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

November 7, 2024

Connecticut State Department of Education

Office Hours Information

CONNECTICUT Education

- 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

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- CAAELP Important Dates
- Overview of CAAELP
- CAAELP Eligibility
- CAAELP and the Early Stopping Rule
- CAAELP Domain Exemptions
- CAAELP Training
- Preparing for Administering the CAAELP
- CAAELP Administration

CAAELP
Important
Dates

CAAELP Important Dates

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CAAELP Assessment Window	January 13 - March 7, 2025
Connecticut Alternate Assessment System Eligibility Form completed in CT-SEDS for correct rostering of CAAELP	Finalized and Implemented IEP by December 20, 2024
Early Stopping Rule: TEA administers the Early Stopping Rule Student Response Check (SRC)	December 2, 2024-January 3, 2025
Early Stopping Rule: TEA submits the completed and signed SRC to District Administrator (DA) if eligibility is met.	No later than January 3, 2025
Early Stopping Rule: Submission Deadlines for District Administrators (DAs)*	No later than January 13, 2025
Domain Exemption Window in TIDE *	December 2, 2024 - February 28, 2025

*Must be submitted by District Administrator (DA) in TIDE

CAAELP
Overview

Overview of CAAELP

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- One of three assessments in the Connecticut Alternate Assessment System (CTAA, CTAS, and CAAELP).
- Designated 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 .
  - Meet eligibility criteria documented by the Connecticut Alternate Assessment System Eligibility Form embedded within CT-SEDS.
- Aligned to and derived from the Connecticut English Language Proficiency Standards and English Language Proficiency (ELP) Standards for English Learners with Significant Cognitive Disabilities.

Overview of CAAELP

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- Federally mandated for states to have an Alternate ELP Assessment available to students who meet eligibility criteria.
- UCLA/CRESST and ELPA 21 is responsible for providing online training to educators administering the CAAELP.
- Cambium is the test vendor providing the test delivery system.
- The 2024-25 CAAELP will provide multiple test forms for online administration: Digital test forms A, B, C, and D.

CAAELP
Eligibility

CAAELP Eligibility Criteria

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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 Connecticut 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

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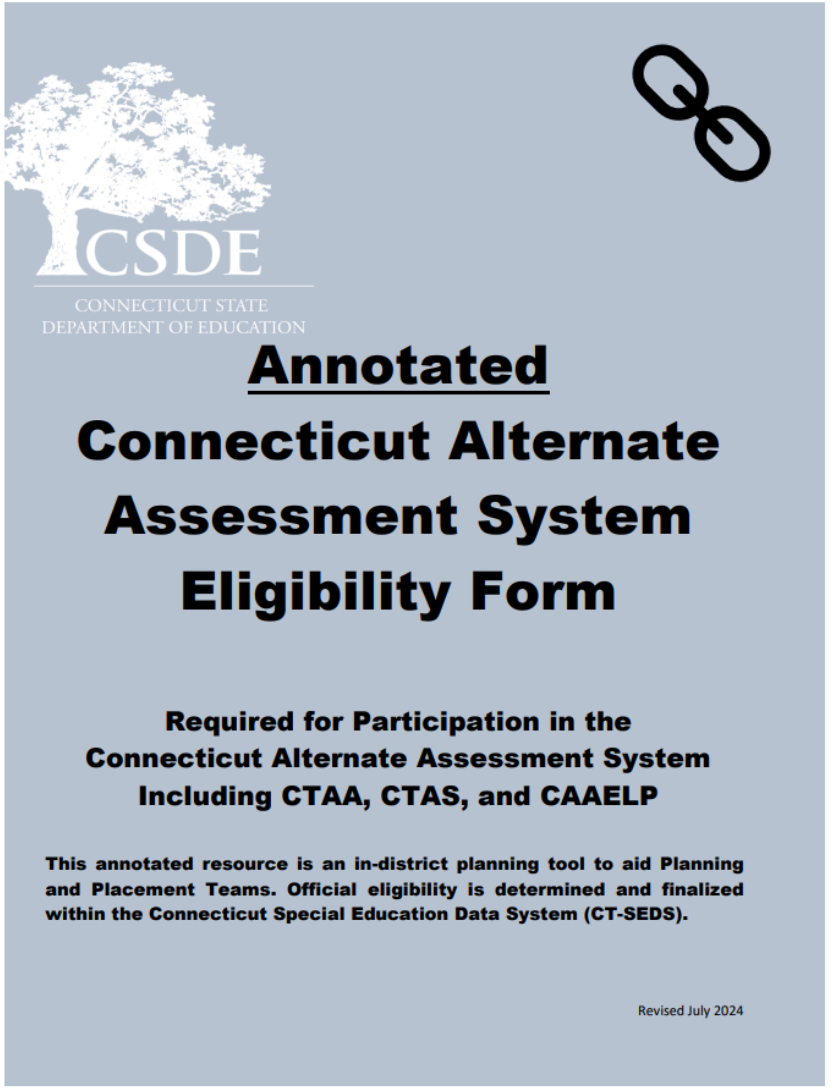
For a student to be eligible for the Alternate Assessment, the PPT must complete the Connecticut Alternate Assessment System Eligibility Form within CT-SEDS as part of the PPT Process documenting a significant cognitive disability.

