OP–FT, GRADES K–12

Note that for the Speaking skills test, "Go to Question," the "Back" button, and the "Review/End Test" page are not available on their test screen. Students may not return to a question once the "Next" button is selected. Begin instructions with [Directions for Administering LAS Links](#). Then,

SAY: **We are now ready to begin. Select Speaking. Once you have selected Speaking, a screen with information about the Speaking test will open. Raise your hand if you do not have the screen with information about the Speaking test?**

Pause to assist students as necessary. When all students are ready,

SAY: **I will now read the information on the screen. Read the information silently as I read aloud.**

You will record your answers using a microphone. Does your microphone work? Follow these steps.

1. **Click Record.**

2. **Say your name into the microphone. Then, say the name of your school.**

3. **Click Stop. Listen. Do you hear what you said?**
   - **If yes, click "I heard my recording."**
   - **If no, raise your hand and ask for help.**

Are there any questions about what you are to do?

Pause to assist students as necessary. When all students are ready,

SAY: **After you follow the directions on this screen, the Speaking Directions screen will open. Click Record now.**

Pause to allow students to check the microphones on their computers. When all students are ready and on the Speaking Directions screen,

SAY: **I will now read the Speaking Test Directions. Read the Speaking Test Directions silently as I read them aloud.**

General Test Directions

Follow these general directions to complete the LAS Links Test.

Speaking Directions - Continued

SAY: Read each question carefully. For some questions, you will click on the answer bubble for the correct response. Other questions will ask you to write in a response box. For the Speaking test, you will record your responses using the voice recorder.

There are online tools available as you move through the test. For example, in the Reading and Writing tests, you can use the Next or Back buttons to move from question to question, the Flag button to mark any question you want to return to, and the Review/End Test button to review your answers. If you have questions about any of the online tools, select the Help button or ask your test administrator for assistance.

When you have completed the test, follow the directions on the screen to exit the session.

Keep in mind that once you exit the test, you <u>cannot</u> go back into the session.

Now select the Next arrow to go to the next page.

Speaking Directions

Read these directions <u>carefully</u> before you begin. To review these directions again while you are taking the Speaking test, click on the Help button and choose the Test Directions tab.

Remember:
● Use the Next button to move from question to question.

● You cannot go back once you have moved to the next question.

Now select the Next arrow to go to the next page.

This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles below. Please raise your hand if you do not clearly see <u>three</u> circles.

Pause to assist students as necessary. When all students are ready,

SAY: Remember to listen to all the directions and information carefully.

Click on the "Next" button in the bottom right-hand corner to go to the next question. When you have completed all questions and click the "Next" button on the last question, your test will be automatically submitted. You will be taken back to the Test Selection screen. Are there any questions?

When you are sure that all students understand the directions, continue.

Speaking Directions – Continued

SAY: **You will try a practice question before each new question type. To start the test, select the "Begin the Test" button at the bottom of the screen. You may begin.**

Check to be sure that all students have Question 1 on their screens.

During the test, check to be sure that students are in the right session of the test and are recording their responses correctly.

When students have completed their test,

SAY: **When you click the "Next" button on the last question, your test will be automatically submitted. You will be taken back to the Test Selection screen. Then select "Exit," which will take you back to the Test Sign-In screen.**

We will take a break now.

Resume testing when you are sure the students are ready to go on. If this is the end of the testing session,

SAY: **This is the end of the online testing session. Thank you for working so hard. I will now collect your Test Tickets.**

This is the end of the online testing session. Collect all test materials. Secure or discard Test Tickets.

LISTENING—FORM E OP–FT, GRADES K–12

Note that for the Listening skills test, "Go to Question," the "Back" button, and the "Review/End Test" page are not available on their test screen since students are allowed to listen to the audio of the question only once and may not return to a question once the Next button is selected. Begin instructions with [Directions for Administering LAS Links](#). Then,

SAY: **We are now ready to begin. Select Listening. Once you have selected Listening, the Test Directions screen will open. Is there anyone who does not see the Test Directions screen?**

Pause to assist students as necessary. When all students are ready

SAY: **I will now read the Listening Test Directions. Read the Listening Test Directions silently as I read them aloud.**

General Test Directions

Follow these general directions to complete the LAS Links Test.

Read each question carefully. For some questions, you will click on the answer bubble for the correct response. Other questions will ask you to write in a response box. For the Speaking test, you will record your responses using the voice recorder.

