English Language Proficiency (ELP) Assessments and CT-SEDS – Transcript of Presentation

Slide 1: English Language Proficiency (ELP) Assessments and CT-SEDS

No script.

Slide 2: Key Terms and Abbreviations

This table defines abbreviations and acronyms used in this presentation.

Slide 3: State and District Summative Assessment Windows

It is important for PPT and 504 Team members to know the state and district summative assessment windows prior to planning and convening either a PPT or Section 504 meeting. The Connecticut Sensible Assessment System webpage has the yearly state summative assessment windows posted. The window for English language proficiency testing always opens in January and ends before the content area summative assessment window.

Refer to your ELAC concerning your district's ELP window.

Slide 4: Districtwide Testing Schedule 2025–26

The ELP testing window for the 2025–26 school year begins with the LAS Links on Monday, January 5, 2026. The CAAELP opens the following week, on January 12, and both assessments close on Friday, March 6, 2026. The CSDE provides districts with ample flexibility to assess students within the allocated state testing window. Teams should be aware of these dates, along with the specific testing dates determined locally. All assessments must be administered by the last day of testing, and **no** extensions will be permitted.

These dates are important as teams plan for their students' accessibility needs. If teams are convening during the testing window, please communicate to appropriate staff that they should delay testing the student until plans are updated (and implemented), if there are pending changes to a student's test eligibility (alternate vs. standard assessment), or if there are changes to student accommodations (e.g., adding or removing accommodations). Ideally, these decisions should be made in advance of testing. Teams should plan for **all grades** covered by the duration of the plan. This ensures consistency across years, while also allowing for the continuation of information to flow between CT-SEDS and TIDE throughout the school year.

Slide 5: Districtwide Testing Schedule 2026–27

To help PPT and Section 504 Teams plan for the upcoming school year this is the anticipated testing windows for each assessment for the 2026–2027 school year.

Slide 6: Rostering and Accommodation Dates

To aid in the correct accommodations and/or assessment rostering, PPT and Section 504 Teams need to be aware of the following important dates when planning for students who are dually identified. It is recommended that LAS Links Accommodations be entered in CT-SEDS by December 18, 2026.

Planning and Placement Teams should complete the Connecticut Alternate Assessment System Eligibility Form Verification in CT-SEDS for CAAELP by December 22, 2026. It is recommended that IEPs be finalized and implemented prior to the opening of the testing window.

This does not mean that accommodations or alternate eligibility cannot be submitted during the window. This suggested timeline is to avoid changes during testing that might impact the student. Communication between DA/ELAC is key when planning for ELP assessments especially if the PPT or Section 504 meeting occurs during the testing window.

Slide 7: Summative Assessment Tips

We know that schedules may not always permit meetings to happen earlier in the school year. But, if possible, plan to meet before the testing window opens in January to determine accessibility supports and the appropriate ELP assessment and accessibility supports for a student who is EL/ML and has an IEP or 504 Plan.

If a meeting occurs during the testing window, please ask proctors to hold all testing for that student until their plan is finalized and implemented. Teams need to be aware of the State testing windows and when they close. Some districts test all students early in the window. But for students who have a PPT or 504 Plan meeting scheduled, any changes to the assessment or the accommodations during the window could result in resetting the test and asking the student to take the test again. PPT chairs/case managers should be in communication with the ELAC if meetings are scheduled during the testing window.

Be sure that the plan is finalized and implemented at least 5 days before the end of the testing window. This will allow the student ample time to test with the determined supports on the correct assessment. If at any point during the window a team changes the

student's eligibility for a test from the LAS to the CAAELP or vice versa, any conflicting testing completed prior to the change will be invalidated and the student will be asked to test on the appropriate assessment.

Slide 8: Summative Assessment Tips–Continued

Once again, communication is the key! Discussions must occur between special education, general education, and EL/ML staff and administrators regarding school and state testing schedules. Again, everyone involved needs to know if and when PPT and Section 504 meetings are scheduled and the implementation and finalization dates of any plans. This directly impacts the student since the assessment for which they are eligible may have changed, and the accessibility supports the student may need to access the assessment may also have been updated based on the most recent meeting.

To avoid over testing, be sure to communicate to the ELAC, the DA, and all EL/ML teachers about any PPT or Section 504 meetings that occur within the testing window. Again, any updates to accessibility supports based on a PPT or 504 meeting prior should be clearly communicated to all involved in the upcoming summative and English language proficiency testing. Let me reiterate that assessment eligibility can and may change during the assessment window. Let's consider what that might look like.

