

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>Please Note: 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 Connecticut DRC LAS</p>	<ul style="list-style-type: none"> • 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. • The Planning and Placement/Section 504 Team must complete the LAS Links Decision Guidelines for Text-to-Speech Accommodations for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Item Prompts) to determine eligibility. This form should be filed and locally maintained with the student's record. • 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. • The student has a print or visual disability and would most likely be using Accessible Educational Materials (AEM) during instruction across all areas (see Decision Guidelines LAS Links Text-to-Speech LAS Links Decision Guidelines for Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Item Prompts)). • 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. • The student must have an IEP or Section 504 Plan specifying the need for all content to be made accessible through TTS features for the student across the curriculum. • 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 	<ol style="list-style-type: none"> 1. Student is an EL/ML in PSIS and dually identified as either special education or Section 504. 2. 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. 3. The PPT or Section 504 Team should complete the Decision Guidelines LAS Links Text-to-Speech LAS Links Decision Guidelines for Text-to-Speech Accommodation for the Reading Domain (Passages and Items) and Writing Domain (Stimuli and Item Prompts) and maintain it locally and share it with the District Administrator for Testing, the Special Education Director, and the English Learner Assessment Coordinator (ELAC). 4. 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. 5. 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. 6. The qualified individual acting as the reader for the Listening and Speaking Domains should review the LAS Links Read Aloud Accommodation for the

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		Links Website for additional information.	<p>text-to-speech accommodation to access reading passages for these academic assessments.</p> <ul style="list-style-type: none"> The student should be familiar with this accommodation and use it regularly during instruction across the curriculum. The PPT must annually document in CT-SEDS the need for the LAS Links TTS Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts) based on evidence in the IEP or Section 504 Plan. 	Reading Domain Guidelines and sign the LAS Links Read Aloud Accommodation Security/Confidentiality Agreement to ensure standardization and proper administration during testing.
LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts).	Non-Embedded Language Accommodation (Available in English only)	<p>A trained and qualified human reader reads all directions, passages, and items for the Reading Domain and the stimuli and items for the Writing and Speaking Domains to the student in English in an individual test setting.</p> <p>Please Note: On the Speaking and Listening Domains 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 Connecticut DRC LAS Links Website for additional information.</p>	<ul style="list-style-type: none"> The Grade K-12 student must be identified as an EL/ML in PSIS and as a student with a disability with an IEP or Section 504 Plan. The Planning and Placement/Section 504 Team must complete the LAS Links Documented Evidence for a READ ALOUD Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts) to determine eligibility. This form should be filed and locally maintained with the student's record. Typically, the student has a print or visual disability and would most likely be using AEM during instruction across all areas (see LAS Links Documented Evidence for a READ ALOUD Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts)). 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. The student must have an IEP or Section 504 Plan specifying the need for all content to be read to the student across the curriculum. 	<ol style="list-style-type: none"> Student is identified as EL/ML in PSIS. 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. The PPT has determined using the LAS Links Documented Evidence for a READ ALOUD Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts) that there is a preponderance of evidence or a lack of evidence to support the student qualifying for the LAS Links Read Aloud Accommodation and verifies the need for this accommodation in CT-SEDS annually. If the LAS Links Read Aloud Accommodation for the Reading Domain (Passage and Items) and Writing Domain (Stimuli and Item Prompts) is finalized/implemented in CT-SEDS, it must also be entered in DRC's INSIGHT Portal System. If it is determined that the student requires the provision of a human reader, LAS Links Documented Evidence for a READ ALOUD Accommodation for the Reading Domain (Passages and Item Prompts)

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			<ul style="list-style-type: none"> The student should be familiar with this accommodation and use it regularly during instruction across the curriculum. The PPT or Section 504 Planning Team must agree that evidence supports the need, and that this accommodation is beneficial to the student during instruction and assessment. Furthermore, the PPT must agree that the student's accessibility needs cannot be met using the embedded text-to-speech accommodation. The PPT must annually document in CT-SEDS the need for the LAS Links Read Aloud Accommodation for the Reading Domain (Passages and Item Prompts) and Writing Domain (Stimuli and Item Prompts) based on evidence in the IEP or Section 504 Plan. 	<p>Prompts) and Writing Domain (Stimuli and Item Prompts) should be completed and maintained locally and shared with the District Administrator for Testing, the Special Education Director, and the ELAC.</p> <p>6. The qualified individual acting as the reader should review the LAS Links Read Aloud Accommodation for the Reading Domain Guidelines and sign the LAS Links Read Aloud Accommodation Security/Confidentiality Agreement to ensure standardization and proper administration during testing.</p>
LAS Links Read Aloud of Directions and Item Prompts Only Accommodation for the Reading Domain and Writing Domain	Non-Embedded Language Accommodation (Available in English only)	A trained and qualified human reader reads <u>only directions and item prompts</u> in English for the Reading Domain and Writing Domain, aloud to the student in an individual test setting.	<ul style="list-style-type: none"> The Grade K-12 student must be identified as an EL/ML in PSIS and as a student with a disability with an IEP or Section 504 Plan. The PPT/Section 504 Team must annually document in CT-SEDS the need for a read aloud of directions and item prompts. (Not passages) The student must have an IEP or Section 504 Plan specifying the need for content to be read to the student across the curriculum. The PPT or Section 504 Planning Team must agree that evidence supports the need, and that this accommodation is beneficial to the student during instruction and assessment. The student should be familiar with this accommodation and use it regularly during instruction across the curriculum. 	<ol style="list-style-type: none"> The student is identified as EL/ML in PSIS. Formal documentation 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. The PPT has determined and verifies the need for this accommodation for all grades covered by the duration of the plan in CT-SEDS annually. If the LAS Links Read Aloud Accommodation for the Reading Domain and Writing Domain (<u>Directions and Item Prompts Only</u>) is finalized and implemented in CT-SEDS, it must also be entered in the INSIGHT Portal System prior to testing. The qualified individual acting as the reader should review the LAS Links Read Aloud Accommodation for the Reading Domain Guidelines and sign the LAS Links Read Aloud Accommodation Security/Confidentiality Agreement to ensure standardization and proper administration during testing.