

# Office Hours: Connecticut Alternate Assessment of English Language Proficiency Test (CAAELP)



November 15, 2023

Connecticut State Department of Education



# Office Hours Information



- All attendees will be placed on mute for the duration of the webinar.
- We will be monitoring/responding to questions in the chat during the meeting. Any unanswered questions will be addressed during the “question” breaks. You should feel free to email us your question if it is not answered during the meeting.
- The PowerPoint will be posted in the chat.
- This session is being recorded and will be posted to the training page of the CSDE website.



# Agenda



- CAAELP Important Dates
- Overview of CAAELP
- CAAELP Eligibly
- Who Administers the CAAELP?
- CAAELP and the Early Stopping Rule
- CAAELP Domain Exemptions
- CAAELP Training
- CAAELP Scores and Reporting
- Exiting from EL/ML Status



# CAAELP Important Dates



- Domain Exemptions for CAAELP – November 15th, 2023, through March 22nd, 2024.
- Connecticut Alternate Assessment Eligibility Form – completed & implemented in CT-SEDS by December 29, 2023.
- The CAAELP testing window is February 1st, 2024, through March 29th, 2024.



# Overview of CAAELP



# Overview of CAAELP



The CAAELP is:

- One of three assessments in the Alternate Assessment System (CTAA, CTAS, and CAAELP).
- An alternate assessment designed for students in Grades K-12 with the most significant cognitive disabilities who are:
  - Dually identified as English learners/multilingual learners (ELs/MLs) with an IEP
  - Receiving services under IDEA
- Aligned to and derived from the Connecticut English Language Proficiency Standards.
- Federally mandated for states to have an Alternate ELP Assessment available to students who are eligible.



# Overview of CAAELP



## Development:

- Established through a grant-funded partnership with the Iowa Department of Education and the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA.
- Effective October 1, the federal grant transferred to ELPA 21 and CRESST.



# Overview of CAAELP



This year:

- Connecticut is part of a “Service Agreement” with CRESST and ELPA 21 for annual test delivery.
- Cambium will continue as the test vendor providing the test delivery system.
- The 2023-24 CAAELP will provide multiple test forms for administration: Forms A, B, C, and D.





# CAAELP Eligibility



# CAAELP Eligibility Criteria



The student's Planning and Placement Team (PPT) must annually consider which assessments are most appropriate for each student in Grades K-12.

The following must be determined for participation in the CAAELP:

## Step 1

Is the student identified as a special education student with an **active IEP**?

## Step 2

Does the student meet each of the 3 mandatory components of the Alternate Assessment System [Eligibility Form](#) providing evidence for participation criteria?

## Step 3

Is the student identified in PSIS as EL/ML?



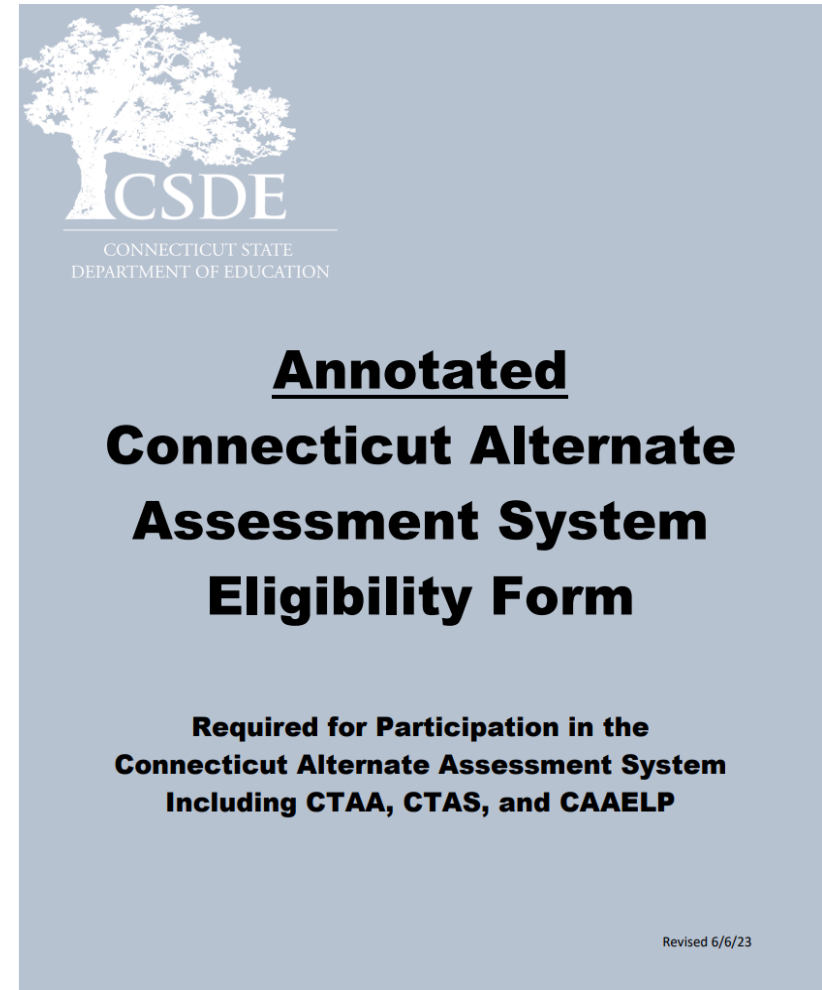
# Alternate Assessment System Eligibility Determination



