



Caledonia Central Supervisory Union

Cabot School, Twinfield School,
Danville School District, Peacham School District
Caledonia Cooperative School District (Barnet, Walden & Waterford Schools)

TABLE OF CONTENTS

To navigate, you can click on the section title below.

CCSU LOCAL COMMON ASSESSMENT SYSTEM 2026-2027	1
Explanation of Assessments	2
Calendar Overview	5
Dates for Assessment Per Grade Level	11
Pre- Kindergarten	11
Grade Band Kindergarten- Grade 2	12
Grade Band 3-5	13
Grade Band 6-8	14
Grade Band 9-12	15
Reporting Out to Guardians and Families	16
Testing Accommodations	17
CCSU Definition of Assessment Types	18
STAR Accommodation Guide	Tab 2
CCSU State Accommodation Guide Book	Tab 3
Text To Speech and Human Reader Accommodation	Subtab 3a

Explanation of Assessments

CCSU LOCAL COMMON ASSESSMENT SYSTEM 2026-2027

Assessment information helps students, teachers, families and all stakeholders understand what learners know, can do and understand. This information informs teaching and learning as well as measures student growth over time. Assessment data is collected in a variety of ways on a regular basis to inform instructional next steps. A comprehensive balanced assessment system includes qualitative and quantitative evidence of learning. Examples of this evidence may include notes from a writing conference, pictures of a block tower, STAR progress monitoring data, summative end of unit tests or quizzes, exit tickets and more.

This is a working document subject to changes and revisions reflecting the needs of students, feedback from teachers and research based understanding of assessment tools in MTSS.

This year's assessment calendar outlines local common assessment tools to be used for screening and interim progress monitoring, (STAR), as well as diagnostic, formative and progress monitoring tools. It does **not** represent all teacher selected assessments used to collect evidence of student learning. Assessment data is for the purpose of informing instructional moves and measuring student growth by determining assets and next steps for each learner. This LCAS is used within the MTSS framework to help us answer these basic questions to guide assessment and instruction (Moats, Tolman, 2019):

- **Who may need help?**
 - (that's "universal screening")
- **What kind of help do they need?**
 - (that's digging a bit deeper with "diagnostics")
- **Is the help helping?**
 - (that's "progress monitoring")
- **If not, what needs to change?**
 - (Outcome and Progress Monitoring assessments help guide decisions)



In this version of CCSU's local common assessment system, there are required SU wide universal screening and progress monitoring assessments. **Formative and diagnostic assessment tools will be chosen at the discretion of teams and teachers at each school.** The following documents will outline this system and show in each grade band how screening, progress monitoring and formative assessments can be used.

Testing Windows and Data collection:

You will notice that the fall assessment window begins in the early part of September, allowing teachers and teams critical time to build relationships and community in classrooms which is foundational for successful teaching and

Explanation of Assessments

learning. ***It is critical to test within the given STAR testing windows to ensure accuracy in data collection and analysis.***

"Great teachers are habitual students of their students. They assess continually to understand the human beings that they teach." ~Carol Ann Tomlinson (2014)

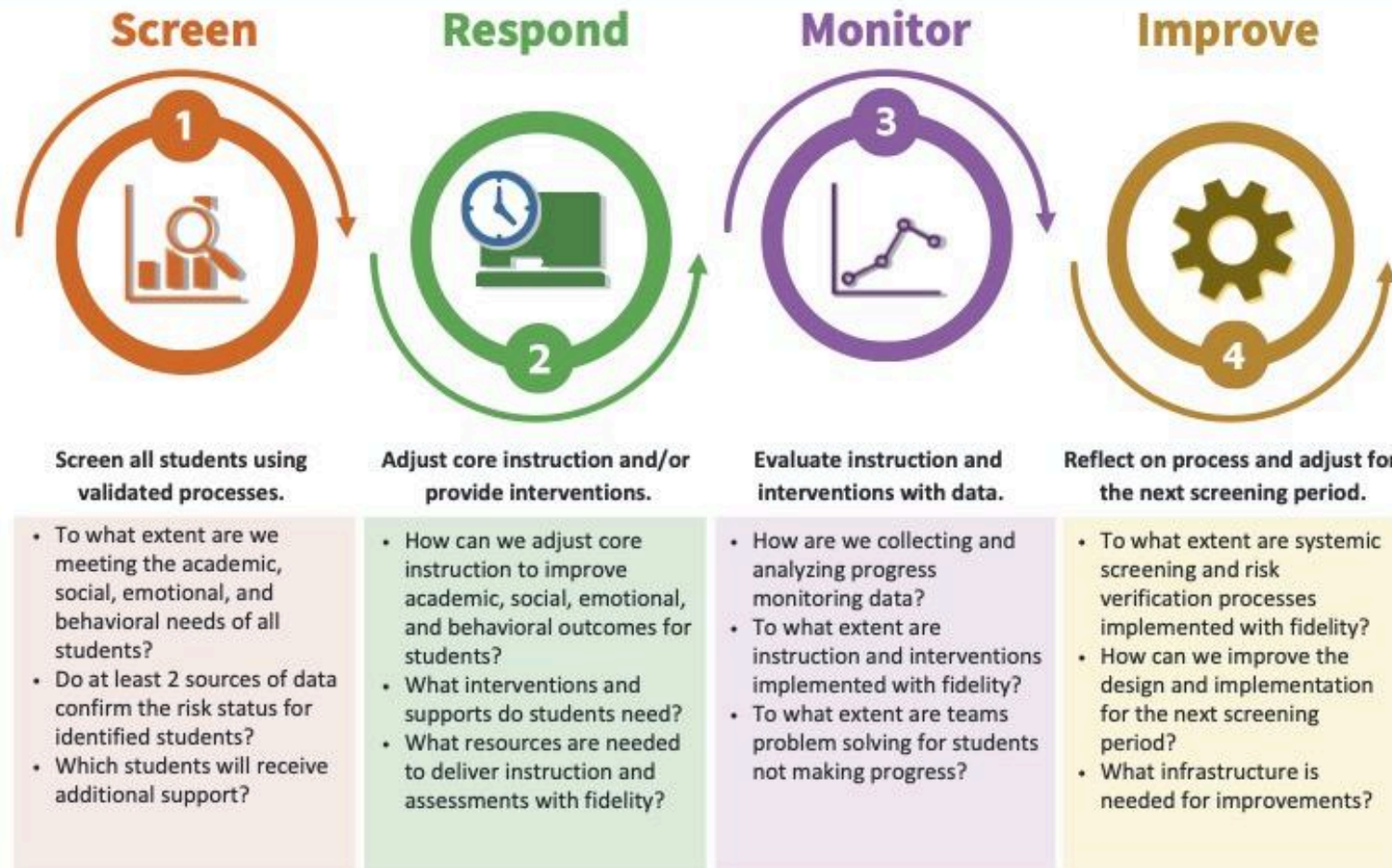
Coordination with the Layers of Support

All assessments should be used to guide instruction and inform teachers of what students know, understand and can do with their learning. At times, more information is needed to appropriately provide access to learning. In those cases instructional teams are encouraged to reference [CCSU MTSS Manual](#) and [Layers of Support](#).