There are online tools available as you move through the test. For example, in the Reading and Writing tests, you can use the Next or Back buttons to move from question to question, the Flag button to mark any question you want to return to, and the Review/End Test button to review your answers. If you have questions about any of the online tools, select the Help button or ask your test administrator for assistance.

When you have completed the test, follow the directions on the screen to exit the session.

Keep in mind that once you exit the test, you <u>cannot</u> go back into the session.

Now select the Next arrow to go to the next page.

Listening Directions

Read these directions <u>carefully</u> before beginning. To review these directions again while you are taking the Listening test, click on the Help button and choose the Test Directions tab.

Listening Test Directions - Continued

SAY: **Remember:**

- **Use the Next button to move from question to question.**

- **You cannot go back once you have moved to the next question.**

     Now select the Next arrow to go to the next page.

     This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles below. Please raise your hand if you do not clearly see <u>three</u> circles.

     Pause to assist students as necessary. When all students are ready,

SAY: **Remember to read all the directions and information carefully. Remember, you can only listen to the audio once, so listen carefully. You will not be able to go back to a question to listen to it once you click on "Next."**

     Click on the "Next" button in the bottom right-hand corner to go to the next question. When you have completed all questions, follow the directions on the screen to exit the test. Are there any questions?

     When you are sure that all students understand the directions, continue.

SAY: **You will try a practice question before each new question type. To start the test, select the "Begin the Test" button at the bottom of the screen. You may begin.**

     Check to be sure that all students have Question 1 on their screens.

     During the test, check to be sure that students are in the right session of the test and are selecting circles correctly.

     When the students have completed their test,

SAY: **When you click the "Next" button on the last question, your test will be automatically submitted. You will be taken back to the Test Selection screen. Then select "Exit," which will take you back to the Test Sign-In screen.**

     We will take a break now.

     Resume testing when you are sure the students are ready to go on. If this is the end of the testing session,

SAY: **This is the end of the online testing session. Thank you for working so hard. I will now collect your Test Tickets.**

     This is the end of the online testing session. Collect all test materials. Secure or discard Test Tickets.

READING—FORM E OP–FT, GRADES K–12

Begin instructions with [Directions for Administering LAS Links](). Then,

SAY: **We are now ready to begin. Select Reading. Once you have selected Reading, the Test Directions screen will open. Is there anyone who does not see the Test Directions screen?**

Pause to assist students as necessary. When all students are ready,

SAY: **I will now read the Reading Test Directions. Read the Reading Test Directions silently as I read them aloud.**

General Test Directions

Follow these general directions to complete the LAS Links Test.

Read each question carefully. For some questions, you will click on the answer bubble for the correct response. Other questions will ask you to write in a response box. For the Speaking test, you will record your responses using the voice recorder.

There are online tools available as you move through the test. For example, in the Reading and Writing tests, you can use the Next or Back buttons to move from question to question, the Flag button to mark any question you want to return to, and the Review/End Test button to review your answers. If you have questions about any of the online tools, select the Help button or ask your test administrator for assistance.

When you have completed the test, follow the directions on the screen to exit the session.

Keep in mind that once you exit the test, you <u>cannot</u> go back into the session.

Now select the Next arrow to go to the next page.

Reading Directions

Read these directions <u>carefully</u> before you begin. To review these directions again while you are taking the Reading test, click on the Help button and choose the Test Directions tab.

Reading Directions - Continued

SAY: **Remember:**

- **Use the Next and Back buttons to move from question to question.**

- **Click on the Review/End Test button at the bottom of the screen to revise any questions.**

- **Follow the directions on the screen to exit.**

SAY: **Now select the Next arrow to go to the next page.**

This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles below. Please raise your hand if you do not clearly see <u>three</u> circles.

Pause to assist students as necessary. When all students are ready,

SAY: **Remember to read all the directions and information carefully. Click on the "Next" button in the bottom right-hand corner to go to the next question. When you have completed all questions, click on the "Review/End Test" button in the bottom left-hand corner. When you have completed your review of the test, select "End Test." You will be asked to select "Submit" to confirm that you are finished. Are there any questions?**

When you are sure that all students understand the directions, continue.

SAY: **You will try a practice question before each new question type. To start the test, select the "Begin the Test" button at the bottom of the screen. You may begin.**

Check to be sure that all students have Question 1 on their screens. During the test, check to be sure that students are selecting circles correctly. When students have completed their test,

SAY: **This is the end of the Reading skills test. If you have not done so already, select the "Review/End Test" button followed by the "End Test" button. Then click on "Submit" to confirm that you are finished. Then select "Exit," which will take you back to the Test Sign-In screen.**

We will take a break now.