Slide 9: Accommodation or Eligibility Changes During LAS Links & CAAELP Window

When a PPT or 504 meeting is held during the testing window, which would be any time between the beginning of January and the beginning of March, there are a few outcomes that can directly impact the student's English language proficiency testing.

The first instance is if there are any changes made to a student's accommodations.

What would this look like in your school? Student A does not have TTS on the LAS Links in the current IEP. This student begins testing in Reading and Writing on the LAS Links in January but has an IEP meeting in February. At that meeting, the team determines the student is eligible for TTS on the LAS Links and had documented it in the plan. The new IEP is finalized and implemented during the window, which ends March 6, 2026, for the 2025-2026 administration and March 5, 2027, for the 2026-2027 administration. As this new accommodation has been determined for the student, the student must be offered the accommodation during testing. However, if they started or completed testing without this new accommodation, that means the ELAC will need to submit an appeal requesting a reset, the parents/guardians will need to be contacted and agree to the retesting, and the student may have to retest with the correct accommodations.

What if changes were made to the IEP and the team determined the student was now eligible for the alternate assessment? The situation is similar to the one above. Student A is tested in mid-February on the LAS Links with accommodations per the IEP, but in a PPT in February, the team determines the student is eligible for the CAAELP. If that IEP is finalized and implemented on or before March 6, 2026, (for the 2025-2026 administration) or March 5, 2027, (for the 2026-2027 administration) which again is the last day of testing, that student is no longer eligible for the LAS Links. If they started or completed testing on the LAS Links, the ELAC will need to submit an appeal requesting the invalidation of that student's work, the parents/guardians will need to be contacted, and the student may have to retest on the CAAELP. Again, whichever assessment the student is eligible for on the final day of the testing window is the one they should be administered.

We hope to elevate situations such as those just provided. Our goal is to appropriately assess students and not inadvertently over test or incorrectly test students.

How might we have averted these errors in testing? PPT and Section 504 teams, in collaboration with the DA and ELAC, all know that a PPT is scheduled within the ELP testing window, the date is noted, and that student is not tested until after the PPT is finalized and implemented. And the team plans to have that PPT finalized and implemented with enough time left in the window to properly test the student.

Change in eligibility status during the testing window implications:

If the implemented IEP at the start of the window has the student as a standard LAS Links assessment, but a new PPT meets during the window and determines the student is now eligible for the CAAELP, the student is ONLY eligible for the CAAELP. If they tested early in the window and completed the LAS Links, that completed test must be invalidated as they are no longer eligible for that test (LAS Links).

- If testing started before this change the student will need to retest with the new assessment.
- Any tests the student took before this change will be cleared and will not count.
- An appeal will need to be submitted with corrective action, and the parents/guardians will need to be contacted

Slide 10: Knowing Accommodations for ELP Assessments

Before making a determination on which accessibility features a student should have, the team should be aware of which features are available on each summative assessment and how those features function.

Slide 11: Accessibility Features for LAS Links Assessment Grades K–12

The LAS Links Accessibility chart provides information on universal tools, those tools that are available to all students, and accommodations, which are available to students with an IEP or Section 504 Plan.

Teams should align these accessibility features, as much as possible, to those that the student is using with independence and accuracy within the instructional setting. Accessibility supports should be consistently embedded and accessed in the student's instructional setting for familiarization, otherwise they may be a distraction and impede student performance on assessments.

If a student has an IEP or Section 504 Plan, these supports should be documented in CT-SEDS in the District and State Testing portion of the plan for the grades that span the duration of the IEP or 504 Plan. These should never be manually added to TIDE. They will sync with TIDE for students with an IEP or 504 Plan in CT-SEDS when the plan is finalized and implemented.

Slide 12: LAS Links Reader Options Table

This resource defines the purpose, test requirements, and necessary documentation (if applicable) for various embedded and non-embedded LAS Links reader accommodations.

Prior to assigning these supports to students, teams should be aware of the requirements and eligibility of each support as outlined in this document, and in the LAS Links Decision Guidelines for Text-to-Speech Accommodation for the Reading Domain and LAS Links Documented Evidence for a Read Aloud Accommodation for the Reading Domain.