Explanation of Assessments

Snapshot of MTSS Implementation

A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.



Calendar Overview

Fall Window - 9/8/26 - 10/2/26 ; Winter Window - 1/5/27 - 2/5/27; Spring Window 4/26/27 - 5/28/27

CCSU Common Required Universal Assessments					Optional Assessment									
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
ASQ:SE-2	X													
ASQ-3 (for 3 year olds and new 4s)	X													
TS Gold	X													
My IGDIs (Early Numeracy & Literacy)	X													
Literacy														
DIBELS		X	X	X	X	X	X	X	X	X	X			
STAR Reading					X	X	X	X	X	X	X	X		
Program and Teacher Designed Formative Assessments		X	X	X	X	X	X	X	X	X	X	X	X	X
VT-CAP					X	X	X	X	X	X	X			
* Pilot- Writing Samples		X	X	X	X	X	X	X	X	X	X	X	X	X
Math														
STAR Math		X	X	X	X	X	X	X	X	X	X	X		
Program and Teacher Designed Formative Assessments		X	X	X	X	X	X	X	X	X	X	X	X	X
ALN High Leverage Assessments		X	X	X	X	X	X	X	X	X	X	X	X	X
VT-CAP					X	X	X	X	X	X	X			
Science														
Program and Teacher Designed Formative Assessments		X	X	X	X	X	X	X	X	X	X	X	X	X
VT-CAP							X			X			X	
Social Studies														
Program and Teacher Designed Formative Assessments		X	X	X	X	X	X	X	X	X	X	X	X	X
Multilingual/ English Language Learners														
WIDA ACCESS		X	X	X	X	X	X	X	X	X	X	X	X	X
Physical Education/Art/Music/Health/Drama														

Explanation of Assessments

Program/teacher Designed Assessments		x	x	x	x	x	x	x	x	x	x	x	x	x	x
Social Emotional Screener															
SSIS* Student, Family, Teacher Response		x	x	x	x	x	x	x	x	x	x	x	x	x	x
Student PBIS Survey															

Piloted Assessments for 26-27 SY		
Assessment Names	Purpose / Notes	Grades Assessed
Writing Sample	Authentic, ongoing, observation-based assessment system. 38 research-based objectives for development and learning. See Preschool Program Coordinator for more information.	Varies depending on school and grade level.

Explanation of Assessments

SU Wide Common Required Screener and Benchmark Assessments		
Assessment Names	Purpose / Notes	Grades Assessed
Teaching Strategies (TS) Gold Assessment <i>Child Benchmarking tool</i>	Authentic, ongoing, observation-based assessment system. 38 research-based objectives for development and learning. See Preschool Program Coordinator for more information.	PreK
My IGDIs <i>Screener, Interim, Progress Monitoring</i>	Screening tool used to assess early literacy and numeracy skills. Early Literacy and Early Numeracy parts only!	PreK
ASQ:SE-2 ASQ-3	ASQ:SE-2 Social Emotional early childhood screener for families to complete at registration or prior start of school. ASQ-3 is the developmental screener and should be completed by the teacher and family during family events prior to the first day of school.	PreK Families and Pre-K students
Star Literacy and Math <i>Screening, Interim Progress Monitoring</i>	Reading and math computer adaptive assessments. Provides screening, progress monitoring and growth reports. Grades 9, 10, 11 for progress monitoring*	Grades 3-8
Vermont Comprehensive Assessment Program-Reading, Math and Science Assessments - <i>Summative</i>	Vermont Comprehensive Assessment Program (VT-CAP): The Vermont State mandated tests to measure Common Core State Standards (CSSS) for English and mathematics. The science assessment measures the Next Generation Science Standards (NGSS). A small number of students may qualify for the Vermont Alternate Assessment . Contact the student's Case Manager for further information.	Grades 3-9 (ELA and Math) Grades 5, 8, 11 (Science)
Dynamic Indicators of Basic Early Literacy Skills (DIBELS-8th Edition) <i>Screening, Progress Monitoring</i> <i>Literacy</i>	DIBELS 8th Edition offers six subtests designed to assess component skills involved in reading: Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Word Reading Fluency (WRF), Oral Reading Fluency (ORF), and Maze. CCSU Shareable DIBELS folder. *Certain tests are available for certain grade levels. Adaptive One Pager Guides: Phonemic Segmentation , Nonsense Word Fluency , Word Reading Fluency , Oral Reading Fluency	K-8
SSIS	A Social Emotional and Mental Health screening tool assessing the five CASEL Competency Framework domains: self-	K-12

Explanation of Assessments

	awareness, self- management, social awareness, relationship skills, and responsible decision making.	
Student PBIS		

Optional Assessments for Progress Monitoring Purposes <i>This is not an exhaustive list</i>		
Assessment Names	Purpose / Notes	Grades Assessed
Literacy Assessments		
<u>POA Early Reading*</u> <i>Diagnostic</i> <i>Literacy</i>	Primary Observation Assessment- The Observation Survey includes six literacy tasks, all of which are necessary for describing a young child's emerging reading and writing behaviors. Skills assessed (though not needed to assess continually; adaptive): Letter Identification, Word Test, Phonemic Awareness, Writing Vocabulary, Concepts About Print, Text Reading	K-2
<u>Heggerty Phonemic Awareness</u> <i>Screening, Progress Monitoring</i> <i>Literacy</i>	Student assessment to monitor student progress with phonological and phonemic awareness skills.	PreK-primary grades
Dynamic Indicators of Basic Early Literacy Skills (DIBELS-8th Edition) <i>Screening, Progress Monitoring</i> <i>Literacy</i>	<u>DIBELS Progress Monitoring; CCSU Shareable Folder</u> DIBELS 8th Edition offers six subtests designed to assess component skills involved in reading: Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Word Reading Fluency (WRF), Oral Reading Fluency (ORF), and Maze. *Certain tests are available for certain grade levels. Adaptive	K-8
<u>Informal Decoding Inventory (IDI)</u> <i>Screening, Progress Monitoring</i> <i>Literacy</i>	An assessment that can be used to identify students' abilities in phonological awareness, word recognition, fluency, basic comprehension, and vocabulary. This assessment will provide insight into the major dimensions of reading and will give teachers appropriate plans for instruction.	K-8
Developmental Spelling Assessment	An assessment that can be used to identify a student's stage of spelling development, highlight strengths and weaknesses in	Grades 2-8

