



Student Assessment News

Connecticut State Department of Education Performance Office

March 2026

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Report on the Comprehensive Audit of Assessments Administered to Students and Student-Centered Assessment for Learning (SCALE) Webinars

Pursuant to [Section 1 of Public Act No. 24-93](#), the CSDE has released this [Report on the Comprehensive Audit of Assessments Administered to Students](#).

On March 9, 2026, a 2-part webinar series kicked off a new multi-year state initiative: Student-Centered Assessment for Learning (SCALE). SCALE is a statewide professional learning, coaching, and technical assistance program to strengthen the capacity of teachers and leaders to design, implement, and sustain balanced (or sensible) assessment systems that accelerate student learning. Please visit the [RESC Alliance SCLAE Resources webpage](#) to view the first segment of this webinar. Districts may still [register for Webinar 2 of the District Assessment Audit](#) that is being led by experts from the Center for Assessment.

Attendees will learn how to understand, interpret, and act on their District-Specific Assessment Inventory Reports that were sent to superintendents in early March. For questions, please contact Renee Savoie at Renee.Savoie@ct.gov.

Smarter Balanced Educator Opportunity

Smarter Balanced is recruiting ELA and math educators for item development and instructional material development activities. Information on how to sign up for these opportunities can be found on the [Smarter Balanced Educator Recruitment](#) page.

Smarter Balanced and Next Generation Science Standards (NGSS) Printed Test Administration Manual (TAM) Update

Due to an error in the printed versions of the Smarter Balanced TAM and NGSS TAM an [errata sheet](#) has been issued. Please update your printed test administration manuals accordingly.

Student Assessment Office Hours

The Performance Office will be hosting weekly Student Assessment Office Hours via TEAMS starting Thursday, March 26, at 3:00 P.M. and running every Thursday until May 28, 2026. At these meetings, the Performance Office team and partner vendor, Cambium Assessment Inc., will be available to answer any questions or concerns about Smarter Balanced, NGSS, CTAA, and CTAS assessments. We will also share any testing updates throughout the testing window. Only one [registration](#) is required to participate in all Office Hours sessions.

Connecticut SAT School Day

The CT SAT School Day testing window opened on March 2nd and closes on April 30, 2026. Schools can test students and schedule make-up testing anytime within this window. To view spring 2026 Test Coordinator

Workshop materials, visit the [Connecticut SAT School Day Related Resources webpage](#). Additionally, the following topics are available:

- Digital Readiness Check
- Proctor Screens
- Student Test Day Screens
- Coordinator and Proctor Manuals
- SAT Student Guide
- Supports and Accommodations Handbook

CT SAT School Day Requesting Temporary Accommodations

Accommodation requests for students with temporary injuries, such as concussions or broken hands/arms, should be entered in SSD by selecting New Request and then selecting Request Temporary Impairment Support. Documentation can be uploaded through SSD online, and the students will appear in the school's SSD Online dashboard. Refer to the [Temporary Medical Conditions Eligibility – Accommodations | College Board](#) for more information.

CT SAT School Day Late Accommodation Requests in SSD Online

If new or updated accommodations were recently requested in SSD, expect up to four weeks for review and approval. Requests are reviewed in the order received. Coordinators should plan to test the student later in the test window. Please contact Deirdre Ducharme at (860)713-6859 if you have students with pending requests or questions about accommodations.

What to do in SDMS if a Student's Approved Accommodations in SSD Online do Not Appear in Their Record

For most students with approved accommodations in SSD Online, their registration will automatically be matched to their accommodations in SDMS. You will be able to see their SSD ID number and approved accommodations in the SDMS roster and student profile. However, this information comes from two different sources. In some situations, records may have differences that do not permit the system to automatically match registration and accommodations data. For example, if the student's name in SSD Online is different from the name provided in the student's test registration.

To complete a Force Match, you must know the student's SSD ID number, which is available in SSD Online. If you (or the student) don't know their SSD ID number, the student or coordinator can call our customer support team at 866-609-2205 to obtain the number. Then, navigate to the Student Roster to find the student record.

