Student Assessment News
Connecticut State Department of Education
Performance Office

December 2025

Contents

CT SAT School Day

Key Dates

Spring Testing Window: Monday, March 2 – Thursday, April 30, 2026. (Note: Make-up sessions should be scheduled during this testing window.) ALL testing must be completed by April 30.

2025-26 CT SAT School Day SSD Deadlines: Submit accommodation requests, updates, and changes now through January 12, 2026, within College Board's SSD Online system.

EL/ML Support Requests for Up to Time and One-Half and Text-to-Speech for Math Only must be entered in SSD Online by January 12, 2026. (**Note:** Other language supports, such as Translated Test Directions and Word-to-Word Dictionaries for the SAT do not need to be requested or approved using SSD Online.)

Updates

On November 18, 2025, the College Board presented its annual [Students with Disabilities (SSD) Overview](#) for School and SSD Coordinators to support preparations for the spring CT SAT School Day. Please review these important reminders:

- Accommodations must be identified for the student's current grade in a finalized and implemented plan (IEP or Section 504) in CT-SEDS. They should reflect the student's identified barrier and mirror those accommodations used during instruction and on local school/district assessments.
- The CT SAT School Day accommodation dashboard was updated in fall 2025 to closer align with the College Board Accommodations in SSD. Teams should understand the purpose and functionality of the accommodation in the context of the digital SAT.
  - **Resources:**
    - [CSDE Assessment Guidelines](#) (Refer to the CT SAT School Day section for a description of each accommodation)
    - [About Accommodations | College Board](#)
- SSD Coordinators should:
  - Review their student roster in CT-SEDS to determine who has an active IEP or Section 504 Plan;
  - Identify the accommodations that were planned by the team and;
  - Communicate with students and families about necessary testing accommodations that may require an update to either SSD Online or an amendment to the IEP/Section 504 Plan.
  - **Reminder:** Accommodations should align to the student's primary disability category and documented need as evidenced throughout the plan.
- Verify SSD Online to review existing SSD student accounts. Who has an account with approved accommodations? Do the SSD accommodations align to the active IEP/Section 504 Plan? If not, what needs to be added or removed?
- Do you have a student with an active IEP or Section 504 Plan that **does not** have an account in SSD Online? If yes, create a new account for the student in SSD Online.
- Transfer students in SSD if they have exited your high school. This will ensure that the student can be picked up by the SSD Coordinator at the new school of enrollment.
- Effective for spring 2026, College Board is now offering a *math only option* for students who use the embedded text-to-speech or screen reader accommodations or for ELs/MLs who would benefit from

TTS as a language support. **Note for students with visual and print disabilities**: The CSDE advises teams to be careful if limiting reader accommodations to *math only* as the purpose of TTS/screen readers is to provide access to the test content for students who have significant print or visual disabilities. Students relying on these accommodations should use it for all portions of the SAT.

- As a reminder, students using TTS can test in a standard test setting unless they are approved for extended time. In that case, SSD Coordinators should organize test settings based on common test time (e.g., standard, Up to Time and One-Half, or Up to Double Time).

SSD Coordinators should use the SSD Form Upload if additional documentation is being requested by SSD Online. In specialized cases, coordinators may be contacted by the CSDE if specific information is needed to process or approve certain accommodation requests, including requests for "Other Disabilities", limited test time, or paper testing.

Resources:

- Connecticut SAT School Day Accessibility Chart
- Accommodations Crosswalk for Connecticut SAT School Day
- What supports are available for English learners and what documentation is needed?

Please contact Deirdre Ducharme with any questions.

K-3 Literacy Universal Screening Assessments

Registration is now open for the Screening Results Interpretation Training II – What Every Instructional Coach and Classroom Teacher Should Know About K-3 Literacy Assessment Individual Student Reports. These sessions, provided by each assessment vendor, are intended to maximize the appropriate and effective use of information from the assessments and are designed for instructional coaches and classroom teachers who support and/or administer K-3 Literacy Universal Screening Assessments. Please visit the K-3 Literacy Assessment Training page or click on the applicable link below to register.

Vendor	K-3 Literacy Universal Screening Assessment Training Date and Time
Amplify for mCLASS and DIBELS 8th Ed.	Results Interpretation Presented by Amplify, Wednesday, February 4, 2026, 3 - 4:30 pm
Acadience	Results Interpretation Presented by Acadience, Monday, February 9, 2026, 3 - 4 pm
easyCBM	Results Interpretation Presented by easyCBM, Tuesday, February 10, 2026, 3 - 4 pm
aimswebPlus	Results Interpretation Presented by aimswebPlus, Wednesday, February 11, 2026, 3 - 4:30 pm

District Administrator (DA in TIDE) Training for Spring 2026 Assessment Administration

Register for the Spring 2026 DA Assessment Administration Training via the schedule below.