Resume testing when you are sure the students are ready to go on. If this is the end of the testing session,

SAY: **This is the end of the online testing session. Thank you for working so hard. I will now collect your Test Tickets.**

This is the end of the online testing session. Collect all test materials. Secure or discard Test Tickets.

WRITING—FORM E OP–FT, GRADES K–12

Begin instructions with [Directions for Administering LAS Links](#). Then,

SAY: **We are now ready to begin. Select Writing. Once you have selected Writing, the Test Directions screen will open. Is there anyone who does not see the Test Directions screen?**

Pause to assist students as necessary. When all students are ready,

SAY: **I will now read the Writing Test Directions. Read the Writing Test Directions silently as I read them aloud.**

General Test Directions

Follow these general directions to complete the LAS Links Test.

Read each question carefully. For some questions, you will click on the answer bubble for the correct response. Other questions will ask you to write in a response box. For the Speaking test, you will record your responses using the voice recorder.

There are online tools available as you move through the test. For example, in the Reading and Writing tests, you can use the Next or Back buttons to move from question to question, the Flag button to mark any question you want to return to, and the Review/End Test button to review your answers. If you have questions about any of the online tools, select the Help button or ask your test administrator for assistance.

When you have completed the test, follow the directions on the screen to exit the session.

Keep in mind that once you exit the test, you <u>cannot</u> go back into the session.

Now select the Next arrow to go to the next page.

Writing Directions

Read these directions <u>carefully</u> before you begin. To review these directions again while you are taking the Writing test, click on the Help button and choose the Test Directions tab.

Writing Directions Continued

SAY: **Remember:**

- **Use the Next and Back buttons to move from question to question.**

- **Click on the Review/End Test button at the bottom of the screen to revise any questions.**

- **Follow the directions on the screen to exit.**

Now select the Next arrow to go to the next page.

This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles below. Please raise your hand if you do not clearly see <u>three</u> circles.

Pause to assist students as necessary. When all students are ready,

SAY: **Remember to read all the directions and information carefully.**

Click on the "Next" button in the bottom right-hand corner to go to the next question. When you have completed all questions, click on the "Review/End Test" button in the bottom left-hand corner. When you have completed your review of the test, select "End Test." You will be asked to select "Submit" to confirm that you are finished. Are there any questions?

When you are sure that all students understand the directions, continue.

SAY: **You will try a practice question before each new question type. To start the test, select the "Begin the Test" button at the bottom of the screen. You may begin.**

Check to be sure that all students have Question 1 on their screens.

During the test, check to be sure that students are responding correctly. When students have completed their test,

SAY: **Stop. This is the end of the Writing skills test. If you have not done so already, select the "Review/End Test" button followed by the "End Test" button. Then click on "Submit" to confirm that you are finished. Then select "Exit," which will take you back to the Test Sign-In screen.**

We will take a break now.

Resume testing when you are sure the students are ready to go on. If this is the end of the testing session,

SAY: **This is the end of the online testing session. Thank you for working so hard. I will now collect your Test Tickets.**

This is the end of the online testing session. Collect all test materials. Secure or discard Test Tickets.

APPENDIX B: Appeals

Connecticut State Department of Education LAS Links Appeals Process

Occasionally, testing irregularities (such as special circumstances or incidents that impact an individual or group of students and may potentially affect performance on the test), test security, or test validity occur. Examples include, but are not limited to, interruptions in testing such as a fire drill, a technology issue, incorrect directions provided, the unintentional submission of an incomplete test by a student, incorrect assessment accommodations provided to the student, a mobile device is used during testing or a student such as an alternate assessment student is tested in error. At times, test tickets may be provided to students in error. For all of these situations, the ELAC is required to submit an appeal and wait for guidance from the CSDE. All testing should stop for those students involved in an appeal situation until it has been processed by the CSDE.

Appeals should be submitted cautiously. Reopening tests, for example, can lead to security issues and should be used sparingly. Contact the CSDE for guidance on potential test irregularities and next steps. The English Learner Assessment Coordinator (ELAC) will have to provide specific information to the CSDE to facilitate a resolution via an electronic submission.

First, the ELAC must access the CT LAS Links Appeals Form 2021-2022.

