

# English Language Proficiency (ELP) Assessments and CT-SEDS



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Education  
**2025-2026**



# Key Terms and Abbreviations

<b>Abbreviation/Acronym</b>	<b>Meaning</b>
APSEP	Approved Private Special Education Program
CT Portal	<a href="#">Connecticut Comprehensive Assessment Program Portal</a>
CT-SEDS	<a href="#">CT Special Education Data System</a>
DA	District Administrator for State Testing
EL/ML	English Learner/Multilingual Learner
ELP	English Language Proficiency
ELAC	English Language Assessment Coordinator
INSIGHT Portal	<a href="#">DRC Testing Portal</a>
IEP	Individualized Education Program
PPT	Planning and Placement Team



# State and District Summative Assessment Windows

Know the state and district summative assessment windows **prior** to planning and holding either a PPT or Section 504 meeting.

- [Connecticut Sensible Assessment System](#) will have the State Summative Assessment window posted.
- [2025–26 State Summative Assessment Calendar](#)
- [2026–27 State Summative Assessment Calendar](#)



# Districtwide Testing Schedule 2025–26

## 2025–26 CT Summative Assessment Calendar

Summative Assessment	Window
<b>LAS Links Grades K–12</b>	<b>January 5–March 6, 2026</b>
<b>CAAELP Grades K–12</b>	<b>January 12–March 6, 2026</b>
NGSS Grade 11	February 2–May 29, 2026
CT SAT School Day	March 2–April 30, 2026
Smarter Balanced	March 23–May 29, 2026
NGSS Grades 5 & 8:	March 23–May 29, 2026
CTAA Math and ELA	March 23–May 29, 2026
CTAS (administered throughout the year): Student responses entered by trained TEA in the Data Entry Interface (DEI)	March 23–May 29, 2026



# Districtwide Testing Schedule 2026–27

## 2026–27 CT Summative Assessment Calendar

Summative Assessment	Window
<b>LAS Links Grades K–12</b>	<b>January 4–March 5, 2027</b>
<b>CAAELP Grades K–12</b>	<b>January 11–March 5, 2027</b>
Smarter Balanced	March 22–May 28, 2027
NGSS Grade 11	February 1–May 28, 2027
NGSS Grades 5 & 8:	March 22–May 28, 2027
CT SAT School Day	March 1– April 30, 2027
CTAA Math and ELA	March 22–May 28, 2027
CTAS (administered throughout the year): Student responses entered by trained TEA in the Data Entry Interface (DEI)	March 22–May 28, 2027



# Rostering and Accommodation Dates

Recommended dates for correct rostering and accommodations for the 2026–27 LAS Links and CAAELP administrations **in CT-SEDS:**

- LAS Links Accommodations, December 18, 2026
- Completed and verified Connecticut Alternate Assessment System Eligibility Form in CT-SEDS for CAAELP, December 22, 2026

Note: Student testing may be impacted if adding LAS Links accommodations or updating eligibility status is after these dates. Communication with the DA/ELAC **must** occur if this happens.

Refer to the [CAAELP Resource Page](#) and [CT DRC LAS Links Page](#) to view 2026–27 dates and timelines.



# Summative Assessment Tips

1. When convening a meeting, teams should plan summative testing for the grades that span the duration of IEP or Section 504 plan.
2. If possible, teams should convene **before the testing window** to determine accessibility supports and the appropriate ELP assessment.
3. If a meeting occurs during the testing window, wait to test the student until their plan is finalized and implemented.
4. Schedule meetings so the finalization **and** implementation of the plan will occur at least 5 days before the close of the testing window.
5. Always plan for **all** grades covered by the duration of the plan.



# Summative Assessment Tips–Continued

5. Communicate and collaborate across special education and EL/ML staff on testing schedules, PPT/Section 504 meetings, implementation/finalization dates, and accessibility supports.
6. Communicate to ELAC, DA, and EL/ML teachers:
  - Any PPTs or Section 504 meetings that occur within the testing window
  - Any updates to accessibility supports based on a PPT or 504 meeting prior to testing
  - Which assessment the student is eligible for per the PPT or 504 meeting



# Accommodation or Eligibility Changes During LAS Links & CAAELP Window

If a PPT/504 Meeting occurs during the testing window and **accommodations change**, delay testing and notify your Test Coordinator to prevent:

- Administering LAS Links with the wrong accommodations.
- A test irregularity that requires a documented appeal.

If **eligibility changes** during the testing window (LAS Links to CAAELP or CAAELP to LAS Links):

- If testing started, the student must retest with the new assessment.
- Any tests taken before this change must be invalidated via the appeals process.



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# Knowing Accommodations for ELP Assessments



# Accessibility Features for LAS Links Assessment Grades K–12

## LAS Links Accessibility Chart

**Universal Tools:** Available to All Students

**Accommodations:** Available to Students with an IEP or Section 504 Plan

Embedded Universal Tools	Non-Embedded Universal Tools	Embedded Accommodations	Non-Embedded Accommodations
Color Choices	Breaks	<a href="#">LAS Links Text-to-Speech (TTS) for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts)</a>	<a href="#">LAS Links Read Aloud for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts)</a>
Color Contrast	Separate Setting		LAS Links Braille Booklet
Cross-Off			LAS Links Large Print Booklet
Highlighter			LAS Links Accommodated Paper Form
Sticky Notes			Alternate Response Option/Manipulating Test Materials
Line Guide			LAS Links Scribe
Magnifier			LAS Links Human Signer/Visual Support – Requires LAS Links Accommodated Paper Form
Mark for Review/Flag Reading and Writing			LAS Links Read Aloud of Directions and Item Prompts Only Accommodation for the Reading Domain and Writing Domain
Masking			
Reverse Contrast			

Refer to the [LAS Links Test Administration Manual](#) for detailed information on universal tools and accommodations and corresponding documentation and agreements.



# LAS Links Reader Options Table

2025-2026 LAS Links Reader Options Table

Available for dually Identified Grade K-12 students who require accommodations that promote access to print/language when participating on the annual LAS Links Assessments.

