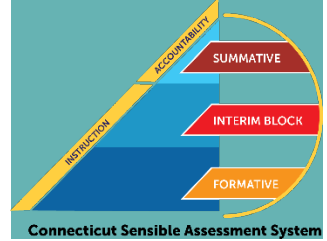


Student Assessment News



Connecticut State Department of Education Performance Office

May 2026

Contents

| | |
|---|---|
| K-3 Literacy Universal Screening Assessments..... | 2 |
| K-3 Literacy Universal Screening Assessment Training | 2 |
| K-3 Literacy Universal Screening Assessment End of Year (EOY) Data Collection..... | 2 |
| Rolling Release for Smarter Balanced, NGSS, CTAA, and CTAS | 2 |
| PSIS Reminders | 2 |
| Medical Exemptions..... | 3 |
| English Language Proficiency Assessments | 4 |
| LAS Links..... | 4 |
| CAAELP | 4 |
| Special Populations..... | 4 |
| Clarifications on Text-to-Speech (TTS)..... | 4 |
| Reminders for Braille and Large Print Test Booklets | 6 |
| Reminders for Out-of-State Testing for Smarter Balanced, NGSS, and Alternate Assessments..... | 6 |
| Connecticut Alternate Science (CTAS) Assessment Reminders (Grades 5, 8, and 11)..... | 7 |
| Register for Email Updates | 7 |
| Student Assessment Email..... | 7 |
| 2025-26 State Assessment Calendar | 8 |
| 2026-27 State Summative Assessment Calendar | 8 |

K-3 Literacy Universal Screening Assessments

K-3 Literacy Universal Screening Assessment Training

Registration is open for the K-3 Literacy Universal Screening Assessment Results Interpretation III, What Every District and Building Leader Should Know About K3 Literacy Assessment Data. These sessions, provided by each assessment vendor, are designed for building and district leaders and are intended to provide guidance on the interpretation of data for planning, growth, and decision making. Please visit the [K-3 Literacy Assessment Training page](#) to view previous training sessions.

K-3 Literacy Universal Screening Assessment Results Interpretation III Training Schedule

| Vendor | Date and Time |
|---------------------------------|--|
| Acadience | Acadience, Monday, June 8, 2026, 3 - 4pm |
| easyCBM | easyCBM, Tuesday, June 9, 2026, 3 - 4pm |
| Amplify mCLASS, DIBELS 8(paper) | Amplify for mCLASS and DIBELS 8/DIBELS (paper), Wednesday, June 10, 2026, 3 - 4:30 |
| aimswebPlus | aimswebPlus, Thursday, June 11, 2026, 3 - 4:30pm |

K-3 Literacy Universal Screening Assessment End of Year (EOY) Data Collection

Districts that opted to send these data directly to the CSDE through the K-3 Literacy Universal Assessments portal (instead of authorizing the vendor to send it directly to the CSDE), must submit their the End of Year (EOY) student data files between June 8, 2026 and June 26, 2026. As a reminder the EOY benchmark period has been extended; the revised window is April 20, 2026 – June 12, 2026.

Rolling Release for Smarter Balanced, NGSS, CTAA, and CTAS

The “rolling release” of results for Smarter Balanced, NGSS, and Connecticut Alternate Assessments will be available in mid-May, via the Cambium Assessment Inc. [Centralized Reporting System](#) (CRS). These preliminary results include any tests that have been taken and scored. NGSS and Connecticut Alternate Assessment results will be available approximately one day after a student has taken the test. Due to hand scoring requirements, it may take up to 10 business days for Smarter Balanced results to be made available. Similar to results dissemination in previous years, the CSDE is targeting mid-June to make all final results available. Guidance is available via the [Centralized Reporting System User Guide](#). Please email ctstudentassessment@ct.gov with any questions.