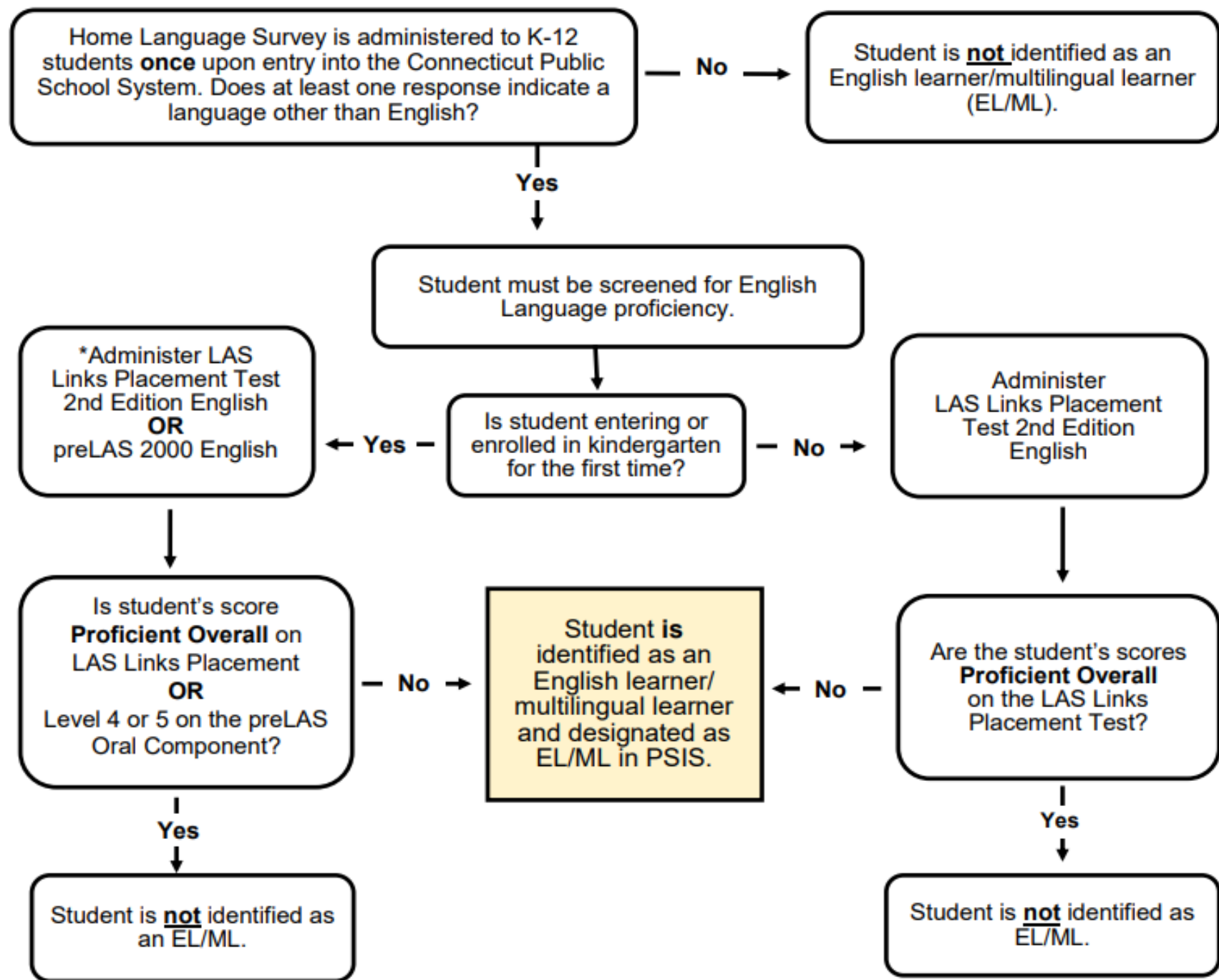
For a student to be eligible for the Alternate Assessment, the PPT must complete the Alternate Assessment System Eligibility Form within CT-SEDS as part of the PPT Process documenting a significant cognitive disability.

The 3 criteria that need to be met are:

1. There is evidence of an intellectual impairment.
2. There is evidence of adaptive skills well below age-level expectations.
3. Student requires intensive instruction and significant supports.



# EL/ML Identification





# CAAELP and CT-SEDS



Located in the CT-SEDS State Testing tile, PPTs will complete the following components during the PPT process:

- The Connecticut Alternate Assessment System Eligibility Form, and;
- The verification section.
- Eligibility data from CT-SEDS will populate the Alt Flag Indicator in TIDE beginning in December.

To qualify, the IEP must be fully implemented in CT-SEDS.



# Who Administers the CAAELP?





# Who Administers the CAAELP?



Educators who complete the online CAAELP Module Alt ELPA Test Administrator Training (2023-2024) may administer this assessment.

They....

- are designated as TEAs by the District Administrator in TIDE.
- may be trained TEAs who have completed the Alternate Assessment System Training for administration of the CTAA and CTAS.
- may be educators or administrators supporting ELs/MLs.
- are familiar with the student through regular instruction, peripherals, or other service areas such as English language development.



# CAAELP and the Early Stopping Rule







# CAAELP Early Stopping Rule (ESR)



- Tool developed by CSDE to identify students with the most significant cognitive disabilities who are unable to demonstrate an observable and consistent mode of communication during instruction and on assessments.
- Educators familiar with the student complete the Student Response Check (SRC) **2023-24 Connecticut Alternate Assessment System Early Stopping Rule and Student Response Check.**
- Refer to the ESR guidelines to observe timeline and due dates for ESR identification and approval from the CSDE.



# CAAELP Early Stopping Rule (ESR)



Important dates for administration and submission are:

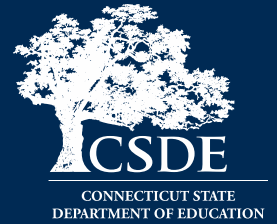
- TEA administration of Student Response Check between **December 1, 2023**, and **February 1, 2024**.
- TEA submission of Connecticut Alternate Assessment System Early Stopping Rule Request and Attestation Form to their District Administrator (DA) for TIDE no later than **February 1, 2024**.
- DA submission of Connecticut Alternate Assessment System Early Stopping Rule Request and Attestation Form using the TIDE before **March 1, 2024**.



# CAAELP Domain Exemptions



# CAAELP Domain Exemptions

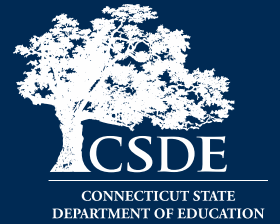


Domain Exemptions are available on the Listening and/or Speaking subtests for the following students:

- If a student is identified as D/deaf or hard of hearing, they may not be able to participate in the Listening subtest due to this disability.
- ELs/MLs with an IEP may be non-verbal and, even when provided assistive technology or augmentative and alternate communication supports, may not be able to participate in the Speaking subtest.