- Use the filters on the left or scroll through the alphabetical roster.
- Click the plus (+) sign to expand the student record and scroll to the Testing Information section.

Then, locate the SSD ID Field and enter the SSD ID.

- Click the blue Save button.
- In the pop-up that appears, confirm that the SSD ID number you have entered for this student is accurate and push the blue Force Match button.

- Once the matching SSD ID is completed, the 10-digit SSD ID number will display in the student profile.

Preparing to Administer the Smarter Balanced and NGSS Assessments

- IABs and F-IABs should be used throughout the year with all specific designated supports/accommodations as applicable so that students and test administrators are comfortable with navigating the assessment platform. The state summative test should not be the first time that students and test administrators are using the platform or the relevant tools, designated supports, and/or accommodations. Additional resources include:
 - The [Five Built-in Test Tools Students Should Know \(and Use!\)](#).
 - [Item Type Tutorials](#) -Resource for teachers to review the different types of items students may see on the assessments (e.g., hot text, multi-select, table item).
- Work with your DA for testing to ensure that paper materials are ordered in advance of testing (e.g., Large Print and Braille) for students who qualify.
- Refer to the Technology Guide available on the [Technology Resources webpage](#) on the portal for assistive technology details.
- Work with Case Managers to cross-check designated supports and accommodations in CT-SEDS with those in TIDE prior to testing. (Refer to the [Cross-Checking Student TIDE Test Settings](#) and [CT-SEDS to TIDE FAQ](#) for details.)
- Work with EL/ML Coordinators/teachers to ensure that appropriate language supports used during instruction are considered and made available if applicable. (Refer to the [Embedded and Non-Embedded Designated Supports for English Learners/Multilingual Learners](#) and the [PDF/transcript of the Language Supports for English Learners/Multilingual Learners Participating on Smarter Balanced and Next Generation Science Standards Assessments](#), an optional resource for educators located on the [CSDE Assessment Training webpage](#).) Note: If your EL/ML is dually identified under IDEA or Section 504, designated supports should **not be manually entered** in TIDE. All designated supports and accommodations in finalized and implemented plans will sync to TIDE from CT-SEDS.
- Schedule test sessions—allow for extended time if needed.
- Arrange for coverage for TEAs who are administering the CTAA/CTAS.
- Provide teacher training on summative assessment administration. Administrators are welcome to supplement or use the 2026 Teacher Slide Deck, an optional presentation developed by the Assessment Team for teachers administering the Smarter Balanced and NGSS assessments. This is located on the [CSDE Assessment Training webpage](#).

Ordering Large Print or Braille Test Booklets for Smarter Balanced and NGSS

District Administrators (DAs) can order large-print and braille kits for Smarter Balanced and NGSS in TIDE. It is recommended that DAs order these materials well in advance of their scheduled summative test administration and ensure sufficient time for shipping, administration, and response entries into the Data Entry Interface. Additionally, DAs should confirm that the non-embedded large print (or braille) accommodation is set properly in TIDE through the sync from CT-SEDS for eligible students who are unable to access the online assessment with designated supports and accommodations.

Also note, Teams often confuse “Print Size” with “Large Print.” Print Size is the embedded designated support with enlarged print-size options. Large Print is the paper test option available to students who are unable to take the online assessment, even with embedded and non-embedded accommodations. When Large Print is documented in TIDE, students will not have access to the online assessment. If the DA or test administrator finds that the accommodation was selected in error, they should notify the Case Manager so that the plan can be amended. Please allow up to 48 hours for the update to sync to TIDE.

To order braille or large print forms, the DA will access TIDE and follow the steps below.

- Confirm correct supports have synced from CT-SEDS to TIDE for the student.
- If a braille test booklet is required, confirm with the student’s team what type of braille booklet the student will need.
- From the Orders task menu on the TIDE Dashboard, the DA selects Paper Orders.
- Once ordered, the DA can view order history and summary for your school and district in TIDE.

For detailed information on ordering large print or braille test booklets for Smarter Balanced and NGSS, please refer to page 61 of the [Test Information Distribution Engine \(TIDE\) User Guide](#).