The 3 criteria that need to be met are:

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



CAAELP Participation Guidelines

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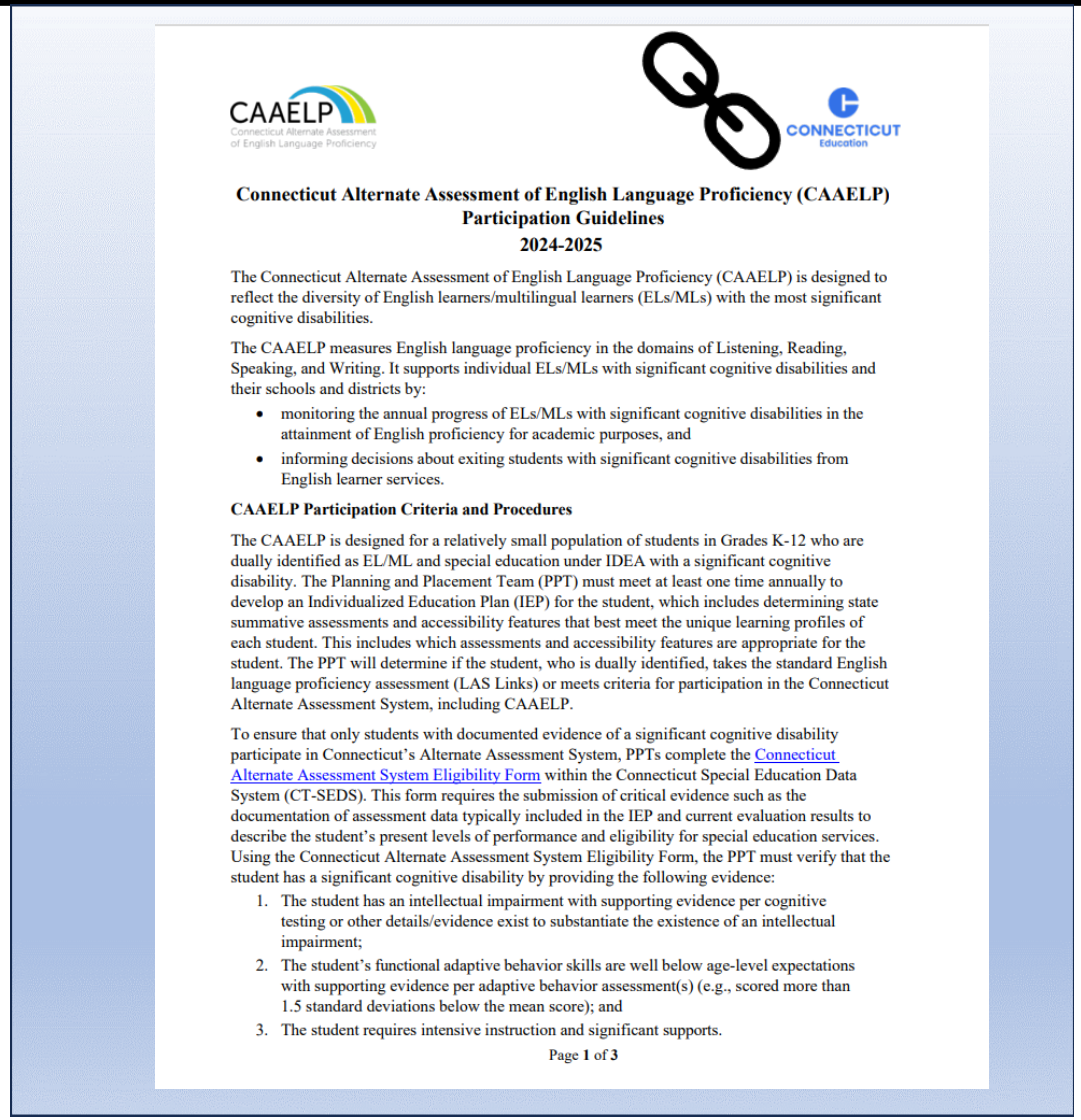
These guidelines describe the purpose, participation criteria, and procedures to determine and document eligibility for the CAAELP.