# CAAELP Domain Exemptions



## Domain Exemption Submission:

- Submitted by the District Administrator in TIDE.
- CAAELP Domain Exemption form can be located in TIDE by:
  - Navigating to “Preparing for Testing”
  - Selecting “Forms”
  - From the drop-down menu select “CAAELP Domain Exemption”
  - Completion of CAAELP Domain Exemption and submission.
- Must be submitted prior to the student starting testing.
- Window for submission is November 15<sup>th</sup> 2023 through March 22<sup>nd</sup> 2024.



# CAAELP Training



# CAAELP Training



- Training is mandated for any educator administering the CAAELP.
- Must be completed each school year.
- Training is recommended for ELACs, DAs, and Special Education Administrators and/or Coaches.
- Separate training modules are available for ELACs and TEAs.



# CAAELP Training



- Training Modules are separate from the CTAA and CTAS training.
- CAAELP Training is accessed through [ELPA21](#).
- A certificate of training completion is available to share with administrators as needed.
- We anticipate training will be live around mid-December.





# CAAELP Scores and Reporting

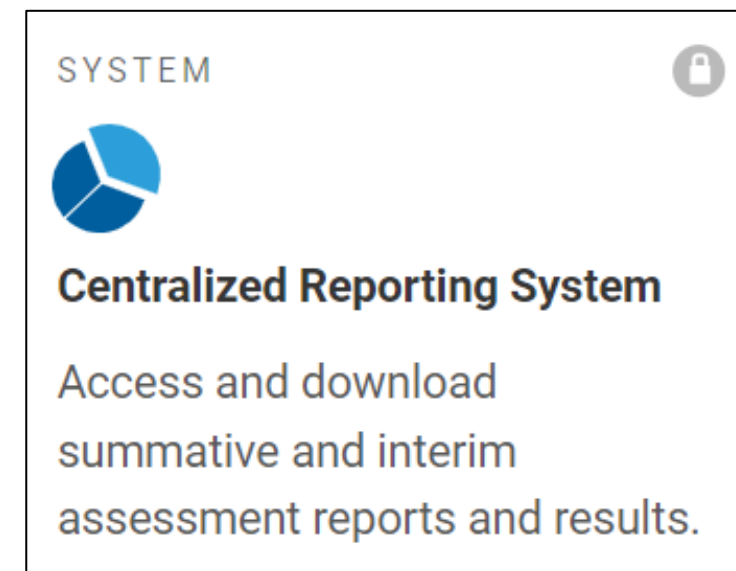


# CAAELP Scores & Reports



- Students who took the CAAELP will receive their scores on the Individual Student Report (ISR).
- ISRs for students will be available on the Centralized Reporting System (CRS).
- Districts will need to print and distribute the ISR's to families along with communication that CAAELP is also referred to as Alt ELPA.
- In addition to ISRs, summary reports will be available for districts and schools.

If you are unable to access the CRS please contact your District Administrator for TIDE.





# Proficiency Determination and Numerical Scores



On the CAAELP students will receive the following scores on the ISR:

- Proficiency Determination
- Overall Scale Score
- Comprehension Scale Score
- Modality/Domain Scale Score

Proficiency on the CAAELP is broken down into:

- Proficient
- Progressing
- Emerging



# CAAELP Scores and Reports



## Overall Scale Score:

- 3-digit score
- Includes performance results from all four domains (Speaking, Writing, Listening, Reading).

## Comprehension Scale Score:

- 3-digit score
- Represents how the student comprehends English based on their performance in only the Listening and Reading domains.



# CAAELP Scores and Reports



Modality/Domain Scaled Scores:

- Level 1: Beginning
- Level 2: Intermediate
- Level 3: Early Advanced
- Level 4: Advanced

The CAAELP Reporting Performance Level Descriptors (PLDs) and the CAAELP Performance and Modality Descriptors are tools Educators can refer to for in-depth descriptions of each reporting area.



# CAAELP Productive Modality Performance Level Descriptors



|             | Productive: Speaking and Writing  |
|-------------|---|
| Description | The Productive modality measures English language performance in Speaking and Writing.  |
| Level 1     | Students demonstrate Productive performance reflected in the Alternate ELP Standards that <b>significantly limits</b> participation in the relevant grade-appropriate classroom activities. |
| Level 2     | Students demonstrate Productive performance reflected in the Alternate ELP Standards that <b>moderately limits</b> participation in the relevant grade-appropriate classroom activities.    |
| Level 3     | Students demonstrate Productive performance reflected in the Alternate ELP Standards that <b>slightly limits</b> participation in the relevant grade-appropriate classroom activities.      |
| Level 4     | Students demonstrate Productive performance reflected in the Alternate ELP Standards that <b>enables full participation</b> in the relevant grade-appropriate classroom activities.         |



# CAAELP Receptive Modality Performance Level Descriptors



|             | Receptive: Listening and Reading   |
|-------------|--|
| Description | The Receptive Modality measures English language performance in Listening and Reading.   |
| Level 1     | Students demonstrate Receptive performance reflected in the Alternate ELP Standards that <b>significantly limits</b> participation in the relevant grade-appropriate classroom activities. |
| Level 2     | Students demonstrate Receptive performance reflected in the Alternate ELP Standards that <b>moderately limits</b> participation in the relevant grade-appropriate classroom activities.    |
| Level 3     | Students demonstrate Receptive performance reflected in the Alternate ELP Standards that <b>slightly limits</b> participation in the relevant grade-appropriate classroom activities.      |
| Level 4     | Students demonstrate Receptive performance reflected in the Alternate ELP Standards that <b>enables full participation</b> in the relevant grade-appropriate classroom activities.         |