For any appeals that request a regeneration of the test (or an invalidation of test), the ELAC must provide a description of the irregularity using district/school letterhead with ELAC signature, and fax documentation to the Performance Office Irregularities at 860-713-7033.

The letter **must include**:

a. The student's grade, SASID, and the name of the test on which the irregularity occurred (e.g., LAS Links, Reading);

b. The date and a detailed explanation of the irregularity;

c. The name of the teacher/proctor involved;

d. A description of the discussion that occurred with parents/guardians of the student explaining the irregularity, options offered, and impact on the student's time; and,

e. A brief list of procedures in place to ensure the irregularity is not repeated.

Action to Resolve Appeals

Type of Appeal Requested Options:

1. **Unlock**: student re-enters a subtest with the same ticket starting where the left off but can access all items.

    - For Listening and Speaking subtests the student will not be able to return to previously viewed items.

    - Unlock does not require documentation to be submitted.

2. **Regenerate**: subtest is cleared, and student starts at item #1 **with a new test ticket**.

    - A new password is generated across all subtests in the test session, which requires the printing of a new test ticket.

    - If regenerate is requested, the student is expected to take that subtest in the existing test session.

    - If a test ticket switch occurs, one or both tests will be regenerated.

    - **If another test session is created, the student will not receive an overall score because merging of subtests is not possible for Form E.**

- Regenerate requires documentation be submitted on school/district letterhead to the CSDE for processing.

3. **Invalidate**: a subtest may be invalidated and will appear as Invalid (INV) for reporting.

  - Other subtests not indicated as invalid will be reported normally.

  - If an INV is applied to one or more domains, the student <u>will not</u> receive an overall score.

  - Invalidate requires documentation be submitted on school/district letterhead to the CSDE for processing.

APPENDIX C: Preparation of Paper Materials for Return Shipment

Student Identification Page

Each district will use a No. 2 pencil to complete all forms to facilitate scoring.

Districts/schools will use the Connecticut State Department of Education (CSDE) assigned names and identification numbers on the Student Identification page within the Student Answer Book.

If a student is testing with a paper document, Student information will come from the Student Identification Page for paper tests, not the Public School Information System (PSIS) or INSIGHT. Class information comes from the Group Information Sheet (GIS) Form. **The Student ID indicated must be the 10-digit State Assigned Student Identification Number (SASID).** This information must be completed accurately by the ELAC, (name, DOB, SASID, gender, and grade) as it is used for reporting.

Student Identification Page

Complete and Check Group Information Sheets

The Group Information Sheet (GIS) provides data that will appear on your reports. Group Information Sheets (GIS) – are scannable forms that are submitted with each group of student test booklets.

It is critical that you **DO NOT submit photocopies** of these documents with your score materials. The GIS forms contain some pre- printed information, but **you must manually bubble sections 1 and 3**.

It is essential that a complete and accurate GIS be placed on top of each stack of answer documents whose scores are to be reported together. At a minimum, one GIS is to be used for each grade at each school. Please review both the pre-printed and hand-written information for accuracy. If additional GIS's are needed, contact 1-855-839-1181 (choose Option 2) or email the request to LAS LASLinksHelpDesk@datarecognitioncorp.com.

1 TEACHER NAME	The teacher's last name must be printed on the boxes, and then the first name or initial, if needed. Under each box, the circle with the same letter must be filled in.
2 SCHOOL NAME	The school name has been pre-printed.
3 NUMBER STUDENTS TESTING GRADE	The number of students whose answer documents are grouped with the GIS must be printed on the boxes and the corresponding circles filled in. The circle that shows the grade of the students being tested should be filled in. Please note that only **one** grade can be bubbled for each group of students. Do not code as **"Ungraded."** Documents must be processed by grade.
4 PRE-PRINTED: ORGANIZATION NAME ELEMENT/DIST. NAME SO # STATE	Organization Name – Connecticut LAS Links Element/District Name – District SO # (Leave blank) State - CT
5 SPECIAL CODES	DO NOT use.
6 ORG TP/STRUCTURE ELEMENT #	DRC use only.

After a GIS has been checked for accuracy, place it on top of the students' answer documents. Then put the GIS and the answer documents in the test return envelope.

The teacher's name shown on the Interactive Report is derived from the Group Information Sheet, **<u>not</u>** from the name printed on the Student Identification Page inside the front cover of the Student Answer Book.