CAAELP Connecticut Alternate Assessment of English Language Proficiency

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Connecticut Alternate Assessment of English Language Proficiency (CAAELP)
Participation Guidelines
2024-2025

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

The CAAELP is 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, which includes determining state summative assessments and accessibility features that best meet the unique learning profiles of each student. This includes which assessments and accessibility features are appropriate for the student. The PPT will determine if the student, who is dually identified, 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 complete the Connecticut Alternate Assessment System Eligibility Form within the Connecticut Special Education Data System (CT-SEDS). This form requires the submission of critical evidence such as the documentation of assessment data typically included in the IEP and current evaluation results 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. The 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. The student's functional 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
3. The student requires intensive instruction and significant supports.

CAAELP and CT-SEDS

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All Alternate Assessments are documented through the completion of the Eligibility Form within the CT-SEDS platform located within the District and State Testing tile.

Teams should ensure that the:

- Connecticut Alternate Assessment System Eligibility Form is completed in its entirety, including the verification section.
- All grades covered by the duration of the IEP are selected.
- The IEP is finalized and implemented in CT-SEDS.

Eligibility data from CT-SEDS is populated to TIDE nightly. Eligible students will have an activated Alternate Assessment Indicator on the student dashboard.

Alternate Assessment Indicator: ◉ Yes ○ No

CT-SEDS: Alternate Assessment Eligibility

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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?

- [x] Kindergarten Full Day
- [ ] Kindergarten Extended Programs
- [x] 1st Grade

English Language Proficiency Assessment is required for all English Learners Grades K-12.

Has the student been identified as an English Learner?

Yes

Yes

English Language Proficiency Assessment is required for all English Learners Grades K-12.

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

- [x] Yes
- [ ] No

Alternate Assessment Eligibility

The Alternate Assessment Eligibility Form is required. The form must be used to determine the student's eligibility to participate in the 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

- [x] 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)

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- 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) **2024-25 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)

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Important dates for administration and submission deadlines:

- TEA administration of Student Response Check should be completed between **December 2, 2024, and January 3, 2025.**
- TEA submission of **Connecticut Alternate Assessment System Early Stopping Rule Request and Attestation Form** to their District Administrator (DA) for TIDE is due no later than **January 3, 2025**.
- DA submission of **Connecticut Alternate Assessment System Early Stopping Rule Request and Attestation Form** using the TIDE system before **January 13, 2025**.

ESR Submission Tips

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Things to double check before and during the ESR submission in TIDE.