DA Training Date	Location	Day and Time
January 21, 2026	CSDE - Plaza Room C – D 450 Columbus Blvd, Hartford, CT	Wednesday 8:30 am – 11:30 am
January 21, 2026	CSDE - Plaza Room C – D 450 Columbus Blvd, Hartford, CT	Wednesday 12:30 pm – 3:30 pm
January 22, 2026	Virtual – Teams Meeting	Thursday 12:30 pm – 3:30 pm
January 23, 2026	Virtual – Teams Meeting	Friday 8:30 am – 11:30 am

English Learner/Multilingual Learner (EL/ML) Communications and Resources

LAS Links

Below are the important dates ELACs need to be aware of related to LAS Links.

Event	Dates
LAS Links Testing Window	January 5, 2026 – March 6, 2026
Accommodations Entry open in DRC INSIGHT Portal for ELACs	December 8, 2025 – March 6, 2026
Domain Exemption Registration (LAS Links)	November 7, 2025 – December 19, 2025
Accommodated/Paper Form Order Submission Before December 10, 2025, for delivery by December 19, 2025 After December 10, 2025, for delivery after January 9, 2026	November 7, 2025 – February 6, 2026

All ELAC and IT Coordinator Trainings are posted on the CT DRC LAS Links webpage. These trainings, which include a recorded session and PDFs of the presentations, are chunked into smaller portions for ELACs and EL/ML Educators. There is one video of the IT Training that is accompanied by a PDF of the presentation.

CAAELP Important Dates

DAs and TEAs responsible for the CAAELP administration should review the important dates and deadlines below.

Event	Dates
CAAELP Testing Window	January 12 - March 6, 2026
Connecticut Alternate Assessment System Eligibility Form completed in CT-SEDS for correct rostering of CAAELP	Finalized and Implemented IEP by December 22, 2025
Early Stopping Rule Student Response Check (SRC) and Attestation form completed by TEA and submitted to DA	December 1, 2025 – January 5, 2026
Early Stopping Rule Submission Window in TIDE - **Must be submitted by District Administrator (DA) in TIDE**	December 1, 2025-January 12, 2026
Domain Exemption Submission Window in TIDE - **Must be submitted by District Administrator (DA) in TIDE**	December 1, 2025 -February 27, 2026

CAAELP Office Hours

Register for Office Hours: Focusing on the Connecticut Alternate Assessment of English Language Proficiency (CAAELP) on January 15th from 3:00 to 4:00 pm, hosted by the Performance Office. During this session we will be discussing an overview of the CAAELP, CSDE policies for eligibility and participation, and test administration.

This training is intended for ELACs, District Administrators in TIDE (DAs), Special Education Administrators, and both EL/ML and special education educators that will be determining participation in and administration of the CAAELP.

CAAELP Training is Live

The CAAELP/Alt ELPA training is now live through ELPA21. This training must be completed annually (each testing school year), and the certificate of training completion should be saved and shared with administrators as needed. There are separate training modules available for ELACs and TEAs. Please be aware that first time users will need to enter a district verification code, which is elpa21 (all lowercase). For more information on the CAAELP required training, including how to access the training and required resources TEAs should review for Connecticut specific policies, please see the CAAELP Training Announcement on the Connecticut Comprehensive Assessment Program Portal.

Special Populations

Understanding the Purpose and Functionality of Accessibility Supports

Educator Teams (including IEP and 504 Teams) and those planning designated supports for students without formal plans, including ELs/MLs, should understand the purpose and functionality for each accessibility support in the context of online testing in conjunction with the student's specific barriers and individualized learning profile before making a determination.

Key Resources:

- Accessibility Considerations
- CSDE Assessment Guidelines
- Description of Designated Supports and Accommodations for Smarter Balanced and Next Generation Science Standards Assessment (abridged description of accessibility supports)
- Accessibility Chart
- Assessment Resources for Planning and Placement and Section 504 Teams Quick Guide

To minimize test irregularities and provide the best testing experience for students testing with accommodations, review plans to ensure that the most appropriate supports are in place and that they align to supports used to access instruction. Note these important considerations when choosing accessibility supports and accommodations on state assessments:

- Accessibility supports are not one size fits all.
- "More" (accessibility supports) are not equated to a better test experience.
- Selecting conflicting supports may lead to confusion during the test set-up and student test experience and may lead to test irregularities. Common conflicting accommodations include:
  - Embedded Text-to-Speech and Non-Embedded Read Aloud
  - Embedded Speech-to-Text and Scribe

- o   Embedded Color Contrast and Non-Embedded Color Contrast or Color Overlay
- o   Print Size and Large Print (Note: Large Print = Large Print Test Booklet; Print Size offers a variety of incremental levels of magnification with increased font.) Refer to the table listed on page 27 of the [CSDE Assessment Guidelines](#) for print size options.
- o   Specialized Calculator (Grade 6-8 Math or Science Grades 5, 8, 11), which is a Braille/Talking Calculator, and Calculator (Math Grade 6-8 Special Documented Accommodation)

- Trial accessibility supports and accommodations on a [Practice Test](#) to help identify the students' access needs.
- Teams should reconvene and amend plans if conflicting or incorrect accommodations are identified.
- Teams should be aware of supplemental resources and screeners that provide more information about special documented accommodations (e.g., math manipulatives, human readers, and scribe). Refer to the [Special Documented Accommodations](#) document for details.