Paper order reminders:

- Although the English Language Arts Performance Task (PT) may appear in the paper materials, it should NOT be administered.
- All student responses for large print and braille must be transcribed into the DEI for scoring no later than May 29, 2026, prior to returning the secure paper documents to Measurement Incorporated.

Please email [Deirdre Ducharme](#) or [Katie Seifert](#) with any questions.

Conflicting Accessibility Supports

Similar to last year, we are finding many accommodations in TIDE that conflict when an embedded and non-embedded version of a specific accommodation has been selected. This can cause confusion for the teacher and student prior to and during testing and may lead to a test irregularity. Please review and confirm that designated supports and accommodations are not conflicting when selecting them for statewide testing. If updates are needed, the team should amend the IEP/Section 504 Plan or review/revise. Please allow 48 hours after the student’s plan has been implemented for the accommodations to sync with TIDE. Accommodations should NOT be manually removed from TIDE since all changes must be processed in CT-SEDS. These are examples of conflicting accommodations:

- Embedded Text-to-Speech and Non-Embedded Read Aloud
- Embedded Speech-to-Text and Scribe
- Embedded Color Contrast and Non-Embedded Color Contrast or Color Overlay
- Print Size (embedded enlarged font size options) and Large Print (large print test booklet)
- 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)

Accommodations and Designated Supports for Students with an IEP or Section 504 Plan

As you prepare for spring testing, please take time to work with your CT-SEDS Data Manager to review accommodations for Smarter Balanced and NGSS that students have within their plans, and cross reference these supports in TIDE prior to administration of the summative assessment. If the accommodation is missing or is incorrectly reported, contact the student’s Case Manager in CT-SEDS. Please remember, accessibility supports for students with an IEP or Section 504 Plan should **never be manually** entered into TIDE.

CT-SEDS to TIDE Sync

Designated supports and accommodations for students with a finalized and implemented plan in CT-SEDS will sync directly from CT-SEDS to TIDE. Once the plan is finalized and implemented, CT-SEDS will sync the accessibility supports planned for the current grade of enrollment to TIDE through a nightly sync. If you have noticed that there are missing supports, please contact your Section 504 or Special Education Case Manager. Below are some of the common reasons supports do not sync correctly and action steps for correction.

Troubleshooting CT-SEDS to TIDE Sync Issues

Issue	Corrective Action
IDEA or Section 504 Indicator in TIDE is off or set to “No.”	Contact your PSIS Coordinator to update this designation in PSIS.
Grade in TIDE is incorrect.	Contact your PSIS Coordinator to update this designation in PSIS.
IEP or Section 504 Plan did not plan accessibility supports for the current grade of enrollment reflected in TIDE.	The PPT or 504 Team will need to convene a review/revise meeting or complete an amendment to update the plan to reflect accessibility supports that span the duration of the IEP/504 Plan, including the current grade of enrollment.
IEP or Section 504 Plan indicates accessibility supports for the current grade of enrollment.	Check in CT-SEDS to confirm if the plan is both finalized and implemented. CT-SEDS will only sync to TIDE after both criteria have been met. This can take 24–28 hours to populate within the TIDE system.

If any syncing issues persist after any of these items have been reviewed and corrected, please contact [Deirdre Ducharme](#) and [Katie Seifert](#).

For more information and other questions concerning the CT-SEDS to TIDE sync, please refer to the [CT-SEDS to TIDE Designated Supports/Accommodations Sync Frequently Asked Questions](#).

Separate Setting Reminders

Some designated supports or accommodations require students to be assessed individually because the test administration/structure is substantially different from standard testers. Examples include students who are accessing the assessments with the following:

- Simplified Test Directions (Exception: Some students with similar needs using this support can test in a small group setting.)
- Read Aloud designated support or accommodation
- Talking calculator
- Speech-to-text

Refer to the [CSDE Assessment Guidelines](#) for information about designated supports and accommodations that might require alternate test settings.

