

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



February 13, 2024

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. Please 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 Eligibility
- CAAELP and the Early Stopping Rule
- CAAELP Domain Exemptions
- Who Administers the CAAELP?
- CAAELP Training
- CAAELP Administration



Before We Begin...

Abbreviations and Acronyms



Abbreviations and Acronyms



- AAC - Augmentative and Alternative Communication
- APSEP - Approved Private Special Education Program
- CAAELP - Connecticut Alternate Assessment of English Language Proficiency
- CAI - Cambium Assessment, Inc. the vendor for summative assessments for Smarter Balanced Math/ELA, Next Generation Science (NGSS) Assessments, and the Alternate Assessment System
- CSDE – Connecticut State Department of Education
- CTAA - CT Alternate Assessments (Math and ELA)
- CTAS - CT Alternate Science Assessment
- DA - District Administrator for Testing in TIDE



Abbreviations and Acronyms



- EL/ML - English Learner/Multilingual Learner
- ELAC - English Learner Assessment Coordinator
- ELP - English Language Proficiency
- LEA - Local Education Agency
- IEP - Individualized Education Program
- PPT - Planning and Placement Team
- PSIS - Public School Information System
- TEA - Teacher Trained to Administer the Alternate Assessments
- TIDE - Test Information Distribution Engine



Critical Dates to Keep in Mind



CAAELP Important Dates



Item	Dates
Connecticut Alternate Assessment Eligibility Form - completed & implemented in CT-SEDS	By December 29, 2023
ESR Student Response Check - conducted by Trained TEA (complete SRC and submit attestation form to DA)	By February 1, 2024
Early Stopping Rule Request and Attestation Form - submitted by DA in TIDE	By March 1, 2024
Domain Exemptions for CAAELP	By March 22, 2024
The CAAELP testing window	February 1, 2024, through March 29, 2024



Overview of CAAELP



CAAELP Overview



- One of three assessments in the Alternate Assessment System (CTAA, CTAS, and CAAELP).
- CAAELP is 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



CAAELP Overview



- Aligned to and derived from the Connecticut English Language Proficiency Standards.
- CAAELP is an online, secure assessment, delivered through TIDE.
- For the 2023-24 CAAELP administration there will be multiple test forms assigned.
 - (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. The student requires intensive instruction and significant supports.





CAAELP Participation Guidelines



These guidelines describe the purpose, participation criteria, and procedures to determine and document eligibility for the CAAELP.



Connecticut Alternate Assessment of English Language Proficiency (CAAELP) Participation Guidelines 2023-2024

Purpose of the CAAELP

The Connecticut Alternate Assessment of English Language Proficiency (CAAELP) is designed to reflect the diversity of English learners/multilingual learners (ELs/MLs) with the most significant cognitive disabilities.

The CAAELP measures English language proficiency in the domains of Listening, Reading, Speaking, and Writing. It supports individual ELs/MLs with significant cognitive disabilities and their schools and districts by:

- monitoring the annual progress of ELs/MLs with significant cognitive disabilities in the attainment of English proficiency for academic purposes, and
- informing decisions about exiting students with significant cognitive disabilities from English learner services.

CAAELP Participation Criteria and Procedures

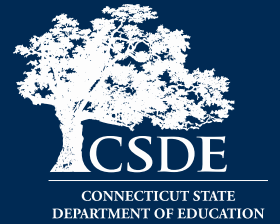
Designed for a relatively small population of students in grades K-12 who are dually identified as EL/ML and special education under IDEA with a significant cognitive disability, the Planning and Placement Team (PPT) must meet at least one time annually to develop an Individualized Education Plan (IEP) for the student. This includes which assessments and accessibility features are appropriate for the student. The PPT will determine if the student takes the standard English language proficiency assessment (LAS links) or meets criteria for participation in the Connecticut Alternate Assessment System, including CAAELP.