Slide 13: LAS Links Decision Guidelines for TTS of the Reading and Writing Domains

The questions provided in this document can assist PPT/Section 504 decision-making teams in determining whether it is appropriate to indicate that the student should be provided the LAS Links Text-to-Speech Accommodation of the Reading Domain.

PPT and 504 Teams should use this form to help document the need for the embedded text-to-speech of the LAS Links Reading Domain, which includes directions, passages and items, as well as the directions, stimuli, and items in the Writing Domain. This accommodation is intended to be used only for students with a documented print disability, or students who are blind with inadequate braille skills. Once this form is completed, it should be maintained locally with the student's record.

If your student qualifies, select LAS Links Test-to-Speech of the Reading Domain (passages and item prompts) in CT-SEDS. If the student is in Grades 3–8, and 11, this accessibility support should also be documented for Smarter Balanced and NGSS.

Slide 14: LAS Links Read Aloud of the Reading Domain (Passages) and Writing Domain

There is an option for students who cannot access the embedded TTS software provided by the test delivery system. These students may be eligible for a non-embedded version of the read aloud, which is to work with a human reader. In these situations, teams should first complete the LAS Links Documented Evidence for a Read Aloud Accommodation for the Reading Domain to determine if the student is eligible for this. When the PPT/504 Teams are completing this form, they are documenting that there is a preponderance of evidence within the student's plan to substantiate the need for this accessibility support.

If a reader is selected for use on statewide assessments, they should also be consistently embedded and accessed in the student's instructional setting and across other summative assessments as applicable. It is recommended that a consistent process in each district be used to determine and communicate decisions regarding these supports for individual students. (See LAS Links Correlation to Smarter Balanced and NGSS Reader Options)

Before serving as a human reader, the teacher or proctor must carefully review the Read Aloud Guidelines and sign the Test Security/Confidentiality Agreement Form located in Appendix A of the LAS Links Read Aloud Guidelines. Once signed, the form should be returned to the District Administrator for a signature and then filed locally with the student's records.

Slide 15: Comparing LAS Links to Smarter Balanced and NGSS Reader Options

This chart provides Planning and Placement Teams and Section 504 Teams with the LAS Links reader accommodation options and the correlation between the Smarter Balanced and NGSS Assessments reader accessibility support options. Teams should ensure that accessibility supports mirror each other as much as feasible between instructional supports and all summative assessments.

Slide 16: Connecticut DRC LAS Links Webpage

On the Connecticut DRC LAS Links web page, you will find a listing of all the LAS Links accessibility resources and trainings are available. These focused trainings and resources

have been created to support teams as they make accessibility determinations for students who are eligible to take the LAS Links Assessment.

Additionally, required documentation necessary to obtain accommodations, such as the use of a read aloud accommodation of the Reading Domain (passages and items), is listed in cases where the PPT or Section 504 Teams determine the student requires more support

Slide 17: ELP Assessments in CT-SEDS

No script.

Slide 18: Verifying EL/ML Status

When planning for students who are dually identified, teams need to be aware of and verify the following:

- Consult with English Language Assessment Coordinator for EL/ML Status. This is important to verify prior to opening the draft plan to ensure the fields accurately populate in CT-SEDS.
- Check CT-SEDS Student Information and Personal Information tiles to verify if CT-SEDS has the accurate EL/ML status. If student is EL/ML, refer to the blue check box in PSIS to confirm that the "Is the student an English Learner (EL)?" is selected.
- Check TIDE to ensure EL/ML is set to "Yes".
- If this is not accurate reach out to your PSIS Coordinator and your CT-SEDS Data Manager to help with getting this corrected.

Slide 19: District and State Testing Tile

Once you have verified and checked the student's EL/ML status with the ELAC and in CT-SEDS on the Student Information page you will be able to follow the process of opening the IEP or 504 modules in CT-SEDS as outlined in the CT-SEDS User Manuals and Connecticut IEP Manual (2022).

To document state Summative testing based off the PPT or 504 determinations, teams will select the District and State Testing Tile.

Slide 20: Statewide Assessment Page

Once in this tile, teams will complete the District Wide Assessment Information. Then below, on the Statewide Assessment Information section, teams will select the grades that span the duration of the IEP or Section 504 Plan for the summative assessments, review if English Learner, and check for consideration of the Alternate Assessment (CTAA, CTAS, and CAAELP).