PSIS Reminders

The Public School Information System (PSIS) provides data to test delivery systems for state summative assessments administered to Connecticut public school students. These assessments include the LAS Links, the Connecticut Alternate Assessment of English Language Proficiency (CAELP), Next Generation Science Standards (NGSS) Assessment, Smarter Balanced Assessment, Connecticut Alternate Assessment (CTAA) in English language arts and mathematics, Connecticut Alternate Science (CTAS) Assessment, and the Connecticut SAT School Day. District PSIS Coordinators must work closely with Testing Coordinators, English

Language Assessment Coordinators (ELACs), and SAT Test Coordinators to ensure that student information is being reported accurately. The state relies on districts to provide accurate reporting of PSIS student-level data including the values for each of these testing demographic fields:

1. Special Education (SPED) Status
2. Free and Reduced Lunch (FRL) Status
3. English Learner/Multilingual Learner (EL/ML) Status
4. Military Family
5. Homeless
6. Recently Arrived EL/ML
7. Section 504 Status.

If the status of any of the first five fields changed from the value reported in the January PSIS Collection, or if the student being tested was not in the PSIS January Collection, the District PSIS Coordinator must update the student's record in the PSIS Registration Module. Changes to the Testing Demographic data can be made via the "Edit Registration/Unregister" page in the PSIS Registration Module or by batch. The Testing Demographics Record Layout for batch uploads can be found in the PSIS Reference Guide Record Layout located on the PSIS help site. District PSIS Coordinators must make all changes to student enrollment and demographic information directly into the PSIS Registration Module. Student demographic values will be saved, and the fields will be locked in PSIS on the following date for accountability calculations:

- March 6, 2026, for LAS Links and CAAELP
- April 30, 2026, for CT SAT School Day
- June 5, 2026, for Smarter Balanced Assessments, the Next Generation Science Standards Assessments, and the Connecticut Alternate Assessment System Assessments (CTAS and CTAA).

Medical Exemptions

Students who are hospitalized or homebound due to illness should be tested unless there are medical constraints. These students can have the test administered at home or in the hospital provided the test is administered by a certified school staff member who is fully trained in the proper test administration and security procedures for the statewide assessments (e.g., Smarter Balanced Assessments, NGSS, and CTAA/CTAS).

In rare cases, there may be a student who experiences a medical emergency just prior to (or during) the testing window and the student is unable to receive hospital or homebound instruction due to the student's health condition. There is a process whereby the student may receive an exemption from testing due to the emergency nature of the medical condition, if the criteria for exemption are met. In Connecticut, the exemption determination for a medical emergency rests primarily on the following criteria: the student is unable to attend school and is medically/emotionally unavailable for homebound/hospitalized instruction for the entire testing window.

If you have a student that you think may qualify for a medical exemption, please refer to Appendix B of the [CSDE Assessment Guidelines](#) and contact [Deirdre Ducharme](#) or [Katie Seifert](#) for more information. Medical

Exemption forms for the Smarter Balanced, the NGSS, and the Connecticut Alternate Assessments (CTAA/CTAS) are due by June 12, 2026.

English Language Proficiency Assessments

LAS Links

On Monday April 20, 2026, English Learner Assessment Coordinators (ELACs) received an email from the CSDE that included the [EL/ML Identification Screening Materials for the 2026-27 School Year memo](#) explaining the options available for determining the EL/ML status of students in Pre-K and kindergarten using the LAS Links Screener or the oral component of the PreLAS. PreLAS materials can be ordered by the ELAC using the form embedded in the memo. If districts have any questions, they can reach out to Cristi.Alberino@ct.gov.

CAAELP

CAAELP Results will be available through Cambium Assessment, Inc.'s [Centralized Reporting System](#) (CRS) in mid-May. Guidance is available via the [Centralized Reporting System User Guide](#) and [How to Access the CAAELP Scores in the Centralized Reporting System \(CRS\)](#). Additional educator and parent resources to assist with understanding CAAELP Individual Student Score Reports can be found on the [CAAELP Resources](#) page. Please email [Katie Seifert](mailto:Katie.Seifert) with any questions.

Special Populations

Clarifications on Text-to-Speech (TTS)

Please review this guidance regarding the appropriateness of providing text-to-speech (TTS), including TTS for the Smarter Balanced ELA Reading Passages.