To ensure that only students with documented evidence of a significant cognitive disability participate in Connecticut's Alternate Assessment System, PPTs use the [Connecticut Alternate Assessment System Eligibility Form](#). This form requires the submission of critical evidence such as the documentation of assessment data, typically included in the IEP, to describe the student's present levels of performance and eligibility for special education services. Using the Connecticut Alternate Assessment System Eligibility Form, the PPT must verify that the student has a significant cognitive disability by providing the following evidence:

1. Student has an intellectual impairment with supporting evidence per cognitive testing or other details/evidence exist to substantiate the existence of an intellectual impairment;
2. Student's adaptive behavior skills are well below age-level expectations with supporting evidence per adaptive behavior assessment(s) (e.g., scored more than 1.5 standard deviations below the mean score); and



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 is populated to TIDE nightly. Eligible students will have an activated Alt Flag Indicator on the student dashboard.

Alternate Assessment Indicator: Yes No

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



CT-SEDS: Alternate Assessment Eligibility



1

PPTs can indicate that a student is being considered for the Connecticut Alternate Assessment System.

2

The Connecticut Alternate Assessment System Eligibility Form is built into CT-SEDS.

Statewide Assessment Information

Indicate the grade the student will be in during the next statewide assessment testing window, and confirm whether the student has been identified as an English Learner and/or whether the student is being considered for the Connecticut Alternate Assessment system. [The Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams](#) and [Frequency Asked Questions and Answers about the Connecticut Alternate Assessment System](#) documents are available for reference.

What grade will the student be in during the next statewide assessment testing window?

8th Grade

9th Grade

Has the student been identified as an English Learner?

No

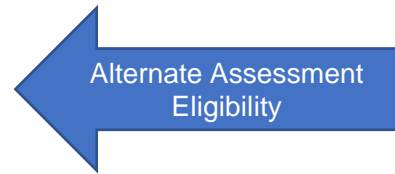
No

Is the student being considered for participation in the Connecticut Alternate Assessment system?

Yes No

The PPT verifies that supporting evidence related to the student's assessment options was discussed and this student meets the eligibility criteria for participation in the Connecticut Alternate Assessment System.

SAVE



1. Student has an intellectual impairment.

A. No evidence exists to support that this student has an intellectual impairment.

B. In the absence of standardized, cognitive assessments/scores, there is evidence to substantiate the presence of an intellectual impairment.

C. Results of cognitive testing (e.g., Full-Scale IQ score < 70, developmental age).

2. Student has adaptive behavior well below age-level expectations.

(Adaptive behavior is defined as those conceptual, social, and practical skills necessary to meet the common demands of everyday life across multiple settings.)

A. Student has adaptive behaviors necessary for the student to live independently and function safely in daily life for their age group (34 CFR §§ 200.1(d) and 300.160 (c)).

B. Results of adaptive behavior assessment(s) (e.g., scored more than 1.5 standard deviations below average)

Assessment Used
Vineland Adaptive Behavior Scale

Date Completed 01/03/2023 Composite/Functional Score 24

Assessment Used
Vineland Adaptive Behavior Scale

Date Completed mm/dd/yyyy Composite/Functional Score

Assessment Used

Date Completed mm/dd/yyyy Composite/Functional Score

3. Student requires intensive instruction and significant supports.

A. Student does not require extensive, repeated, individualized instruction.

B. Student requires extensive, repeated instruction and support that is not of a temporary or transient nature, and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, demonstrate, and transfer skills.

Verification

The PPT verifies that supporting evidence related to the student's assessment options was discussed and this student meets the eligibility criteria for participation in the Connecticut Alternate Assessment System.

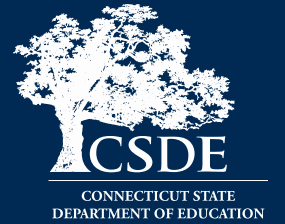
SAVE



CAAELP and the Early Stopping Rule



CAAELP Early Stopping Rule (ESR)



- A tool developed by the 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 deadlines for submission are:

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



ESR Submission Tips



Things to double check before and during submitting your ESR in TIDE.

1. Verify the Alt Flag is set to ON in TIDE.
2. Clearly specify the 3 separate dates for the SRC.
3. Review the Attestation Form prior to upload for the following information
 - a) SASID matches ESR submission in TIDE.
 - b) All SRC sessions are dated and signed by TEA.
 - c) All signatures are completed and dated by TEA, Special Education Director, and DA.
 - d) TEA EIN is provided.