Slide 21: Selecting Grades

It is important that PPT and Section 504 Teams select the grades that span the duration on the plan. For example, if this meeting is being held in December and will run through next December, the grades that span the duration of the plan are Grades 4 and Grades 5. The team should select both grades. In doing this, both grades will populate for Statewide Summative testing.

Please note, it is important that the current grade of enrollment should be selected and persist until the last day of the school year. If a meeting is held in the spring, even if summative assessments were completed for that student, the current grade of enrollment should persist. This is to ensure accuracy in summative participation and accessibility.

The student's current grade of enrollment should align with the grade indicated in PSIS. If there is an error in PSIS, be sure to contact your PSIS Coordinator so that the correct grade is documented.

Slide 22: Verification of EL/ML

Additionally, on the District and State Testing tile under the Statewide Assessment Information section, teams will want to ensure for students who are dually identified that "yes" is indicated for English Learner. If this is not indicated as "yes" then the ELP assessments will not populate for the grade levels selected.

Slide 23: Standard or Alternate ELP Assessment

The PPT will need to consider, and document, if the student is being considered for the Connecticut Alternate Assessment System. If the student is not considered for the Alternate Assessment System, the team will select "No." By selecting "No" the standard ELP assessment (LAS Links) will populate, and accessibility supports can be documented based on determination of need.

Please note, if a student is being considered for the CAAELP, the PPT must complete the Connecticut Alternate Assessment Eligibility form embedded in CT-SEDS. We will review this more in upcoming slides.

Slide 24: Statewide Assessment Information

Once all information is completed on the Statewide Assessment Information section click "Save." This will populate the assessment section for the grades and available assessments within this tile.

Slide 25: How Accessibility Supports are Documented in CT-SEDS for ELP Assessments

No Script.

Slide 26: LAS Links (ELP)

For IEP and 504 students, if the team has determined that the dually identified student will take the standard ELP assessment (LAS Links), the team will complete the following in the English Language Proficiency Assessment Section.

- For students with a 504 plan:
- Verify the assessment listed is accurate.
- Make sure it is set to ELP and the grade.

Select with or without accommodations in the "Participation Level." The Participation Level drop down will allow teams to select if the student will participate with or without accommodations on the LAS Links.

Note teams will need to set accommodations for each grade that spans the duration of the plan.

For students with an IEP in Grades 3–8, and 11, the check box and statement is greyed out for "The student qualifies for the Alternate ELP Assessment" when the student is eligible for LAS Links. For students with an IEP in Grades K–2, 9, 10, and 12, this box is live. We will discuss how supports for these students should be populated shortly.

- Verify the assessment listed is accurate.
- Make sure it is set to ELP and the grade.
- Select with or without accommodations in the "Participation Level." The Participation Level drop down will allow teams to select if the student will participate with or without accommodations on the LAS Links.

Note teams will need to set accommodations for each grade that spans the duration of the plan.

Slide 27: LAS Links (ELP) – Continued

If selecting with accommodations, ensure the accommodations selected align with accessibility supports used throughout instruction and on other assessments.

Teams will add accommodations by clicking the "Add Accommodations" button.

Please note, if selecting LAS Links Text-to-Speech (TTS) Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts) or LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts), the corresponding hyperlinked decision guides should be completed for screening purposes.

These documents should be filed and maintained locally.

Slide 28: LAS Links Accommodations That Require Additional Considerations

No script.

Slide 29: LAS Links Documented Evidence

Please note, if selecting LAS Links Text-to-Speech (TTS) Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts) or LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts), the corresponding hyperlinked decision guides are required for eligibility determination. These determinations are to ensure there is a preponderance of evidence for the need for these special accommodations. The Eligibility Documentation for embedded and nonembedded accommodations for Reading Domain Passages and Items includes:

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

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

These forms should be completed as part of the PPT discussion and determination of supports and maintained locally.

Slide 30: LAS Links Human Signer/Visual Support Accommodation

Some LAS Links Accommodations require additional information and supports. The Additional Accommodations a student may need is if a student had the accommodation of Human Signer/visual support they must also have the accommodation of LAS Links Accommodated Paper Test. This allows the ASL interpreter to have the Listening Domain Test as a transcription. Since this is required for this domain, all four domains must be completed on the fixed paper form of the test.

Please note the following:

- All 4 Domain completed on paper.
- All other supports must be non-embedded.

Slide 31: Tips for LAS Links Accommodations

When planning for summative ELP Assessments it is key to keep these tips in mind.