Complete the School/Group Lists

The School/Group List is used for initial confirmation that DRC has received all groups of answer documents for each school. Every Group Information Sheet completed must have an entry on the appropriate School/Group List. Complete the School/Group Lists as instructed on the following page. Items 1, 2, 4, 5 and 8 are pre-printed. The ELAC must complete items 3, 6, and 7. Keep a photocopy of the completed documents for your records.

School/Group List
Data Recognition Corporation
8900 Wyoming Ave N
Brooklyn Park, MN 55445

1

CB 06/20/2018

District/Element Name: Sample District

School: Sample School

2

Test Date: _____/_____/_____   **3**

4 — Area or Region: 9999

School Number: 1111   **5**

Contact Person: Susan Ann Smith

Phone Number: (555) 123-4567   **6**

GENERAL INSTRUCTIONS: Please list each group in order by grade. Do not list more than one school on this form.
The School/Group List is DRC's way of double-checking that we have received all your groups of answer documents. Every Group Information Sheet (GIS) completed should have an entry on the appropriate School Group List.

Contents of this kit are valid for the fall 2018 Test Administration only. Fall testing dates are September 3, 2018-January 31, 2019. Only use contents of this kit for one test window within these dates. If you have testing dates outside this window, or test multiple times during an administration, contact your Project Manager.

⚠️

DRC Use	Teacher Name Please spell teacher's name exactly as bubbled on Group Information Sheet	Grade	Number Tested	DRC Use			Comments
			7	Did Not Receive	Gross under case count	Gross over case count	
	L. Sherwood	5	27				
	M. Smith	5	32				
	J. Hanson	7	25				
	P. Larson	7	29				

Thank you for providing us with your contact information. We will use this information only to fulfill your order. We store this information in a secure database at Data Recognition Corporation (DRC) in the U.S.

Organization Number: M123456307   **8**

Organization Name: SAMPLE DISTRICT

Operational Unit of Work Number:_____

Element Name: Sample District

SO Number:

100516

6/27/18 8:28 AM

DISTRICT/ELEMENT NAME	The District name is preprinted on the School/Group List. PREPRINTED
SCHOOL	The school name is preprinted on the School/Group List. PREPRINTED
TESTING DATE	It is unnecessary to write in a testing date. The date must be within the Connecticut testing window.
AREA OR REGION TESTING DATE	The area or region is preprinted on the School/Group List. (Not required) PREPRINTED
SCHOOL NUMBER	The School Number is preprinted on the School/Group List. PREPRINTED
CONTACT PERSON/PHONE NUMBER	Provide the contact information for the English Learner Assessment Coordinator or the principal's name and the contact person's phone number.
TEACHER/GRADE/NUMBER TESTED	List each group by the name shown on the Group Information Sheet—typically the course teacher's name. For each group, write the grade and the number of students tested. This should match the corresponding Group Information Sheet.
ORGANIZATION NAME/NUMBER/OPERATIONAL UNIT	Used to process testing materials upon DRC receipt. **For DRC internal use only.**

Packaging Answer Documents for Return Shipping

Below are the steps that must be taken to prepare answer documents for shipment to the DRC Scoring Center. To ensure that the test reports provide the full range of information intended, proper completion of these steps is essential.

Follow these guidelines:

Place a School Group List on top of the student test books in envelope #1. Place the Group Information Sheets with the corresponding Student Answer Books. When more than one envelope is needed, number them 1 of 2, 2 of 2, etc., as illustrated.
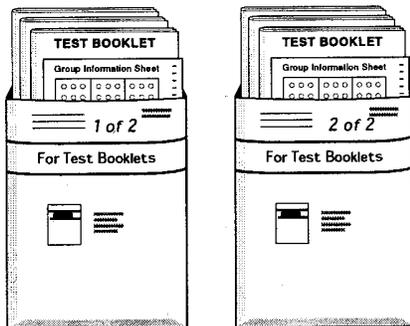
> **NOTE: These envelopes were provided with your paper test materials. They are designed for grouping your materials but NOT for shipping.**
>
> **Place these envelopes inside an appropriate shipping box.**

All secure materials should be included in the shipping box for return to DRC. This includes examiners guides, unused answer documents/books, audio CDs, and cue cards.

Labels and Tracking

Attach a DRC District Return Shipping Label to each box to be returned for scoring. Attach a UPS Pre-Paid Return Shipping Label to each box mailed for return to the DRC Scoring Center.

Call UPS at **1-866-857-1501** on or before **February 18, 2022,** to arrange for the pickup of test documents. Specify that you are using **pre-paid UPS Ground** Return Labels.