ESR in TIDE - Approved



- If approved, you will receive an automatic email.
- A nightly upload will mark approved ESR students in TIDE.

Early Stopping Rule Indicator: Yes No

- Once approved, no further action is necessary!
- **Do NOT begin any tests for approved ESR students.**
- Cambium will close all tests for ESR approved students.
- Once closed, the test(s) will appear as completed in the student's TIDE profile.




ESR in TIDE - Approved

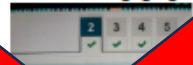


Student Participation										
Test	Opportunity	TA Name	Session ID	Status	Results ID	DateStarted	DateCompleted	LastActivity	Total Time Spent	ForceCompleteDate
Grade 1 CAAELP - Listening	1	Musumeci, Marie	CT-F9D6-54	completed 0/0	11521893	02/07/2024		02/07/2024		
Grade 1 CAAELP - Reading	1	Musumeci, Marie	CT-F9D6-54	completed 0/0	11521905	02/07/2024		02/07/2024		
Grade 1 CAAELP - Writing	1	Musumeci, Marie	CT-F9D6-54	completed 0/0	11521933	02/07/2024		02/07/2024		
Grade 1 CAAELP - Speaking	1	Musumeci, Marie	CT-F9D6-54	completed 0/0	11521917	02/07/2024		02/07/2024		

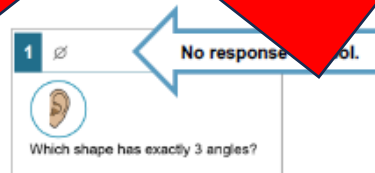
ESR in TIDE - Approved

Early Stopping Rule: Test Administrator Guidelines

- The Early Stopping Rule refers to a best practice in assessment that allows test administrators to stop the test for students who are not able to participate in or engage in any way with the assessment. The Early Stopping Rule can be stated succinctly as “if the student does not engage with the first four items in the assessment, the test administrator(s) may end the assessment early.”
- Here are some basic details:
 - **Application of the Early Stopping Rule:** The Early Stopping Rule applies to all independently administered domain tests, beginning with the administration of the Listening domain test, then for the Reading, Speaking, and Writing tests.
 - **Procedure for the Early Stopping Rule:** When utilizing the Early Stopping Rule, the test administrator(s) must use the **Context Menu** button  (see screen shot below) and select the “Mark as No Response” option. This action indicates that the student is not engaging with the test.



- **Confirmation Prompt for Mark as No Response:** When a test administrator(s) selects “Mark as No Response” via the Context Menu, a confirmation prompt will appear. The Test Administrator(s) should confirm by selecting “Yes” to the prompt. This action applies to questions, up to question 4.
- **Indicator in TIDE:** The “No response” icon in the Test Administrator(s) interface indicates that the “Mark as No Response” option was selected. The number signifies that the “Mark as No Response” option was selected for the question. Please refer to the screenshot below for more information on the icon and its uses.



- Remember, all Early Stopping Rule responses must be indicated as “Mark as No Response” via the Context Menu. In order to implement the Early Stopping Rule, Test Administrators must follow the directions outlined in the “Alt ELPA Test Administration Manual” in *Appendix A: Alt ELPA Student Response Check and Early Stopping Rule: Test Administrator Guidelines*.



CAAELP Domain Exemptions



CAAELP Domain Exemptions



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

Listening

- 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.

Speaking

- 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.



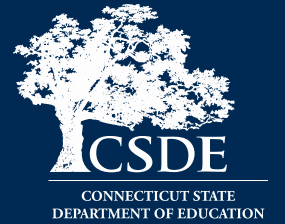
CAAELP Domain Exemptions Submission into TIDE



- 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 by March 22, 2024
- Each domain exemption must be submitted separately in TIDE.