# CAAELP Participation, SY 2022-23

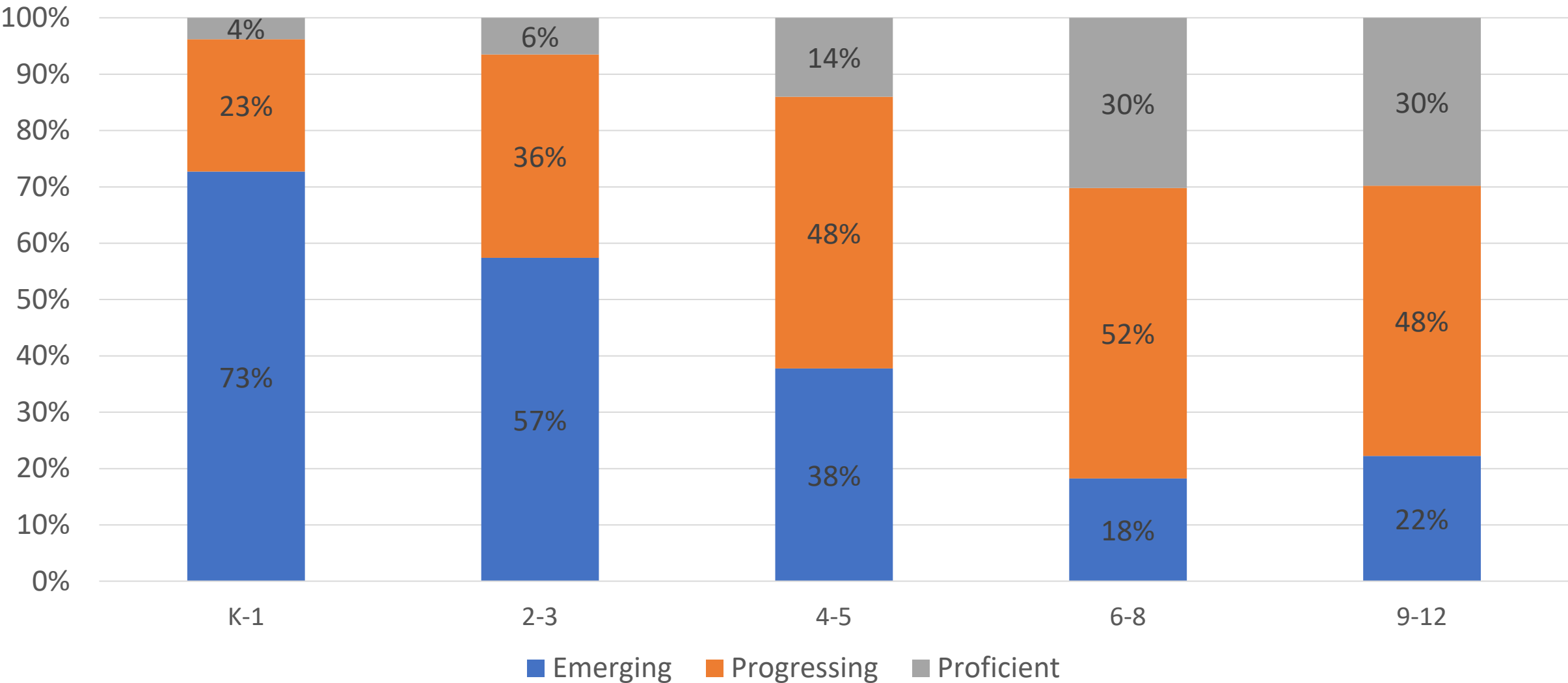


| Grade Band | Total Alternate Eligible EL/MLs | ESR Students (Participants) | Non-ESR Participants | Estimated Participation Rate |
|------------|---------------------------------|-----------------------------|----------------------|------------------------------|
| K-1        | 146                             | 10                          | 122                  | 90%                          |
| 2-3        | 124                             | 6                           | 102                  | 87%                          |
| 4-5        | 166                             | 8                           | 135                  | 86%                          |
| 6-8        | 204                             | 2                           | 157                  | 78%                          |
| 9-12       | 273                             | 2                           | 223                  | 82%                          |
| All        | 913                             | 28                          | 739                  | 84%                          |