Accessibility Option	Category	Description	Eligibility Requirements	Documentation
LAS Links Text-to-Speech (TTS) Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts)	Embedded Language Accommodation  (Available in English only)	<p>The passages and item prompts for the Reading Domain are read to the student via embedded TTS technology in the test system.</p> <p>When TTS for the Reading Domain is approved and selected in DRC Insight, TTS for the Writing Domain (directions, stimuli, and item prompts) is also activated in the test system.</p> <p>The student may control the speed, as well as raise or lower the volume of the voice via a volume control.</p> <p>Headsets are required.</p> <p><b>Please Note:</b> TTS is not available for the Speaking and Listening Domains. Therefore, the items including graphs, images, and/or charts will require a read aloud by the test administrator. Please see the LAS Links Speaking and Listening Subtests: Items with Graphics, Charts, and/or Images Read Aloud Document located on the <a href="#">Connecticut DRC LAS</a></p>	<ul style="list-style-type: none"> <li>The Grade K-12 student must be identified as an English learner/multilingual learner (EL/ML) in PSIS and as a student with a disability with an Individualized Education Program (IEP) or Section 504 Plan.</li> <li>The Planning and Placement/Section 504 Team must complete the <a href="#">LAS Links Decision Guidelines for Text-to-Speech Accommodations for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Item Prompts)</a> to determine eligibility. This form should be filed and locally maintained with the student's record.</li> <li>The Planning and Placement Team (PPT) must annually document in CT-SEDS the need for the LAS Links Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Item Prompts) based on evidence in the IEP or Section 504 Plan.</li> <li>The student has a print or visual disability and would most likely be using Accessible Educational Materials (AEM) during instruction across all areas (see <a href="#">Decision Guidelines LAS Links Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Item Prompts)</a>).</li> <li>If the student has a print/reading-based disability (dyslexia), there must be strong evidence of the persistence of the disability that significantly impacts access to printed text despite intensive, extensive, and targeted instruction that is based on the Science of Reading and that the student needs extensive supports to access print. There should be documentation of the interventions used and formative assessment data on the effects of each intervention.</li> <li>The student must have an IEP or Section 504 Plan specifying the need for <b>all</b> content to be made accessible through TTS features for the student across the curriculum.</li> <li>If the student is in Grades 3-8 or 11 and participating in the Smarter Balanced Assessments or Connecticut SAT School Day, the student is expected to also require the</li> </ul>	<ol style="list-style-type: none"> <li>Student is an EL/ML in PSIS and dually identified as either special education or Section 504.</li> <li>Formal documentation is required by the Connecticut State Department of Education (CSDE) in the finalized and implemented IEP or Section 504 Plan for the grades that span the duration of the of the plan in CT-SEDS.</li> <li>The PPT or Section 504 Team should complete the <a href="#">Decision Guidelines LAS Links Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Item Prompts)</a> and maintain it locally and share it with the District Administrator for Testing, the Special Education Director, and the English Learner Assessment Coordinator (ELAC).</li> <li>It is highly recommended that the district adopt consistent policies and practices for assigning the LAS Links Text-to-Speech Accommodation for the Reading Domain (Passage and Items) and Writing Domain (Stimuli and Item Prompts) and communicate them to appropriate staff.</li> <li>If the LAS Links Text-to-Speech Accommodation for the Reading Domain (Passage and Items) and Writing Domain (Stimuli and Item Prompts) is finalized and implemented in CT-SEDS for all grades covered by the duration of the plan, it must also be entered in the Data Recognition Corporation (DRC) INSIGHT Portal System prior to testing.</li> <li>The qualified individual acting as the reader for the Listening and Speaking Domains should review the <a href="#">LAS Links Read Aloud Accommodation for the</a></li> </ol>

## Available [LAS Links Assessment Reader Options](#):


- both embedded and non-embedded
- documentation is required for these accommodations



# LAS Links Decision Guidelines for TTS of the Reading and Writing Domains

## [LAS Links Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages](#)

- This screener is designed for PPTs/Section 504 Teams to establish the extent of need for text-to-speech of the Reading Domain (passages and items) and Writing Domain (stimuli & items).
- This accommodation is intended for students:
  - with a documented print disability
  - with significant visual disabilities
  - who are blind with inadequate braille skills

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LAS Links Decision Guidelines for Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Items)

Overview  
Planning and Placement Teams (PPTs) and Section 504 Teams should use this form to help document the need for the embedded LAS Links Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Items). This accommodation is **only** for dually identified EL/ML students with an Individualized Education Program (IEP) or Section 504 Plan in Grades K-12 with a *documented print or visual disability*, or for students who are *blind* with inadequate braille skills. If the student qualifies, select the LAS Links Text-to-Speech (TTS) of the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Items) Accommodation in CT-SEDS. Please complete and maintain this form locally within the student's record. Refer to the [LAS Link Reader Options Table](#) for more about reader accessibility accommodations.

Student Demographics  
**Student Name Printed:**

**SASID:**

**Grade:**

**District:**

**School:**

**Date:**

A **preponderance of evidence** should exist to support the eligibility of a student in Grades K-12 for the embedded LAS Links Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Items). When teams are determining if there is a preponderance of evidence, a vast majority of questions in the chart that follows should be answered as yes rather than one or two items.

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# LAS Links Read Aloud of the Reading Domain (Passages) and Writing Domain



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- Teams complete the [LAS Links Documented Evidence for a Read Aloud Accommodation for the Reading Domain](#) as a screener for eligibility
- The reader must review and sign the [LAS Links Read Aloud Guidelines](#)



LAS Links Documented Evidence for a Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts)

#### Overview

Planning and Placement Teams (PPTs) and Section 504 Teams should use this form to help document the need for a Human Reader for the LAS Links Reading Domain (Passages and Items Prompts) and Writing Domain and Speaking Domain/Listening Domain (Specified Items). This accommodation is **only** for dually identified EL/ML students with an Individualized Education Program (IEP) or Section 504 Plan in Grades K-12 with a *documented print or visual disability, or for students who are blind with inadequate 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 LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Items) in CT-SEDS. Maintain this form locally with the student's records. Refer to the [LAS Link Reader Options Table](#) for more about reader accessibility accommodations. **Important: The trained and qualified human reader must review the [LAS Links Read Aloud Accommodation Guidelines](#) and the [LAS Links Read Aloud Accommodation: Security/Confidentiality Agreement](#) before providing this accommodation.**

#### Student Demographics

Student Name Printed:

SASID:

Grade:



## LAS Links Read Aloud Accommodation Guidelines

### What is the LAS Links Read Aloud Accommodation?

This accommodation is **only** available for students who are dually identified as English learners/multilingual learners (ELs/MLs) with accommodations determined for the current grade of enrollment in a finalized Individualized Education Program (IEP) or Section 504 Plan in CT-SEDS. This is a non-embedded accommodation provided to the student by a human reader in a one-to-one test setting. The LAS links Read Aloud accommodation has two distinct accommodation types.