1. Verify the Alt Assessment Indicator 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

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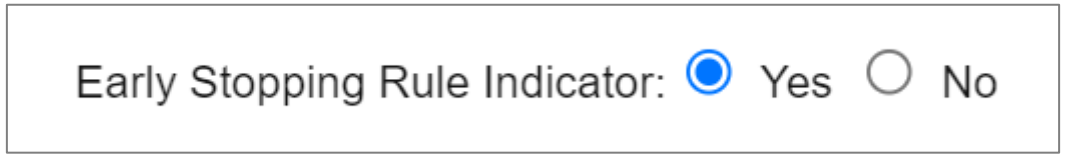
- If approved, you will receive an automatic email from DoNotReply@cambiumassessment.com.
- A nightly upload will mark approved ESR students in TIDE.



- 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

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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		

CAAELP
Domain
Exemptions

CAAELP Domain Exemptions

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

Listening

- 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.

Speaking

- Students who are 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

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- 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,” and
  - Complete CAAELP Domain Exemption items and click submit.
- Must be submitted prior to the student starting testing.
- Window for submission is by **February 28, 2025.**
- Each domain exemption must be submitted separately in TIDE.

Domain Exemption in TIDE - Approved

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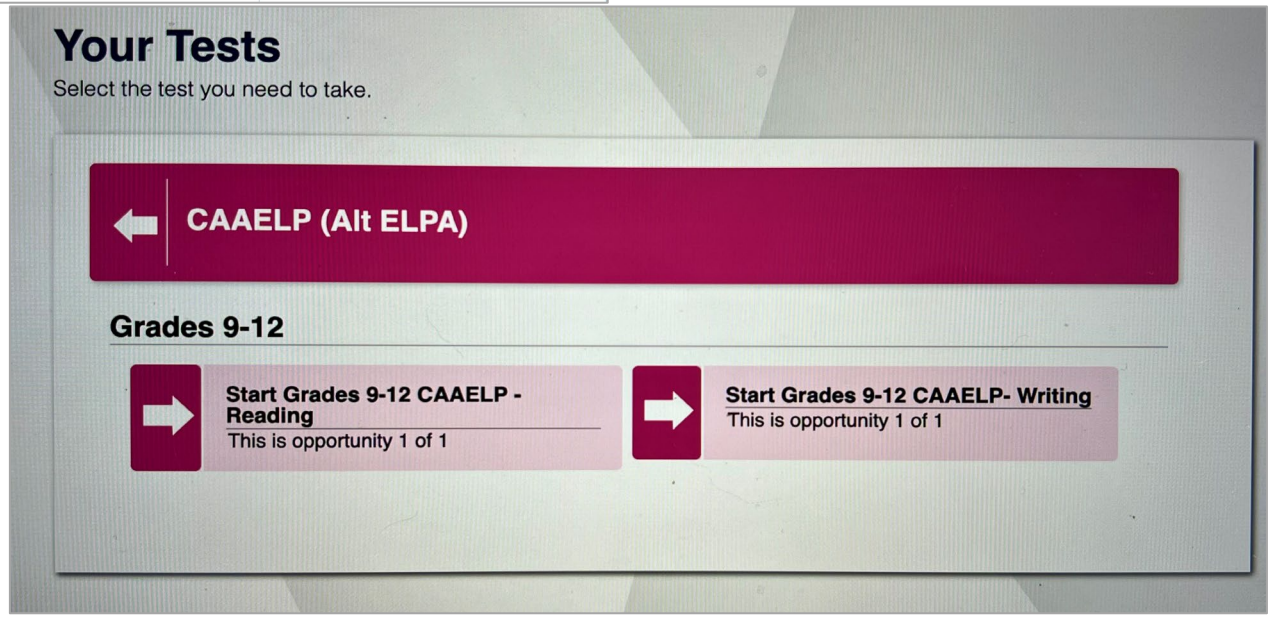
Embedded Accommodation	1) ELA	2) Math	3) Science	4) CAAELP
American Sign Language Video	OFF	OFF	⊗	⊗
Audio Transcriptions	OFF	⊗	⊗	⊗
Braille Type	Not Applicable	Not Applicable	Not Applicable	⊗
Closed Captioning	OFF	⊗	⊗	⊗
Customized Medical Accommodation	OFF	OFF	OFF	⊗
Exempted Domains	⊗	⊗	⊗	Listening , 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.



