

LAS Links Form E

Online Test Directions and

Test Administration Manual 2023



Connecticut Online LAS Links Test Administration Manual Grades K–12

CHANGE LOG (THIS SECTION WILL INCORPORATE ANY CHANGE MADE AFTER NOVEMBER 2023)

(12/5/23) Clarify TTS and human reader accommodations pages 47-49.		

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INTRODUCTION

Purpose Of This Manual

The purpose of the Online LAS Links Test Administration Manual (TAM) is to guide educators in the preparation and administration of the LAS Links Assessment - Form E for the 2023-24 school year to all eligible students identified as English learners/multilingual learners (ELs/MLs) in Grades K-12 in the Connecticut Public School Information System (PSIS). This annual assessment is required by federal and state regulations.

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 of English language proficiency for ELs/MLs.

To ensure the integrity of the test and to ensure that test results are valid, reliable, and equitable, it is important that security is maintained, that standardized testing procedures are followed, and that any deviations from standard testing conditions are documented. Following the procedures, directions, and protocol exactly is required to ensure similar and equitable testing conditions.

Communication

Each district identifies an English Learner Assessment Coordinator (ELAC) as the point of contact for the Connecticut State Department of Education (CSDE) for EL/ML assessment topics and to act as 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 from the CSDE or DRC with the expectation that information is disseminated to all 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.

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 or 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 IT 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 this with your IT Coordinator.

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

PARTICIPATION EXPECTATIONS

Students in Grades K-12 identified as English learners/multilingual learners are expected to participate in the LAS Links testing during the testing window of **January 2, 2024, through March 1, 2024**.

Testing ELs/MLs 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 ELs/MLs who are in 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 ELs/MLs in Grades K-12 in PSIS are expected to test. Special attention may be required for dually identified students—those identified as both an EL/ML 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.

Online testing of Form E is not allowed outside of Connecticut. **Out-of-state students must use an Accommodated/Paper Test form ordered by February 2, 2024.**

DRC will ship materials to the Connecticut 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 23, 2024**.

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 by **November 15, 2023**, for planning and communication purposes. These students are included in the DRC Student Management System.

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

A small group of dually identified students in Grades K-12, will **not** participate in the standard or accommodated LAS Links Assessment (online or paper version). These students are English learners/multilingual learners who are dually identified as special education students with a cognitive disability that significantly impacts intellectual functioning and adaptive behavior and who require intensive instruction and substantial supports. These students are expected to participate in Connecticut Alternate Assessment of English Language Proficiency (CAAELP), Eligibility for the CAAELP is determined through the completion of the [Connecticut Alternate Assessment System Eligibility Form](#) within the PPT process. PPTs complete the Eligibility Form within the CT-SEDS platform providing evidence required and verification. Once the IEP is finalized and implemented, the student will be rostered to take the applicable Alternate Assessments including the CAAELP.

The ELAC, working in collaboration with the district Special Education Department, must communicate to the CSDE any student in Grades K-12 who will not participate in the LAS Links Assessment due to the student's current implemented IEP that indicates they are eligible for Alternate Assessments, including the CAAELP. Based on the student's eligibility status for CAAELP, as determined through their IEP, these students will not be included in LAS Links reporting. The CSDE is recommending that districts complete and verify the Connecticut Alternate Assessment System Eligibility Form in CT-SEDS as soon as the PPT determines that the student meets the eligibility criteria.

For students to receive the most appropriate summative assessment, districts should meet the CT-SEDS implementation date of **December 29, 2023**. The ELAC should maintain a list of these students to ensure no test sessions or tests are created in the [DRC INSIGHT Portal](#) for these students.

In addition to the [Connecticut Alternate Assessment System Eligibility Form](#) being fully implemented in CT-SEDS, the ELAC must submit student specific information in the English Learners/Multilingual Learners Eligible for the Alternate Assessment Form 2023-2024 by December 29, 2023, for students who are ELs/MLs in Grades K-2, 9, 10, and 12. The form is accessed on the [LAS Links website](#). Required information includes the student's SASID, grade, district name, school name, primary disability category, and the name and phone 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 assessments in ELA, math, or science (Smarter Balanced, NGSS, or Connecticut SAT School Day).** Errors in documentation or the testing of these students with significant cognitive disabilities eligible for an alternate assessment have repercussions.

Public School Information System (PSIS) Updates

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

Students identified as EL/ML 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.

Medical Exemptions

In Connecticut, the exemption determination for a medical emergency rests primarily on the following criteria:

- The student is unable to attend school **and** is medically/emotionally unavailable for homebound/hospitalized instruction.

Students who are hospitalized or homebound due to illness should be tested unless there are medical constraints. These students can have the test administered at home or in the hospital provided the test is administered by a certified school staff member who is fully trained in the proper test administration and security procedures for the LAS Links or CAAELP. In rare cases, there may be a student who experiences a medical emergency just prior to (or during) the testing window. There is a process whereby, the student may receive an exemption from testing due to the emergency nature of the medical condition, if the criteria for exemption are met.

Please contact Cristi Alberino at Cristi.Alberino@ct.gov or 860-713-6862 and refer to the [Assessment Guidelines](#), Appendix B for more information.

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.

Test security is essential to ensuring the integrity of the test, the accuracy of test results, and ultimately the success of the testing program. DRC takes many steps to prevent the tests from being compromised. However, it is the responsibility of the testing staff to ensure to the greatest extent possible that test content is not lost or stolen and that students are prevented from cheating or impersonating others.

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;
- 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.

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. **Student information should never be emailed.** Use the student's **SASID only** when referring to the student via email.

CSDE LAS LINKS IMPORTANT DATES

Event	Date
Outplaced students and DA list to districts	November 15, 2023
ELAC Training	November 7, 8, and 9, 2023
Accommodations Entry open in DRC INSIGHT Portal for ELACs	December 4, 2023-March 1, 2024
Connecticut Alternate Assessment System Eligibility Form Verification in CT-SEDS	Fully Implemented IEP by December 29, 2023
English Learners/Multilingual Learners Eligible for the Alternate Assessment Form 2023-24	November 15, 2023-December 22, 2023
Domain Exemption Registration	November 15, 2023-December 22, 2023
Accommodated/Paper Form Order Submission By December 15, 2023, for January 5, 2024, delivery By December 22, 2023, for January 12, 2024, delivery	December 15, 2023, or December 22, 2023
Final date to request completed District Accommodated/Paper Form UPS Pick-up to send to DRC for processing	February 23, 2024

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/MLs who are eligible for the Alternate Assessment System and therefore not eligible to participate in the LAS Links.
- Clarify and enter** accommodations **prior** to testing the student.
- Never add students** manually to the DRC INSIGHT Portal via Student Management. Data from PSIS is sent to DRC daily. Let the system provide accurate data.
- Use DRC created test sessions** with all four domains. Students registered before December 26, 2023, will be automatically added to one test session per school and per grade with all four domains already selected. **Add** students enrolled after December 26, 2023, to the **existing** Test Session for their school/grade.
- 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 view On-Demand Reports as soon as DRC has scored the test (within 4-6 business days after online test is completed).
- 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 make sure they are actively proctoring!

CONCERNS DURING TESTING

<p>Concerns During Testing: Contact the CSDE Performance Office or LAS Links Help Desk for additional support as needed.</p>	
<p>Administration Concerns</p>	
<p>Unplanned Event or Emergency Interruption</p>	<p>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 permit, 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.</p> <p>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.</p> <p>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.</p> <p>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 before the end of the testing window. If a student does not complete the subtest, they will be scored on items completed. If necessary, submit an appeal to reopen closed tests.</p>
<p>Technology or System Interruption</p>	<p>If a student is not able to resume an interrupted test, try to reboot the device first. Then, 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.</p>

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 from this 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 ELAC 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	<p>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.</p> <p>Students who are earnestly attempting to complete a subtest should not be negatively impacted by others who disrupt the testing environment. Students will receive scores based on the items completed, even if the test is paused.</p>
Student illness	<p>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.</p>

CSDE LAS LINKS ACCESSIBILITY 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 ELs/MLs **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), and the District Special Education Director are critical to ensuring all students are tested on the LAS Links or the CAAELP with appropriate accommodations as needed.

The English language learning needs of these dually identified students should be represented at the PPT or Section 504 planning meeting. For further information on these requirements, see the [Dear Colleague Letter 1/7/15](#).

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 EL/ML; **AND**
2. Student is identified as a student with disabilities with a fully implemented 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.

All accommodations and supports available to eligible students are detailed in the accessibility guidelines for the 2023-24 LAS Links in [Appendix C](#).

English Learners/Multilingual 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/MLs represented in the following participation groups. Each ELAC will need to order the appropriate LAS Links paper version with the 2024 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 APSEPs, who have an implemented 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.
- Students requiring the Sign Language Accommodation

ELACs will complete and submit the 2024 LAS Links Accommodated/Paper Materials Order [Form](#) no later than **February 2, 2024**. The Accommodated/Paper Materials Order Form is available on the 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 23, 2024**.