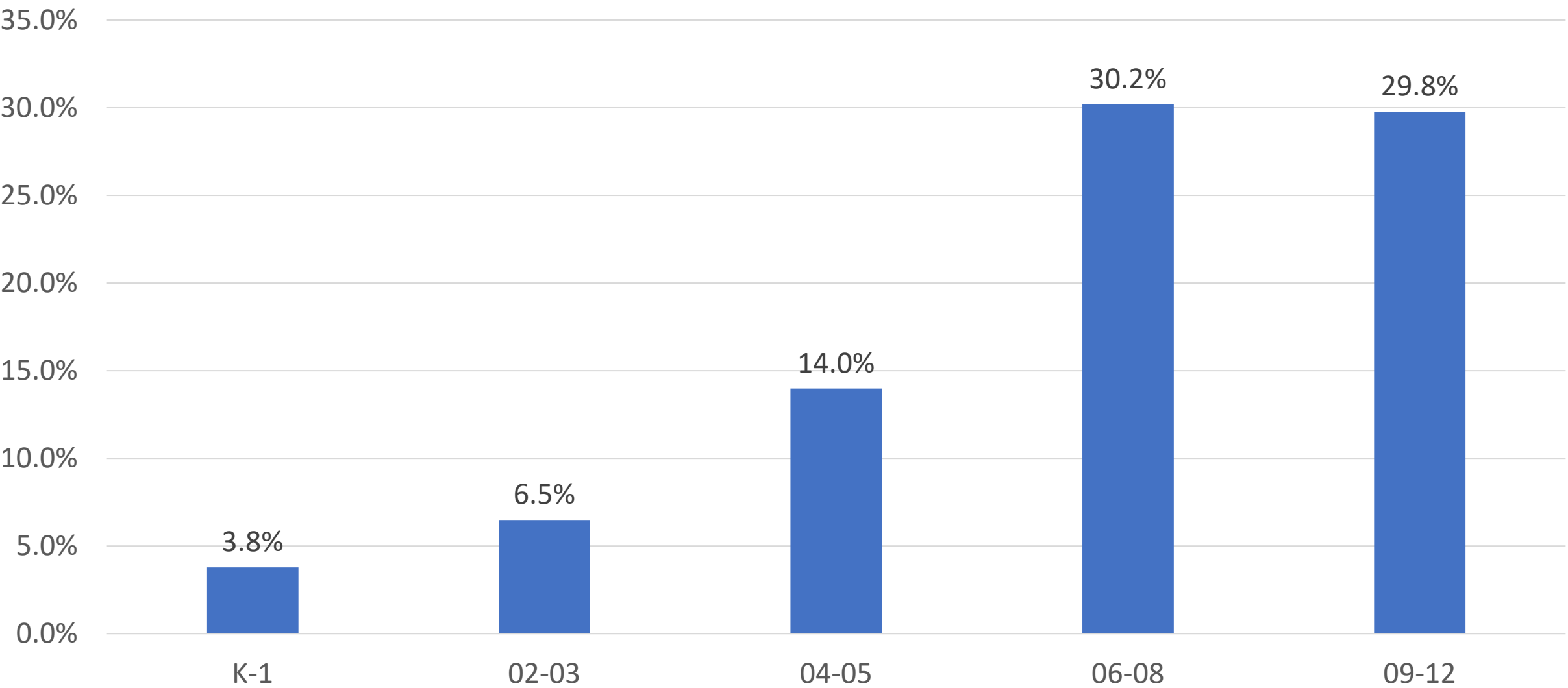


# Overall Proficiency, SY 2022-23



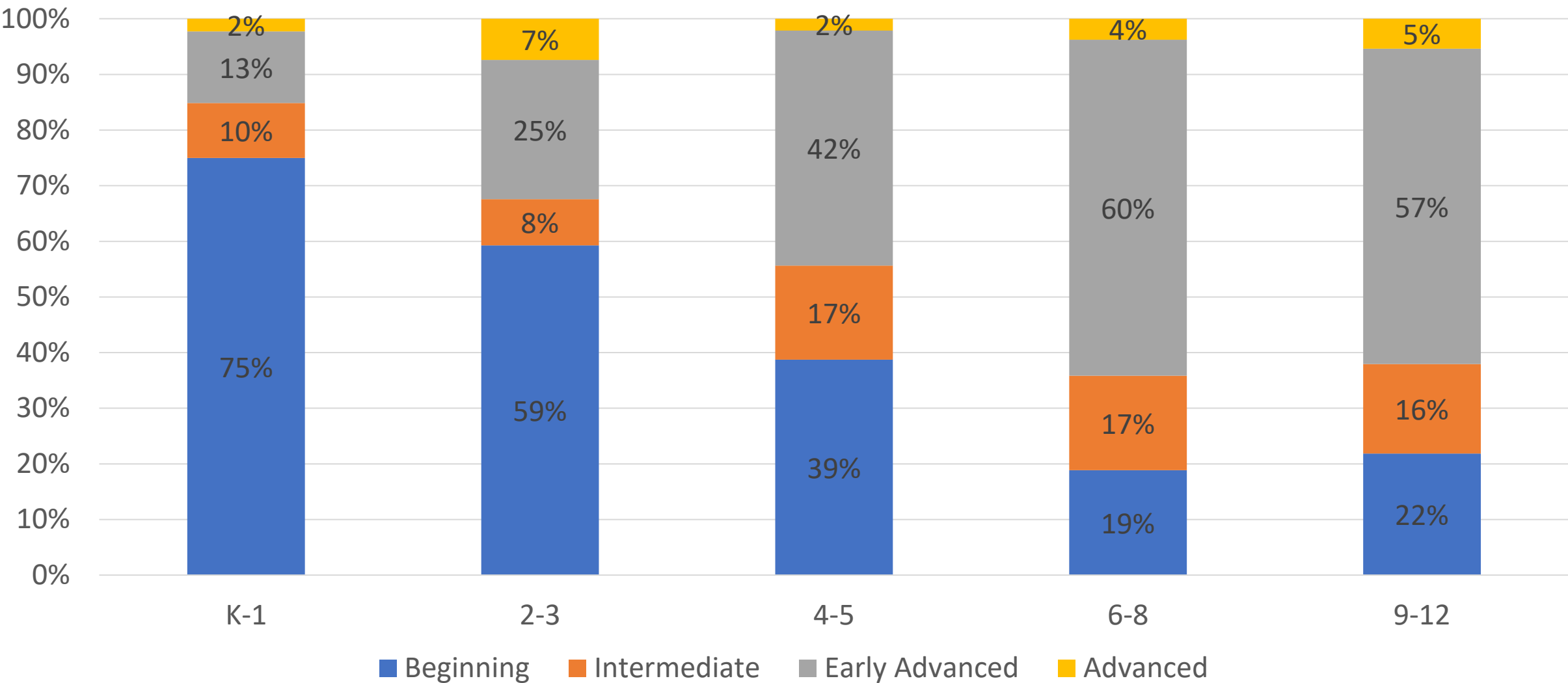


# English Mastery Status, SY 2022-23