How to Document Accessibility Supports in TIDE

Designated supports for students who are **not identified** as Special Education or Section 504 can be entered directly into TIDE by the District Administrator (DA in TIDE) or School Test Coordinator (SC) either manually or via the upload process. If conducting a batch upload, remember to remove records for students with IEP/Section 504 Plans.

Designated supports and accommodations will sync daily between CT-SEDS and TIDE for students with accommodations planned for their current grade of enrollment for the applicable subtests as documented in the IEP/Section 504 Plan.

Key Resource:

- [Documenting Designated Supports and Accommodations in TIDE](#)

Determining Eligibility for Reader Accommodations (Text-to-Speech and Reading Read Aloud of the ELA Reading Passages)

It is critical that teams review and complete the [Decision Guidelines for TTS of the ELA Reading Passages](#) and/or the [Documenting Evidence for a Human Reader for ELA Reading Passages](#) at the time of the planning meeting if a reader accommodation for the Smarter Balanced ELA Reading Passages is being considered. These forms will help determine if the accommodation is appropriate for the student based on the constructs being measured by the Smarter Balanced ELA Reading Assessment. As a reminder, TTS and a Human Reader of ELA Reading Passages are only permitted for students with significant print and visual disabilities.

Key Resources:

- [Connecticut Smarter Balanced and NGSS Assessments and Reader Options Table](#)
- [Reader Designated Supports and Accommodations for Smarter Balanced Mathematics and English Language Arts and the Next Generation Science Standards (NGSS) Assessments](#)

Early Stopping Rule (ESR)

DAs should review and share the following information with trained TEAs regarding the process and deadlines for students who qualify for the ESR.

Resources for DAs and TEAs:

- ESR guidance from the November edition of the SAN
- Connecticut Alternate Assessment System Early Stopping Rule Checklist

Resources for DAs:

- How to Submit the Early Stopping Rule (ESR) Request and Attestation Form in TIDE

Helpful tips for accurate submission:

- Ensure the Alternate Indicator is set to "Yes" in TIDE.
- The Student Response Check Administration Behavioral Notes (Appendix B) must be submitted with the completed ESR Request and Attestation Form (Appendix C).
    - Ensure that the Student Response Check (SRC) Administration Behavioral Notes and the ESR Request and Attestation Form for 2025-26 are used.
        - All three items on the SRC must be completed on three separate days at three different times of day unless the student demonstrates a response during any of the SRC administrations. Please refer to The Student Response Check (Appendix A) for detailed instructions.
    - Verify that all signatures, dates, and required information have been completed.
    - Review the Student Response Check (SRC) and the SRC Administration Behavioral Notes to confirm that the student meets eligibility requirements for the ESR prior to submitting the documentation.
- DAs must upload both forms into TIDE by January 12, 2026, for CAAELP and March 2, 2026, for CTAA and CTAS.

Please note that late submissions may not be processed or accepted by the CSDE. As a reminder, the ESR does not apply to students who refuse testing or have behavioral issues that interrupt testing.

Please contact Deirdre Ducharme or Katie Seifert if you have any questions.

2025–2026 Connecticut Alternate Assessment System Training

The 2025–2026 Connecticut Alternate Assessment System Training for Teachers Administering the Alternate is Now Available! Refer to page 5 of the November edition of the SAN for details.

Register for Email Updates

To automatically receive the *Student Assessment News* and/or other announcements, register for e-mail updates on the CT Comprehensive Assessment Program Portal.

Student Assessment Email

Contact the Performance Office via email: ctstudentassessment@ct.gov.

2025-26 State Assessment Calendar

Content Area(s)	Assessment	Grade(s)	Testing Window
English Language Proficiency	LAS Links	K-12	January 5 - March 6, 2026
English Language Proficiency	Connecticut Alternate Assessment of English Language Proficiency (CAAELP)	K-12	January 12 - March 6, 2026
English Language Arts (ELA) & Mathematics	Connecticut Smarter Balanced	3-8	March 23 - May 29, 2026
English Language Arts (ELA) & Mathematics	Connecticut SAT School Day	11	March 2 - April 30, 2026
English Language Arts (ELA) & Mathematics	Connecticut Alternate Assessment (CTAA)	3-8 and 11	March 23 - May 29, 2026
Literacy Universal Screening	Grades K-3 Literacy Universal Screening Assessment	K-3	September 8 – October 17, 2025 December 8 – February 6, 2026 April 20 – June 5, 2026
Science	Next Generation Science Standards (NGSS) Assessment	5, 8, and 11	February 2 - May 29, 2026 (Grade 11) March 23 - May 29, 2026 (Grades 5 and 8)
Science	Connecticut Alternate Science Assessment (CTAS)	5, 8, and 11	Dates to upload to the DEI: March 23 - May 29, 2026 The CTAS can be administered all year.
Physical Fitness	Connecticut Physical Fitness Assessment	4, 6, 8, and once during high school	September 2, 2025 - May 29, 2026
Language, Literacy, Numeracy, Physical/Motor, Creative/Aesthetic, and Personal/Social	Kindergarten Entrance Inventory	Kindergarten	Snapshot Date: October 1, 2025 Submission Due Date: December 5, 2025