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: Large print and braille student responses must be transcribed into the scannable standard paper test form provided prior to returning for scoring. Instructions for packaging and returning secure test materials to be scored and reported are in [Appendix D](#).

LAS Links Domain Exemptions

A small group of ELs/MLs may not be able to access a specific tested domain on the LAS Links due to a disability. For example, some English learners/multilingual 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 ELs/MLs 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](#) between November 15, 2023, and December 22, 2023.

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.

English Learners/Multilingual Learners Attending Approved Private Special Education Programs

Each reporting district is responsible for testing all ELs/MLs, Grades K-12, with the LAS Links between **January 2, 2024, through March 1, 2024**, including ELs/MLs indicated in PSIS who attend 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 student who is an EL/ML with disabilities have a significant cognitive disability?
- Does the student who is an EL/ML with disabilities require accommodations for the LAS Links?
- Does the student who is an EL/ML have one-to-one support?

OVERVIEW OF THE LAS LINKS K–12 ASSESSMENTS

Tests/Sections	Types of Responses
<p>Speaking</p> <ul style="list-style-type: none"> • Make Conversation • Use Academic Words • Describe and Request Information • Present and Explain Information • Tell a Story 	<p>Constructed-Response</p>
<p>Listening</p> <ul style="list-style-type: none"> • Listen for Information • Listen for Academic Instruction 	<p>Multiple-Choice</p>
<p>Reading</p> <ul style="list-style-type: none"> • Read Words (K-3 only) • Read School Texts • Read Academic Texts 	<p>Multiple-Choice</p>
<p>Writing</p> <ul style="list-style-type: none"> • Start Writing (K–1 only) • Use Grammar and Conventions (all grades) • Write Academic Texts (1-12 only) • Write to Express Ideas (all grades) 	<p>Multiple-Choice, Constructed-Response</p>

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](#).

Entering Student Accommodations

Before entering accommodations for dually identified students into the DRC INSIGHT Portal, consider that the assessment *does* read aloud several subtests. Test Administrators with dually identified students should review the accessibility guidelines for the 2023-24 LAS Links in [Appendix C](#) prior to entering accommodations and testing the student. The [LAS Links Read Aloud Functionality: Without Text-to-Speech Accommodation](#) table 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.

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

- When all accommodations information has been gathered for each eligible student and subtest area (Speaking, Listening, Reading, and Writing), the ELAC will submit accommodations during the LAS Links Accommodation Entry Window: **December 4, 2023, through March 1, 2024.**
- Accommodations are recorded online for each subtest area, for each student identified as both an English learner/multilingual learner **and** a student with a disability. These students may require one or more accommodations in at least one subtest area.
- The ELACs will indicate in each domain any accommodations the student requires by checking the appropriate check box associated with the accommodation. **Be sure you are entering accommodations in the column for Form E only.**
- All ELACs should maintain a list of the required accommodations by domain and label to ensure they are provided appropriately to each student in each subject by test administrators.
- 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 Accessibility Guidelines PowerPoint available for your reference on the [Connecticut DRC LAS Links website](#) under Assessment Administration.

SCHEDULING LAS LINKS FORM E TEST SESSIONS

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 table on the following pages shows the estimated administration times for each test. The schedule must be carefully planned to ensure that there is sufficient additional time allocated before and after testing to do the following:

- Allow students time to use the restroom in advance of the test.
- Inspect and store student materials.
- Read test instructions and complete the practice item(s).
- Conclude the test.
- Collect and account for all test materials.
- Dismiss students.

A break of 10 or more minutes is recommended between subtests to allow time for administrative activities.

Make sure all testing materials have been collected before releasing students from a testing session.

	Estimated Administration Time (All tests are untimed)				
Skill Area	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

In scheduling the tests, the following additional information should be taken into consideration:

- Testing for students requiring accommodations should be planned according to the accommodations that are specifically approved. Additional time, room(s), and/or staff may be required.
- If an interruption in testing occurs and students must leave the room, unless the testing staff can prevent the students from discussing and/or accessing material that may help the students answer test questions during the interruption, then the testing session may need to be rescheduled.
- Testing schedules should take students' needs into consideration.

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 to provide an overall score which is required for a student to exit EL/ML status.**

- 1. New for the 2023-24 school year** – DRC will create test sessions with all four domains selected for all students registered before December 26, 2023. Districts will no longer need to create test sessions. One test session per school and per grade all four domains will already exist.
- 2. Add** students from the roster enrolled after December 26, 2023, to the **existing** Test Session for their school/grade.

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 a typical class size 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 DRC 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. **Remember that accommodations must be added before test tickets are printed.**

Secure test tickets are collected at the end of each test session 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](#).

STUDENT MOVEMENT TO ANOTHER SCHOOL WITHIN SAME DISTRICT

When a student is registered in PSIS in the same district but then moves to a new school in the same district, 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/ML 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 Connecticut 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.

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

- Go to EdSight to view [ELAC Contact Information](#).
- If testing has started, the same test ticket must be securely sent to the new district, 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/ML 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.

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 were created in the DRC INSIGHT Portal. However, all test results in EdSight follow the student.

STUDENT EXPERIENCE AND ONLINE TOOLS TRAINING

The Online Tools Training 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.

The 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 and security 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.
- Online 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.
 - Ensure students with Domain Exemptions are not included in testing for the appropriate domain.
 - Ensure Accommodated/Paper materials have been ordered and provided to test administrators.
 - Ensure test planning includes the provision of individual testing for accommodations that require it.
- 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.

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.

DURING TESTING

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](#).

Screen captures are available in [Appendix E](#) to help examiners confirm that students are on the correct screen within the online assessment.

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 accessibility guidelines for the 2023-24 LAS Links in [Appendix C](#).

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

AFTER TESTING

- Collect the test tickets, which are considered secure materials.
- Ensure scratch paper is destroyed securely via shredding or an equivalent method of disposal/destruction.
- Access On-Demand Reports to view test results.

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 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 students 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 and to the [CSDE Performance Office](#).

- 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

If a test proctor demonstrates inappropriate proctoring, such as providing or modifying student answers or using secure test materials inappropriately, the ELAC should contact the Student Assessment Office immediately at 860-713-6860.

APPENDIX A: ONLINE DIRECTIONS FOR ADMINISTERING LAS LINKS

General Directions for Administering the LAS Links

Ensure that each student is sitting at a computer with the testing software installed. Screen captures are available in [Appendix E](#) 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,

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 the information about you is correct, select the Continue button. If the information is not correct, 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, GRADES K–12

Speaking Directions

Note that for the Speaking skills test, Go To Question, the Back button, and the Review/End Test page are not available. Students may not return to a question once the Next button is selected.

Start with [General Directions for Administering the 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. Is there anyone who does not see 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.

SAY: Read each question carefully before answering.

There are online tools available as you move through the test. 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.

Keep in mind that once you submit a test, you cannot go back into the test.

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

Speaking Directions

Read these directions carefully before you begin. To look at these directions again while you are taking the Speaking test, click on the Help button and choose the Test Directions tab.

Remember:

- Record your answers using the voice recorder.
- 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 three circles.

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

SAY: Remember to read or 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.

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 tests,

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, GRADES K–12

Listening Directions

Note that for the Listening skills test, Go To Question, the Back button, and the Review/End Test page are not available 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.

Start with [General Directions for Administering the LAS Links](#). Then,

SAY: We are now ready to begin. Select Listening. Once you have selected Listening, a screen with information about the Listening test will open. Is there anyone who does not see the screen with information about the Listening 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 need to listen to some information in order to answer a few of the questions on this test. To check that the sound on your computer works, follow these steps:

1. Select Play Audio.
2. If you hear ‘*If you can hear my voice, select the sound is working button*’, select The Sound is Working button.
3. If you do not hear ‘*If you can hear my voice, select the sound is working button*’, select Try Again or 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 Listening Directions screen will open.

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

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 before answering.

There are online tools available as you move through the test. 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.

Keep in mind that once you submit a test, you cannot go back into the test. Now select the Next arrow to go to the next page.

Listening Directions

Read these directions carefully before you begin. To look at these directions again while you are taking the Listening test, click on the Help button and choose the Test Directions tab.

Remember:

- Click on the answer bubble for the correct answer.
- 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 three circles.

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

SAY: Remember to read or listen to 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 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.

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 students have completed their tests,

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, GRADES K–12

Reading Directions

Start with [General Directions for Administering the 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 before answering.

There are online tools available as you move through the test. 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.

Keep in mind that once you submit a test, you cannot go back into the test. Now select the Next arrow to go to the next page.

Reading Directions

Read these directions carefully before you begin. To look at these directions again while you are taking the Reading test, click on the Help button and choose the Test Directions tab.

Remember:

- Click on the answer bubble for the correct answer.
- 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 review any questions you may have left flagged or unanswered.
- 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 three circles.