Explanation of Assessments

(DSA) <i>Diagnostic, formative</i> <i>Literacy</i>	knowledge of specific orthographic features so instruction can be timely and appropriate, and monitor progress over time. Other tests may be used to gather this information (<i>ie: Word Journeys, Words Their Way Spelling Inventory</i>).	
Writing Prompts <i>Formative</i> <i>Literacy</i>	Writing performance assessments based on prompt. Can be used in a variety of ways, and will generally provide teachers with their student's strengths and needs as writers. Suggested to use Teacher's College Writing Units of Study and Rubrics	Grades K-12
Formative Assessment Examples	Formative assessments are used to check how students are progressing in their learning while they are still being taught. Giving students feedback based on formative assessment information helps students engage in their own learning. Examples include exit tickets, quizzes, class discussions, peer reviews, conferences and recorded notes of observations of students as they work. These tools help teachers know what students understand and what they need more help with, so teaching can be adjusted to support them better. It's also important to record formative assessment data because it provides a clear picture of student progress over time. This data helps make informed decisions about instruction and gives concrete evidence to share with students, parents, and other educators in Team Talk and EST.	preK-12
Programmatic Unit Assessments <i>Formative, Summative</i>	These end of the unit assessments can be used to monitor student understanding of concepts and to inform next instructional steps.	K-12
Comprehension Assessments 3 Minute Read Qualitative Reading Inventory (QRI)	These assessments vary in what comprehension skills are assessed. According to the Science of Reading, when a student struggles in comprehending text, we need to look at the possible strands feeding into one's ability to comprehend: • Phonics and phonological awareness • Fluency • Vocabulary • Language structure • Background knowledge	K-2
Math Assessments		
STAR Early Literacy (Math portion) <i>Screening and progress monitoring</i>	This assessment gives information about the following skills and understandings: early numeracy, number naming and identification (0-20), number object correspondence, sequence completion, composing and decomposing and measurement.	Grades K-2

Explanation of Assessments

<i>Math</i>		
PreK/Primary /Elementary Number & Operations Assessment (Pre KNOA, PNOA, ENOA)* <i>Diagnostic</i> <i>Math</i>	Primary Number and Operation Assessment. Includes a number of mathematical related tasks and is used as a diagnostic tool in elementary mathematics. Skills assessed (though not needed to assess continually; adaptive): Forward/Backward Sequences, Symbolic Notation, Groupings and Place Value, Estimation and Magnitude, Operations, Equality, Properties of a Number	Grades PreK-3
High Leverage Assessments <i>Formative</i> <i>Math</i>	High Leverage Assessments (HLCs) assess key mathematical understandings in each grade that students will need to be successful in the following year of school. Based on the high leverage concepts for each grade level. HLCs are the focus of most/all remedial efforts as well as the most impactful strategies for instruction at each stage in the developmental mathematics learning trajectories. Use in tangent with High Leverage Concepts.	Grade PreK-8
OGAP-Math <i>Formative; diagnostic</i> <i>Math</i>	Ongoing Assessment Project (OGAP) assessments are based on single or multiple items of high cognitive demand in mathematics: - Additive Reasoning - Multiplicative Reasoning - Fractional Reasoning - Ratios and Proportions *must be trained to administer and/or access tests	K-8 (depending on test)
Acadience Math <i>Formative; diagnostic</i> <i>*This is a free resource that must be downloaded</i>	Acadience Math K-6 is a set of brief, standardized indicators of early numeracy, computation, and problem-solving skills for grades K-6. Acadience Math K-6 consists of materials for universal screening three times a year and more frequent progress monitoring. The Early Numeracy measures are given to students in kindergarten and first grade. The Computation measures are administered to students in grades 1-6. The Concepts and Applications measures are administered in grades 2-6. Research-based benchmark goals are available for all measures and grades. They define a level at which the odds are in the student's favor of meeting later mathematics outcome goals.	K-6
Universal Math Screeners	Universal Number Sense Screener Fractional Reasoning Screener	K-8* Intended use for specific grade

Explanation of Assessments

	The USNS assessments target fundamental skills necessary for success in mathematics, including verbal counting, reading numbers, and solving problems with materials. Each grade level has three assessments: a fall, winter, and spring assessment. Fall assessments are entirely interview-based. Winter and spring assessments include both an interview and a pencil and paper component. Resources	levels but can be used with any student
Formative Assessment Examples	Formative assessments are used to check how students are progressing in their learning while they are still being taught. Giving students feedback based on formative assessment information helps students engage in their own learning. Examples include exit tickets, quizzes, class discussions, peer reviews, conferences and recorded notes of observations of students as they work. These tools help teachers know what students understand and what they need more help with, so teaching can be adjusted to support them better. It's also important to record formative assessment data because it provides a clear picture of student progress over time. This data helps make informed decisions about instruction and gives concrete evidence to share with students, parents, and other educators in Team Talk and EST.	preK-12
Programmatic Unit Assessments <i>Formative, Summative</i>	These end of the unit assessments can be used to monitor student understanding of concepts and to inform next instructional steps.	K-12

Dates for Assessment Per Grade Level

Pre- Kindergarten																																											
*Dark Grey bars represent vacation weeks	Sept					Oct				Nov				Dec				Jan				Feb				Mar				April				May				June					
	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	4	11	18	25	1	8	15	22	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14		
General Assessments																																											
ASQ-SE <i>(for families. Give upon registration/first week of school and rescreen as needed throughout school year))</i>	First weeks of school											*																															
ASQ-3 ** This should be given during first weeks of school and completed with families.	**																						*																				
TS GOLD Required Child Assessment						TS Gold must be completed by 12/14/2026								*	Winter Window: Provide individual and group opportunities to target areas of need identified in Fall Checkpoint.									TS Gold must be completed by 6/15/2027																			
My IGDIs • Early Literacy • Early Numeracy		Mid Sept- Nov 14										*						Winter Window: Re-screen students who fall in monitoring (orange) and/or Tier II or III (red) needed until Feb. 15				Feb 15- May 14																					
*When more information is needed about a student, choose from the following optional assessments to progress monitor and analyze strengths and opportunities for growth. <u>This is not an exhaustive list.</u> Consult PLC teams for collaborative decision making around which diagnostic assessment and progress monitoring tools to use.																																											

Grade Band Kindergarten- Grade 2

*Dark Grey bars represent vacation weeks	Sept					Oct				Nov				Dec				Jan				Feb				Mar					April				May				June																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	4	11	18	25	1	8	15	22	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
Required Universal Screeners																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
Literacy and Math **Kindergarten does not have to participate in Fall Screening using Dibels. It is optional in this window.		Dibels 9/ 8 - 10/ 2														*		Dibels 1/ 5 - 2/5																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								</

*When more information is needed about a student, [choose from the following optional assessments](#) to progress monitor and analyze strengths and opportunities for growth. This is not an exhaustive list. Consult PLC teams for collaborative decision making around which diagnostic assessment and progress monitoring tools to use.