Domain Exemption in TIDE - Approved



Embedded Accommodation	1) ELA	2) Math	3) Science	4) CAAELP
American Sign Language Video ?	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	⊗	⊗
Audio Transcriptions ?	<input type="checkbox"/> OFF	⊗	⊗	⊗
Braille Type ?	Not Applicable ▾	Not Applicable ▾	Not Applicable ▾	⊗
Closed Captioning ?	<input type="checkbox"/> OFF	⊗	⊗	⊗
Customized Medical Accommodation ?	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	<input type="checkbox"/> OFF	⊗
Exempted Domains ?	⊗	⊗	⊗	Listening, Speaking ▾

Once approved, the exemption(s) will appear in the student's profile in TIDE.

Once the domain exemption(s) is set in TIDE, the test will not appear in the Student Interface.

Your Tests

Select the test you need to take.

← CAAELP (Alt ELPA)

Grades 9-12

→ Start Grades 9-12 CAAELP - Reading
This is opportunity 1 of 1

→ Start Grades 9-12 CAAELP- Writing
This is opportunity 1 of 1

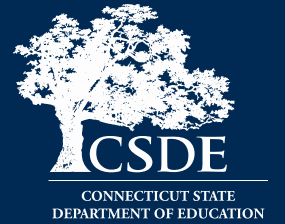


Who Administers the CAAELP?





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 who support ELs/MLs;
- may be educators who special education; or
- both special education and EL/ML educators/administrators supporting EL/ML ; and
- are familiar with the student through regular instruction, peripherals, or other service areas such as English language development.



CAAELP Training



CAAELP Training



- Training is mandated for any educator administering the CAAELP.
- CAAELP Training must be completed annually.
- Training is recommended for ELACs, DAs, and Special Education Administrators and/or Coaches.
- Separate training modules are available for ELACs and TEAs.
- Certificate is maintained locally through a process determined by the district.



Alternate Assessment System Training Requirements CAAELP (Grades K-12)



- Training is online at [ELPA 21](#).
- District Verification code is *elpa21*.

Additional training available:

[CAAELP Office Hours](#)

Resources:

- [CAAELP Training Announcement](#)
- [Directions for Accessing CAAELP Online Training for New Users](#)
- [Directions for Accessing CAAELP Online Training for Returning Users](#)
- [CAAELP Accessibility and Accommodations Manual](#)
- [Connecticut Alternate Assessment of English Language Proficiency \(CAAELP\) Test Administration Manual](#)
- [2023-24 Connecticut Alternate Assessment System Early Stopping Rule](#)



CAAELP Administration Preparing for Administration



Preparing for CAAELP Administration



If applicable:

- Complete ESR and submit prior to administering and CSDE deadline of March 1, 2024.
- Complete and submit Domain Exemption prior to administering and CSDE deadline of March 22, 2024
- Create District Guidance on who will administer the CAAELP.
- Designate TEA role in TIDE for educators administering CAAELP.
- Review and confirm eligible students for CAAELP in CT-SEDS and confirm status in TIDE.
- Create a schedule for practice tests and the CAAELP.