- LAS Links Read Aloud Accommodation of the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts)
- LAS Links Read Aloud of Directions and Item Prompts Only Accommodation for the Reading and Writing Domain

LAS Links Read Aloud Accommodation of the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts) is specifically for students who, in spite of intensive and extensive instruction/intervention in the Science of Reading or in braille acquisition, are unable to access print materials without the provision of more extensive accommodations (e.g., audio books, screen readers/text-to-speech, [Bookshare](#), or other types of alternate educational materials). (Please see [LAS Links TAM](#) Appendix F for additional guidance.) Additionally, it is noted and documented that due to the unique nature of the student's learning profile, the student cannot access embedded text-to-speech (TTS) through the online test platform. If this accommodation is approved and selected, then the student also receives a human reader for directions, stimuli, and item prompts for the Writing Domain.

of evidence should exist to support the eligibility of an EL/ML student in Grades K-12 for the LAS Links Read Aloud for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts). When teams are there is a preponderance of evidence, a vast majority of questions in the chart that follows should be answered as yes rather than



# Comparing LAS Links to Smarter Balanced and NGSS Reader Options



## LAS Links Accommodation Correlation 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 their correlation between the Smarter Balanced and NGSS Assessments reader accessibility support options.

LAS Links	Type of Support	Smarter Balanced/NGSS	Type of Support
LAS Links Text-to-Speech (TTS) Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts) *	<b>Accommodation</b> Required Documentation: <a href="#">LAS Links Decision Guidelines for Text-to-Speech Accommodation for the Reading Domain</a>	Text-to-Speech ELA Reading Passages (Grades 3-8) *	<b>Accommodation</b> Required Documentation: <a href="#">Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages</a>
LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts). #	<b>Accommodation</b> Required Documentation: <a href="#">LAS Links Documented Evidence for a Read Aloud Accommodation for the Reading Domain</a> and <a href="#">LAS Links Read Aloud Accommodation for the Reading Domain Guidelines and Security/Confidentiality Agreement</a>	Read Aloud ELA Reading Passages (Grades 3-8) #	<b>Special Documented Accommodation</b> Required Documentation: <a href="#">Documented Evidence for a Read Aloud of the Smarter Balanced ELA Reading Passages</a> and <a href="#">Smarter Balanced Assessments: Read Aloud Guidelines</a>
LAS Links Read Aloud of Directions and Item Prompts Only Accommodation for the Reading Domain and Writing Domain #	<b>Accommodation</b> Required Documentation: <a href="#">LAS Links Read Aloud Accommodation for the Reading Domain Guidelines and Security/Confidentiality Agreement</a>	<b>English:</b> Text-to-Speech- ELA Items (NOT ELA Reading Passages), Math and Science Stimuli and Items* <b>OR</b> Read Aloud (English) ELA Items, Math and Science Stimuli and Items # <b>Spanish (Requires Spanish Presentation/Toggle):</b> Text-to-Speech-Spanish (Math, Science Stimuli and Items) * <b>OR</b> Read Aloud in Spanish (Math, Science) #	<b>Designated Support</b> Required Documentation for Read Aloud: <b>English</b> <a href="#">Smarter Balanced Assessments: Read Aloud Guidelines</a> <b>Spanish</b> <a href="#">Next Generation Science Standards (NGSS) Assessment: Guidelines for Read Aloud of Stimuli and Items</a>

Key: \*Embedded Support #Non-Embedded Support

This [chart](#) provides PPT and Section 504 Teams with the LAS Links reader accommodation options and the correlation between the Smarter Balanced and NGSS Assessment reader accessibility support options.



# Connecticut DRC LAS Links Webpage



## 2025-2026 CSDE LAS Links English Learner Assessment Coordinator (ELAC) Training

CSDE Policies

CSDE Policies Video

CSDE Policies Video Script

Online Pre-Test Activities

Online Pre-Test Activities Video

Accessibility Guidelines

Accessibility Guidelines Video

Accessibility Guidelines Video Script Training Notes

Online During Testing Activities

Online During Testing Activities Video

Online Post-Test Activities

Online Post-Test Activities Video

Online Student Experience

Online Student Experience Video

Accommodated Paper Test Administration

Accommodated Paper Test Administration Video

2026 LAS Links Accommodated Paper Materials Order Form

Domain Exemption Form

Testing Irregularity Appeals Form

## LAS Links Accessibility Resources

LAS Links Accessibility Chart

LAS Links Scribe Accommodation – Protocol and Security/Confidentiality Form

LAS Links Domain Exemption Guidance

LAS Links Reader Options

LAS Links Correlation to Smarter Balanced and NGSS Reader Options

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

LAS Links Read Aloud Accommodation Guidelines and Security/Confidentiality Agreement

All LAS Links Accessibility Resources and trainings to support teams in making determinations for accessibility supports on the LAS Links Assessment are available on the [Connecticut DRC LAS Links Website](#).



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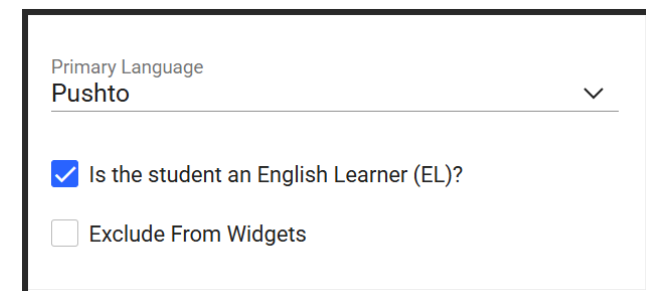


## ELP Assessments in CT-SEDS



# Verifying EL/ML Status

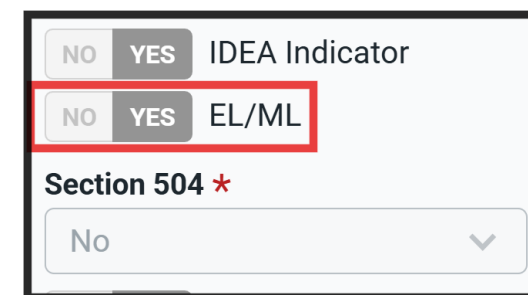
- Consult with ELAC for EL/ML Status.
- Check CT-SEDS Student Information and Personal Information tiles to verify CT-SEDS has the accurate EL/ML status. If student is EL/ML, refer to the blue check box in PSIS to confirm that the "Is the student an English Learner (EL)?" is selected.
- Check TIDE Student Dashboard to verify EL/ML status.
- If this is not accurate, reach out to your CT-SEDS Data Manager and PSIS Coordinator.