- Ensure you are selecting the grades that span the duration of the plan.
- Accommodations should mirror what is provided during instruction and other summative assessments if allowable.
- Check for conflicting accommodations.
- Ensure all eligibility determinations are completed for accommodations prior to selecting supports.
- Make sure CT-SEDS has the student correctly designated as an EL/ML student. If not work with your special education supervisor or director to fix this in CT-SEDS.
- Document all ELP assessment and accommodations for LAS Links in the correct location in CT-SEDS. This determination of LAS Links and the corresponding accommodations should be documented within the District and State Testing Tile under Statewide Assessment Information. Only documentation listed in this section will be applicable to the summative ELP assessment.

Slide 32: LAS Links Conflicting Accommodations

When determining accommodations for the LAS Links Teams need to be aware of the following conflicting accommodations and ensure the plans do not have these conflicts.

Selecting both embedded and non-embedded accommodation that support the same access need. For example, LAS Links Text to Speech and non-embedded LAS Links Read Aloud of Passages.

All or multiple reader option accommodations chosen. For example, embedded LAS Links Text to Speech, and Non-Embedded LAS Links Read Aloud of Passages, and LAS Links Read Aloud of Directions only Reading Domain selected in plan.

Selecting embedded LAS Links TTS and either the non-embedded Braille, Large Print, or Accommodated Paper Tests.

Slide 33: Designation of Accessibility Supports Grades K–2, 9, 10, and 12

It is important for teams to be aware that for students with a plan in Grades K–2, 9, 10, and 12 the team will need to note the following:

1. For students with an IEP **DO NOT** Select "The student will participate in the ELP Alternate" unless the team selected "Yes" for consideration of the alternate assessments and has completed and verified the Connecticut Alternate Assessment System Eligibility Form that is embedded within this tile. This form would populate before teams are even able to see/access the English Language Proficiency Assessment section on this page.
2. Make sure it is set to ELP and the grade.
3. If the student requires accommodations select "Add Accommodations".
4. Once the Add/Edit Accommodation pop up appears the team can select the allowable accommodations for LAS Links (ELP).

Slide 34: Determining ELP-ALT (CAAELP) CT-SEDS

No script.

Slide 35: CAAELP (ELP-ALT)

If the PPT is considering any of the Connecticut Alternate Assessments, including CAAELP, they must indicate that the team is considering the Connecticut Alternate Assessments by clicking "Yes." Teams can now complete the Connecticut Alternate Assessment System Eligibility Form that will populate in CT-SEDS to determine if the student is eligible for the Alternate Assessment System.

Slide 36: Populating the Alternate Eligibility Form

The PPT will need to review and complete the embedded Connecticut Alternate Assessment Eligibility Form that populates in the TILE.

All sections must be completed with current evaluation data.

Slide 37: Documenting Intellectual Impairment in CT-SEDS

What does this look like in CT-SEDS? Using the embedded Connecticut Alternate Assessment System Eligibility Form, PPTs must document the

- Name of cognitive assessment administered
- Date it was administered
- Numerical composite score (e.g., Full Scale IQ is < 70).

Only numerical scores should be documented on the Connecticut Alternate Assessment System Eligibility Form. Do not use composite descriptors or ranges of scores.

Slied 38: Documenting Functional Adaptive Behavior Scores in CT-SEDS

PPTs must document yes or no. If yes, include the

- Name of functional adaptive assessment administered. Please note, this measure should assess broad Functional Adaptive skills and abilities. Teams should refer the list of recommended assessments on the Annotated Alternate Assessment Eligibility Form.
- Date it was administered
- Numerical functional adaptive behavior composite score

Once again, **only numerical scores should be documented. Do not use composite descriptors or score ranges.**

Please note, teams **should not use assessments that do not measure functional adaptive skills.** For example, the BASC-3 should not be used as it does not measure functional adaptive skills it measures adaptive behaviors and emotions.

Slide 39: Documenting Intensive Instruction and Significant Supports in CT-SEDS

In CT-SEDS, PPTs must document that there is evidence that the student requires repeated instruction and support that is not of a temporary or transient nature, and that they use substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, demonstrate, and transfer skills. If the team has evidence to support this throughout the IEP, the team will click selection "B" for item 3 on the eligibility form.

Slide 40: Verification

Finally, once the eligibility form is completed, the PPT must verify and attest that supporting evidence related to the student's assessment options was discussed to determine eligibility for participation in applicable Connecticut Alternate Assessments.