Preparing for CAAELP Administration



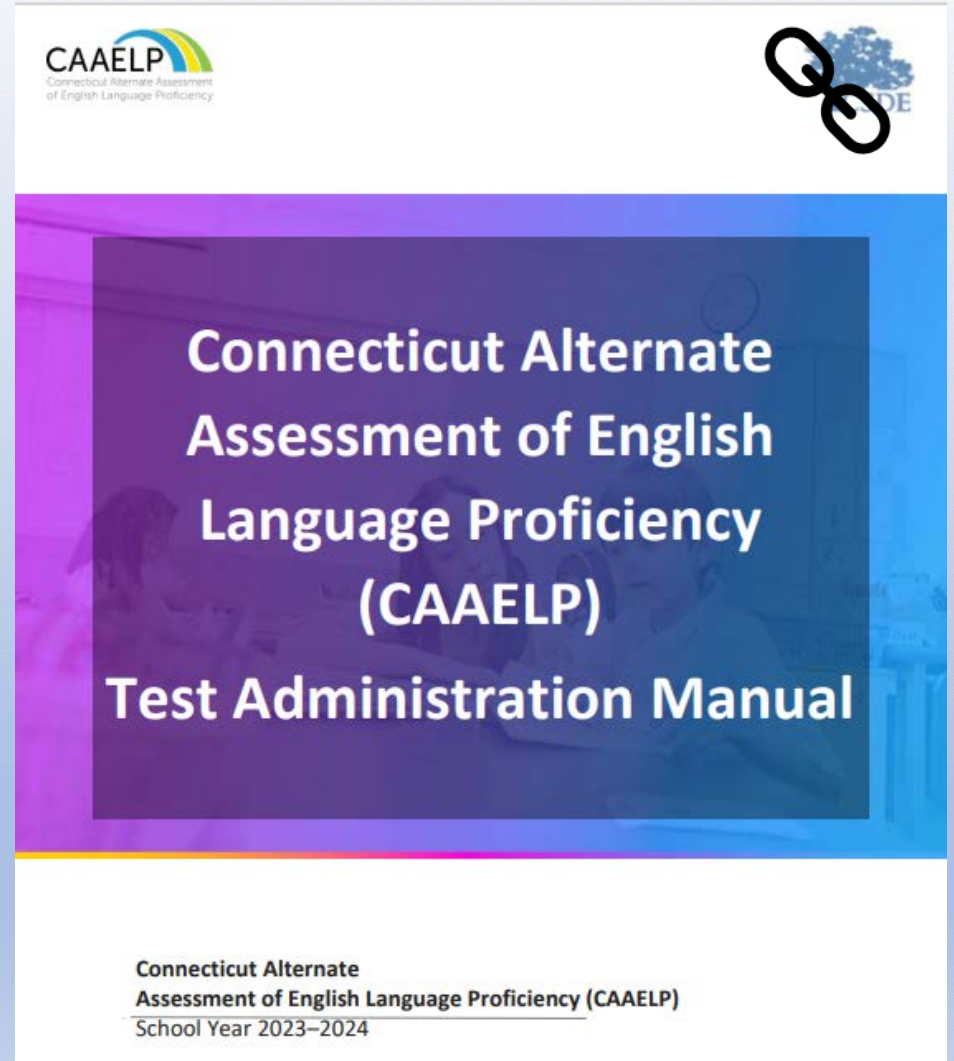
- Ensure all materials including AAC devices are set prior to administration.
- Designated TEA will need complete the following prior to administration:
 - Complete the annual TEA Training
 - Complete [Practice Tests](#) Prior to Administration
 - Review
 - [Connecticut Alternate Assessment of English Language Proficiency \(CAAELP\): Test Administration Manual](#)
 - [CAAELP Accessibility and Accommodations Manual](#)
 - [Early Stopping Rule](#)
 - [Connecticut Alternate Assessment of English Language Proficiency \(CAAELP\) TEA Responsibility Checklist](#)



Connecticut Alternate Assessment of English Language Proficiency (CAAELP): Test Administration Manual