DO NOT return answer documents through any carrier other than UPS.

Districts are provided with UPS Return Shipping Labels to be used when shipping test documents to the DRC Scoring Center. Have all labels affixed to each box before the UPS courier arrives.

Both the white DRC District Return Shipping Label and the UPS Label are REQUIRED for shipment of testing documents.
District ELACs should maintain copies of all mailing and tracking receipts.

APPENDIX D: Screen Captures from the LAS Links Online Assessment

LAS Links Screen

Test Sign-In Screen

Welcome Screen

Test Selection Screen

The following tests have been scheduled for **Student's Name!**

Once instructed, click on the test link below to start the test.
If no additional tests are available, please select **Exit** to close the application.

- Speaking
- Listening
- Reading
- Writing

Options   Exit

General Test Directions Screen

General Test Directions

Follow these general directions to complete the LAS Links Test.

Read each question carefully. For some questions, you will click on the answer bubble for the correct response. Other questions will ask you to write in a response box. For the Speaking test, you will record your responses using the voice recorder.

There are online tools available as you move through the test. For example, in the Reading and Writing tests, you can use the **Next** or **Back** buttons to move from question to question, the **Flag** button to mark any question you want to return to, and the **Review/End Test** button to review your answers. If you have questions about any of the online tools, select the **Help** button or ask your test administrator for assistance.

When you have completed the test, follow the directions on the screen to exit the session.

Keep in mind that once you exit the test, you <u>cannot</u> go back into the session.

Next

Options   Exit

Speaking Test Directions Screen

Listening Testing Directions Screen

Reading Test Directions Screen

Writing Test Directions Screen

Voice Recorder Test Screen

You will record your answers using a microphone. Does your microphone work? Follow these steps.

→ 1. Click **Record**.
  2. Say your name into the microphone.
     Then, say the name of your school.
  3. Click **Stop**.
     Listen. Do you hear what you said?
       ○ If yes, click **I heard my recording**.
       ○ If no, raise your hand and ask for help.

● Record

■ Stop

Exit

Computer Image Screen

This screen shows an image to check whether your computer screen is set up correctly. You should see three shaded circles below. **Please raise your hand if you do not clearly see three circles.**

Back   Begin The Test
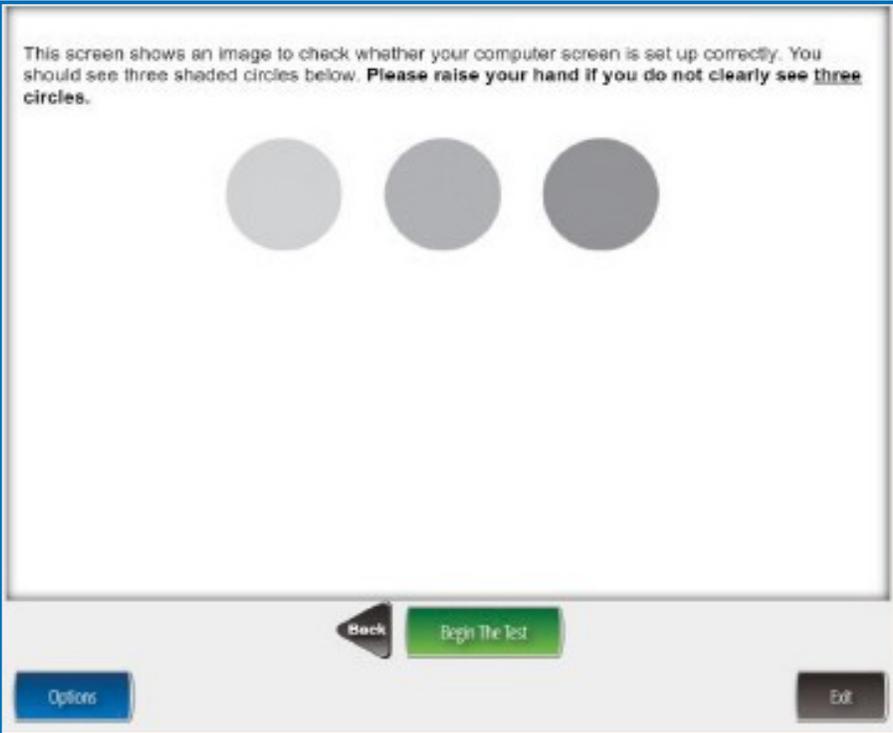
Options   Exit

LAS Links Online Test Directions and Test Administration Manual Grades K–12