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

SAY: Remember to read or 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, 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 in the right session of the test and are selecting circles correctly.

When students have completed their tests,

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, GRADES K–12

Writing Directions

Start with [General Directions for Administering the 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 before answering.

There are online tools available as you move through the test. 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.

Keep in mind that once you submit a test, you cannot go back into the test. Now select the Next arrow to go to the next page.

Writing Directions

Read these directions carefully before you begin. To look at these directions again while you are taking the Writing test, click on the Help button and choose the Test Directions tab.

Remember:

- For some questions, you will click on the answer bubble for the correct answer. Other questions will ask you to type in an answer box.
- 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 review any questions you may have left flagged or unanswered.
- 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 three circles.

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

SAY: Remember to read or 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, 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 in the right session of the test and are responding correctly.

When students have completed their tests,

SAY: 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

CSDE LAS Links Appeals Process

Occasionally the security or validity of a test may be compromised or testing irregularities—such as special circumstances or incidents that impact an individual or group of students and may potentially affect performance on the test—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,
- a student such as an alternate assessment student is tested in error, or
- test ticket may be provided to student 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.

Actions 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 will not receive an overall score.
 - Invalidate requires documentation be submitted on school/district letterhead to the CSDE for processing.

Submitting an Appeal

First, the ELAC must determine the type of appeal necessary and gather information about the situation.

Then, the ELAC can access the [CT LAS Links Appeals Form 2023-24](#).

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 containing the ELAC's signature, and email or fax that documentation to the Performance Office Irregularities at 860-713-7033 or Cristi.Alberino@ct.gov. Letters sent via email should **never** include a student's name, but instead should use the SASID to identify the student.

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.

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.

APPENDIX C: ACCESSIBILITY GUIDELINES FOR THE LAS LINKS ASSESSMENT

This section of the LAS Test Administration Manual includes information through October 2023, and is intended to provide guidance for Connecticut school district personnel who must make decisions about testing students identified as ELs/MLs as well as students who are EL/ML and identified as eligible for special education services under the Individuals with Disabilities Education Act (IDEA), or students identified as disabled under Section 504 of the Rehabilitation Act of 1973.

These LAS Links accessibility guidelines are intended for school-level personnel and decision-making teams, particularly IEP teams, as they prepare for and implement the LAS Links. These guidelines provide information for classroom teachers, English language development educators, special education teachers, and related services personnel to use in selecting and administering the LAS Links with accommodations. These LAS Links accessibility guidelines are also intended for assessment staff, PPT, and Section 504 Team members, and administrators who oversee the decisions that are made for instruction and assessment.

If after reviewing this section, if you have questions about special student populations, the criteria for participation in various assessment options, or allowable supports or accommodations, please contact Deirdre Ducharme at deirdre.ducharme@ct.gov, Katie Seifert at katherine.seifert@ct.gov, or Cristi Alberino at cristi.alberino@ct.gov.

Accessibility Supports Defined

Connecticut's Summative Assessments provide numerous accessibility supports for students, which include:

- Universal Tools that are **available to all students**;
- Designated supports that are accessibility features available for use by **any student** for whom the need has been indicated by an educator (or team of educators with parent/guardian and student); and
- Accommodations that are available **only for eligible students** with an IEP or Section 504 Plan.

The purpose of each assessment varies as well as the testing platform. The LAS Links is a test of English language proficiency using the DRC INSIGHT Portal for test administration. **Therefore, universal tools and accommodations are the only accessibility categories available for the LAS Links Assessment** and do not necessarily mirror the categories or options provided in other Connecticut summative assessments. LAS Links universal tools and accommodations are defined in this document.

LAS Links Universal Tools and Accommodations

Universal tools and accommodations for the LAS Links are grouped into two broad categories based on how they are provided to the student. They are:

- **Embedded:** Available through the online computer platform; and
- **Non-Embedded:** Provided to the student by the school.

Universal Tools

Universal tools are online tools that are available to all students and are “on for all,” meaning they are available by default and are not required to be recorded in the DRC INSIGHT Portal. Test Administrators and students are encouraged to access the Online Tool Training Practice Test to become familiar with universal tools and the testing environment.

For LAS Links, the following universal tools are available:

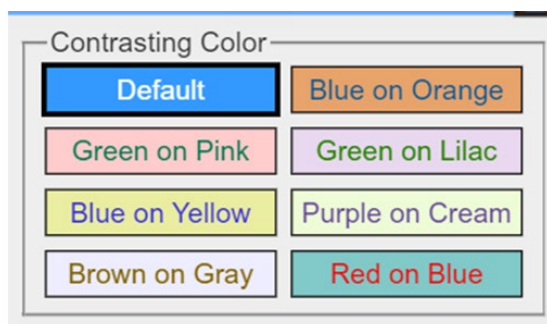
a. Color Choices:

This embedded tool allows users to change the background color of the presentation. Background color options include:



b. Color Contrast:

This embedded tool allows the user to select the font and background color. The options include:



c. Cross-Off:

This embedded tool allows the user to narrow down answer options by marking them with a red “x”. This tool is only available on test items with answer bubbles.

d. Highlighter:

This embedded universal tool allows user to digitally highlight sections of text in yellow.

e. Sticky Notes:

This embedded universal tool allows users to place a memo in the areas for questions, passages, source, or scenario.

f. Line Guide:

This embedded tool allows users to select a single line of text to define with a blue line to help with focus.

g. Magnifier:

This embedded tool allows users to enlarge items on the desktop to x1.5 and x2. This tool scales to entire screen. It must be adjusted for each item.

h. Mark for Review/Flag (Reading and Writing):

This embedded tool allows users in the Reading and Writing Domains to Flag an item to review it later. Flagged items will be displayed on the last screen prior to exiting the test.

i. Masking:

This embedded tool allows users to stretch a black rectangle over an area on the screen to hide text.

j. Pointer/Mouse Pointer:

This embedded pointer tool allows support allows the selection of tools, and answers within the test environment. The pointer image changes to a pencil when selecting answer options.

k. Reverse Contrast:

This embedded tool allows the user to select white font on a black screen background.

l. Breaks:

This non-embedded tool allows the test administrator to provide breaks from test administration to students while maintaining appropriate security protocols.

m. Separate Setting:

Separate Setting is a non-embedded tool that allows district staff to support students who are easily distracted, or who may distract others in environments such as group testing, with an alternate location for test administration. The separate setting may be in a different room that allows students to work individually or within a smaller group. A specific adult employed by the school and trained in a manner consistent with this LAS Links Test Administration Manual, including security procedures, may act as test proctor (test administrator) for the student.

Accommodations Defined

Accommodations are test administration procedures in presentation, response, and other areas that provide equitable access during the assessment for students with disabilities. Accommodations should not affect how scores are interpreted but should allow students with disabilities the opportunity to demonstrate their aptitude and achievement in testing situations rather than reflect their impairments. It should be clear that accommodations do not change the test content. Changes in test administration or content are considered “test modifications” that impact the resulting test scores so they cannot be interpreted in the same way as scores from the original test administered in the standard manner and therefore, are not allowed.

Accommodations provided to a student during statewide testing should also be provided during classroom instruction and other assessments given throughout the school year. Although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment.

Eligibility for Accommodations on the LAS Links

Each student participating in the LAS Links must meet each of the following components of the eligibility criteria for each applicable subtest of the LAS Links (Reading, Writing, Listening, Speaking) to be eligible to receive accommodations:

1. Student is identified as an EL/ML in PSIS; AND
2. Student is identified as a student with disabilities with an active IEP or Section 504 plan; AND
3. The need for any accommodation must be documented in the IEP or the Section 504 Plan and used regularly for instruction and assessment; AND
4. Student requires one or more of the allowable accommodations described below and is used in conjunction with this LAS Links Test Administration Manual.
 - **Presentation Supports and Accommodations** - Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multisensory, tactile, and visual.
 - **Response Supports and Accommodations** - Allow students to complete activities, assignments, and assessments in different ways, or to solve or organize problems using some type of assistive device or organizer.
 - **Other Supports and Accommodations** - Allow students the use of non-embedded materials, environmental changes, or devices.

LAS Links Accommodations for Students with an IEP or a Section 504 Plan

a. Alternate Response Option/Manipulating Test Materials

This accommodation is provided to the student individually and includes but is not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches. Students with some physical disabilities (including both fine motor and gross motor skills) may need to use this accommodation to access the LAS Links. In some cases, the test administrator acts as a navigator within the test delivery system to move through the test or select tools based on the student's directions. These accommodations would be documented in the student's IEP or Section 504 Plan. ELACs record this accommodation in the DRC INSIGHT Portal as "MTM."

b. LAS Links Braille Booklet

This accommodation is a UEB Contracted fixed-form paper test booklet that provides all content in braille. It is typically used by students who have visual disabilities. These students should be tested individually by a trained test administrator familiar with the student's accommodations.