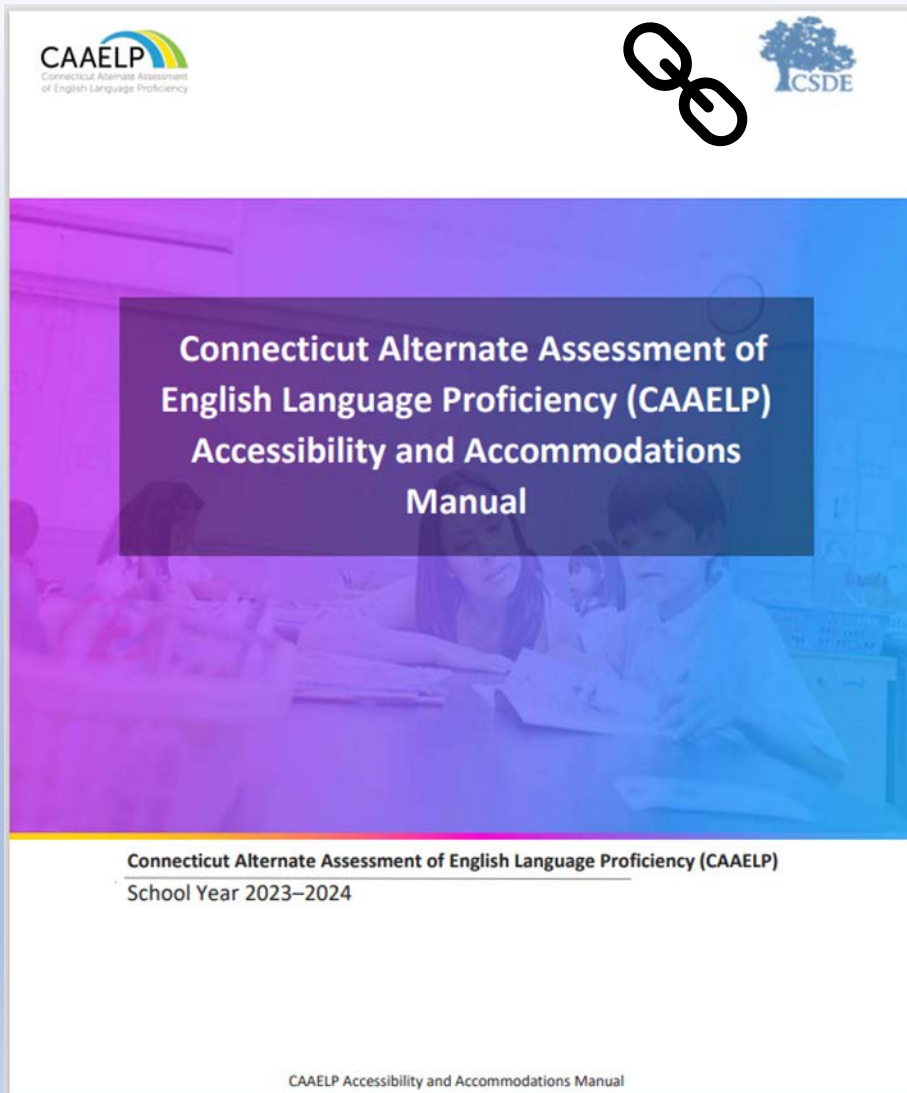


This manual contains the directions to guide the test administrator in test security, administration, accessing secure test materials, logging-in, administering the practice test, and general test administration activities.





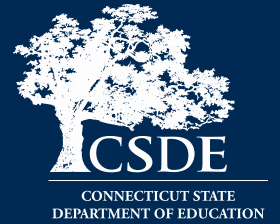
CAAELP Accessibility and Accommodations Manual



This manual provides guidance on the provision of optimal testing conditions and the selection and administration of appropriate universal features, designated supports, and accommodations for eligible ELs/MLs with significant cognitive disabilities.



Connecticut Alternate Assessment of English Language Proficiency (CAAELP) TEA Responsibility Checklist



The responsibilities and suggested steps for test preparation, administration, and after test activities for the Trained TEA are defined in this document.

The thumbnail shows the cover of the 'Connecticut Comprehensive Assessment Program' document. It features the CSDE logo, a chain link icon, and the title 'The Connecticut Alternate Assessment of English Language Proficiency (CAAELP) TEA Responsibility Checklist'. The text on the cover describes the test, its administration by Trained TEAs, and provides a list of responsibilities for Trained TEAs, categorized under 'PRIOR TO TESTING'.

Connecticut Comprehensive Assessment Program

**The Connecticut Alternate Assessment of English Language Proficiency (CAAELP)
TEA Responsibility Checklist**

The Connecticut Alternate Assessment of English Language Proficiency (CAAELP) is a secure test administered to eligible students with significant cognitive disabilities who are dually identified as an English learners/multilingual learners (ELs/MLs) in Grades K-12. The CAAELP was designed to be administered by the Trained Teacher Administering the Alternate (TEA) in a one-to-one test setting with the student. The CAAELP is comprised of four domains—Listening, Reading, Speaking, and Writing—that must be administered by the Trained TEA during the testing window between **February 1 and March 29, 2024**.