Primary Language  
Pushto

Is the student an English Learner (EL)?

Exclude From Widgets



NO YES IDEA Indicator

NO YES EL/ML

Section 504 \*

No



# District and State Testing Tile

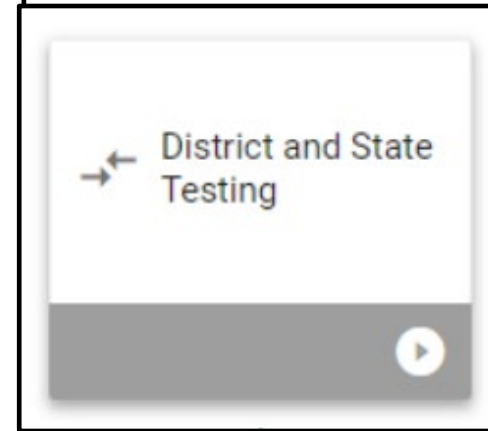

To document statewide summative testing supports, click on the District and State Testing Tile in either the IEP or Section 504 Modules.

IEP Process

Select action

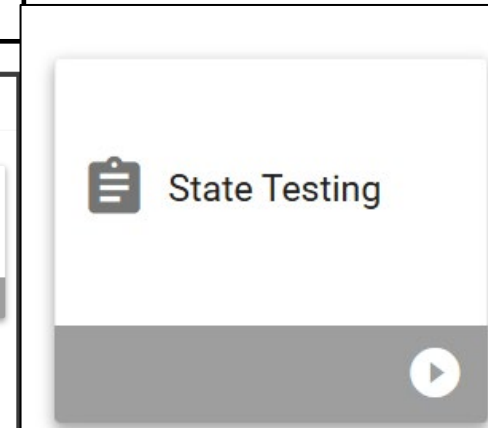

Create/Revise IEP  Amend IEP

IEP Meeting Information	IEP Overview	Special Considerations	Present Levels, Annual Goals, Supplementary Aids/Services	Secondary Transition	Special Education and Related Services
Removal from General Ed	District and State Testing	PPT Recommendations	Create Prior Written Notice and IEP		



504 Process

Referral For Section 504	Create Section 504 Meeting Notice	Evaluation/Reevaluation	Determination of Eligibility	Section 504 Plan Details	State Testing
Create Draft/Final Section 504 Plan					





# Statewide Assessment Page

## Statewide Assessment Information

**i** Indicate the grade the student will be in during the next statewide assessment testing window, and confirm whether the student has been identified as an English Learner and/or whether the student is being considered for the Connecticut Alternate Assessment system. [The Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams](#) and [Frequency Asked Questions and Answers about the Connecticut Alternate Assessment System](#) documents are available for reference.



What grade will the student be in during the next statewide assessment testing window?

4th Grade

5th Grade

English Language Proficiency Assessment is required for all English Learners Grades K-12.

Has the student been identified as an English Learner?

Yes

Yes

English Language Proficiency Assessment is required for all English Learners Grades K-12.

Is the student being considered for participation in the Connecticut Alternate Assessment system (CTAA, CTAS, and/or CAAELP)?

Yes

No

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On the IEP Statewide Assessment Page, or the 504 State Testing Page, teams will select the grades for the summative assessments, review if English Learner, and check for consideration of the Alternate Assessment (CAAELP, CTAS, CTAA).



# Selecting Grades

PPT and Section 504 Teams should select the grades that span the duration on the plan.

▼ Statewide Assessment Information

**i** Indicate the grade the student will be in during the next statewide assessment testing window, and confirm whether the student has been identified as an English Learner and/or whether the student is being considered for the Connecticut Alternate Assessment system. [The Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams](#) and [Frequency Asked Questions and Answers about the Connecticut Alternate Assessment System](#) documents are available for reference.

**i**

What grade will the student be in during the next statewide assessment testing window?

4th Grade

5th Grade

English Language Proficiency Assessment is required for all English Learners Grades K-12.

Has the student been identified as an English Learner?

Yes  
Yes

English Language Proficiency Assessment is req.

Is the student being considered for participation i

Yes  No

Check the grades that span the duration of the plan.

What grade will the student be in during the next statewide assessment testing window?

4th Grade

5th Grade



# Verification of EL/ML

Important items to check and verify:

- That the student has been identified as an English Learner (refer to the District and State Testing tile under the Statewide Assessment Information tile).

Has the student been identified as an English Learner?

Yes  
Yes

English Language Proficiency Assessment is required for all English Learners Grades K-12.



# Standard or Alternate ELP Assessment

The PPT will need to document if the student is being considered for the Connecticut Alternate Assessment System.

Is the student being considered for participation in the Connecticut Alternate Assessment system (CTAA, CTAS, and/or CAAELP)?

Yes  No

If the student is **not** considered for the Alternate Assessment System, the team will select "No."

Is the student being considered for participation in the Connecticut Alternate Assessment system (CTAA, CTAS, and/or CAAELP)?

Yes  No



# Statewide Assessment Information

Once the Statewide Assessment Information is completed click "Save." This will populate the assessment section within this tile.

▼ Statewide Assessment Information

**i** Indicate the grade the student will be in during the next statewide assessment testing window, and confirm whether the student has been identified as an English Learner and/or whether the student is being considered for the Connecticut Alternate Assessment system. [The Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams](#) and [Frequency Asked Questions and Answers about the Connecticut Alternate Assessment System](#) documents are available for reference.

**i**

What grade will the student be in during the next statewide assessment testing window?

4th Grade

5th Grade

English Language Proficiency Assessment is required for all English Learners Grades K-12.

Has the student been identified as an English Learner?

Yes  
Yes

English Language Proficiency Assessment is required for all English Learners Grades K-12.

Is the student being considered for participation in the Connecticut Alternate Assessment system (CTAA, CTAS, and/or CAAELP)?

Yes  No

**SAVE**



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# How Accessibility Supports are Documented in CT-SEDS for ELP Assessments



# LAS Links (ELP)

For ELs/MLs who are **not** being considered for the CAAELP, teams will complete the following for the English Language Proficiency Assessment:

- Verify the assessment listed is accurate.
- Select with or without accommodations in the "Participation Level."