- This accommodation must be ordered in advance of the testing window by the ELAC using the LAS Links Accommodated Paper Materials Order Form available on the [CT DRC LAS Links Website](#).
- ELACs record this accommodation in the DRC INSIGHT Portal as "BR."
- Student responses are transcribed into the scannable paper form prior to return for scoring.

c. LAS Links Large Print Booklet

This accommodation is an enlarged paper fixed-form test booklet that provides all content in an enlarged 18-point or larger font size. It is typically used by students who have print disabilities.

- These students should be tested individually by a trained test administrator familiar with the student's accommodations.
- This accommodation must be ordered in advance of the testing window by the ELAC using the LAS Links Accommodated Paper Materials Order Form available on the [CT DRC LAS Links Website](#).
- ELACs record this accommodation in the DRC INSIGHT Portal as "LP."

d. LAS Links Accommodated Paper Test Form

This LAS Links Accommodated Paper Test Form is a paper fixed-form test booklet that provides all content in a scannable paper form. It is used by students with IEPs or Section 504 Plans documenting the required use of paper presentation and/or response options due to a disability.

- These students should be tested individually by a trained test administrator familiar with the student's accommodations.

- This accommodation must be ordered in advance of the testing window by the ELAC using the LAS Links Accommodated Paper Materials Order Form available on the [CT DRC LAS Links Website](#).
- **ELACs record this accommodation in the DRC INSIGHT Portal as “Other.”**
- Please note if a student qualifies for the LAS Links Human Signer/Visual Support as an accommodation, the ELAC will need to order this Accommodated Paper Test Form to be able to access a transcript for the Listening test. When using this accommodation, all four domains must be completed in the paper test and returned to DRC for scoring.

e. LAS Links Read Aloud for the Reading Domain (Passages and Item Prompts)

There are a variety of reader options for students with various access needs.

- Begin by reviewing the [LAS Links Reader Options Table](#) to learn more about available accommodations.
- The PPT and Section 504 teams are encouraged to review the [LAS Links Documented Evidence for a READ ALOUD Accommodation for the Reading Domain](#) to help facilitate decision making related to the Read Aloud accommodation for passages and item prompts. The PPT or Section 504 Team must document in CT-SEDS the need for the LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) based upon evidence in the IEP or Section 504 Plan. The PPT must agree that the student’s accessibility needs cannot be met using the LAS Links Text-to-Speech Accommodation for the Reading Domain and therefore the student needs a human reader. If this accommodation is approved and selected for the Reading Domain subtest, then the student also receives a human reader for directions and item prompts for the Writing Domain. All text in both the Reading and the Writing Domain subtests is read aloud in English to the student in a 1:1 test setting by a trained and qualified human reader who follows the [LAS Links Read Aloud Accommodation Guidelines](#) and who has submitted a signed [Security and Confidentiality Agreement](#). ELACs record this accommodation in the DRC INSIGHT Portal as “RA.”

f. LAS Links Scribe

The accommodation for the provision of a scribe requires an IEP or 504 Plan documenting the student’s need for a scribe in instruction and assessment. A scribe is an educator who writes/types responses provided by a student verbally or in a variety of ways (e.g., American Sign Language (ASL), braille, assistive communication device). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

- **Scribes must administer the assessment in an individual test setting.**
- Teachers must be trained and must review the [LAS Links Scribe Protocol](#)

and complete the Security/Confidentiality Agreement Form included on the last page of the protocol document.

- These students may have significant processing or motor difficulties requiring a scribe for responses in instruction and assessment. This accommodation may result in the student needing additional time to complete the assessment.
- ELACs record this accommodation in the DRC INSIGHT Portal as “RS”.

g. LAS Links Human Signer/Visual Support

The human signer/visual support for LAS Links is a sign language accommodation allowing a qualified test administrator to sign or provide visual language support for the reading passages to a student who is deaf or hard of hearing with a print disability. Students are tested individually and, if necessary, a sign language interpreter may assist in test administration by providing directions and clarifying information. ELACs record this accommodation in the DRC INSIGHT Portal for each applicable domain as “SL.”

Note: If a student requires the LAS Links Human Signer/Visual Support accommodation the ELAC should order a paper test form using the LAS Links Accommodated Paper Materials Order Form available on the CT DRC LAS Links Website. This will allow access to the transcription of the content of the Listening test for signing. All domains must be administered using the paper form and returned to DRC for scoring by the established due date.

h. Speech-to-Text (SST) for the LAS Links

Often used with students who have motor or processing disabilities (such as dyslexia), this accommodation allows students to orally dictate their responses to open-ended items. Students with this accommodation documented in their IEP or 504 Plan for instruction and assessment **must use a scribe on the LAS Links assessment as no STT is available in the LAS Links system** (see [LAS Links Scribe](#)).

i. LAS Links Text-to-Speech (TTS) for the Reading Domain (Passages and Item Prompts)

There are a variety of reader options for students with various access needs.

- Begin by reviewing the [LAS Links Reader Options Table](#) to learn more about available accommodations.
- Planning and Placement Teams and Section 504 teams are encouraged to review the [LAS Links Decision Guidelines for Text-to-Speech Accommodation for the Reading Domain](#) to help facilitate decision making related to the LAS Links text-to-speech accommodation.
- When LAS Links text-to-speech accommodation is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting.
- Students who are eligible for TTS of the Reading Domain are

automatically provided the accommodation in the Writing Domain. For those students, ELACs record this accommodation in the DRC INSIGHT Portal as “Text-To-Speech.”

j. LAS Links Directions and Item Prompts Only Accommodation for the Reading Domain and Writing Domain

Students who require test content read to them in the Reading and Writing Domains – but do not have a documented print/visual disability that would qualify them for either the TTS of the Reading Domain or Read Aloud of the Reading Domain (Passages and Items)– **must use a human reader to have only the test directions and item prompts read to them on both the Reading and Writing Domain subtests.**

Only directions and item prompts within both the Reading and Writing Domains are read aloud in English to the student in a 1:1 test setting by a trained and qualified human reader who follows the [LAS Links Read Aloud Accommodation Guidelines](#) and who has submitted a signed [Security and Confidentiality Agreement](#). ELACs record this accommodation in the DRC INSIGHT Portal as “RA.”

Resources to Support Accessibility Decisions

The resources below were created to support Planning and Placement Team (PPT) decisions for students in Grades K-12 with a disability, who are also identified as EL/ML. These students may be eligible for a LAS Links Accommodation for the Reading Domain. Students may be eligible for either text-to-speech or a human reader, if appropriate.

[LAS Links Reader Options Table](#)

This table describes the reading accommodations available for dually identified students in Grades K-12 with an active IEP or 504 Plan who require accommodations that promote access to print/language when participating on the annual LAS Links assessment. This table also includes eligibility and documentation requirements.

[LAS Links Decision Guidelines for Text-to-Speech Accommodation for the Reading Domain](#)

This form provides support to PPTs to help document the need for the embedded LAS Links Text-to-Speech Accommodation for the Reading Domain. This accommodation is only for dually identified students with an IEP or Section 504 Plan in Grades K-12 with a documented print disability, or for students who are blind with inadequate braille skills. If the student qualifies, select the LAS Links Text-to-Speech Accommodation in CT-SEDS and in the DRC INSIGHT Portal for the Reading Domain. Please complete and maintain this form locally with the student’s annual record.

[LAS Links Documented Evidence for a Read Aloud Accommodation for the Reading Domain](#)

This form provides support to PPTs to help document the need for a human reader for the LAS Links Reading Domain (Passages and Item Prompts). This accommodation is only for dually identified students with an IEP or Section 504 Plan in Grades K-12

with a documented print disability, or for blind students who do not yet have adequate braille skills. Typically, the students who qualify for this accommodation cannot access text-to-speech through the online test delivery system. If your student qualifies, select the Read Aloud Accommodation in CT-SEDS and in the DRC INSIGHT Portal System. Maintain this form locally with the student's records. Important: The trained and qualified human reader must review the LAS Links Read Aloud Accommodation Guidelines and Security/Confidentiality Agreement before providing this accommodation.

[LAS Links Read Aloud Accommodation Guidelines and Security/Confidentiality Agreement](#)

This document provides specific guidance for the Read Aloud Accommodations available on LAS Links and the individual acting as the human reader providing the LAS Links Read Aloud accommodation and the Security and Confidentiality Agreement for the designated human reader to sign.

[LAS Links Scribe Accommodation - Protocol and Security/Confidentiality Form](#)

This document provides guidance for individuals providing the scribe accommodation for the LAS Links to a student who has the accommodation of scribe documented in their IEP or Section 504 Plan and require a scribe to access the LAS Links assessment.

[LAS Links and CAAELP Text-to-Speech \(TTS\) vs Read Aloud](#)

This table describes the differences for the provision of a reading accommodation (TTS or Read Aloud) for each of the English Language Proficiency Assessments (LAS Links and the CAAELP).