Reminders to DAs and Test Administrators

District Administrators (DAs) for testing should work with their case managers and Special Education Directors to identify which students are selected for designated supports, accommodations, and special documented accommodations in CT-SEDS. Then, as applicable, provide assigned test administrators with proper training and guidelines before the accommodation is provided to the student.

- [Guidelines for Simplified Test Directions in the Test Administration Manual](#)
- [Smarter Balanced Assessments: Read Aloud Guidelines](#)
- [Next Generation Science Standards \(NGSS\) Assessment: Guidelines for Read Aloud of Stimuli and Items](#)
- [Smarter Balanced Mathematics and Next Generation Science Standards \(NGSS\) Assessments: Guidelines for Spanish Read Aloud of Stimuli and Items](#)
- [Scribe Special Documented Accommodations Protocol for Smarter Balanced and Next Generation Science](#)
- [Math Manipulatives Brochure](#)
- Careful attention to planning is required when providing special documented accommodations to ensure that students are given the correct test materials and that the accommodations are properly administered following test security and confidentiality protocols. Please refer to the [Special Documented Accommodations](#) brochure or the [CSDE Assessment Guidelines](#) for links to each applicable special documented accommodation and their corresponding administration procedures.

Connecticut Alternate Assessment System (CTAA and CTAS)

The Alternate Assessment Indicator

Eligible students identified during a Planning and Placement Team (PPT) meeting to participate in the Connecticut Alternate Assessment System (CTAA and CTAS) must have the Connecticut Alternate Assessment Eligibility Form completed in CT-SEDS. When the IEP is finalized and implemented, please allow 48 hours for the alternate assessment data to sync from CT-SEDS to TIDE. Once the sync is successful, the student's Alternate Assessment Indicator will be activated to "Yes".

If "No" is active on the Alternate Assessment Indicator, check with the student's Case Manager to ensure that the form was completed in CT-SEDS and that the plan has been finalized and implemented. Delay testing the student if the indicator in TIDE is not marked appropriately.

The Early Stopping Rule Indicator

Prior to administering the Connecticut Alternate Assessments (CTAA and CTAS), TEAs should review and verify both the Alternate Assessment Indicator and the Early Stopping Rule Indicator for those students who received approval from the CSDE. If the Early Stopping Rule (ESR) is set to “Yes”, the TEA will not test the student. When a student is approved for the ESR, Cambium Assessment, Inc., will close out the student’s test and the student will be counted as a participant on the Connecticut Alternate Assessment System (CTAA, CTAS, and CAAELP, if applicable).

However, if a TEA has submitted the Early Stopping Rule Request and Attestation Form to their DA, and the Early Stopping Rule Indicator is not set to “Yes”, the TEA should reach out to their DA regarding the status of the submission in TIDE (approved, rejected, or needs additional information). The TEA should not test the student until they have received confirmation from the DA on the status of the submission.

Verbal and Non-Verbal ELA Test Forms for Grades 3 and 4

Verbal and Non-Verbal test forms are offered for the CTAA ELA tests in Grades 3 and 4. These forms must be assigned to the student in TIDE within the Student Settings/Accommodations CTAA Verbal/Non-Verbal Form section prior to testing. The default setting is the Verbal Form, however TEAs should choose the Non-Verbal Form option for students who do not respond with oral speech, are Blind, Deaf, or Deaf-Blind, or use AAC. Procedures for selecting the form are located in the [CTAA Test Administration Manual \(TAM\)](#).

The Directions for Test Administration (DTAs) for CTAA Math and ELA

The DTAs are grade and subject-specific and contain specific scripts read by the TEA. They also include allowable manipulatives and reference materials for specific items and scoring rubrics for mathematics items and the Foundational Reading Items in Grades 3 and 4. DAs and trained TEAs may download these secure testing materials from the Secure Testing Materials task menu in TIDE prior to testing. Refer to the [CTAA Test Administration Manual \(TAM\)](#) for more information.

Resources for TEAs

- [The Connecticut Alternate Assessment TEA Responsibility Checklist](#)
- [The Connecticut Alternate Science Assessment TEA Responsibility Checklist](#)

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

2026-27 State Summative Assessment Calendar