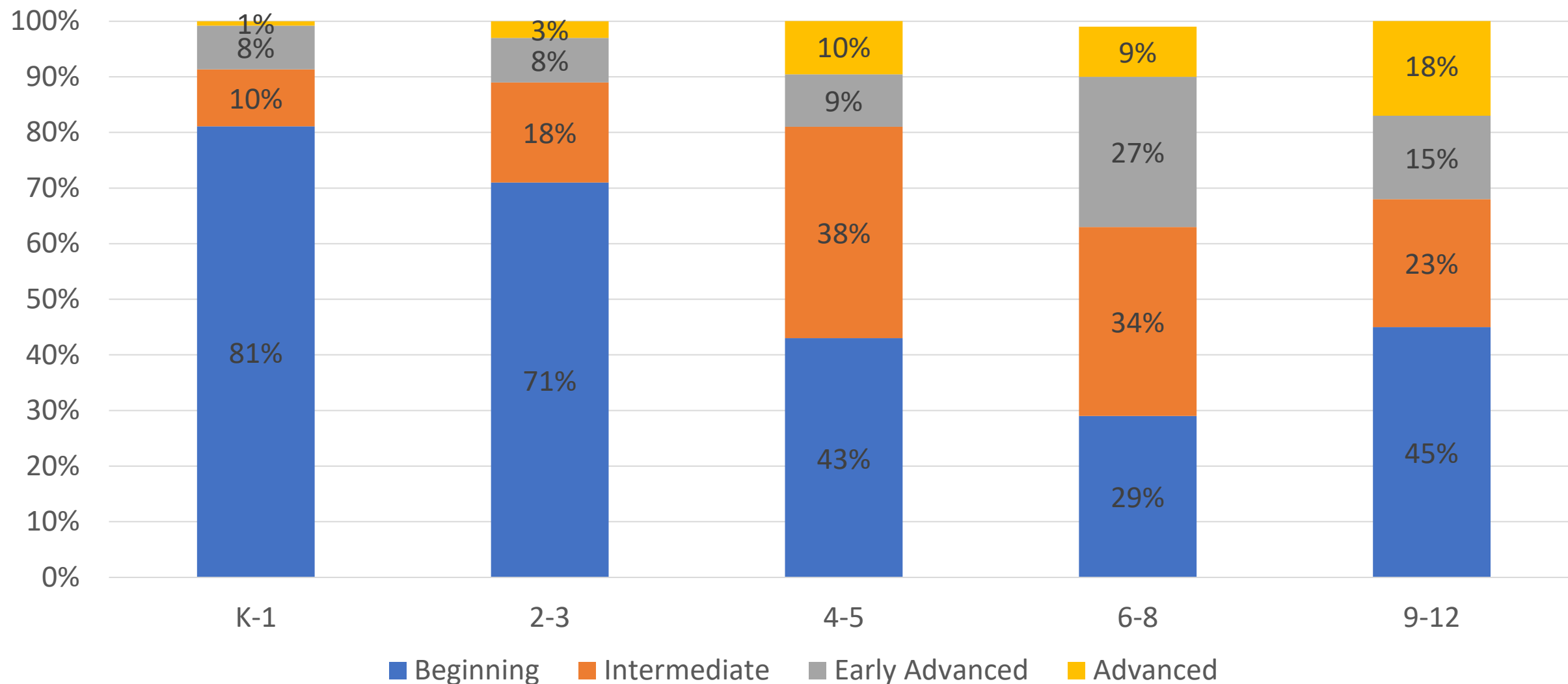


# Listening Domain Status, SY 2022-23



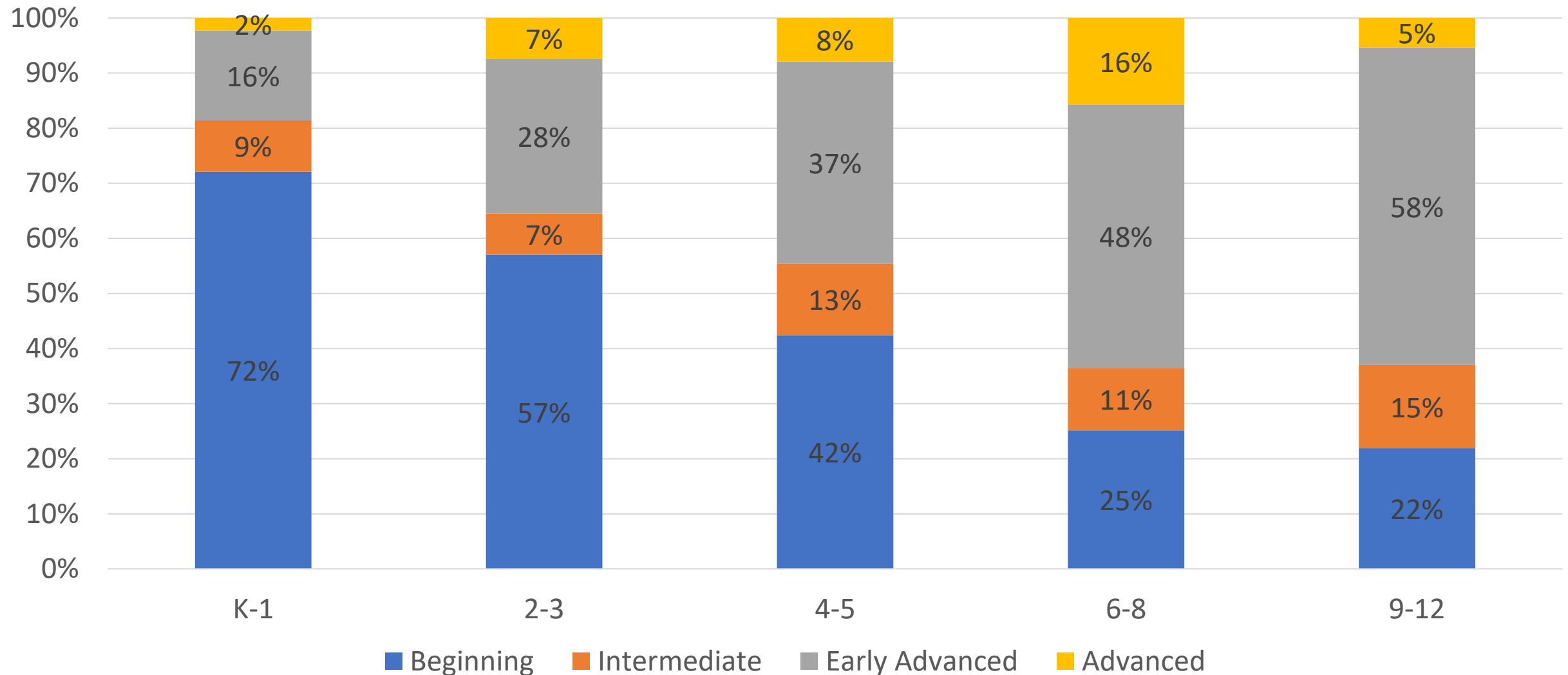


# Speaking Domain Status, SY 2022-23