The PPT verifies that they reviewed evidence during the meeting to determine that the student meets all three evidence-based criteria for participation in the Connecticut Alternate Assessment System:

a) The student has an intellectual impairment with supporting evidence per cognitive testing, or other details/evidence exists to substantiate the existence of an intellectual impairment.

b) The student's functional adaptive behavior skills are well below age-level expectations with supporting evidence per functional adaptive behavior assessment(s) (e.g., scored more than 1.5 standard deviations below the mean score) and

c) The student requires intensive instruction and significant supports.

If this box is not selected, or if evidence was submitted that indicates that the student does not meet qualifying criteria, the team must plan for the student to participate on standard assessments. More will be discussed on the next slide.

The PPT is in full agreement based on the evidence documented throughout the plan that the student has a significant cognitive disability and meets the eligibility for the Connecticut Alternate Assessment System.

Slide 41: CAAELP (ELP-ALT) Selection

Once the Connecticut Alternate Assessment System Eligibility Form populates, the PPT will complete with current evaluation results and numerical scores the Connecticut Alternate Assessment System Eligibility Form that will populate in CT-SEDS. The PPT will then verify the student is eligible and will participate in the Connecticut Alternate Assessment System. Once this is verified and saved the PPT will then be able to select ELP-ALT. Only when both the Connecticut Alternate Assessment System Eligibility Form and the correct grade of enrollment of ELP-ALT are completed will the student be rostered for the CAAELP. Once the IEP is finalized and implemented CT-SEDS will sync with TIDE to turn the Alternate Assessment Indicator on in TIDE.

Note: Students in Grades 3–8, and 11 the checkbox for "The student qualifies for the Alternate ELP Assessment" is already checked and populated based on the verification of the Alternate Assessment Eligibility form.

Slide 42: CAAELP/ELP-ALT Designation Grades K–2, 9, 10, and 12

The PPT will need to review and complete the embedded Connecticut Alternate Assessment Eligibility Form that populates in the tile.

All sections must be completed with current evaluation data.

Slide 43: ELP-ALT Designation Grades K–2, 9, 10, and 12–Continued

For students in Grades K–2, 9, 10, and 12 teams need to be aware that the CT-SEDS system requires the user to check the checkbox for "The student qualifies for the Alternate ELP Assessment" if the team found the student eligible after they have completed the alternate

assessment eligibility form. To ensure that the student has the accurate determination for the ELP assessments the PPT will need complete the following:

1. Check yes, if considering the Connecticut alternate Assessment System.
2. Complete and verify the Alternate Assessment Eligibility Form.
3. In the grade specific English Language Proficiency Assessment section, the team will need to select the appropriate assessment based on Alternate Assessment Eligibility Form.
4. Only if eligible, the team will select the box "The student qualifies for the Alternate ELP Assessment."

Slide 44: Ensuring Completion of the Alternate Assessment Eligibility Form

Special Education team members can verify once the IEP is finalized the PDF of the completed Connecticut Alternate Assessment Eligibility form. To do this:

- Go to ADMIN and select STUDENT HISTORY in the dropdown.
- In the current plan you can see the Alternate Assessment Eligibility Form.
- Check form by clicking on link to ensure all sections are completed and verified.
- If verified eligible, Alternate Eligibility will sync to TIDE.

Additionally, CT-SEDS users with access to CT-SEDS Everyday reporting can run a report of students eligible for the Alternate Assessments.

Slide 45: Additional Resources for PPT and Section 504 Teams

No script.

Slide 46: LAS Links Accommodation Resources for PPT/504 Teams

Here are some resources to support teams with determining LAS Links Accommodations.

Slide 47: CAAELP Resources

For students who are eligible to take the CAAELP, the CAAELP Accessibility and Accommodations Manual provides guidance on the provision of optimal testing conditions and the selection and administration of appropriate universal features, designated supports, and accommodations within this assessment.

Slide 48: Resources and Training

On the Resources for PPTs and 504 Teams CT-SEDS and Statewide Assessments you will find resources to help teams when making summative assessment determinations and

access supports for summative testing. Additionally, we have included a training page that lists training for CT-SEDS and Summative Assessments as well as office hours and other professional development around special populations and assessment.

Slide 49: Thank you!!! Thank you for attending and for all you do for your students.

No script.