Student Assessment News
Connecticut State Department of Education
Performance Office

November 2025

Contents

CT SAT School Day

CT SAT Training Schedule

Register for the CT SAT training via the schedule below.

CT SAT Spring 2026 – Webinar and Workshop Schedule

Intended Audience	Topic	Date	Venue
Test Coordinators	SAT Suite Overview	September 18, 2025	[Slides and Recording](#)
Test Coordinators	CT SAT Overview	November 12, 2025	[Slides and Recording](#)
Test Coordinators	In-Person Training	February 3, 2026 9:30am-12:00pm	[Register for In-Person Training](#)
Test Coordinators	In-Person Training	February 3, 2026 12:30pm-3:00pm	[Register for In-Person Training](#)
Test Coordinators	Virtual Training	February 4, 2026 11:00am-1:00pm	[Register for the Webinar](#)
Tech Coordinators	Network, Device, and Room Tech Readiness Overview for Schools and Districts	January 29, 2026 12:00pm-1:00pm	[Register for the Webinar](#)
SSD Coordinators	Training	November 18, 2025 12:00pm-1:30pm	[Register for the Webinar](#)
SSD Coordinators	Question and Answer Session	January 6, 2026 12pm-1pm	[Register for the TEAMs Meeting](#)

CT SAT School Day Things to Know about Accommodations

Connecticut SAT School Day Services for Students with Disabilities (SSD) Accommodations Window is November 12, 2025 – January 12, 2026.

To access SSD Online, SSD Coordinators will need to log on to ssdonline.collegeboard.org. If you are a new SSD Coordinator and do not have an account, you will need to request an account through the College Board and complete the online [SSD Coordinator Form](#).

Students may have already been approved by the College Board for test accommodations if requests were made for other assessments such as the PSAT or SAT. Once students are approved for accommodations, they will remain available for use on subsequent SAT administrations including the CT SAT School Day. However, it is important for SSD Coordinators to review these accommodations to ensure they are still needed and supported per the student's implemented Individualized Education Program (IEP) or Section 504 Plan in CT-SEDS. SSD Coordinators should meet with their students early on to review accommodations and determine the appropriateness based on documented need and evidence throughout the plan.

SSD Coordinators may need to submit new accommodation requests or make changes to those already approved in SSD from past test administrations. For a listing of available universal features, EL/ML language

supports, and accommodations for students with IEPs/Section 504 Plans, refer to the CT SAT School Day Accessibility Chart. If your EL/ML is eligible and needs Up to 50% Time and One-half or Text-to-Speech for Math Only, accommodation requests should be made in SSD prior to January 12, 2026. Refer to the Accommodations Crosswalk for CT SAT School Day for a comparative guide of accommodations on the legacy paper-pencil assessments to the digital SATs and alignment with the accommodations in CT-SEDS. This resource will help PPTs, Section 504 Teams, and SSD Coordinators identify the digital accommodation based on student need.

Educators are encouraged to arrange time for students to trial their accommodations and assistive technology (AT), if applicable, early in the year using the College Board's digital Practice Tests on Bluebook. This allows SSD Coordinators to make timely accommodation requests/changes within the SSD submission window, if applicable, to promote optimal test conditions on test day. Use the SSD Form Upload for Documentation Requests where required, if requested by SSD Online. Please note: this form does not take the place of evidence that may be needed for paper test requests.

District Administrator Training for Spring 2026 Assessment Administration

The CSDE Performance Office will be delivering training on the spring 2026 administration of the Smarter Balanced Assessments, the NGSS Assessments, and the Connecticut Alternate Assessment System (CTAA and CTAS). Each of the four repeated sessions covers general test administration policies and topics related to special populations. District Administrators (DA's in TIDE) are highly encouraged to attend. Special Education Directors and other district staff are also welcome to attend. For additional information and to register please click on a session below.

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

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

LAS Links

LAS Links Accommodated/Paper Materials Order Form is now available. The window for ordering will be open until February 6, 2026. The LAS Links Accommodated/Paper Form C is available in regular print, large print, and braille. These LAS Links paper form will only be provided for:

- Students who are identified as EL/ML with an IEP or Section 504 Plan and have this accommodation documented in CT-SEDS.
- Students entered in PSIS who are being educated out-of-state.

- Students enrolled in APSEPs without access to online testing.

Please note, the **last day to ship answer documents back to DRC for scoring is February 27, 2026**. For more information on the LAS Links Accommodated/Paper Materials eligibility, ordering, administration, and the process for returning materials, please refer to the [LAS Links Test Administration Manual](#).

English Language Proficiency Domain Exemptions

The CSDE created the Domain Exemption process for a small group of ELs/MLs who are dually identified and, due to the nature of their disability, may not be able to access or participate in either the Listening or Speaking Domain of the assessment.