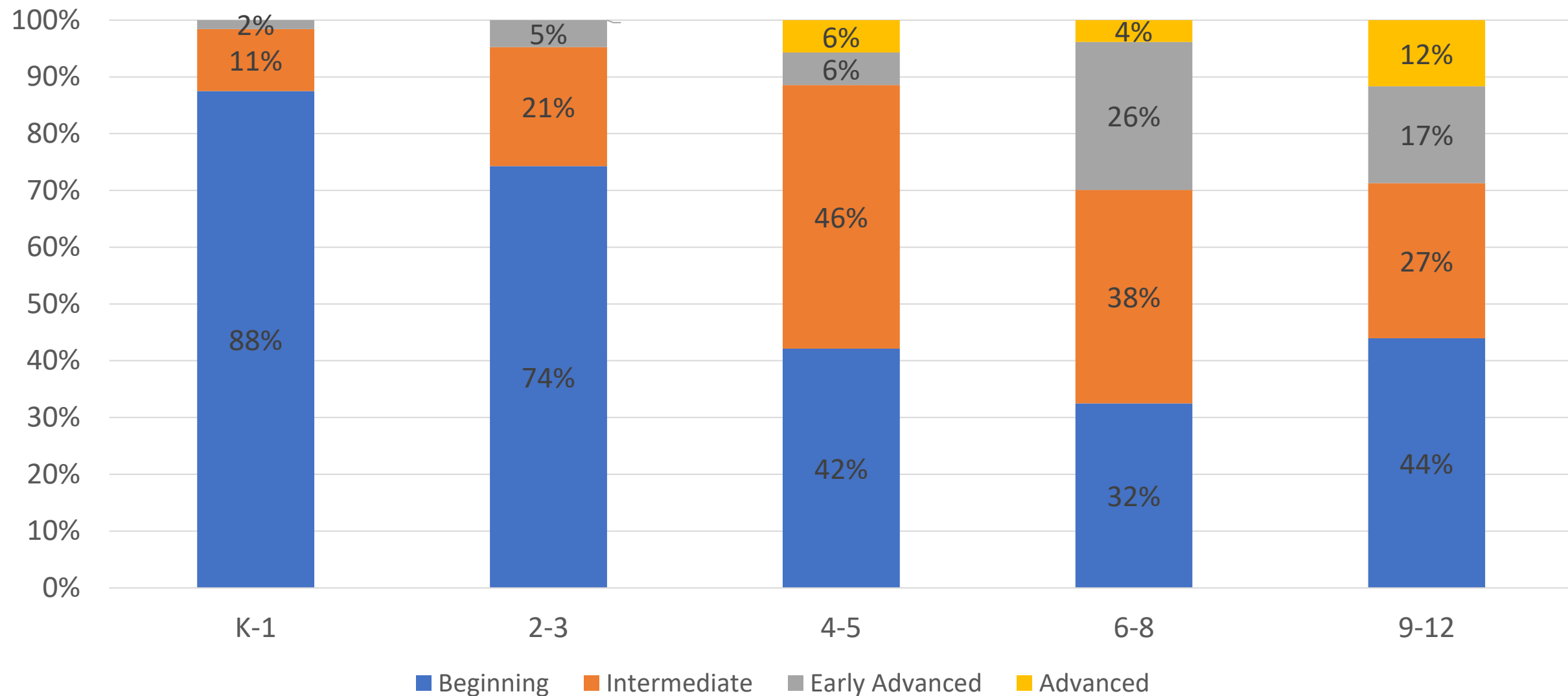


# Reading Domain Status, SY 2022-23



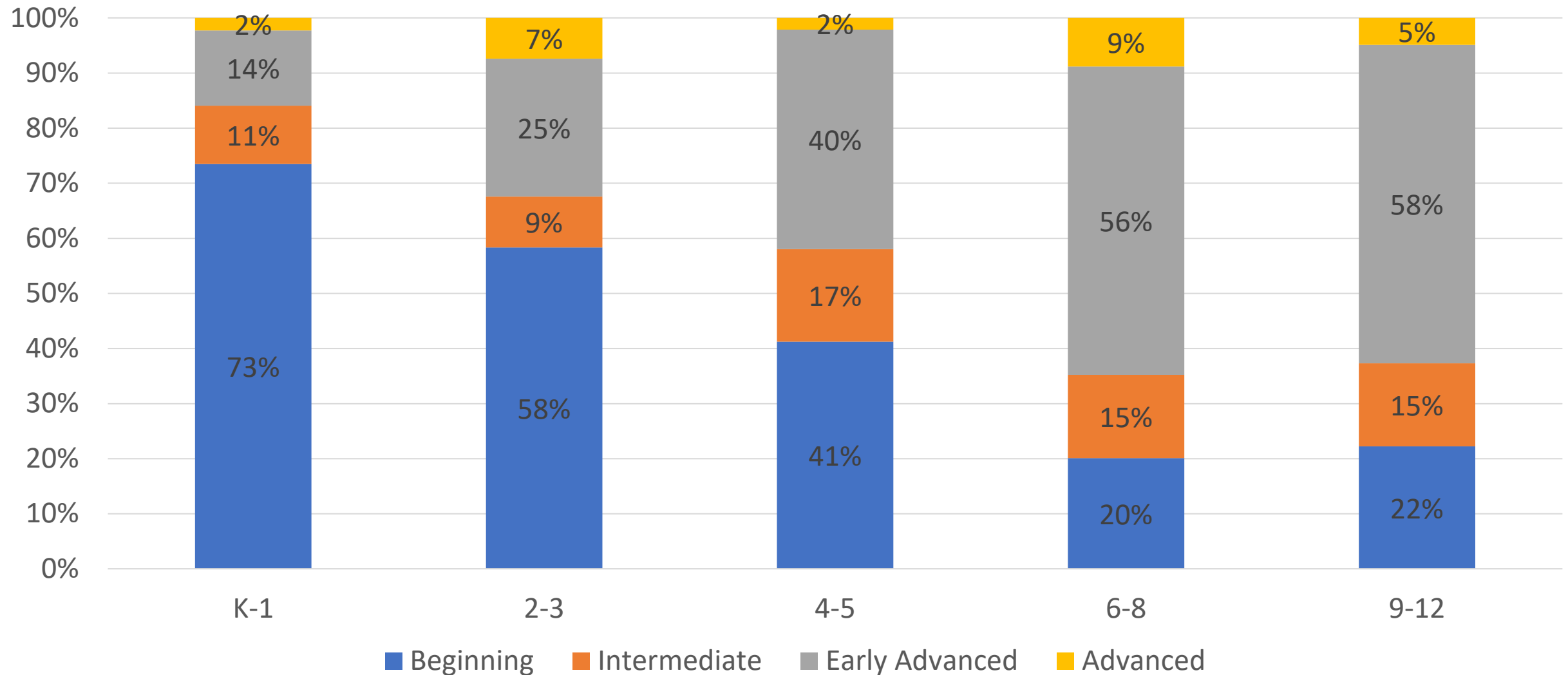
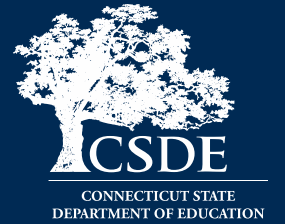