▼ English Language Proficiency Assessment

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The student will participate in the ELP Assessment.

The student qualifies for the Alternate ELP Assessment

Assessment  
ELP - Grade 5

Participation Level ▼



# LAS Links (ELP) – Continued

Assessment  
ELP - Grade 5

Participation Level  
With Accommodations

**ADD ACCOMMODATIONS**

- If planning for accommodations, ensure the accommodations selected align with accessibility supports used throughout instruction and on other assessments.
- Add accommodations by clicking the "Add Accommodations" button.

**Add/Edit Accommodations**

Select the appropriate accommodations.

Assessment  
ELP - Grade 5

Category  
ELP

Complete the [LAS Links Decision Guidelines for Text-to-Speech Accommodation for the Reading Domain](#) if the team is considering and determining the need for the LAS Links Text-to-Speech Accommodation for the Reading Domain (Passages and Items) Embedded.

Complete the [LAS Links Documented Evidence for a Read Aloud Accommodation for the Reading Domain](#) if the team is considering and determining the need for the LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Items) Non-Embedded.

**Accommodations**

<input type="checkbox"/> LAS Links Read Aloud of Directions and Item Prompts Only; Accommodation for the Reading Domain and Writing Domain (Non-Embedded Accommodation)	<input type="checkbox"/> LAS Links Accommodated/Paper Form (Non-Embedded Accommodation)
<input type="checkbox"/> LAS Links Braille Booklet (Non-Embedded Accommodation)	<input type="checkbox"/> LAS Links Alternate Response Option/Manipulating Test Materials (Non-Embedded Accommodation)
<input type="checkbox"/> LAS Links Large Print Booklet (Non-Embedded Accommodation)	<input type="checkbox"/> LAS Links Human Signer/Visual Support (Non-Embedded Accommodation)
<input type="checkbox"/> LAS Links Scribe (Non-Embedded Accommodation)	<input type="checkbox"/> LAS Links Read Aloud for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts) (Non-Embedded Accommodation)
	<input type="checkbox"/> LAS Links Text-to-Speech (TTS) for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts) (Embedded Accommodation)

The PPT ensures the teacher who will serve as Test Administrator for the student will review all appropriate guidance documents and protocols associated with the selected special documented accommodations in order to ensure proper test administration and security.

The PPT verifies that supporting evidence related to the student's assessment accommodations needs are clearly documented in the IEP, the student meets the eligibility criteria associated with the selected special documented accommodations; and in addition to the existing embedded and non-embedded accommodations available for statewide assessments, the student requires additional non-standard accommodations to meet accessibility needs.

**CLOSE** **SAVE**



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# LAS Links Accommodations That Require Additional Considerations



# LAS Links Documented Evidence

### Add/Edit Accommodations

**i** Select the appropriate accommodations.

Assessment  
ELP - Grade 5

Category  
ELP

**i** Complete the [LAS Links Decision Guidelines for Text-to-Speech Accommodation for the Reading Domain](#) if the team is considering and determining the need for the LAS Links Text-to-Speech Accommodation for the Reading Domain (Passages and Items) Embedded.

**i** Complete the [LAS Links Documented Evidence for a Read Aloud Accommodation for the Reading Domain](#) if the team is considering and determining the need for the LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Items) Non-Embedded.

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.



# LAS Links Human Signer/Visual Support Accommodation

- Requires LAS Links Accommodated Paper Form
- All 4 Domain completed on paper.
- All other supports must be non-embedded.

Accommodations

<input type="checkbox"/> LAS Links Read Aloud of Directions and Item Prompts Only; Accommodation for the Reading Domain and Writing Domain (Non-Embedded Accommodation)	<input type="checkbox"/> LAS Links Accommodated/Paper Form (Non-Embedded Accommodation)
<input type="checkbox"/> LAS Links Braille Booklet (Non-Embedded Accommodation)	<input type="checkbox"/> LAS Links Alternate Response Option/Manipulating Test Materials (Non-Embedded Accommodation)
<input type="checkbox"/> LAS Links Large Print Booklet (Non-Embedded Accommodation)	<input type="checkbox"/> LAS Links Human Signer/Visual Support (Non-Embedded Accommodation)
<input type="checkbox"/> LAS Links Scribe (Non-Embedded Accommodation)	<input type="checkbox"/> LAS Links Read Aloud for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts) (Non-Embedded Accommodation)
	<input type="checkbox"/> LAS Links Text-to-Speech (TTS) for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts) (Embedded Accommodation)

If the team determines the student needs LAS Links Human Signer Visual Support Accommodation, the team must also select LAS Links Accommodated Paper Form in order to access the transcript for the Listening Domain.



# Tips for LAS Links Accommodations

- Make sure CT-SEDS has the student correctly designated as an EL/ML student.
- Document ELP assessment and accommodation in Statewide Assessment Information section of the plan in CT-SEDS.
- 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.



# LAS Links

## Conflicting Accommodations

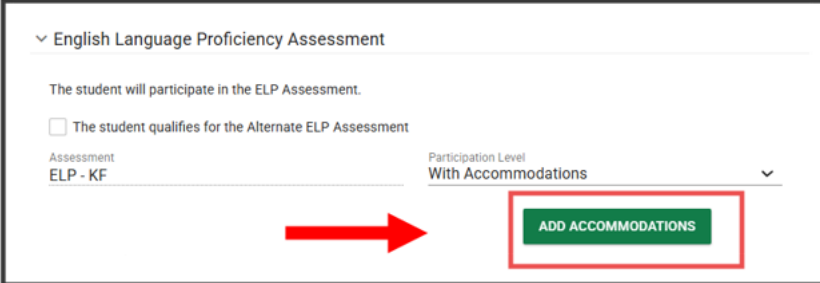
- Selecting both embedded and non-embedded accommodation that support the same access need. For example, LAS Links Text to Speech **and** non-embedded LAS Links Read Aloud of Passages.
- All or multiple reader option accommodations chosen.
- Selecting embedded LAS Links TTS and either the non-embedded Braille, Large Print, or Accommodated Paper Tests.



# Designation of Accessibility Supports Grades K–2, 9, 10, and 12

For students with a plan in Grades K–2, 9, 10, and 12, the team should note the following:

1. **DO NOT** Select “The student will participate in the ELP Alternate” unless the team completed the embedded Connecticut Alternate Assessment System Eligibility Form.
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).