Eligibility Criteria for a Domain Exemption

A small number of students who are dually identified as EL/ML and either Section 504 or Special Education may be unable to participate in the Listening or Speaking Domains of LAS Links or CAAELP because of the complexities of their disability. Domain Exemptions are available on the Listening and/or Speaking subtests for the following students:

- Students who are identified as D/deaf or hard of hearing may not be able to participate in the Listening subtest due to this disability.

- Students who are non-verbal/non-speaking or unintelligible and, even when provided with assistive technology (AT) or augmentative and alternate communication supports (AAC), may not be able to participate in the Speaking subtest.

LAS Links and CAAELP Domain Exemption Submission Dates and Information

LAS Links	CAAELP
Submitted by the **ELAC** on the LAS Links Domain Exemption Form	Submitted by the **DA** in TIDE through a TIDE Form Submission
Submission window opens **November 7, through December 19, 2025**	Submission window opens **December 1, 2025, through February 27, 2026**
[LAS Links Domain Exemption Guidance](#)	[CAAELP Domain Exemption Guidance](#)

Special Populations

PSIS Update and CT-SEDS Sync with TIDE

The Test Information Distribution Engine (TIDE) has been updated to include refreshed student demographic data from the Public School Information System (PSIS). These demographics include:

- Special Education (SPED) Status,
- Free and Reduced Lunch (FRL) Status,
- English Learner/Multilingual Learner (EL/ML) Status,
- Military Family, and
- Homeless.

However, the values for Recently Arrived EL/ML and Section 504 were not pulled from Freeze Zero because these data are not reported in the PSIS October collection. These values have been set to "No" in the Registration Module and must be updated in the PSIS Registration Module for testing and reporting purposes. It is particularly important that PSIS Coordinators update the Section 504 status in PSIS as soon as possible to ensure that accommodations sync from implemented plans in CT-SEDS.

Consider the following if there is an issue with accommodations syncing from CT-SEDS:

- Does your student have an implemented IEP or Section 504 Plan in CT-SEDS? Only implemented plans, those plans marked with a blue star, will sync to TIDE.
- Does the current IEP/Section 504 Plan list the accommodations for the student's grade of enrollment? If accommodations were not selected for the grades that span the duration of the IEP or Section 504 Plan, that may explain why accommodations are not syncing to TIDE. As a reminder, within the State Testing Tile in the IEP/Section 504 Module in CT-SEDS, the user can select two grade levels. After the user checks the boxes, additional panels appear providing the option to set the accommodations for the grades selected. If the accommodations were only set for last year's grade, then the user should amend the plan, or hold a Review/Revise PPT or Section 504 Plan meeting to set the accommodations for this year.
- Is your student's IDEA/Section 504 Plan indicator set in TIDE? If not, contact your PSIS Coordinator to update the applicable field in PSIS.
- Is the SASID reported in CT-SEDS accurate? If false SASIDs are created in CT-SEDS and not updated prior to implementation, the record will be rejected.
- Refer to the [Documenting Designated Supports and Accommodations in TIDE brochure](#) for more information.

Is your student in Grades K–2, 9–10, or 12? If so, there are no academic statewide assessments (e.g., Smarter Balanced, NGSS) administered in these grades; therefore, there are no drop-down menus to capture accommodations for these assessments. Accommodations can be documented under the local/district-wide and Supplemental Services and Aids sections of the plan, but these will not sync with TIDE.

Alternate Assessment Training for Teachers Administering the Alternate (TEAs) is Now Available!

The required, online Connecticut Alternate Assessment System Training is now available on the [Connecticut Comprehensive Assessment Program Portal](#) for teachers who have the primary responsibility for assessing students in Grades 3–8 and 11 on the Connecticut Alternate Assessment System. These include:

- Connecticut Alternate Assessments (CTAA) for math and ELA (Grades 3–8 and 11)
- Connecticut Alternate Science (CTAS) Assessment (Grades 5, 8, and 11)

A separate training using a different platform will be available in December 2025 for teachers administering the Connecticut Alternate Assessment of English Language Proficiency (CAAELP), designed for eligible students in Grades K–12 identified as English learners/multilingual learners with the most significant cognitive disabilities. For more information, refer to the [CAAELP](#) webpage.

TEA Requirements

Teachers administering any alternate assessment must have a TIDE TEA user role assigned by their District Administrator (DA for Testing in TIDE).

The required online training must be completed annually, and TEAs must take and pass the associated quiz with a score of 80% or greater for certification. The TEA trained status will be automatically applied to the teacher's TIDE Dashboard once the quiz is completed with a passing score.