Is TTS of Test Items a Universal Tool? For the purposes of Connecticut's standardized assessments, text-to-speech of test items is **NOT** a Universal Tool, nor should it be activated for all students. To do so is a violation of test administration procedures. Rather, TTS of items is a designated support intended for students with an identified need, based on their learning profile, who use and benefit from using TTS to support access to reading, seeing, or language communication. Additionally, students should be familiar with using TTS during (and even outside of) instruction and find it beneficial and necessary when accessing text.

Please note the following:

- Before use on a summative assessment, trial TTS on a practice or interim assessment. Adjust TTS settings on the student's testing device as prompted by the Test Delivery Interface prior to testing.
- Model how to activate TTS using the task model on the student's test screen. The TTS must be manually activated for each test question and item responses.
- Ask your student if they find TTS beneficial or distracting.
- Headsets are required unless the student is testing in a 1:1 setting.
- If the student requires a reader support and TTS is not appropriate, a human reader of items (NOT ELA passages) may be appropriate.

- If the student does not have a documented plan in CT-SEDS, it can be manually entered in TIDE or included in a batch upload prior to testing. However, accessibility supports **should never be manually entered in TIDE or batch uploaded for students with documented plans in CT-SEDS.**

For more information, refer to the [Connecticut Smarter Balanced and NGSS Reader Options Table](#) for a comprehensive listing of reader supports available on Smarter Balanced and NGSS interim and summative assessments.

Who is Eligible for Text-to-Speech of the Smarter Balanced ELA Passages?

For the purposes of Connecticut’s standardized assessments, text-to-speech of the Smarter Balanced ELA Passages is an accommodation for students who cannot access print or text due to a significant visual or print disability. To determine eligibility, the team should complete the [Decision Guidelines for Text-to-Speech of the ELA Passages](#). PPT and Section 504 Team responses must show a preponderance of evidence based on their student’s vision/print disability that confirms that TTS is used throughout the student’s daily instruction to access instructional materials. Additionally, students that qualify for this accommodation are those who in spite of intensive and extensive instruction/intervention in structured literacy methodology 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, Book Share, or other types of alternate educational materials). If there is evidence of a specific word reading disability that impacts their ability to decode/encode words and phonological processing, TTS might be an appropriate accessibility support used during instruction and on assessments. However, attributes of a specific word disability or dyslexia should be evidenced in the student’s current evaluation results and programming. In the context of assessing reading comprehension on a statewide assessment, TTS of the Smarter Balanced ELA reading passages should only be provided as an access point/tool to the text. Otherwise, the provision of this accommodation alters the constructs being measured and reading comprehension becomes listening comprehension.

To learn more about reader supports, check out the [Reader Options PowerPoint](#) available on the Sensible Assessment System [Training](#) tab.

Additional Reader Support Resources

These documents should be used by the Planning and Placement and Section 504 Teams to screen students for eligibility of the Text-to-Speech of the Smarter Balanced ELA Reading Passages and the Read Aloud of the Smarter Balanced ELA Reading Passages:

- [Decision Guidelines for Text-to-Speech of the Smarter Balanced ELA Reading Passages](#)
- [Documented Evidence for a Read Aloud of the Smarter Balanced ELA Reading Passages](#)
- Educator Teams can also refer to the [Reader Designated Supports and Accommodations for Smarter Balanced Mathematics and English Language Arts and the Next Generation Science Standards \(NGSS\) Assessments](#) for additional guidance on accessibility supports for summative assessments.

Common Questions About Text-to-Speech

Question: Text-to-speech does not work on all of my student’s ELA items. Is something wrong with the test delivery interface?

Answer: Certain writing items on the Smarter Balanced ELA assessment are not keyed to TTS because they measure grammar usage/ punctuation that otherwise might cue a student if “read” via text-to-speech. The items are specifically coded to perform this way. If your student inquires about their TTS not functioning correctly, encourage them to try their best and ensure that the TTS will work on other items that do not measure grammar usage/punctuation. If in doubt, feel free to contact the CAI Help Desk for guidance.

Question: The TTS sounds robotic and does not read as fluently as a human reader. How can I verify that the TTS functionality is set up correctly on my student’s testing device?

