Student Assessment News
Connecticut State Department of Education
Performance Office

October 2025

Contents

CT SAT School Day

While details will be shared during the College Board SSD Coordinator Training in November, a few resources are available to support educator teams (PPT/Section 504) and SSD Coordinators as they prepare accommodations for eligible students taking the spring Connecticut SAT School Day. The following resources

are available on the CT SAT School Day webpage and will be updated as new information becomes available during the school year.

2025-26 Connecticut SAT School Day Accessibility Chart

The Accessibility Chart identifies a range of universal tools (available to all students) and accommodations (available to students with implemented Individualized Education Program (IEP)/Section 504 Plans) when taking the Connecticut SAT School Day.

2025-26 Accommodations Crosswalk for Connecticut SAT School Day

This resource is designed to help educators understand the relationship between the College Board accommodation options in CT-SEDS and SSD Online (SSDOL) for students with an IEP or Section 504 Plan.

2025-26 SSD Form Upload for Documentation Requests

SSD Coordinators will use and upload this form when documentation is required during the SSD online request process.

Please refer to the College Board policies regarding accommodations and the CSDE Assessment Guidelines for a more comprehensive explanation of accessibility supports and eligibility on the CT SAT School Day.

K-3 Literacy Universal Screening Assessment

This year the Performance Office has coordinated with the K-3 Literacy Assessment vendors to provide virtual training sessions for districts. These sessions are intended to ensure consistent and standard administration of the assessments, and to maximize the appropriate and effective use of information from these K-3 Literacy Universal Screening Assessments. Registration information for the upcoming sessions can be found on the Training page and on the CSDE Events Calendar. Additionally, teams can find recordings of the trainings that have already occurred on the Training page.

Smarter Balanced Meeting

Thank you to the Connecticut educators that participated in the Smarter Balanced State Educator Network Meeting in Anaheim, CA, in July. Visit the Smarter Balanced Educator Recruitment webpage for more information about participating in Smarter Balanced activities.

Brendan Lynch - Avon PS, Maureen Curran - West Hartford PS, Vita Beebe - Windsor Locks PS
Elizabeth Medynski - CREC, Carolyn Streets - New Haven PS

PSIS, TIDE, and CT-SEDS Update

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 Smarter

Balanced Assessment, Next Generation Science Standards (NGSS) Assessment, Connecticut Alternate Assessment (CTAA) in English language arts and mathematics, Connecticut Alternate Science (CTAS) Assessment, LAS Links, Connecticut Alternate Assessment of English Language Proficiency (CAAELP), and the Connecticut SAT School Day.

The CSDE uploaded K-12 student data from the Public-School Information System (PSIS) into TIDE on September 22, 2025. It also activated the IDEA and Section 504 indicators in TIDE for students who were eligible for these services as documented in PSIS on May 30, 2025 (Section 504) and June 30, 2025 (IDEA). This allows most students with documented accommodations in finalized plans to sync to TIDE from CT-SEDS for use on optional interim assessments. Please note the following caveats:

- The IDEA/Section 504 indicator will not follow students who move out of district between May 30, 2025 (Section 504) and June 30, 2025 (IDEA), and early November 2025. If a student moves from school to school within the district, the IDEA/Section 504 demographics will remain as was reflected in PSIS on the respective May and June dates.
- A refresh of student demographics will be uploaded to TIDE in November following district sign-off of Freeze Zero data in PSIS. At that time, there will be nightly updates to all student demographic data from PSIS to TIDE.
- If schools are using the optional interim assessments, and student designated supports and accommodations are not syncing to TIDE because they are missing the IDEA/Section 504 indicator AND the students have documented plans in CT-SEDS, please follow the instructions that are included in the Documenting Designated Supports and Accommodations in TIDE resource and the TIDE User Guide when setting test supports for students eligible for designated supports who don't have documented plans in CT-SEDS.
- For information about the syncing of accommodations from CT-SEDS to TIDE, please refer to the CT-SEDS to TIDE Designated Supports/Accommodations Sync Frequently Asked Questions.