It is highly recommended that training be completed by December, although training will remain open through the end of the school year. Early completion will also allow TEAs to begin the administration of the CTAS to students in Grades 5, 8, and 11, if applicable. This assessment consists of paper-based performance tasks and is designed to be administered throughout the school year.

Once training is completed and TIDE reflects the certified training status, TEAs will have the ability to administer the Connecticut Alternate Assessments, have access to related assessment systems that support test administration, and enter CTAS results into the Data Entry Interface (DEI) upon completion of testing.

Alternate Assessment Additional Resources

Supplemental materials are available on the Alternate Assessment System webpage. They include, but are not limited to:

- Connecticut Alternate Assessment System Training – Overview for Teachers Administering the Alternate
- Connecticut Alternate Assessment System Training – Overview for District Administrators
- The Connecticut Alternate Assessment TEA Responsibility Checklist
- The Connecticut Alternate Science Assessment TEA Responsibility Checklist

CAAELP Required Online Training for Teachers Administering the Alternate Assessments

- The required online training for teachers administering the CAAELP is anticipated to be live on December 1, 2025. The CAAELP trainings are delivered through the ELPA21 site. ELPA21 provides self-paced training modules for individuals assigned to administer the CAAELP assessment, also known as Alt ELPA. These modules are updated annually, and educators administering the CAAELP are required to take this training each school year.
- Please note, TEAs will select the Alt ELPA Summative Assessment Training (SY 2025–26) training module. ELACs, DAs, and Special Education Directors have an optional Alt ELPA Summative: Test Coordinator Training (SY 2025-26) available to them. For more information and resources on CAAELP training please visit the CAAELP Resources page.

Contact Information

Direct questions to the Performance Office: Deirdre Ducharme at 860-713-6859; deirdre.ducharme@ct.gov or Katie Seifert at 860-713-6722; katherine.seifert@ct.gov.

Updates to the Decision Guidelines for Text-to-Speech of the ELA Reading Passages

Please review the updated [Decision Guidelines for Text-to-Speech (TTS) of the ELA Reading Passages](#) and the [Documented Evidence of a Read Aloud of the ELA Reading Passages](#) for clarification on student eligibility. This accommodation is designed to support students with the most significant visual or print disabilities by providing access to text—whether using the online or paper version of the assessment.

The purpose of these guidelines is to assist PPTs in thoroughly reviewing a student's documented needs, as reflected across multiple sections of the IEP. Teams must determine whether there is a preponderance of evidence to justify the use of this accommodation. Specifically, they should evaluate the extent to which a student's visual or print disability prevents access to text and instructional materials across content areas.

Students eligible for this accommodation are those who, despite receiving intensive and sustained instruction in the science of reading or braille acquisition, are still unable to access print materials without significant supports. These supports may include audiobooks, screen readers, text-to-speech tools, Bookshare, or other alternative formats.

If a student has a documented word reading disability that affects decoding, encoding, or phonological processing, TTS may be an appropriate accessibility feature for both instruction and assessment. However, characteristics of a specific word reading disability or dyslexia must be clearly documented in the student's current evaluation and educational programming.

When used during statewide assessments of reading comprehension, TTS should serve solely as a tool to provide access to the text. If used beyond this purpose, it may alter the construct being measured—shifting the focus from reading comprehension to listening comprehension.

Early Stopping Rule Submission Window Opens December 1, 2025

On December 1, 2025, the Early Stopping Rule (ESR) and Student Response Check (SRC) submission windows open in TIDE.

A small percentage of students with the most significant cognitive and functional adaptive behavioral needs are reported by their teachers to have no observable way to communicate responses to participate in classroom or large-scale assessments. Trained TEAs should follow the procedures outlined in the [Connecticut Alternate Assessment System Early Stopping Rule and Student Response Check](#) to determine if a student has the necessary observable communication skills to participate fully on alternate assessments. Please note the key timelines associated with this process. Teams should review and print the 2025–2026 [Connecticut Alternate Assessment System Early Stopping Rule and Student Response Check](#) prior to considering a student for the ESR.

Important ESR Completion and Submission Dates for TEAs

- If the student qualifies for the CAAELP, the TEA should administer the SRC between **December 1, 2025, and January 5, 2026.**
- If the student qualifies for the CTAA/CTAS, the TEA should administer the SRC between **December 1, 2025, and February 2, 2026.**

Important ESR Submission Dates for DAs

New for 2025–26, the DA will submit a copy of the completed [SRC Administration Behavioral Notes (Appendix B)](#) **and** the [Connecticut Alternate Assessment System Early Stopping Rule Request and Attestation Form (Appendix C)](#) using the TIDE system before **January 12, 2026 (CAAELP), and March 2, 2026 (CTAA/CTAS)** to attest that, for the purposes of the summative assessments, the student has "No Observable Mode of Communication."

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

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.