# Writing Domain Status, SY 2022-23



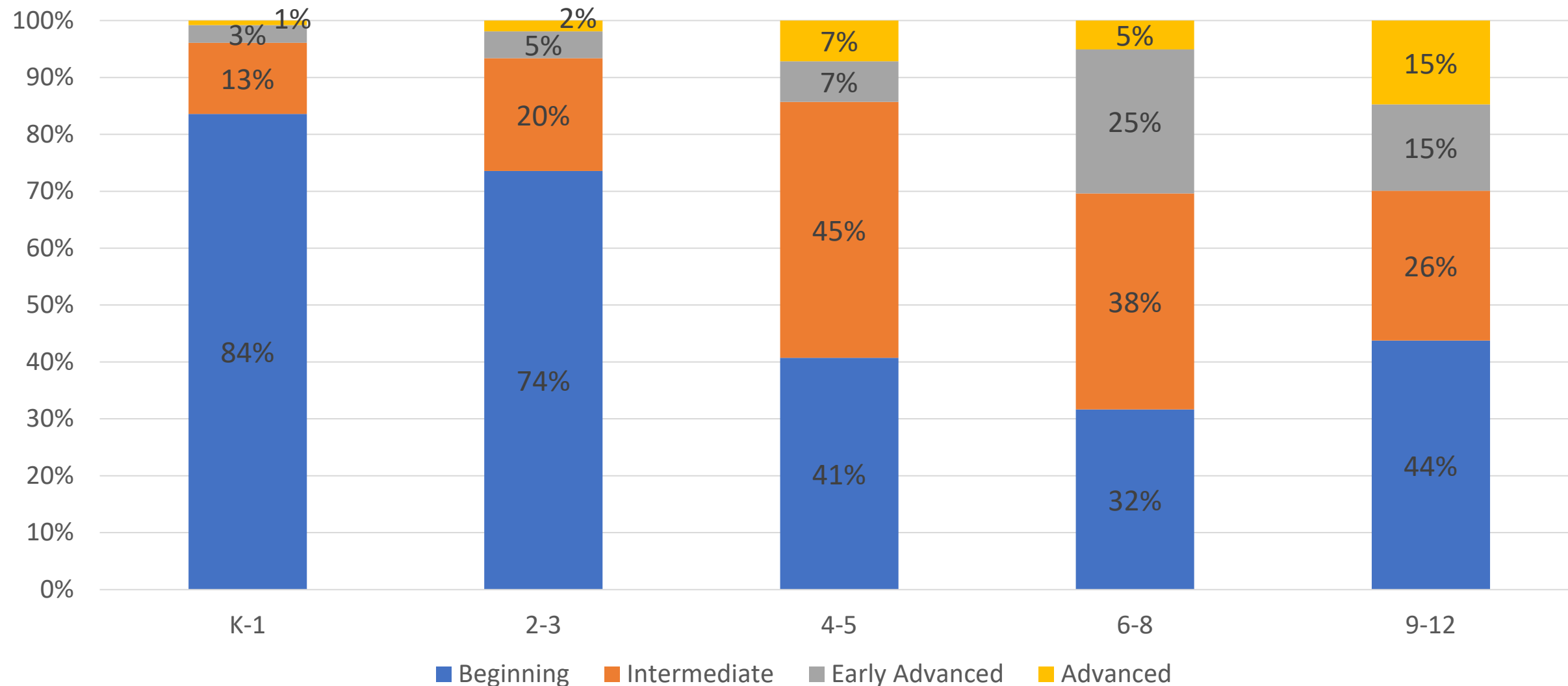


# Receptive (Listening and Reading) Modality Status, SY 2022-23





# Productive (Speaking and Writing) Modality Status, SY 2022-23







# Exiting from EL/ML Status



# Exit Guidance



## EL/ML Exit Guidance:

- Exit Criteria has been determined by the CSDE.
- Districts follow procedures for EL/ML exiting as outlined in the English Learners in Connecticut's Public Schools — Guidelines for Administrators.
- Students will continue to remain in EL/ML services until they have met exit criteria.
- Letters should be sent to parents/guardians once scores are released outlining Continuation of Services or Exit from EL/ML Status.



# Exit Guidance Continued



If the student meets Exit Criteria:

- Inform parents/guardians.
- Your PSIS data manager will update their EL/ML Status to “No” in PSIS Registration in mid-November and in January for the October 2023 Collection, Freeze 1.
- For reporting, the student would be considered to have exited EL/ML status as of the end of SY 2022-23.



# Exit Guidance Continued



- Districts may determine when to discontinue EL/ML services. Under Federal Law, students who have met the English Mastery standard and exited EL/ML status are considered "monitored EL/MLs" for two years and may continue to receive language support services that districts consider appropriate for the student.
- Districts that have determined EL/ML discontinuation of services will need to update the EL/ML status in PSIS.



# CAAELP Resources



- [CAAELP Resources Main Page CSDE](#)
- [CAAELP Resources CAI Portal page](#)
- [Connecticut Alternate Assessment System Eligibility Form](#)
- [CAAELP Training from ELPA21](#)
- [Comparison of LAS Links and CAAELP](#)
- [Comparison of Connecticut Alternate Assessments](#)



Questions?





Thank you!



# Contact Us



If you have any additional questions, please feel free to reach out.

|                         |  |                     |
|-------------------------|--|---------------------|
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