The TEA selects the responses indicated by the student in the online test delivery system. One component of the test design requires reading the entire test to the student including passages, items, and responses.

Teachers Administering the Alternate Assessments must access and review the [CAAELP Test Administration Manual \(TAM\)](#), [CAAELP Accessibility and Accommodations Manual](#), and the secure grade/grade band (and Domain-specific test forms [A, B, C, or D]) Directions for Test Administration (DFA) manuals (available in TIDE) and use them in conjunction with test administration. The responsibilities and suggested steps for the Trained TEA are defined below.

PRIOR TO TESTING

- Confirm you have been assigned the user role of TEA by your District Administrator (DA) in TIDE.
- Verify that you can access the TIDE system with your username and established password.
- Review and complete the updated 2023-24 CAAELP/Alt ELPA training at [ELPA 21](#) each school year. Upon completion, print and share your certificate in accordance with your district's policy.
- Ensure the [Connecticut Alternate Assessment Eligibility Form](#) is implemented in CT-SEDS by **December 29, 2023**. As a reminder, eligibility forms are no longer submitted through the Data Entry Interface. A student's alternate assessment eligibility status will be populated nightly from CT-SEDS to TIDE.
- Review each student's Individualized Education Program (IEP) to determine which students are eligible to participate in Connecticut's Alternate Assessment System/CAAELP based on the Planning and Placement Team's (PPT's) decision (reflected on the District and State Testing Accommodations page of the IEP).
- For the small group of students who do not have an established mode of communication, TEA's need to review and administer the [Early Stopping Rule](#) (ESR) Student Response Check by **February 1, 2024**. If the student does not qualify, assess as described in [CAAELP](#).



CAAELP Administration



Required Secure Alternate Assessment Materials for CAAELP



The screenshot shows the TIDE dashboard with the following elements:

- Top navigation: General Resources, **Secure File Center** (highlighted with a red box), Help, and user name Deirdre Ducharme.
- Left sidebar: Preparing for Testing (Users, Students, Test Settings and Tools, Rosters, Order Reports, Secure Testing Materials).
- Center panel: Administering Tests (Monitoring Test Progress, Print Testing Tickets, Appeals 0).
- Right panel: After Testing (Data Cleanup).

The Secure File Center interface displays a table of files with the following columns: File Name, Created On, Expiration Date, Expires In, and Actions. A red arrow points from the 'Secure File Center' link in the dashboard to this interface.

File Name	Created On	Expiration Date	Expires In	Actions
Grade 11 CTAA Directions for Test Administration.zip	3/1/2017 4:38:59 PM		NS	Download
Grade 8 CTAA Directions for Test Administration.zip	3/1/2017 3:46:08 PM		NS	Download
Grade 7 CTAA Directions for Test Administration.zip	3/1/2017 3:48:04 PM		NS	Download
Grade 6 CTAA Directions for Test Administration.zip	3/1/2017 3:43:40 PM		NS	Download
Grade 5 CTAA Directions for Test Administration.zip	3/1/2017 3:43:10 PM		NS	Download
Grade 4 CTAA Directions for Test Administration.zip	3/1/2017 3:42:34 PM		NS	Download
Grade 3 CTAA Directions for Test Administration.zip	3/1/2017 2:43:29 PM		NS	Download