Planning for the Use of Accessibility Supports on Interim and Summative Assessments

In recognition of the complex and individual needs of all students, the Accessibility Considerations document was created to support educator planning when determining accessibility features that can be incorporated into the instructional and assessment setting to promote student access and independence.

Refer to the Documenting Designated Supports and Accommodations in TIDE brochure for information about ensuring that the appropriate test settings and accessibility supports are available to students participating on interim assessments.

Additional Resources

- CSDE Assessment Guidelines
- Accessibility Chart for Smarter Balanced and NGSS
- LAS Links Accessibility Chart
- Designated Supports and Accommodations Form
- Designated Supports and Accommodation Form - Annotated Version
- Embedded and Non-Embedded Designated Supports for English Learners/Multilingual Learners

Resources for Planning and Placement Teams and Section 504 Teams

A variety of resources are available for Planning and Placement Teams and Section 504 Teams when making informed decisions about accessibility features and accommodations for students with disabilities participating on state summative assessments. Many of these resources offer shortened descriptions and excerpts from the CSDE Assessment Guidelines and other publications. For example, the Description of Designated Supports and Accommodations for Smarter Balanced and Next Generation Science Standards Assessments is a helpful resource for teams to reference when planning the most appropriate accessibility

supports based on documented need. If more information is needed, teams are welcome to search by topic on the [Connecticut Comprehensive Assessment Program Portal](#).

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

CSDE EL/ML Contacts

For questions and concerns, please contact:

- EL/ML Identification, Standards, and Programs: Megan Alubicki Flick Megan.Alubicki@ct.gov
- EL/ML Data, Accountability, and Growth Model: Michael Sabados Michael.Sabados@ct.gov
- EL/ML Assessment and Appeals: Cristi Alberino Cristi.Alberino@ct.gov
- EL/ML Accommodations: Katie Seifert Katherine.Seifert@ct.gov

LAS Links Training

The 2025-26 English Learner Assessment Coordinator (ELAC) Trainings for LAS Links Administration will be conducted virtually on November 4, 5, and 6. Trainings are designed for two levels of experience:

- the new ELAC and the ELAC who has been in the role for only a few test administrations of the LAS Links and needs more detailed information; and
- the returning ELAC who is very familiar with Connecticut policies and procedures and only needs a refresher with updates on any changes for the year.

Please register for the session you feel is the most appropriate based on your experience. All ELACs should attend a training.

Register via the links below or by visiting the [CSDE Events Calendar](#). Once registered, you will receive a confirmation email with the meeting link. ELACs can invite staff to participate in the live training or share access to the training once it is posted.

LAS Links Administration Training Schedule

Session	Date	Time
[LAS Links Administration Training for New(er) ELACs](#)	Tuesday, November 4, 2025	9:00am-12:00pm
[LAS Links Administration Training for New(er) ELACs](#)	Wednesday, November 5, 2025	12:00pm-3:00pm
[LAS Links Administration Training for Returning ELACs](#)	Thursday, November 6, 2025	9:00am-12:00pm

Please be aware that ELACs only need to attend one training. Training is scheduled for 3 hours but will likely end earlier.

Information from the training will be recorded, captioned, and posted as a video and a scripted PDF for those who are unable to attend or wish to revisit specific topics.

New Resource for LAS Links

New this year, we have created the [LAS Links Domain Exemption Guidance](#) document.