CAAELP
Training

CAAELP Training

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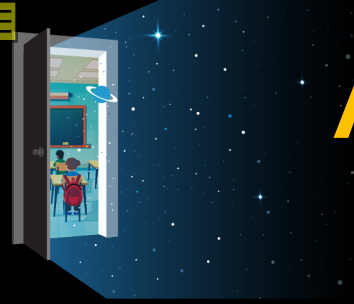
- Training is mandated for any educator administering the CAAELP.
- CAAELP Training must be completed annually.
- Training is recommended for ELACs, DAs, and Special Education Administrators and/or Coaches.
- Separate training modules are available for ELACs and TEAs.
- Certificate should be downloaded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



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

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- Training is online at ELPA 21.
- District Verification code is elpa21.

All CSDE Training Sessions:

CAAELP Office Hours

Resources:

- 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
- Connecticut Alternate Assessment System Early Stopping Rule

CAAELP: Preparing for Administration

Who Administers the CAAELP?

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Educators who complete the online CAAELP Module Alt ELPA Test Administrator Training (2024-2025) 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
- may be administered by **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**.

Preparing for CAAELP Administration

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If applicable:

- Complete ESR and submit prior to administering and CSDE deadline of **January 13, 2025**.
- Complete and submit Domain Exemption prior to administering and CSDE deadline of **February 28, 2025**.

- 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

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As TEAs prepare to administer the summative CAAELP they should ensure all materials including the following:

- Have 2 devices for administration.
- Student device has updated secure browser installed (Technology Resources).
- Review the CAAELP Technology Skills Checklist.
- Student AAC devices are set prior to administering.

Preparing for CAAELP Administration

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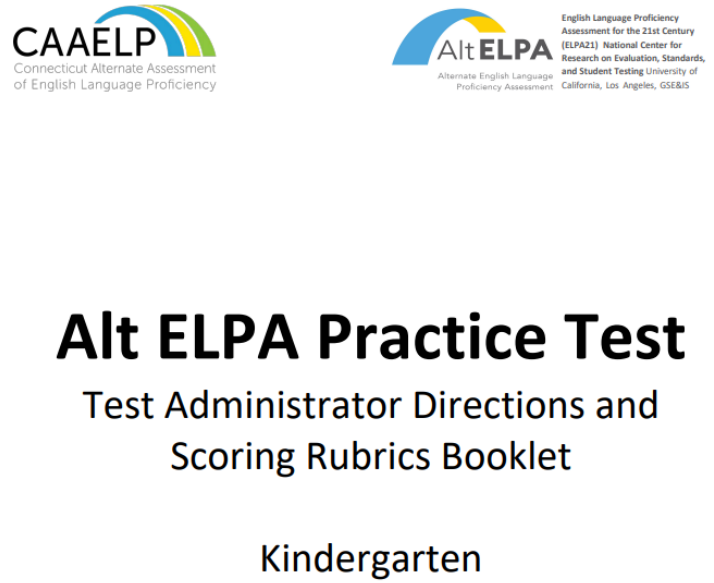
- Ensure all materials including AAC devices are set prior to administration.
- Designated TEA will need to complete the following prior to administration:
  - The annual TEA Training from ELPA21.
  - Administer the Practice Tests Prior to the summative assessment.
  - Review the following resources:
    - Connecticut Alternate Assessment of English Language Proficiency (CAAELP): Test Administration Manual
    - CAAELP Accessibility and Accommodations Manual
    - Early Stopping Rule (if applicable)
    - Connecticut Alternate Assessment of English Language Proficiency (CAAELP) TEA Responsibility Checklist

Practice Test

Practice Test Administrator Directions and Scoring Rubrics Booklets:

- Kindergarten
- Grade 1
- Grades 2-3
- Grades 4-5
- Grades 6-8
- Grades 9-12



CAAELP Practice Test

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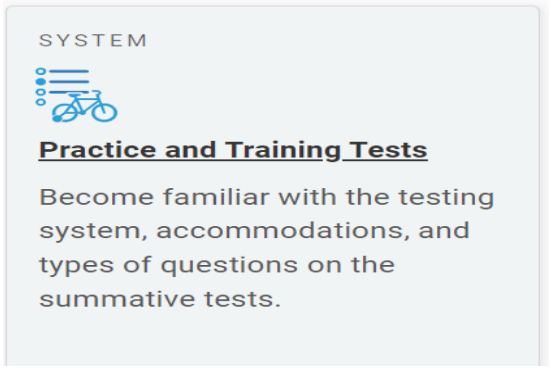
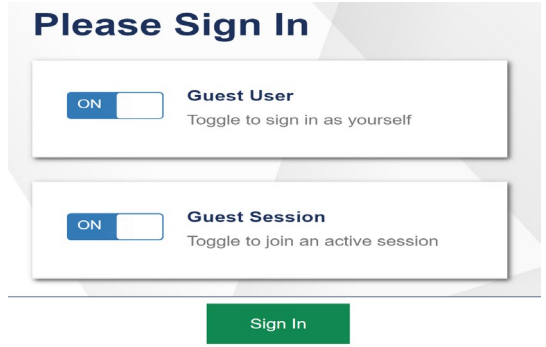
Step 1 Log on to the Connecticut Comprehensive Assessment Program Portal:

https://ct.portal.cambiumast.com/index.html

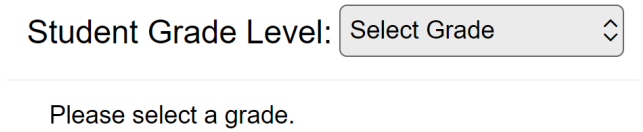
Step 2 Select the Practice and Training Tests.



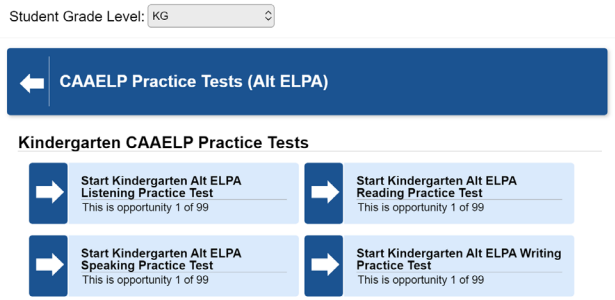
Step 3 Choose Guest User to Sign In, or toggle to sign in the student using their SASID.



Step 4 Select a grade from the drop-down menu.



Step 5 Select the domain-specific Practice and Training Test.



CAAELP Test Administration Manual

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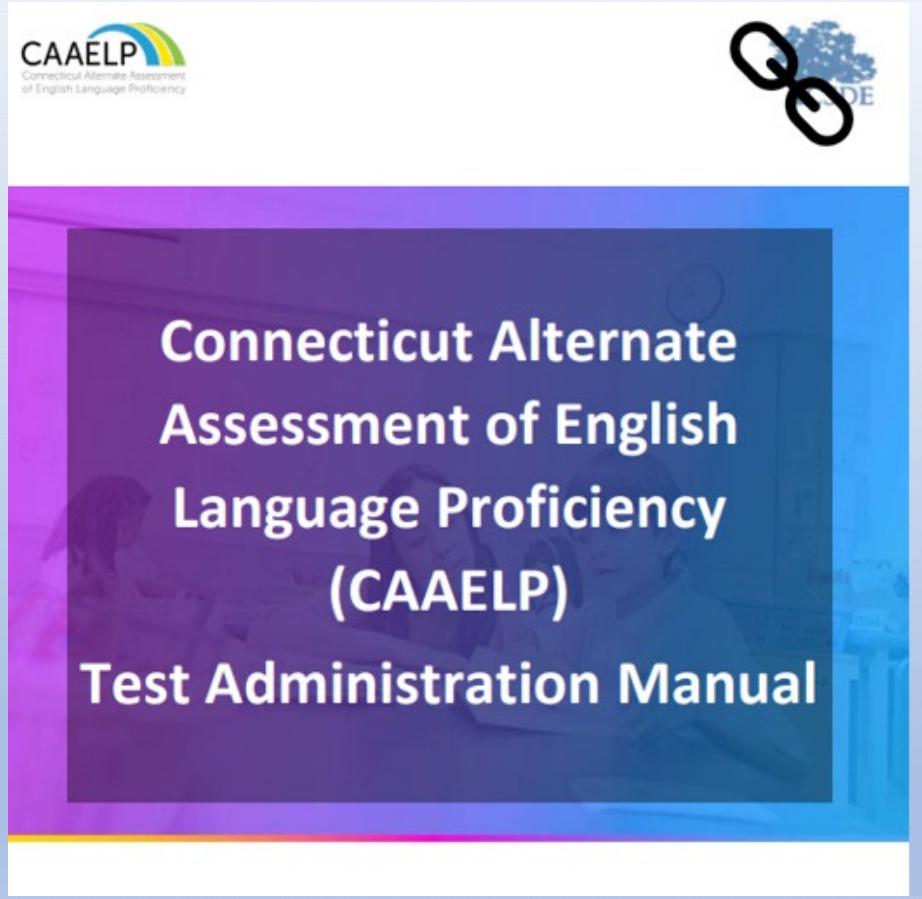
This manual contains the directions to guide the test administrator in test security, administration, accessing secure test materials, logging-in, administering the practice test, and general test administration activities.