Accessing the Assessment and Required Materials



Secure File Center

System Labels **SHOW**

- TIDE
- Hotline
- General

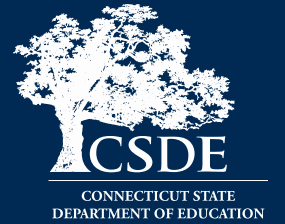
Custom Labels **SHOW**

<input type="checkbox"/>	Name	Created	Expires	Expires In	Actions
<input type="checkbox"/>	CAAELP-2024-Grade 1-Test Administrator Directions and Scoring Rubric Booklets.zip General	02/12/2024 03:44 PM	04/01/2024 12:00 AM	48 days	
<input type="checkbox"/>	CAAELP-2024-Grades 2-3-Test Administrator Directions and Scoring Rubric Booklets.zip General	02/12/2024 03:44 PM	04/01/2024 12:00 AM	48 days	
<input type="checkbox"/>	CAAELP-2024-Grades 4-5-Test Administrator Directions and Scoring Rubric Booklets.zip General	02/12/2024 03:44 PM	04/01/2024 12:00 AM	48 days	
<input type="checkbox"/>	CAAELP-2024-Grades 6-8-Test Administrator Directions and Scoring Rubric Booklets.zip General	02/12/2024 03:44 PM	04/01/2024 12:00 AM	48 days	
<input type="checkbox"/>	CAAELP-2024-Grades 9-12-Test Administrator Directions and Scoring Rubric Booklets.zip General	02/12/2024 03:44 PM	04/01/2024 12:00 AM	48 days	
<input type="checkbox"/>	CAAELP-2024-Kindergarten-Test Administrator Directions and Scoring Rubric Booklets.zip General	02/12/2024 03:44 PM	04/01/2024 12:00 AM	48 days	

- Alt ELPA Operational Test-Grade 1 Listening-SY 23-24 Booklet
- Alt ELPA Operational Test-Grade 1 Reading-SY 23-24 Booklet
- Alt ELPA Operational Test-Grade 1 Speaking-SY 23-24 Booklet
- Alt ELPA Operational Test-Grade 1 Writing-SY 23-24 Booklet



Accessing the Assessment and Required Materials



Once logged into the Student Interface, select which CAAELP test to administer.



Form A

This student has been assigned Form A.

- All Alt ELPA items have item-specific test administrator directions and scripts. These test administrator directions and scripts are found in the Test Administrator Directions and Scoring Rubrics Booklets available in the TIDE system and are considered secure.

Your Tests

Select the test you need to take.

← CAAELP (Alt ELPA)

Grade 1

→ Start Grade 1 CAAELP - Listening This is opportunity 1 of 1	→ Start Grade 1 CAAELP - Reading This is opportunity 1 of 1
→ Start Grade 1 CAAELP - Speaking This is opportunity 1 of 1	→ Start Grade 1 CAAELP - Writing This is opportunity 1 of 1

Once approved for testing and the test begins, you will see the student's assigned form.



Accessing the Assessment and Required Materials



English Language Proficiency Assessment for the 21st Century (ELPA21)
National Center for Research on Evaluation, Standards, and Student Testing
University of California, Los Angeles, GSE&IS

Alt ELPA Operational Test Test Administrator Directions Booklet

Grade 1 Listening Items

School Year 2023-24



English Language Proficiency Assessment for the 21st Century (ELPA21)
National Center for Research on Evaluation, Standards, and Student Testing
University of California, Los Angeles, GSE&IS

Table of Contents:

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Form B Items	26-40
Form C Items	41-56
Form D Items	57-72



CAAELP Resources



- [CAAELP Resources Main Page CSDE](#)
- [CAAELP Resources CAI Portal page](#)
- [Connecticut Alternate Assessment System Eligibility Form](#)
- [CAAELP Training from ELPA21](#)
- [CAAELP Participation Guidelines](#)
- [Comparison of Connecticut Alternate Assessments](#)
- [Connecticut Alternate Assessment of English Language Proficiency \(CAAELP\): Test Administration Manual](#)
- [CAAELP Accessibility and Accommodations Manual](#)
- [Early Stopping Rule](#)
- [Connecticut Alternate Assessment of English Language Proficiency \(CAAELP\) TEA Responsibility Checklist](#)
- [CAAELP Domain Exemption Guidance](#)





Thank you!



Contact Us



Abe Krisst, Chief Student Assessment

**abe.krisst@ct.gov or
ctstudentassessment@ct.gov**

(860) 713-6894

Katie Seifert, Associate Education Consultant

Katherine.Seifert@ct.gov

(860) 713-6722

Deirdre Ducharme, Education Consultant

deirdre.ducharme@ct.gov

(860) 713-6859

Kimberly Johnson, Education Support Specialist

Kimberly.johnson@ct.gov

(860)713-6885

Connecticut Help Desk -

Cambium Assessment

cthelpdesk@cambiumassessment.com

844-202-7583