Grade Band 3-5	
----------------	--

*Dark Grey bars represent vacation weeks	Sept					Oct				Nov				Dec				Jan				Feb				Mar					April				May				June														
	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	4	11	18	25	1	8	15	22	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14												
Required Universal Screeners																																																					
STAR -Reading and Math	9/ 8 - 10/ 2																	1/ 5 - 2/5																4/26 - 5/28																			
Dibels Grade 3 Only																																																					
SSIS Student/Teacher/Family *Teacher pre-work opens earlier than window	*																		*													*																					
VTCAP- ELA & Math; *Science G5 Only																														TBD																							
Alternative Assessment																														TBD																							
WIDA Assessment																						TBD																															

***When more information is needed about a student, [choose from the following optional assessments](#) to progress monitor and analyze strengths and opportunities for growth. This is not an exhaustive list. Consult PLC teams for collaborative decision making around which diagnostic assessment and progress monitoring tools to use.**

Grade Band 6-8

*Dark Grey bars represent vacation weeks	Sept					Oct				Nov				Dec				Jan				Feb				Mar				April				May				June						
	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	4	11	18	25	1	8	15	22	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14			
Required Universal Screeners																																												
STAR Reading and Math																																												
SSIS Student/Teacher/Family <i>*Teacher pre-work opens earlier than window</i>	*	9/ 8 - 10/ 2																*	1/ 5 - 2/5														*		*	4/26 - 5/28								
VTCAP- ELA & Math; Science G8 Only																		*						*				TBD																
Alternative Assessment																											TBD																	
WIDA Assessment																			TBD														*											

*When more information is needed about a student, [choose from the following optional assessments](#) to progress monitor and analyze strengths and opportunities for growth. This is not an exhaustive list. Consult PLC teams for collaborative decision making around which diagnostic assessment and progress monitoring tools to use.

Grade Band 9-12	
-----------------	--

*Dark Grey bars represent vacation weeks	<i>Sept</i>					<i>Oct</i>				<i>Nov</i>				<i>Dec</i>				<i>Jan</i>				<i>Feb</i>				<i>Mar</i>					<i>April</i>				<i>May</i>				<i>June</i>		
	31	7	14	21	28	5	12	19	26	2	9	16	23	30	7	14	21	4	11	18	25	1	8	15	22	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14

Required Universal Screeners	
------------------------------	--

[illegible]

***When more information is needed about a student, [choose from the following optional assessments](#) to progress monitor and analyze strengths and opportunities for growth. This is not an exhaustive list. Consult PLC teams for collaborative decision making around which diagnostic assessment and progress monitoring tools to use.**

Additional Assessments by Grade Band and Skill Area

When more information is needed about a student, choose from the following optional assessments to progress monitor and analyze strengths and opportunities for growth. This is not an exhaustive list. *If you are not familiar with an assessment listed below, please take the time to read about the test and its requirements before using it.

Teams are strongly encouraged to consult colleagues and/or the PLC teams for collaborative decision making around which diagnostic assessment and progress monitoring tools to use. Teams can also utilize the CCSU MTSS Manual.

Assessments can be used in different grade bands; when choosing the right assessment, teams have to consider the skill area AND level of student. Sometimes a test that is for ‘younger’ students may be appropriate for ‘older’ students because it is assessing the right skill.

Skill Area	Additional Assessments <i>Beyond SU Mandated Assessment</i>	Pre-K	K-2	3-5	6-8	9-12
<u>Literacy Intervention Guides by Reading Skill Level-Connected to the Literacy Best Practices and IES/WWC Guides</u>						
Programmatic / Content Specific Assessments	Proficiency Standards	x	x	x	x	x
	Content specific/designed assessments - Ex: Science and Social Studies performance tasks - HS Content specific courses - Course performance tasks connected to standards and/or proficiency standards	x	x	x	x	x
	Bookworms reading and writing		x	x	x	
	Illustrative Math/Open Up Math Unit tests		x	x	x	

	Science, and Social Studies assessments/ performance tasks	X	X	X	X	X
Foundational Reading Skills Phonics/ Phonemic Awareness/ Fluency	DIBELS (Amplify)- Login	X	X	X	X	X
	*Progress monitoring assessments exist within the mClass portal					
	NCIL Pre-K Assessment	X	X			
	CORE Phonics	X	X	X		
	Informal Phonics Inventory	X	X	X		
	Informal Decoding Inventory (IDI-Bookworms)		X	X		
	PASS	X	X	X		
	PAST (complete folder with more resources)	X	X	X		
	Phonemic Awareness Screener Assmt		X	X		
	Phonics and Word Reading Survey		X	X	X	
	Preschool Word and Print Awareness Code Book	X	X			
	San Diego Quick Assessment	X	X	X	X	
	Rasinski ORF- 3 Minute Reading Assessment (k-8)		X	X	X	
Motivation	Reading Motivation/Interest Survey			X	X	X
	Assessing Adolescents' Motivation to Read				X	X
	Motivation to Read Questionnaire (MRQ)			X	X	X

Vocabulary	Vocabulary Academic Word List Test and Resources			x	x	x
	Vocabulary Picture Vocabulary Size Test			x	x	x
Writing/ Spelling	Spelling Assessment Folder		x	x	x	x
	Writing Assessment ideas		x	x	x	x
Speaking/ Listening	Speaking and Listening- Consult with SLP/Student Services	x	x	x	x	x
	Speaking and Listening- WIDA assessments (contact MLL Coordinator for more information)		x	x	x	x
Math	PNOA and ENOA	x	x			
	High Leverage Assessments (ALN)		x	x	x	
	Universal Number Sense Screener		x	x	x	x
	Fractional Number Sense Screener			x	x	x
	Acadence Math Screeners		x	x	x	x
	O-GAP					

Testing Accommodations

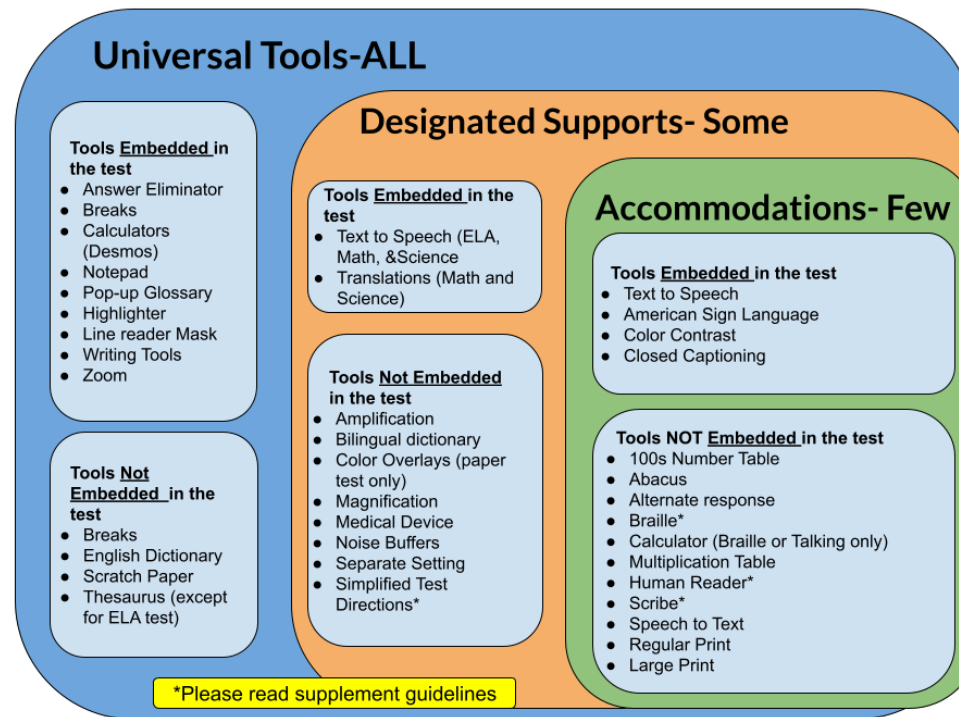
Universal assessment supports:

All students are eligible to receive universal assessment supports to support their learning, not just students with disabilities and diverse abilities, or those with an IEP. These supports are at the discretion of the classroom teachers and may vary from student to student.