In this document you will find guidance on:

- Eligibility
- How to submit an exemption request
- Domain Exemption reporting

English Language Proficiency Assessments

Collaboration between EL/ML educators, ELACs, Special Education teams and Section 504 teams is key to determining if any Kindergarten or newly arrived/enrolled students have been identified as EL/ML. These students will take the English Language Proficiency Assessment (LAS Links) or the Connecticut Alternate Assessment of English Language Proficiency (CAAELP) in winter 2026. Educators should collaborate early within the school year to:

- Review Kindergarten or newly arrived/enrolled students who have been identified as EL/ ML.
- Schedule Planning and Placement Team (PPT) or Section 504 Team meetings for new EL/ML students, ensuring PSIS and CT-SEDS have updated and that the correct designations and supports are in place prior to the testing windows.
- Review ELP designation and the selected accessibility supports for the current grade level.
- Ensure PPTs determine which ELP assessment is most appropriate for the dually identified student. Teams may refer to the [Determining Student Participation on Connecticut Statewide Summative Assessments](#) document to assist with these discussions and the selection of accommodations applicable for each assessment.
- Ensure accessibility features and ELP assessment determination are finalized and implemented within plans prior to the opening of the ELP assessment windows.

Connecticut Alternate Assessment System

What is the Connecticut Alternate Assessment System?

The Connecticut Alternate Assessment System is designated for students with the most significant cognitive disabilities. This system includes:

- the Connecticut Alternate Assessment (CTAA) for English language arts and mathematics for eligible students in Grades 3-8 and 11;
- the Connecticut Alternate Science (CTAS) Assessment for eligible students in Grades 5, 8, and 11; and
- the Connecticut Alternate Assessment of English Language Proficiency (CAAELP) for students identified as an English learner/multilingual learner (EL/ML) with significant cognitive disabilities in Grades K-12.

How is eligibility determined?

The Planning and Placement Team (PPT) will determine if the student meets eligibility criteria by completing the [Connecticut Alternate Assessment System Eligibility Form](#) within CT-SEDS. A paper version of this [form](#) is available for reference on the portal, along with access to a variety of resources.

Connecticut Alternate Assessment System Eligibility Resources

- [Determining Student Participation on Connecticut Statewide Summative Assessments](#)
- [Annotated Connecticut Alternate Assessment Eligibility Form](#)
- [FAQ about the Connecticut Alternate Assessment System](#)
- [CT-SEDS to TIDE Designated Supports/ Accommodations Sync FAQ](#)

Connecticut Alternate Assessment System Eligibility Form Verification in CT-SEDS

CT-SEDS Implementation Date	Assessment
Fully Implemented IEP by December 22, 2025	Eligibility forms must be approved, verified, finalized, and implemented within the IEP in CT-SEDS for the following assessments for the students to be correctly registered for: • CAAELP (students identified as EL/ML in Grades K-12); and • CTAA and CTAS (Grade 11)
Fully Implemented IEP by February 2, 2026	Eligibility forms must be approved, verified, finalized, and implemented within the IEP in CT-SEDS for the following assessments for the students to be correctly registered for the: • CTAA (Grades 3-8, and newly identified students in Grade 11); and • CTAS (Grades 5, 8, and newly identified students in Grade 11)

Tasks for District Administrators

Please collaborate with your Special Education Director to determine which students qualify for alternate assessments. Work with your English Language Assessment Coordinators to determine which ELs/MLs in Grades K-12 qualify for alternate assessments. Identify which teachers will be responsible for administering alternate assessments and make sure that they have a TEA user account in TIDE. All teachers administering CTAA, CTAS, and CAAELP will need a TEA user role. Communicate with TEAs regarding the required training and important deadlines associated with alternate assessments. There are separate training courses for CTAA/CTAS and the CAAELP. Details will be posted in subsequent editions of the SAN.

Required Alternate Assessment System Training for TEAs Coming Soon!

The required, annual, online Connecticut Alternate Assessment System Training will be available in early November on the portal for teachers who have the primary responsibility for assessing students with significant cognitive disabilities on the Connecticut Alternate Assessment System. Teachers must be assigned a TEA user role in TIDE and should complete the training early in the year for CTAA (Math and ELA) and CTAS (Science).

Sessions can be accessed as many times as needed. Teachers must complete and pass the associated quiz to attain trained status for administration of the CTAA and CTAS. A separate required teacher training for the CAAELP will be provided online later this fall.

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 15, 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.