English Language Proficiency Assessment

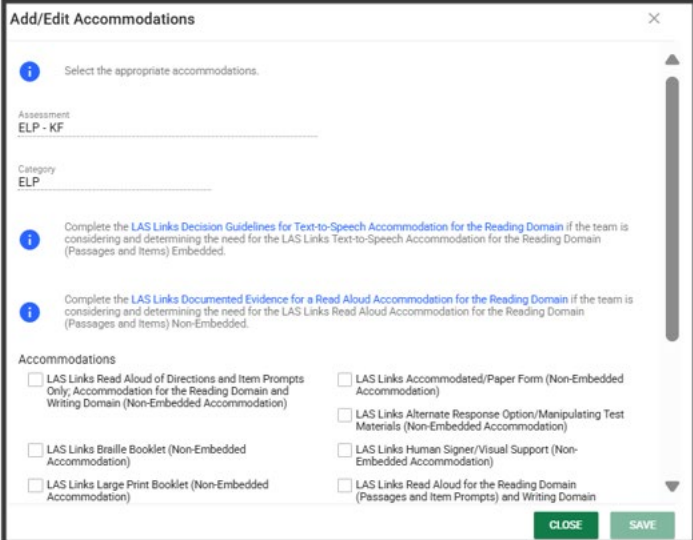
The student will participate in the ELP Assessment.

The student qualifies for the Alternate ELP Assessment

Assessment: ELP - KF

Participation Level: With Accommodations

**ADD ACCOMMODATIONS**



Add/Edit Accommodations

Select the appropriate accommodations.

Assessment: ELP - KF

Category: ELP

Complete the [LAS Links Decision Guidelines for Text-to-Speech Accommodation for the Reading Domain](#) if the team is considering and determining the need for the LAS Links Text-to-Speech Accommodation for the Reading Domain (Passages and Items) Embedded.

Complete the [LAS Links Documented Evidence for a Read Aloud Accommodation for the Reading Domain](#) if the team is considering and determining the need for the LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Items) Non-Embedded.

Accommodations

<input type="checkbox"/> LAS Links Read Aloud of Directions and Item Prompts Only; Accommodation for the Reading Domain and Writing Domain (Non-Embedded Accommodation)	<input type="checkbox"/> LAS Links Accommodated/Paper Form (Non-Embedded Accommodation)
<input type="checkbox"/> LAS Links Braille Booklet (Non-Embedded Accommodation)	<input type="checkbox"/> LAS Links Alternate Response Option/Manipulating Test Materials (Non-Embedded Accommodation)
<input type="checkbox"/> LAS Links Large Print Booklet (Non-Embedded Accommodation)	<input type="checkbox"/> LAS Links Human Signer/Visual Support (Non-Embedded Accommodation)
	<input type="checkbox"/> LAS Links Read Aloud for the Reading Domain (Passages and Item Prompts) and Writing Domain

**CLOSE** **SAVE**



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## Determining ELP-ALT (CAAELP) CT-SEDS



# CAAELP (ELP-ALT)

- If the PPT is considering any of the Connecticut Alternate Assessments, including CAAELP, they must indicate by clicking "Yes."

Is the student being considered for participation in the Connecticut Alternate Assessment system (CTAA, CTAS, and/or CAAELP)?

Yes  No

The Alternate Assessment Eligibility Form is required. The form must be used to determine the student's eligibility to participate in the Alternate Assessment system.

- Once "Yes" is selected, the PPT will complete the Connecticut Alternate Assessment System Eligibility Form that will populate in CT-SEDS.



# Populating the Alternate Eligibility Form

## ▼ Alternate Assessment Eligibility

 The student must meet all criteria outlined below to participate in [Connecticut Alternate Assessments](#).

Primary Disability  
Autism

The student has a significant cognitive disability, as evidenced by

### 1. Student has an intellectual impairment.

- A. No evidence exists to support that this student has an intellectual impairment.
- B. In the absence of standardized, cognitive assessments/scores, there is evidence to substantiate the presence of an intellectual impairment.
- C. Results of cognitive testing (e.g., Full-Scale IQ score < 70, developmental age).

### 2. Student has adaptive behavior well below age-level expectations.

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

- A. Student has adaptive behaviors necessary for the student to live independently and function safely in daily life for their age group (34 CFR §§ 200.1(d) and 300.160 (c)).
- B. Results of adaptive behavior assessment(s) (e.g., scored more than 1.5 standard deviations below average)

### 3. Student requires intensive instruction and significant supports.

- A. Student does not require extensive, repeated, individualized instruction.
- B. Student requires extensive, repeated instruction and support that is not of a temporary or transient nature, and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, demonstrate, and transfer skills.

Verification

SAVE

The PPT will need to review and complete the embedded Connecticut Alternate Assessment Eligibility Form that populates in the tile for all grades covered by the duration of the IEP.



# Documenting Intellectual Impairment in CT-SEDS

The student has a significant cognitive disability, as evidenced by

## 1. Student has an intellectual impairment.

- A. No evidence exists to support that this student has an intellectual impairment.
- B. In the absence of standardized, cognitive assessments/scores, there is evidence to substantiate the presence of an intellectual impairment.
- C. Results of cognitive testing (e.g., Full-Scale IQ score < 70, developmental age).

Assessment Used

Stanford-Binet Intelligence Scale (⚙️)

Date Completed  
03/05/2024



Composite Score  
55



# Documenting Functional Adaptive Behavior Scores in CT-SEDS

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

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

- A. Student has adaptive behaviors necessary for the student to live independently and function safely in daily life for their age group (34 CFR §§ 200.1(d) and 300.160 (c)).
- B. Results of adaptive behavior assessment(s) (e.g., scored more than 1.5 standard deviations below average)

Assessment Used

Adaptive Behavior Assessment Sy ▾

Date Completed

03/10/2022



Composite/Functional Score

44



# Documenting Intensive Instruction and Significant Supports in CT-SEDS

3. Student requires intensive instruction and significant supports.

---

- A. Student does not require extensive, repeated, individualized instruction.
- B. Student requires extensive, repeated instruction and support that is not of a temporary or transient nature, and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, demonstrate, and transfer skills.



# Verification

The PPT will then need to verify that the student meets all the eligibility criteria for participation on the alternate assessments.

## Verification

---

- The PPT verifies that supporting evidence related to the student's assessment options was discussed and this student meets the eligibility criteria for participation in the Connecticut Alternate Assessment System.