The following are examples of universal assessment support measures that classroom teachers may find beneficial for supporting all student:

- Being transparent about learning intentions
- Setting goals and expectations and clearly communicating them
- Building community and relationships
- Co-constructing criteria with the student
- Setting all students up for success by considering student context and needs
- Ensuring that the workspace is set up appropriately and is conducive to their needs (e.g., choice of chairs, augmented keyboard or mouse, screen magnifier, alternative writing tools, etc)
- Providing templates and graphic organizers
- Presenting information in various formats (e.g. pictures, videos, print, audio)
- Providing alternative ways of demonstrating knowledge (e.g. oral exams, projects instead of tests, podcasts or videos instead of presentations)
- Extending time to complete assignments or tests
- Taking breaks
- Providing options for self and /or peer assessment
- Offering feedback to inform revisions and improvements for reassessment.

Click the below links for further guidance or navigate the Tabs at the left of this document.



[STAR Math Accommodation Guidance](#)

[VTCAP CCSU Website and Alt Assessment](#)

[CCSU State Assessment Accommodation Guidebook](#)

Reporting Out to Guardians and Families

CCSU Opt. Out Procedures

STAR

[ACT 139-Teacher Landing Page](#)

VT CAP- Individual Student Report,

☐ Star Family Report (ELA, Math), or... ☐ Star Parent Report and/or	☐ DIBELS- Reporting Support	(Grades 3-9, 11) ☐ Printed in the fall by School Coordinator and/or Admin Assistant ☐ Share by October Conferences or before ☐  Sharing Individual Student Repo... ☐ Family Letter
Report Cards ☐ End of Reporting Year Documents ☐ K-8 grades entered into Powerschool ☐ 9-12 dependent on school	SSIS	

CCSU Definition of Assessment Types

Resources: [Cognia Components of a Balanced Assessment System](#); [Data within MTSS](#)

[Suggested activity for schools to run](#)

Formative

A continuing interactive process in which students and teachers engage in instructional activities, gather evidence of learning and use feedback to adjust teaching and improve learning in real time.

Used daily!

Screening

Identifies students who may be at risk and evaluates the effectiveness of instruction

Ideally occurs at early states (early in academic career; early in school year)

Interim

An assessment that monitors a full year of instruction and progress towards an end of the year goal.

"Apples to Apples"

2-4 times a year

Diagnostic

A tool used to find out more information about student strengths and skill gaps.

Is dependent on the purpose and how the test is analyzed

Use as needed to gain information about students

Progress Monitoring

Measures how well an intervention is leading to student growth.

2nd wave of instruction; all teachers are responsible.

As needed to monitor student progress. Multiple times throughout the year

Summative

General achievement gathering after teaching and learning

Use depends on purpose—end of unit, end of year

STAR MATH Accommodations

There are student accommodations that can be turned on in the STAR portal. Teachers, Interventionists, and Special Education teachers should all have access to turn on Accommodations.

If a student has a test accommodation written in their IEP or 504, these should apply to the STAR test as well as VTCAP. This includes extra time and read aloud on the math tests. Renaissance only recommends this tech tool for visually impaired students, which should only be 1-2% of our CCSU population.

For consistency purposes, Special Educators should be the primary teacher responsible for entering in accommodations specific to students with IEP or 504. Teachers administering the STAR test are still responsible for double checking that the student has appropriate accommodations listed.

The following accommodations available in STAR are:

Student ▲	Accommodations Toolbar	Assistive Technology ⓘ	Allotted Time ⓘ	Audio (Star Math) ⓘ	Alternate Response ⓘ
	☐ Response Masking ☐ Calculator ☐ Color Contrast ☐ Font Size/Zoom ☐ Highlighter ☐ Line Reader	☐ Screen Reader ☐ Other	☐ Unlimited Time	☐ Audio & Auto-play ☐ Audio with Auto-play turned off ☒ Audio Off	☐ Braille

Some of these accommodations are only available for the STAR Math test (Audio and Auto-play functionality, specifically).

Extended Time/Unlimited Time Limits:

- Star is meant to be a timed test. Do we need to explain the difference between the two. 90 seconds per question
 - Extended time: doubles the allotted time (up to 3 minutes for Math)
 - Unlimited Time:
- Benchmarks are the same regardless of accommodations
- Documented need (504/EST/IEP) for extended or unlimited time

Read Aloud for Math (text to speech)

- [Audio preferences](#)

Teachers are able to set these up on STAR. Here are two docs from STAR which outline the [accommodations preferences](#) and how to add them, as well as a document specific to [setting extended time on tests](#). Teachers can also follow the step by step instructions below:

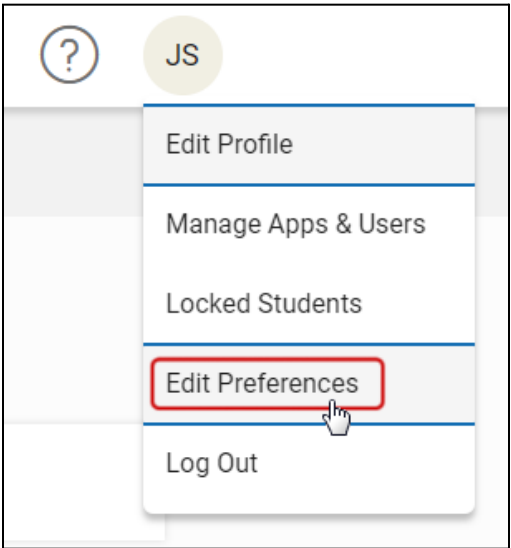
Turning On Accommodations:

How do I get to this page?

There are two ways to get to this preference—use whichever method you prefer.

Method 1:

- 1. Log in to Renaissance.
- 2. On the Home page, select your initials in the upper-right corner. In the drop-down list, select Edit Preferences.
- 3. On the Preferences page, select Accommodations in the Individual Student Preferences section of the page. (see image on next page)



Show Missed Questions	Determine whether missed questions are shown to the student after passing a reading quiz.
Individual Student Preferences ^	
Accommodations	Provide extra tools and accommodations for students to use while taking Star Reading and Math (English) tests
Book Level Restrictions	Define book-level range of book quizzes students can take
Estimated Instructional Levels	Set students' estimated Instructional Reading Level and Math Instructional Level for Star tests

Method 2:

- 1. Log in to Renaissance.