Selecting Appropriate Test Accommodations

Deriving useful and meaningful interpretations from student responses is a major goal of any testing program. No accommodation should interfere with the accurate interpretation of a score. Professional judgment and experience play important roles in any decision concerning accommodation is needed, the extent to which it is needed, and for which student it should be employed. Listed below are some general guidelines for the PPT, 504 team, and EL/ML team to consider when determining accommodations for testing each student.

- Does the accommodation fit the student's areas of strength and weakness, rather than the category of disability or language proficiency? (For example, not all students with learning disabilities have reading needs and, therefore, not all require that the reading test be read to them.)
- Does the student's IEP or Section 504 Plan call for the same or a similar accommodation during instruction?
- Does the student use this accommodation regularly during classroom activities?
- Is the student sufficiently skilled to use this accommodation with ease, or will it serve as an impediment? This question is especially pertinent when

considering the digital environment and the use of technology or assistive technology devices. (For example, if a student is eligible to use text-to-speech, but has not experienced a digital voice during classwork, this accommodation may hamper their performance.)

- Is the accommodation necessary for this child and is the child willing to use it on the assessment?

Evidence of the Need for Accommodations for Statewide Assessments

Examples of evidence supporting the need for accommodations include present levels of performance, goals and objectives, the provision of other supports, as well as communication modes or access supports such as signing, use of assistive technology, read aloud, or a scribe. This evidence is described within the IEP or Section 504 Plan, and within the documentation of annual reviews for EL/MLs, and in CT-SEDS. This documentation is reviewed by CSDE to ensure appropriate understanding and use.

Similarly, students with significant cognitive disabilities participating in the Connecticut Alternate Assessment System typically receive extensive supports and accommodations during instruction. Teachers also design their instruction to be more accessible through various strategies and scaffolding. When test items were designed for the alternate assessments, they were developed to incorporate the typical scaffolding teachers provide regularly in their classrooms. Therefore, the expectation for students participating in the alternate assessment system is for any accommodation to be clearly defined within the IEP and provided during the assessment.

Special Considerations for Assessments

Students Who are Present, but Do Not Take the Test

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

Students with serious emotional and behavioral concerns often are among the most difficult to test. Even with suitable support and accommodations and individual administration, students sometimes refuse to be tested, or become agitated or disruptive to the point that testing for these students is not appropriate. **If a student reaches this point, particularly if the environment becomes unsafe for the student or others, testing must be stopped.**

This Test Administration Manual outlines strategies for preparing and reassuring students prior to test administration in an effort to reduce anxiety and promote full participation. There are instances in which the student “refuses” to even attempt the test, and simply puts his or her head on the desk without disrupting other students.

Reluctant Students

In other situations, a student reluctantly begins the test and then becomes impatient or frustrated but does not disturb other students. The test examiner should encourage

the student to continue the test. The student may resume testing at a later time or different day. The student may decide to attempt the test later in the same session. The student will receive a score based on the number of items completed.

Students who Become Agitated or Disruptive

In those circumstances where the student becomes emotionally agitated and/or disruptive, they should be promptly removed from the class if being tested in a group. If the student is being tested individually, the student should be provided with a break. An attempt should be made to reassure the student and continue testing. If, however, it is apparent that the student cannot continue, the test administrator may collect the student's test materials, or pause the test and remove the student from the test setting for the time remaining in the particular test period. If the student does not finish testing, but has attempted to respond to some items, the student will receive a score based on the number of items completed. If the student did not attempt any items, please refer the section titled ["Students Who Are Present, But Do Not Take the Test."](#)

In all the examples provided, every reasonable effort should be made to encourage the student to complete the test on which they are working.

Accommodation Provision Error

A student's PPT is responsible for determining the support(s) and/or accommodation(s) a student receiving special education services should have during statewide testing. Similarly, a Section 504 team documents the necessary supports and accommodations a student requires for instruction and assessment in the Section 504 Plan.

Prior to testing, it is essential that all proctors are aware of all supports and accommodations including assistive technology the student should receive for each of the subtests. Likewise, it is critical that the teacher administering the test ensure that the supports and accommodations are available and properly working at the time of testing.

Similarly, if a student with an IEP or section 504 Plan was not given their mandated support(s) and/or accommodation(s) or received a support and/or accommodation in error, the ELAC must be contacted immediately as this is a serious breach. The ELAC must then contact the Performance Office immediately through the appeal process to ensure all students are tested accurately. The ELAC should also contact the District Administrator for Testing (DA), the District Director of Special Education, and the parent/guardian when testing is compromised due to a misadministration of accommodations and/or assessment(s).

If a student refuses the support(s)/accommodation(s) during testing, a district is encouraged to document this refusal, communicate as needed with the parent, and keep this information in the student's file. This may be important for determining appropriate supports and accommodations for this student in the future.

Additional Considerations Related to Providing Accommodations During Assessment

Planning for Test Day: Once decisions have been made at the PPT and implemented in CT-SEDS for accommodations to meet individual student needs, the logistics of providing the actual accommodations during state and district assessments must be mapped out. It is essential for all PPT members to know and understand the requirements and consequences assessments, including the use of accommodations.

It is important to engage the appropriate personnel, including paraprofessionals, to plan the logistics and provisions of assessment accommodations on test day. Prior to the day of a test, be certain that test coordinators and test examiners know what accommodations each student will be using and how to administer them properly. For example, test coordinators and test examiners need to know which students may need extra time to complete the test, so that separate test settings may be arranged for those students. Staff administering accommodations, such as reading to a student, must adhere to the specific guidelines in this document so that student scores are valid.

Administering Assessments with Accommodations: State and local laws and policies specify practices to assure test security and the standardized and ethical administration of assessments. Test coordinators, test examiners, and all staff members involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995)¹ states that test examiners and others involved in assessments must:

- take appropriate security precautions before, during, and after the administration of the assessment;
- understand the procedures needed to administer the assessment prior to administration;
- administer standardized assessments according to prescribed procedures and conditions, and notify appropriate personnel if any nonstandard or delimiting conditions occur;
- avoid any conditions in the conduct of the assessment that might invalidate the results;
- provide for and document all reasonable and allowable accommodations for the administration of the assessment to students with disabilities or special needs; and
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.

¹ National Council on Measurement in Education. (1995). *Code of Professional Responsibilities in Educational Measurement*. Washington, DC: Author.

APPENDIX D: PREPARATION OF ACCOMMODATED/PAPER MATERIALS FOR RETURN SHIPMENT

Student-Identifying Information

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) PSIS 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 for score reports will come from the Student Identification Page for paper tests, not the Public School Information System (PSIS) or INSIGHT. 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.

Check student-identifying information on all student answer documents.

- District/School label
- Student-identifying information

This information should have already been filled in during the test administration. Review the data for accuracy and check all handwritten entries for legibility. All marks should be solid and dark. Incorrect or incomplete information will result in inaccurate student data and will have a negative impact on the final reports.

District/School Labels

District/School labels will be provided to all sites that order paper-based testing materials (10 labels per sheet). You **MUST** attach a District/School label to each scorable document prior to return. Affix District/School labels on the cover of the test book or answer document.

Labeling each individual document is critical to linking the hand-bubbled student information to your District/School.



LAS Links[®] Third Edition
Form **E**

Student Answer Book

Grades
4-5

ALIGN TOP OF BAR CODE LABEL HERE



U592030BLANK---

ATTENTION:
Affix a bar code label here if
document is to be scored.

592030-11725050015

Affix
District/School
Label here

SERIAL#

Organizing LAS Links Test Materials

DRC has simplified the return process for LAS Links scorable materials.

Below are the steps that must be taken to prepare test books for shipment to the DRC Scoring Center. To ensure that your test reports give you the full range of information they are designed to provide, proper completion of these steps is essential. Failure to follow these directions may cause a delay in processing your test books.

Prior to returning your materials, please follow these instructions.

1. Separate used/scorable test books from unused materials.
2. Remove scratch paper from scorable test materials.
3. Verify that student-identifying information is accurate.
4. Confirm that each scorable test book and answer document has a District/School label.

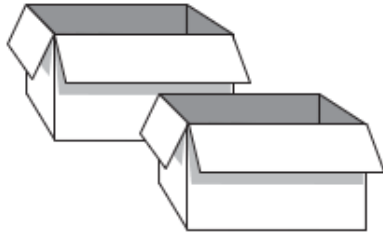
Labeling Test Materials

A District/School label is required on all scorable materials. As a reminder, you will need to hand-bubble the student-identifying information and attach a District/School label to the test book or answer document.

Packaging Answer Documents for Return Shipping

[On the next page](#) 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. Please note all large-print and braille student responses must be transcribed into the standard scannable paper test document prior to return for scoring.

Follow these guidelines:



1. Obtain shipping boxes.

Use corrugated cardboard boxes that are sturdy and dry. The boxes in which testing materials were delivered to you are ideal. Ensure that labels and other markings have been removed or covered.