# CAAELP (ELP-ALT) Selection

Next, the PPT will go to the grades that were selected for summative testing and verify that ELP-ALT is prepopulated for the student based on the completion of the Alternate Assessment System Eligibility Form.

## ▼ English Language Proficiency Assessment

The student will participate in the ELP Assessment.

The student qualifies for the Alternate ELP Assessment

Assessment

ELP-ALT - Grade 5

Participation Level





# CAAELP/ELP-ALT Designation

## Grades K–2, 9, 10, and 12

For students in Grades K–2, 9, 10, and 12, the PPT team needs to:

1. Ensure that the Connecticut Alternate Assessment Eligibility Form is **completed** in CT-SEDS.
2. Ensure that **only after this form is completed** that they choose ELP-ALT for the ELP assessment planned for the grades that span the duration of the IEP.

If the Eligibility Form is not completed in CT-SEDS, the student will not be rostered for CAAELP.



# ELP-ALT Designation

## Grades K–2, 9, 10, and 12–Continued

For students in Grades K–2, 9, 10, and 12, the PPT must:

1. Check yes, if considering the Connecticut Alternate Assessment System.
2. **Complete** and verify the Alternate Assessment System Eligibility Form.
3. Select the appropriate assessment based on Alternate Assessment System Eligibility Form in the grade-specific ELP Assessment section.
4. **ONLY** if eligible, select the box “The student qualifies for the Alternate ELP Assessment” for the grades that span the IEP.

Kindergarten Full Day State Assessments

*i* Select the participation level for each of the state assessments the student will take, and add designated supports and accommodations if applicable.

*i* For all testing accommodations added, equivalent accommodations should be provided to the student in the classroom.

English Language Proficiency Assessment

The student will participate in the ELP Assessment.

The student qualifies for the Alternate ELP Assessment

Assessment: ELP - KF      Participation Level: With Accommodations

**ADD ACCOMMODATIONS**

Accommodation: \_\_\_\_\_ Del: \_\_\_\_\_

**SAVE**

Kindergarten Full Day State Assessments

*i* Select the participation level for each of the state assessments the student will take, and add designated supports and accommodations if applicable.

*i* For all testing accommodations added, equivalent accommodations should be provided to the student in the classroom.

English Language Proficiency Assessment

The student will participate in the ELP Assessment.

The student qualifies for the Alternate ELP Assessment

Assessment: ELP-ALT - KF      Participation Level: \_\_\_\_\_

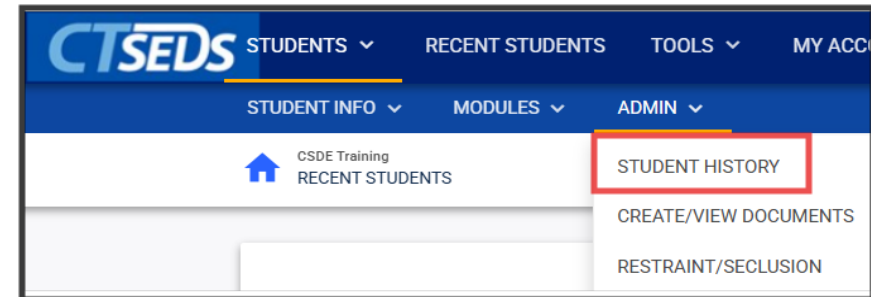
**SAVE**



# Ensuring Completion of the Alternate Assessment Eligibility Form

Once the IEP is finalized, a PDF of the completed Alternate Assessment Eligibility form can be viewed:

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



Event ID	Event Date	Event Type	Disability	Begin Date	End Date	User	Document	Date Created
★ 2024	03/03/2025	IEP	ASD	03/24/2025	03/23/2026	Katherine Seifert	03/03/2025 - Individualized Education Program - ConductReview (ID# 1829) 03/03/2025 - Least Restrictive Environment (LRE) Procedural Checklist - ConductReview (ID# 1830) 03/03/2025 - Alternate Assessment Eligibility - ConductReview (ID# 1831)	03/11/2025 12:17 (27 days)



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**Additional Resources for PPT and Section  
504 Teams**



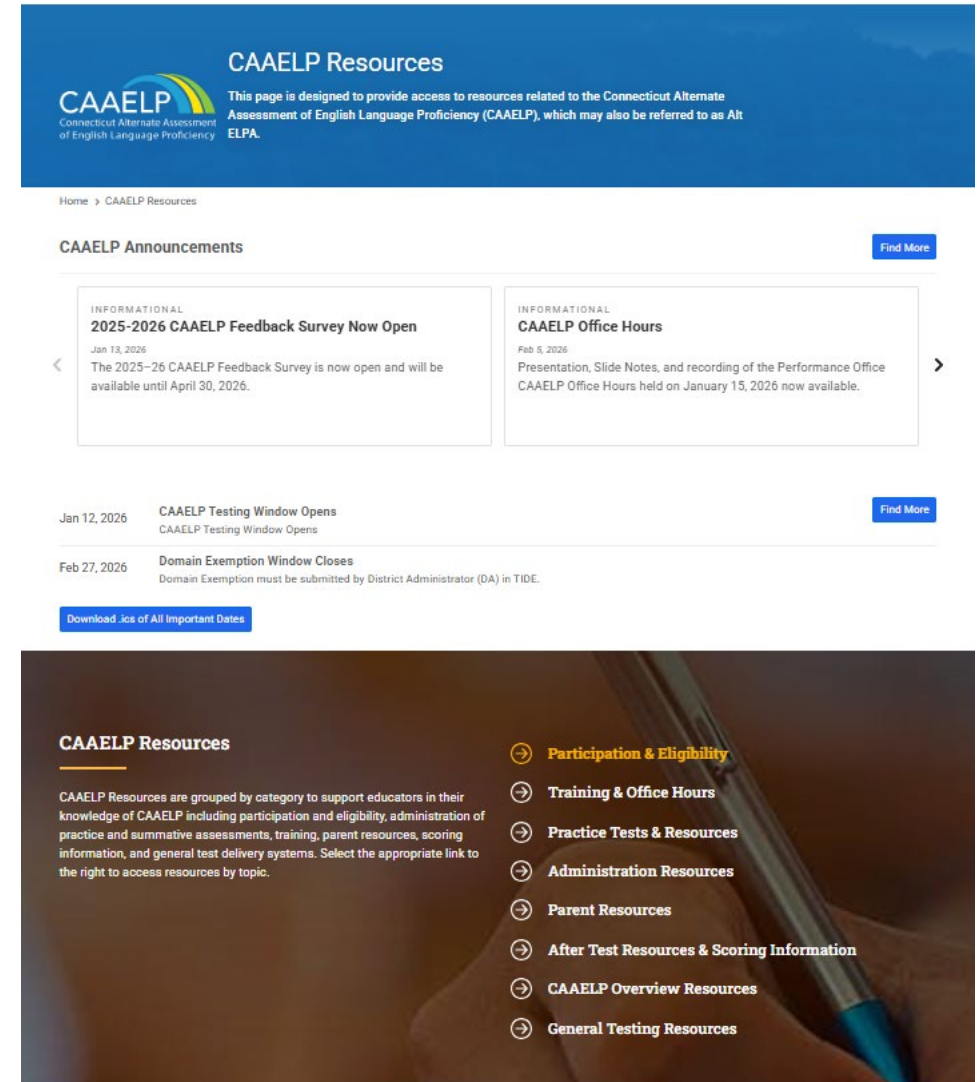
# LAS Links Accommodation Resources for PPT/504 Teams