2. On the Home page, select Star Reading or Star Math. In the drop-down list, select Preferences.

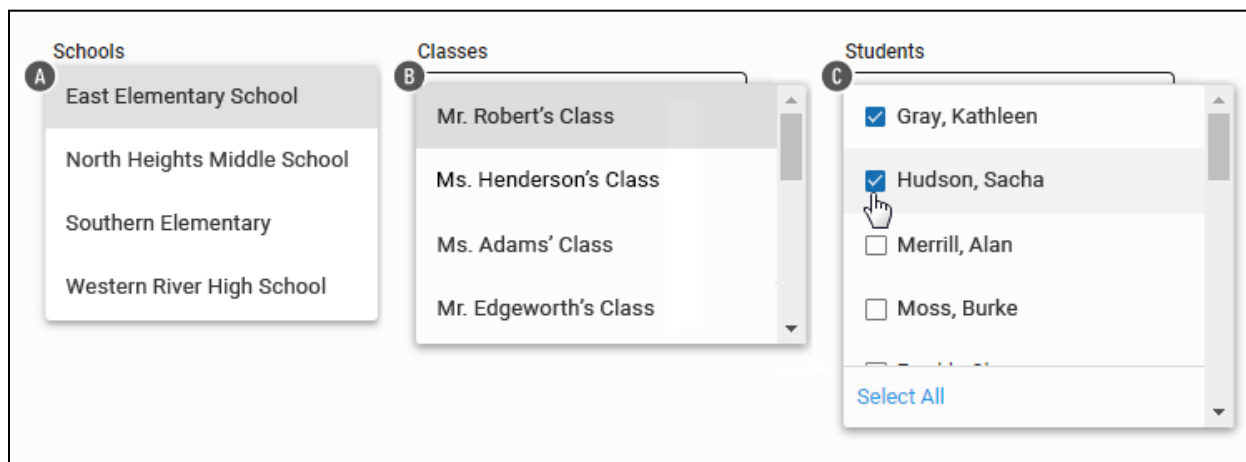


3. On the Preferences page, select Accommodations in the Individual Student Preferences

Show Missed Questions	Determine whether missed questions are shown to the student after passing a reading quiz.
Individual Student Preferences ^	
Accommodations	Provide extra tools and accommodations for students to use while taking Star Reading and Math (English) tests
Book Level Restrictions	Define book-level range of book quizzes students can take
Estimated Instructional Levels	Set students' estimated Instructional Reading Level and Math Instructional Level for Star tests

Students who are blind/visually impaired or have other special needs may find it difficult to take the standard Star assessments. By setting this preference, you can give those students access to assistive tools and technologies which can help them take the English versions of the Star Math Enterprise and Star Reading Enterprise assessments.

After you select Accommodations on the Preferences page, use the School , Classes , and Students drop-down lists to choose which students to set the preference for.



WHICH AUDIO PREFERENCE SHOULD I SET FOR STUDENTS USING STAR MATH?

The [Star Math Audio preference](#) and the Accommodations “Audio (Star Math – English)” preference both address the same function: providing audio in Star Math for students who need it. There are specific interactions between these preferences that need to be taken into account:

- If a student needs only audio support for Star Math (audio playing automatically for each item) and **NO** other accommodations, use the Star Math Audio preference.
- If a student needs audio support for Star Math (including the ability to control when audio is played), has an IEP or 504, *and* needs **ANY** other accommodations (screen reader, item masking, color contrast, etc.), use the Accommodations “Audio (Star Math – English)” preference.

Is the audio different between the preferences?

The pre-recorded audio is the same for both preferences. The [Star Math Audio preference](#) plays audio automatically, while the "Accommodations – Audio (Star Math English)" preference allows educators to turn off the audio's autoplay if necessary.

CCSU State Assessment Designated Supports and Accommodation Collection and Data Entry Process

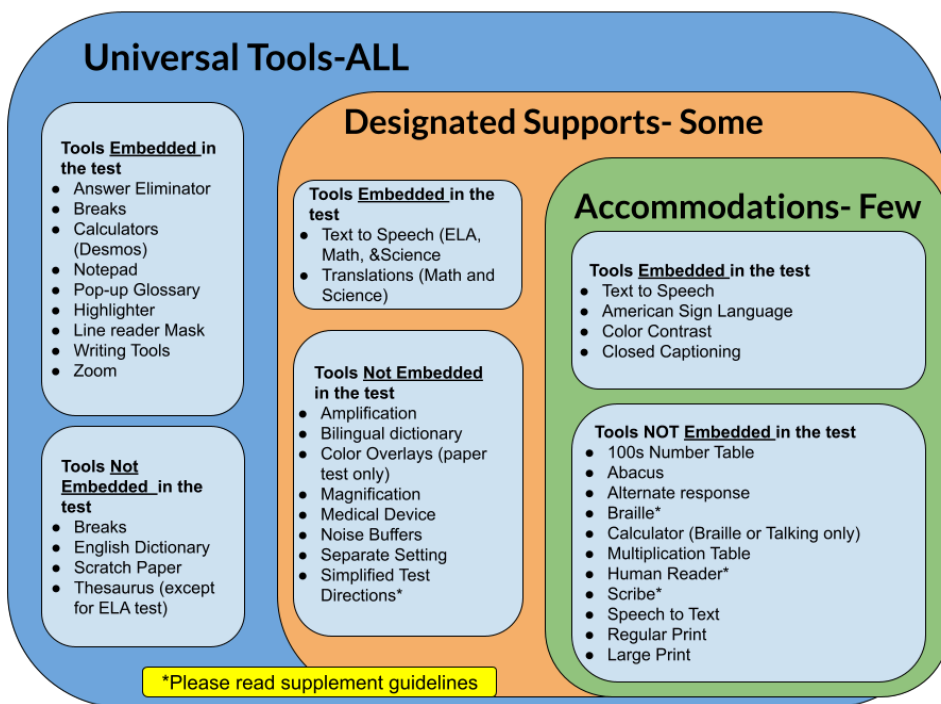
Introduction

VTCAP has three tiers of support: [Universal Tools, Designated Supports and Accommodations](#).

Additional Accommodations and Designated Supports have to be documented and then entered into a student's record in the state assessment database called ADAM. The [Accessibility and Accommodations Guidelines \(quick reference guide\)](#) provide more background information to assist you.

The graphic demonstrates the Universal Tools, Designated Supports and Accommodations which are embedded, or not, in the test delivery system as shown to the right.

Choosing the correct support for students can be tricky. For some specific Designated Supports and Accommodations, we have specific guidelines from the AOE and CCSU. Please read here, for more information about [Text to Speech and Human Reader](#).