CAAELP Accessibility and Accommodations Manual

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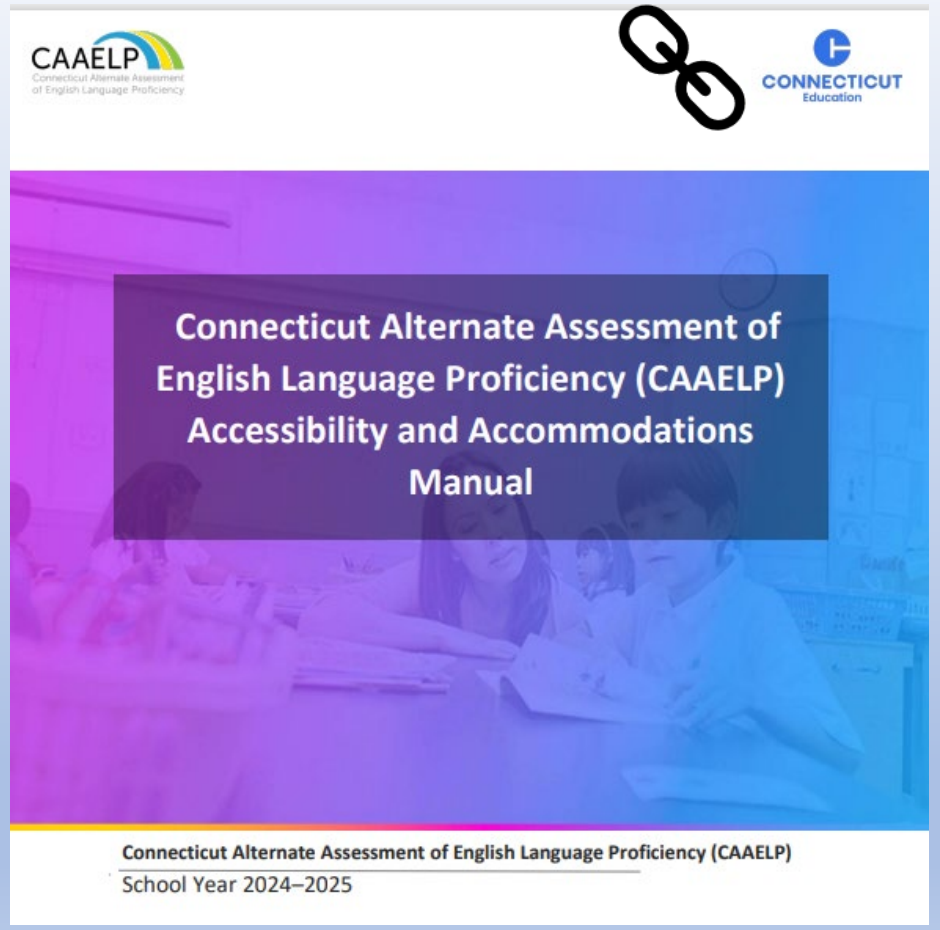

This manual provides guidance on the provision of optimal testing conditions and the selection and administration of appropriate universal features, designated supports, and accommodations for eligible ELs/MLs with significant cognitive disabilities.