- [2025–26 Accessibility Features for LAS Links Assessment Grades K–12](#)
- [LAS Links Reader Options Table](#)
- [LAS Links Form E Online Test Directions and Test Administration Manual Appendix C](#)
- [Connecticut DRC LAS Links Website](#)



# CAAELP Resources

- [CAAELP Resources Page](#) provides all resources to support participation, administration, and post administration.
- The [CAAELP Accessibility and Accommodations Manual](#) provides guidance on the selection and administration of universal features, designated supports, and accommodations.



The screenshot shows the CAAELP Resources website. At the top, there is a blue header with the CAAELP logo and the text "CAAELP Resources". Below the header, there is a navigation bar with "Home" and "CAAELP Resources". The main content area is titled "CAAELP Announcements" and features a carousel of announcements. The first announcement is "2025-2026 CAAELP Feedback Survey Now Open" dated Jan 13, 2026. The second announcement is "CAAELP Office Hours" dated Feb 5, 2026. Below the carousel, there are two more announcements: "CAAELP Testing Window Opens" dated Jan 12, 2026, and "Domain Exemption Window Closes" dated Feb 27, 2026. At the bottom, there is a "Download .ixs of All Important Dates" button. The footer section is titled "CAAELP Resources" and lists several categories: Participation & Eligibility, Training & Office Hours, Practice Tests & Resources, Administration Resources, Parent Resources, After Test Resources & Scoring Information, CAAELP Overview Resources, and General Testing Resources.



# Resources and Training



## Resources for PPTs and 504 Teams - CT-SEDS and Statewide Assessments

## Connecticut Sensible Assessment Trainings

Connecticut Official State Website

Search Connecticut Government

language + settings

CT.gov Home / Department of Education / K-12 Education / Accessibility Assessment Data / Student Assessment / Connecticut Sensible Assessment System / Training

### Connecticut Sensible Assessment System

Overview

- Summative Assessment - End-of-Year
- Interim Block Assessments
- Formative Assessment
- Training**
- Related Resources
- Assessment Results
- Laws/Regulations
- Contact

Provided by: Department of Education

### Training

#### 2024-25 Training

- District Administrator Summative Assessment Training (Recorded Webinar) - January 2025
  - Test Administrator/Teacher Training Resource
- Ensuring Appropriate Student Identification and Eligibility Criteria for Participation in the Connecticut Alternate Assessment (Recorded Training) - October 30, 2024
  - CT SEDS Office Hours - January 21, 2025
  - CT-SEDS Office Hours - Ten "Do No's" for Accommodation Planning on Statewide Assessments - Spring 2025

#### Summative Assessment Trainings

- Student Assessment Scrum - March 27, 2025
- CAAELP Office Hours (Recorded Training) - November 7, 2024
- Best Practices for Determining Accommodations for Statewide Assessments (Recorded Training) - December 12, 2023

#### Other Summative Assessment Training

- LAS Links Training
- Connecticut SAT School Day Training
- Connecticut Physical Fitness Assessment Training

Connecticut Official State Website

Search Connecticut Government

language + settings

CT.gov Home / Department of Education / Accessibility Assessment Data / Student Assessment / Connecticut Sensible Assessment System / Resources for PPTs and 504 Teams - CT-SEDS and Statewide Assessments

### Resources for PPTs and 504 Teams - CT-SEDS and Statewide Assessments

Overview

This page provides Formative and Summative Tests and Section 504 Teams with information on accessibility features available to students with an Individualized Education Program (IEP) or Student 504 Plan participating in statewide assessments.

#### General Resources Related to Accessibility Features and Accommodations

Resource	Description
CT-SEDS Accessibility Guidelines	The link provides a checklist to provide guidance for Connecticut school districts personnel and assist with decisions about using special student populations on statewide assessments.
Assessment Resources for PPTs and 504 Teams	This link provides PPT and Section 504 Teams with information on various resources available to them for decision making on tests.
Description of Designated Supports and Accommodations	This link provides information for PPT and Section 504 Teams to provide an explanation of the types of accessibility supports available along with a brief description of their purpose and functionality.
CT-SEDS IEP/504 Checklist	This link provides information on how to identify and document accommodations for the CT-SEDS assessments specific to CDE.
Summary of Special Education Plans for School Assessments (New 2024)	Developed by the Performance Office, this document provides information on allowable assessments and accommodations, it was developed for the 2024 Bureau of Special Education Plan to School Meeting.
Connecticut Statewide Assessment Accommodation Request Form	This resource should be used prior to the Planning and Placement Team's (PPT)/Section 504 Meeting to request that students with documented accessibility needs receive the necessary accommodations for each assessment system.

#### Additional General Accessibility Tools and Resources

Resource	Description
Accessibility Checklist	This resource identifies a range of potential tools, designed to provide information on how to identify and document when entering the State of Connecticut and the NWEA System Assessments.
Designated Supports and Accommodations	This resource identifies a range of potential tools, designed to provide information on how to identify and document when entering the State of Connecticut and the NWEA System Assessments.
Designated Supports and Accommodations	This is an approved version of the updated Connecticut System Accommodations Form and outlines the changes made for SY 2024-25.
CT-SEDS Accessibility Request Form	This resource provides guidance on how to use the Connecticut Statewide Assessment Accommodation Request Form to request that students with documented accessibility needs receive the necessary accommodations for each assessment system.



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**Thank you!!!**

Thank you for attending and for all you do for your students.

Connecticut State Department of Education