!! ALERT: Check the weight limit on the bottom of the box and do not overfill. We often receive damaged boxes that have missing test materials or damaged materials that cannot be processed.

2. Place all scannable test materials in boxes.

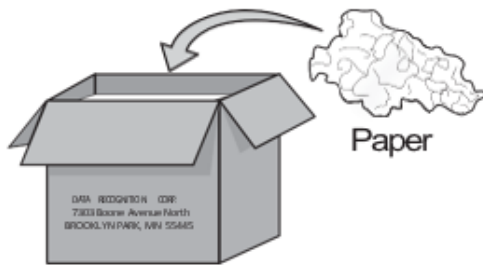
LAS Links does not require the use of envelopes, Group Information Sheets, or School Group Lists.

Reminder: All scannable materials must be individually labeled with District/School labels.



3. Add packing materials to boxes.

Add enough packing material to hold the documents securely in place during transit. Then seal each box tightly with packing tape.



4. Attach the DRC School Identification Labels to boxes. The labels are BLUE.

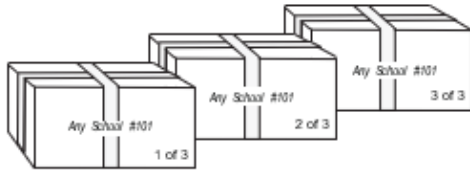
Attach or affix a DRC Return Shipping Label (DRC-RS) to each box. These labels were included with your Test Coordinator's Kit.

NOTE: If you do not have enough labels, you may photocopy them and tape to the box.

!! ALERT: These are not SHIPPING labels; you will still need to affix a shipping label from your carrier to return the boxes.



Follow these guidelines:



5. Mark the boxes.

Mark each box with a unique number (e.g., "1 of 3," "2 of 3," "3 of 3").

If this is not done, we will be unable to tell if your shipment is complete.

6. Seal the boxes.

Seal the boxes securely using heavy-duty shipping tape.



Wrap tape 2" on all sides

7. Ship the boxes to the DRC Scoring Center.

Use the prepaid UPS labels provided in your Test Coordinator Kit so your materials can be tracked. The return address is:

**Data Recognition Corporation
7303 Boone Avenue North
Brooklyn Park, MN 55445**



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

Call UPS at 1-866-857-1501 on or before February 23, 2024, to arrange for the pickup of test documents. Specify that you are using pre-paid UPS Ground Return Labels.

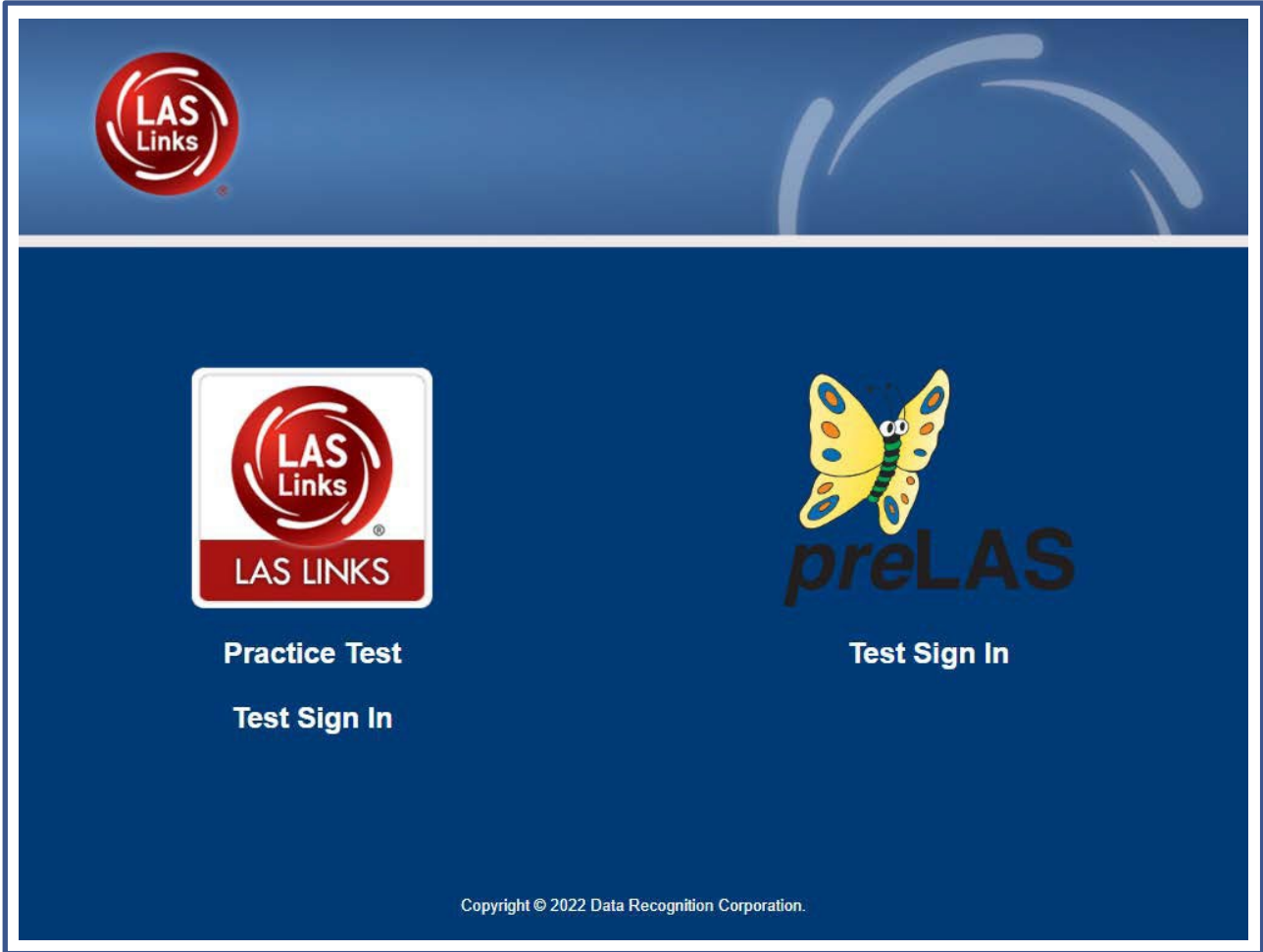
DO NOT return answer documents through any carrier other than UPS.

Both the white DRC District Return Shipping Label and the UPS Label are REQUIRED for shipment of testing documents.

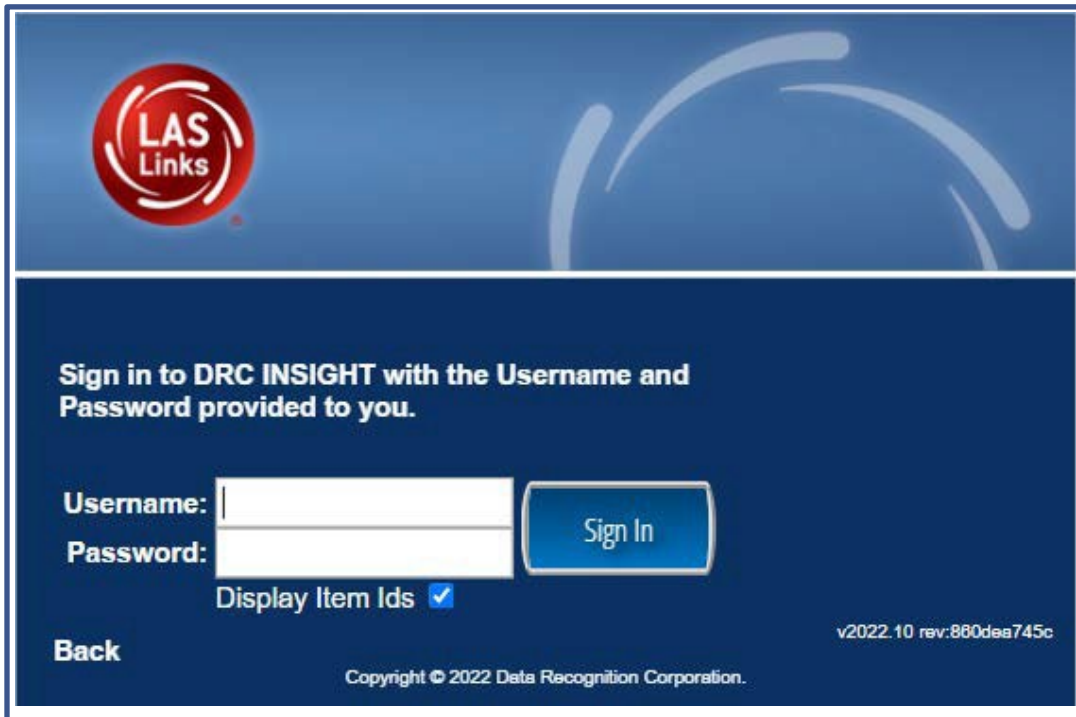
District ELACs should maintain copies of all mailing and tracking receipts.