Answer: While TTS does not use a human voice, there may be different voice options available on the operating system of your student’s device. Contact the CAI Help Desk for technical assistance at 1.844.202.7583 cthelpdesk@cambiumassessment.com.

Question: Can the student control where in the stimuli or item text is read?

Answer:

- To start TTS, click the “Speak” icon above the math or science passage. Then, select “Speak Passage.”
- To listen to a math, science, or ELA question, click the “Speak” icon then select “Speak Question.”
- To listen to the item response option, choose “Speak Option.”
- To begin TTS from a certain place in the passage or question, place your mouse in front of the text and right-click. Then select “Start Speaking From Here.”
- To stop TTS, click the “Speak” icon, then choose the “Stop Speaking” option.

Reminders for Braille and Large Print Test Booklets

For students who are taking the Smarter Balanced and NGSS Assessments using a Large Print/Braille Test Booklet, review the following:

- Students will respond directly in their test booklet. Separate answer booklets are not provided.
- Students will not take the ELA Performance Task.
- After testing, teachers must transcribe the student responses into the [Data Entry Interface](#) no later than June 5, 2026, so that tests can be scored and reported.

Refer to Appendix I of the [Test Coordinator Manual](#) for more information.

Reminders for Out-of-State Testing for Smarter Balanced, NGSS, and Alternate Assessments

Review the following procedures for out-of-state testers that completed the Smarter Balanced and/or NGSS assessments:

- Assign a trained teacher to transcribe the student responses from the test booklet into the [Data Entry Interface](#). Student responses must be submitted no later than **June 5, 2026**. Refer to the [How to Access the Data Entry Interface \(DEI\)](#) for details about this submission process.
- Return secure test materials to Measurement Incorporated per the instructions in your shipment.
- Shred non-secure testing materials (i.e., Test Administration Manual).

For out-of-state testers who completed the CTAA/CTAS:

- Assign a trained TEA to transcribe the student responses from the CTAA Math and ELA using the Secure Browser. (This process mimics the test administration process using the two test devices: Test Administration Interface and the Secure Browser.) Instructions are included in the [CTAA System User Guide](#).
- If the student completed the CTAS (Grades 5, 8, and 11), a trained TEA should enter the student responses from the CTAS Student Score Worksheet into the [Data Entry Interface](#) no later than **June 5, 2026**. Refer to the [How to Access the Data Entry Interface \(DEI\)](#) for additional information.
- The hard-copy student score worksheet should be filed locally with the student's records.
- The secure CTAA test materials should be shredded locally once all responses are recorded into the appropriate systems.

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

Connecticut Alternate Science (CTAS) Assessment Reminders (Grades 5, 8, and 11)

Trained TEAs must submit all student ratings on the Student Score Worksheets through the DEI **no later than June 5, 2026**.

- If the student was not able to complete testing, enter any completed ratings in the DEI. Incomplete items should remain blank, and the test status should be maintained in a paused status.
- If the student refused to respond to the test, the TEA should make a note in the Teacher Activity/Scoring Notes section of the Student Score Worksheet. The TEA should open the Student Score Worksheet in the DEI and pause the test. Keep the test in paused status.
- The TEAs must file the hardcopy Student Score Worksheets for future reference.
- Follow your district/school guidelines for the maintenance of CTAS materials as they are used each year for eligible students.
- Remove any test-related documents or materials from computers and assistive technology (if applicable).

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 – June 5, 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 – June 5, 2026* |
| Literacy Universal Screening | Grades K-3 Literacy Universal Screening Assessment | K-3 | Sept. 8 – Oct. 17, 2025 Dec. 8 – Feb. 6, 2026 April 20 – June 12, 2026* |
| Science | Next Generation Science Standards (NGSS) Assessment | 5, 8, and 11 | February 2 – June 5, 2026* (Grade 11) March 23 – June 5, 2026* (Grades 5 and 8) |
| Science | Connecticut Alternate Science Assessment (CTAS) | 5, 8, and 11 | Dates to upload to the DEI: March 23 – June 5, 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 |

*An asterisk indicates a change to the original testing window end date.

2026-27 State Summative Assessment Calendar