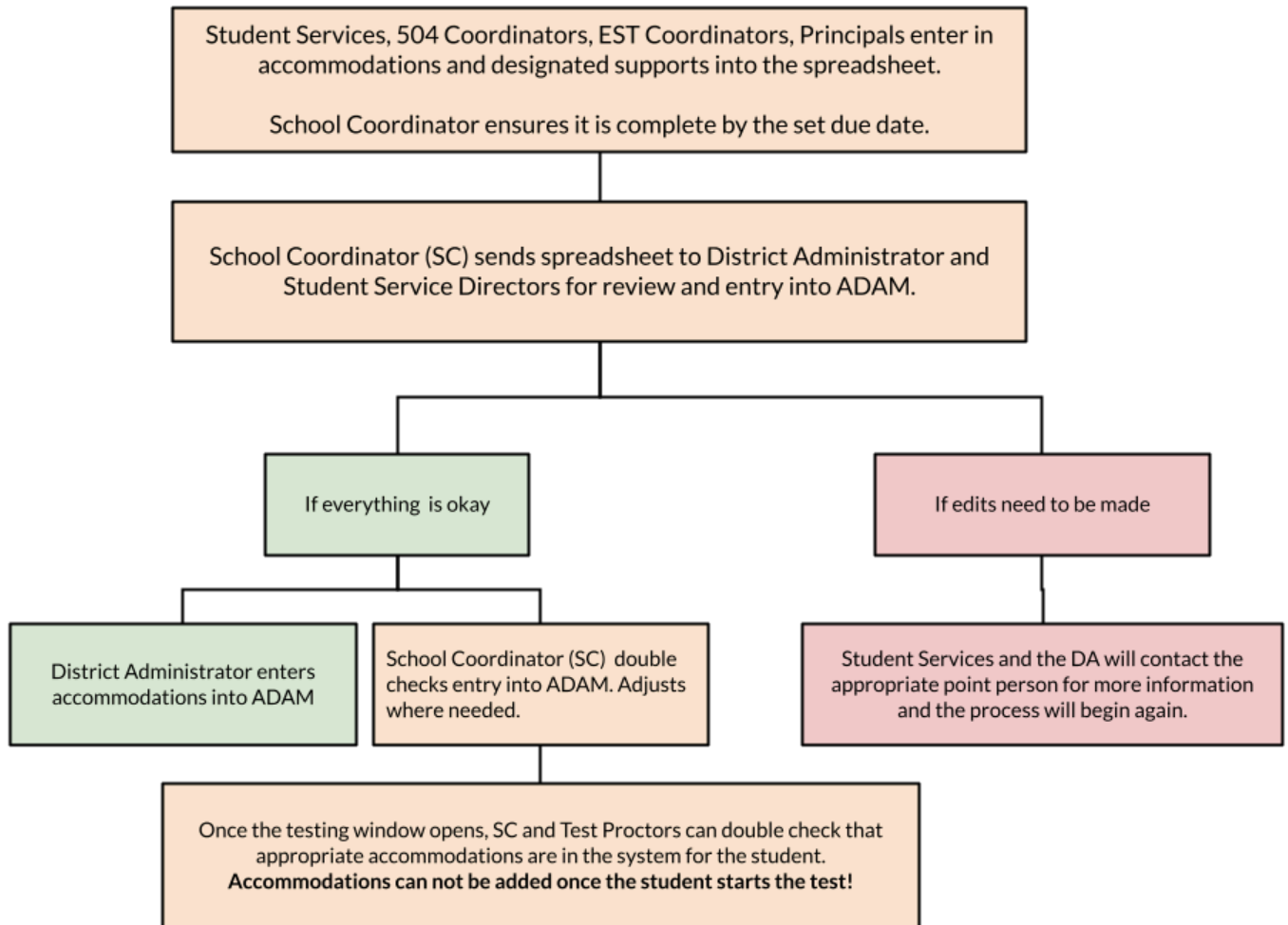


Collection Process

If you are a Special educator and/or 504 Coordinator, please fill out the [Google Spreadsheet designed for your school](#), which can be used to choose designated supports and/or accommodations for students (visit the [How To Guide here](#)). This spreadsheet can only be viewed by the people who are given access to it. The spreadsheet is then used to enter the settings into the students' records in ADAM and matches the order of the Designated Supports and Accommodations fields in ADAM. For more support in filling out the Google Sheet, [please view this video](#).

**Once the designated supports/accommodations have been entered into the spreadsheet, then the information will be uploaded to the ADAM system by the District Administrator/Coordinator.

Important Components of the Collection and Data Entry Process



- All students on Individual Education Plans and 504s must have decisions made about which accommodations and designated supports will be turned on in ADAM.**
 - The person responsible for collecting those decisions will be the case managers.
 - The list of accommodation and designated supports per student will be submitted to the person entering them into ADAM.
 - If a student in grades 3-5 needs a Human Reader and/or Scribe the [following checklist](#) must be filled out by the Special Educator before the Accommodation can be applied.
- Designated supports are available to any student for whom an adult decides the support is necessary. This applies to students who have Educational Support Team plans, students who are designated as**

English Language Learners and any other student a school may decide needs them. Designated supports need to be collected and turned on through ADAM for those identified students.

- a. The English Language Learner teacher for each school will collect the decisions for these students regarding necessary designated supports.
- b. Educational Support Team plan case managers (this may be a classroom teacher, a special educator or someone else) for each school will collect the decisions for students with these plans regarding necessary designated supports.
- c. The designated supports necessary for English Language Learner, Educational Support Team plans and other students determined to need a designated support will be submitted to the person entering them into ADAM.
- d. Classroom teachers may also determine a designated support is necessary for a student in their classroom even if a child is not on an Educational Support Team plan. The classroom teacher may therefore submit a designated support list to the ADAM database manager for entry. If students have more than one teacher, this should be done in a teaming context to avoid duplicate submission of accommodations.

3. Outside placement and Offsite process:

- a. Out of District Placements: Please see Student Services Directors for guidance on how to handle out of district placements.

4. Use of Read- Aloud, Text to Speech, Human-Reader

- a. [Please see AOE provided documents](#) and definitions

Q&A Accommodations: (Last updated Jan. 2026)

- [The newest Accessibility and Accommodations Guide:](#)
- If translations are turned on, is the assessment fixed form? **The English version will be available as a computer-based adaptive form, and the other languages will be available as a computer-based fixed form.**
- Read Aloud and Human Reader: **The reason to remove the need to have human readers is it makes things less standardized. Unless a student has a paper based test accommodation, there should be no need for human readers. No documentation of this is required but districts need to ensure this accommodation is used correctly. The agency will provide language about how the use of TTS ELA will impact students' scores.**
 - a. Items are the question and response choices. Stimuli and Passages are the same. In Math, Stimuli could be a graph. In TTS ELA, everything is read to the student items, stimuli and passages. Because everything is read, human readers should not be needed. TTS is reading everything in all three subjects. The words Stimuli/Passages are interchangeable. TTS reads everything for all three subjects. If it is turned on for ELA it should be clearly marked in an IEP and if it is turned on, it will affect the scores for the students.
 - b. We have several IEP accommodations that mention having a human reader, however the student does not need a paper/pencil test. If we check Human Reader for an accommodation, does that automatically mean the student should have the PBT or can they have a Human Reader and still

take the CAT? **Because TTS is now fully embedded in the CAT test, only students who also have a Paper Based Test accommodations should need a human reader.**

- Will paper test materials need to be sent back to the vendor? **No. All secure test materials must be securely destroyed.**
- How are medical exemptions requested? **Via a form that will be available on the Cognia website.**
- What qualifies for medical exemption approval? **The purpose is to exempt students who are not available to test during the ENTIRE testing window. Unless a student is medically absent for an entire window, they really are not exempt. In some cases, some students may qualify to take the alternate assessment rather than be medically exempt. I believe additional clarification is coming around how to respond to parents who claim that a student's anxiety is enough to exempt them from testing.**
- What accommodations are the triggers for a fixed form test? **ALS form, Screen reader, Closed Captioning, and the Translated tests in math and science.**
- Calculators were always present in the practice tests. Is that still the case for this year? **Yes**
 - Handheld calculators are an accommodation for those who may have impaired vision and need a braille and/or speaking calculator.

indow (SY 2026-2027), [Text to Speech feature has been updated by the AOE](#). To find the official [update](#), please visit [this document](#).