APPENDIX E: SCREEN CAPTURES FROM THE LAS LINKS ONLINE ASSESSMENT

LAS Links Screen

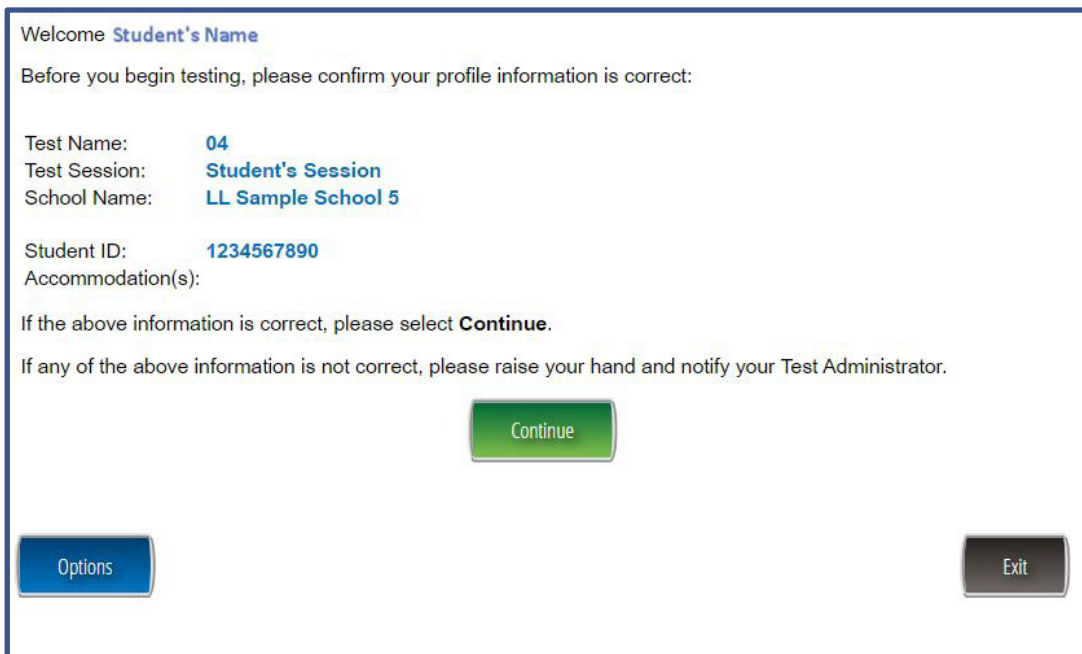


Test Sign-In Screen



The sign-in screen features the LAS Links logo in the top left corner. The main heading reads "Sign in to DRC INSIGHT with the Username and Password provided to you." Below this, there are input fields for "Username:" and "Password:". To the right of these fields is a blue "Sign In" button. Below the password field is a checkbox labeled "Display Item Ids" which is checked. In the bottom left corner, there is a "Back" link. In the bottom right corner, the version information "v2022.10 rev:880dea745c" is displayed. At the very bottom center, the copyright notice "Copyright © 2022 Data Recognition Corporation." is present.

Welcome Screen



The welcome screen displays a personalized greeting: "Welcome Student's Name". Below the greeting, it asks the user to confirm their profile information: "Before you begin testing, please confirm your profile information is correct:". The profile information is listed as follows: Test Name: 04, Test Session: Student's Session, School Name: LL Sample School 5, Student ID: 1234567890, and Accommodation(s):. The screen then provides instructions: "If the above information is correct, please select Continue." and "If any of the above information is not correct, please raise your hand and notify your Test Administrator." At the bottom, there are three buttons: "Options" on the left, "Continue" in the center, and "Exit" on the right.

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

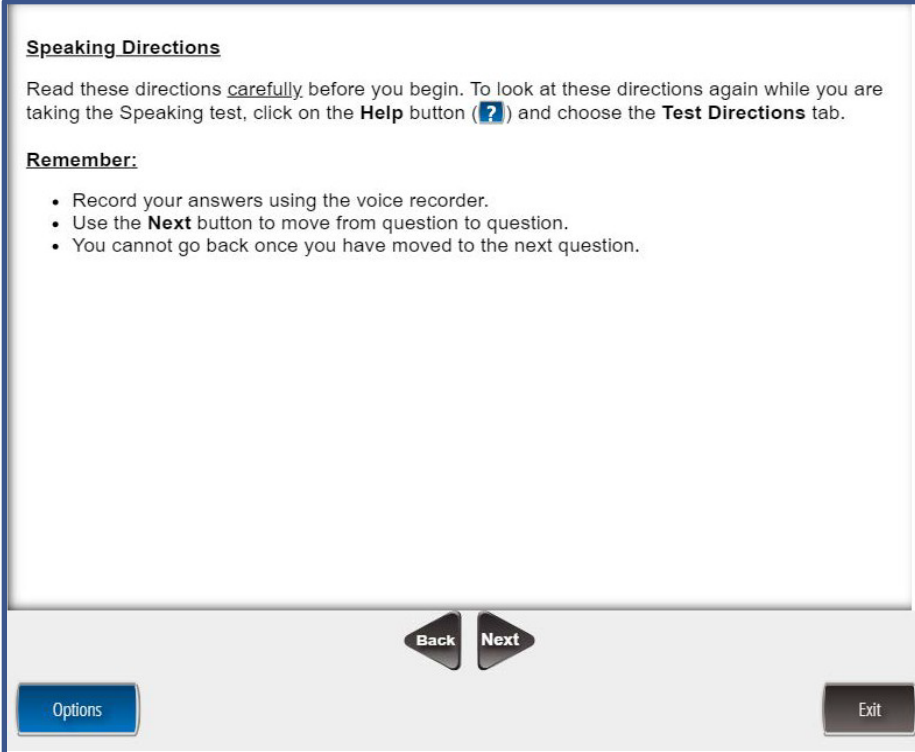
Follow these general directions to complete the LAS Links test.

- Read each question carefully before answering.
- There are online tools available as you move through the test. 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.

Keep in mind that once you submit a test, you cannot go back into the test.

[Options](#) [Next](#) [Exit](#)

Speaking Test Directions Screen



Speaking Directions

Read these directions carefully before you begin. To look at these directions again while you are taking the Speaking test, click on the **Help** button (?) and choose the **Test Directions** tab.

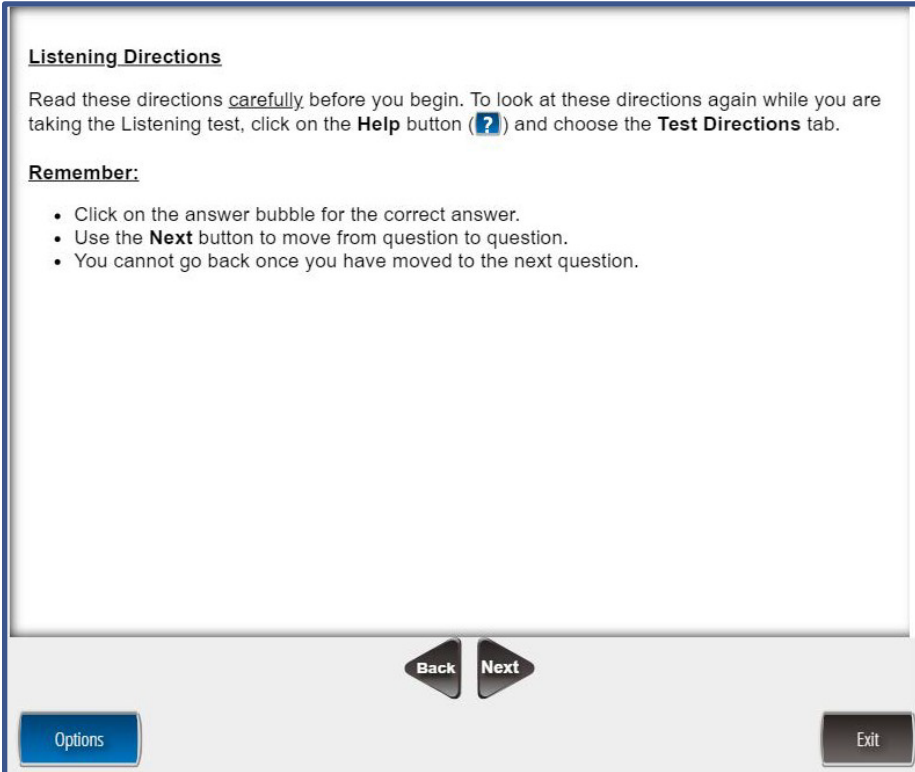
Remember:

- Record your answers using the voice recorder.
- Use the **Next** button to move from question to question.
- You cannot go back once you have moved to the next question.

Back Next

Options Exit

Listening Test Directions Screen



Listening Directions

Read these directions carefully before you begin. To look at these directions again while you are taking the Listening test, click on the **Help** button (?) and choose the **Test Directions** tab.

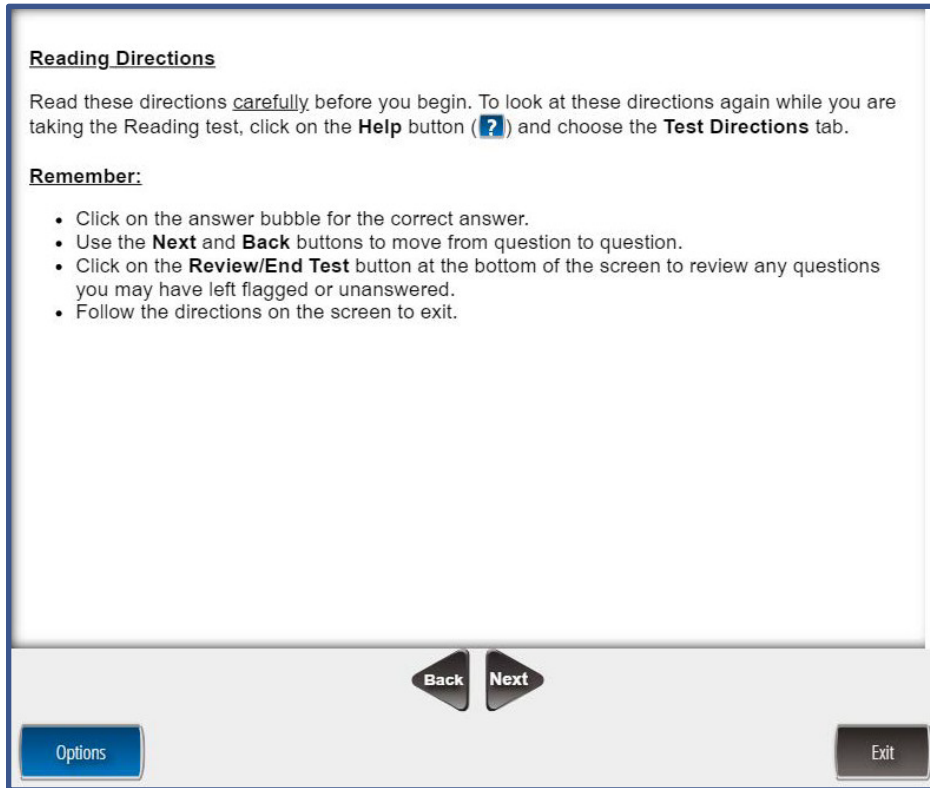
Remember:

- Click on the answer bubble for the correct answer.
- Use the **Next** button to move from question to question.
- You cannot go back once you have moved to the next question.

Back Next

Options Exit

Reading Test Directions Screen



Reading Directions

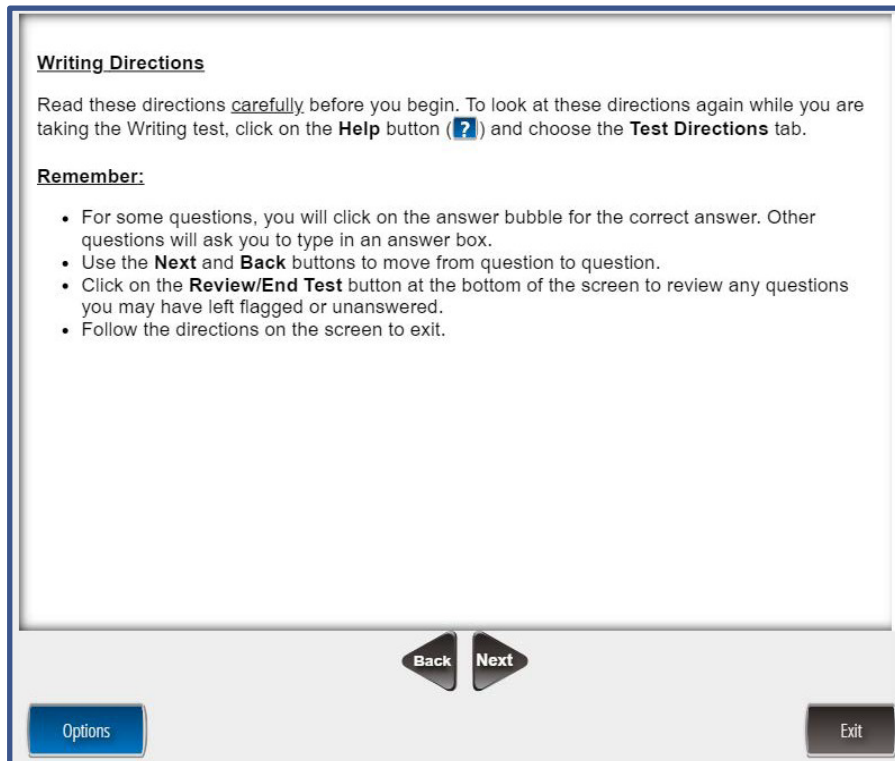
Read these directions carefully before you begin. To look at these directions again while you are taking the Reading test, click on the **Help** button (?) and choose the **Test Directions** tab.

Remember:

- Click on the answer bubble for the correct answer.
- 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 review any questions you may have left flagged or unanswered.
- Follow the directions on the screen to exit.

Options Back Next Exit

Writing Test Directions Screen



Writing Directions

Read these directions carefully before you begin. To look at these directions again while you are taking the Writing test, click on the **Help** button (?) and choose the **Test Directions** tab.

Remember:


- For some questions, you will click on the answer bubble for the correct answer. Other questions will ask you to type in an answer box.
- 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 review any questions you may have left flagged or unanswered.
- Follow the directions on the screen to exit.

Options Back Next Exit

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?
 - o If yes, click **I heard my recording**.
 - o If no, raise your hand and ask for help.



Record


Stop

Exit

Listening Audio Test Screen

You will need to listen to some information in order to answer a few of the questions on this test. To check that the sound on your computer works, follow these steps:

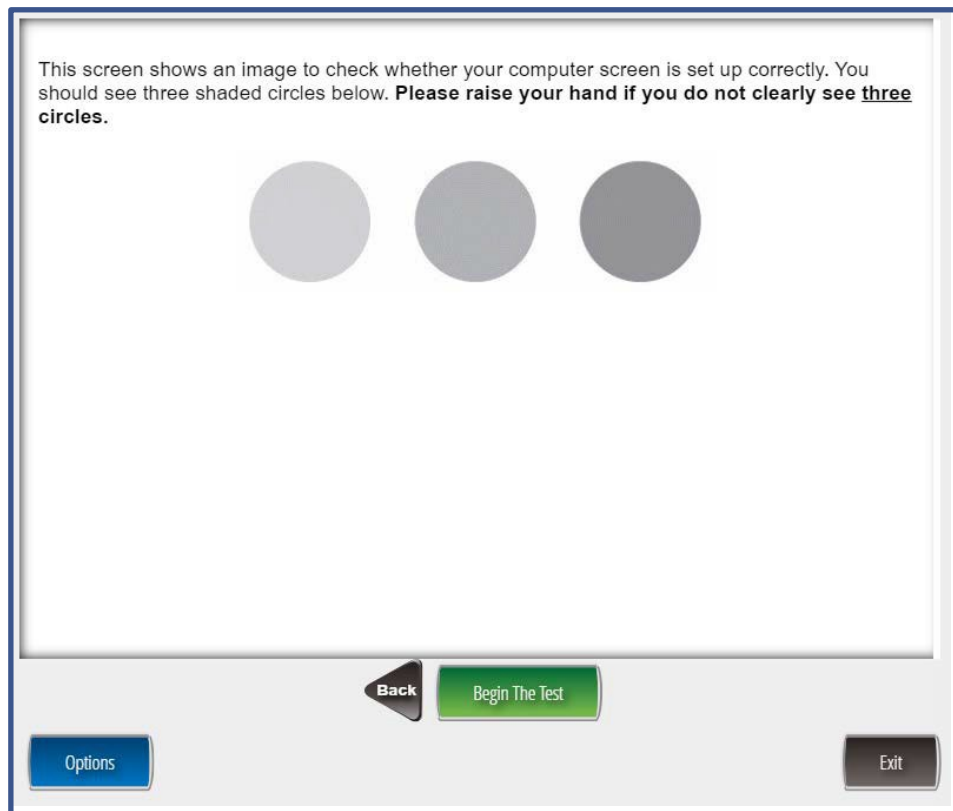
1. Select **Play Audio**.
2. If you hear *'If you can hear my voice, select the sound is working button'*, select **The Sound is Working** button.
3. If you do not hear *'If you can hear my voice, select the sound is working button'*, select **Try Again** or raise your hand and ask for help.



Play Audio

Exit

Computer Image Screen





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