Text to Speech (TTS) is now listed as a Designated Support and an Accommodation. There are key differences in how the support functions based on the category it is in. Information about [Human Reader](#) can be found by clicking on the link.

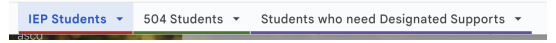
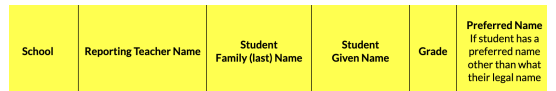
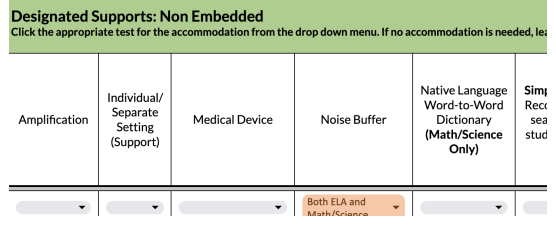
	Text to Speech as a Designated Support TTS-DS	Text to Speech as an Accommodation TTS-AC
Important	This accommodation should not be the first time a student is exposed to TTS	
Who is it for?	Available to all students with visual impairments and those who struggle to read to fully access the assessment. ☐ MLL students ☐ Students with reading disabilities ☐ Students with dyslexia ☐ Students with minor visual impairments	Available to all students with visual impairments and those who struggle to read to fully access the assessment. Student needs an IEP or 504 plan ☐ Must be listed as an assessment accommodation! This language is key!
What will it do?	☐ Read the directions ☐ Read the questions ☐ Read the response choices	☐ Read the directions ☐ Read the questions ☐ Read the response choices ☐ Read the comprehension passages
What else should I consider?	Does the student use TTS assisted tools often and for other assessments? This should not be used if it is the first time the student has accessed TTS type tools.	The use of TTS-AC inhibits our ability to assess students' reading comprehension skills and should only be considered after all other accessibility features, designated supports, and accommodations have been considered.
Does it affect scores?	It does not affect the interpretation of the scores.	TTS is classified as an accommodation in ELA and its use does alter the construct being measured and therefore does affect how a student's score is interpreted. In other words, sections of the ELA tests are designed to measure a student's ability to read, so the use of a read-aloud method alters what is being measured and how the resulting score is interpreted.
What about Math and Science?	TTS will continue to be classified as a designated support and will be available for students who benefit from this support. The same guidelines as above are applicable here.	
What about major visual	TTS-DS should be paired with other accessibility features to create equitable	Students with major visual impairments, who are not Braille fluent, will need TTS-AC to

impairments?	access.	fully access the test.
Human Reader Guidance		
What does this mean for Human Readers	To find more guidance on Human Readers, please click the above link. Read-aloud is an accommodation where some or all of the assessment is read aloud to a student by a computer (ie: TTS) or a trained human. In most cases, TTS is the preferred read-aloud method. In rare cases, Human Reader may be used with students with an IEP or 504 ONLY. This accommodation is usually paired with a paper based test and specifically notes the human reader option in the IEP/504 Plan. If a Human Reader is needed, please contact Student Services Directors for pre-approval.	

Here is the supporting guidance for filling out the VT CAP Accommodation Google Sheet.

CCSU Designated Support and Accommodation Guidelines	AOE Accommodations and Accessibility Support (download the Accessibility Guidelines)
Use of Read- Aloud, Text to Speech, Human-Reader: Please see AOE provided documents and definitions	
CCSU VT CAP and MSAA Website	
📄 2026 Accommodations & Designated Supports (slideshow- quick guide)	

How to fill out the Spreadsheet: [Supporting Video](#) Please Watch!

1. Look at the bottom tabs. Pick the appropriate tab for your student	
2. Enter the required information (in yellow) a. Make sure you are in a new row and not overwriting someone else's information	
3. Enter the appropriate accommodation needed for the student. Indicate if the accommodation is needed for: a. Math b. Science c. ELA d. All of the above	
4. Ensure all accommodations are entered by Feb. 9, 2026 . a. Accommodations will be reviewed by your Principal, Student Services and District Test Administer.	
As per the District Guidance: Accommodations will be entered into the ADAM testing system by the District Test Administer and your School Coordinator will receive an email when this is completed.	

A few key points to consider:

- Any accommodation that a student has for VTCAP should be something that is provided and routinely used during the year, and is already listed on a students' IEP or 504, if applicable. This means that VTCAP accommodations should match what is used for classroom instruction and tests. They are not being introduced or used only for state testing.

- Read aloud and scribe- Very few students should have these accommodations. If they do, it is because there is a significant behavioral concern that they need this in order to access their learning. In some cases it may also be related to disability/need. For example, a student with an orthopedic impairment such as CP may not physically be able to write and also may not be able to use speech to text due to another reason. The reasoning for this need must be stated in the IEP.
- Read aloud- If in the small chance a student has read aloud accommodation, please note they also need a paper test and that will need to be ordered beforehand.
- Text to speech- IEPs should explicitly state text to speech for directions and non reading tasks only. Very few students should have text to speech for directions AND non reading/ELA tasks. If a student has text to speech for ELA tasks, it is likely due to a significant behavioral concern and even more rarely an academic need. If they have text to speech for ELA tasks that means that they are also receiving that in classroom instruction and classroom tests and, therefore, not required to engage in decoding tasks.
- Separate setting- We see a lot of these when it is not used/offered for classroom based assessments. Please keep in mind the first bullet point that any separate setting should be something regularly used within the classroom. It shouldn't be offered just for state testing.
- **Any accommodation listed for VTCAP has to be in the IEP or 504. This will be cross checked so please help us help you minimize any last minute revisions by making sure that is the case.**
- Alternate assessment reminder: An incredibly small percentage of students are eligible for the alternate assessment, and it is never purely based on disability classification. There is a checklist the IEP team must complete to denote eligibility. If you have a student who does not currently have the alternate assessment in their IEP and you think they may need it, please check with Allie Monahan or Vicki Hummer first.