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

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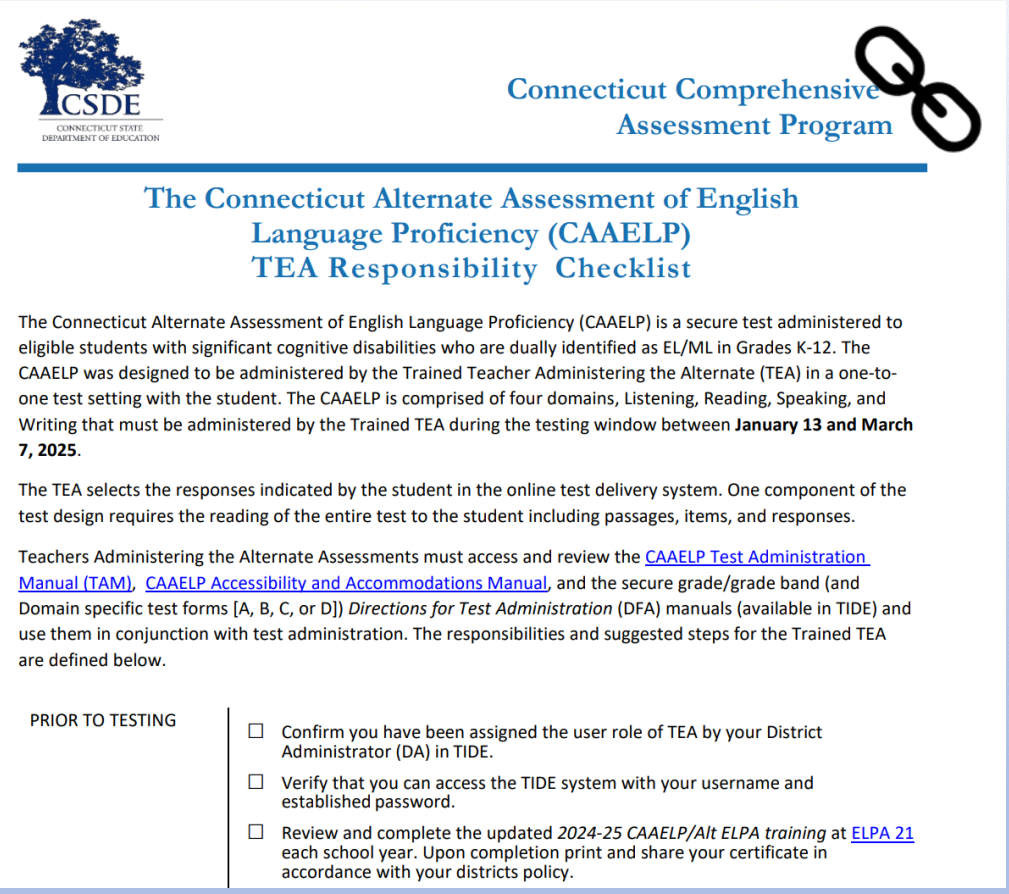
The responsibilities and suggested steps for test preparation, administration, and after test activities for the Trained TEA are defined in this document.



CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

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 EL/ML 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 **January 13 and March 7, 2025**.

The TEA selects the responses indicated by the student in the online test delivery system. One component of the test design requires the reading of 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 *2024-25 CAAELP/Alt ELPA training* at ELPA 21 each school year. Upon completion print and share your certificate in accordance with your districts policy.

Administering the CAAELP

Required Secure Alternate Assessment Materials for CAAELP

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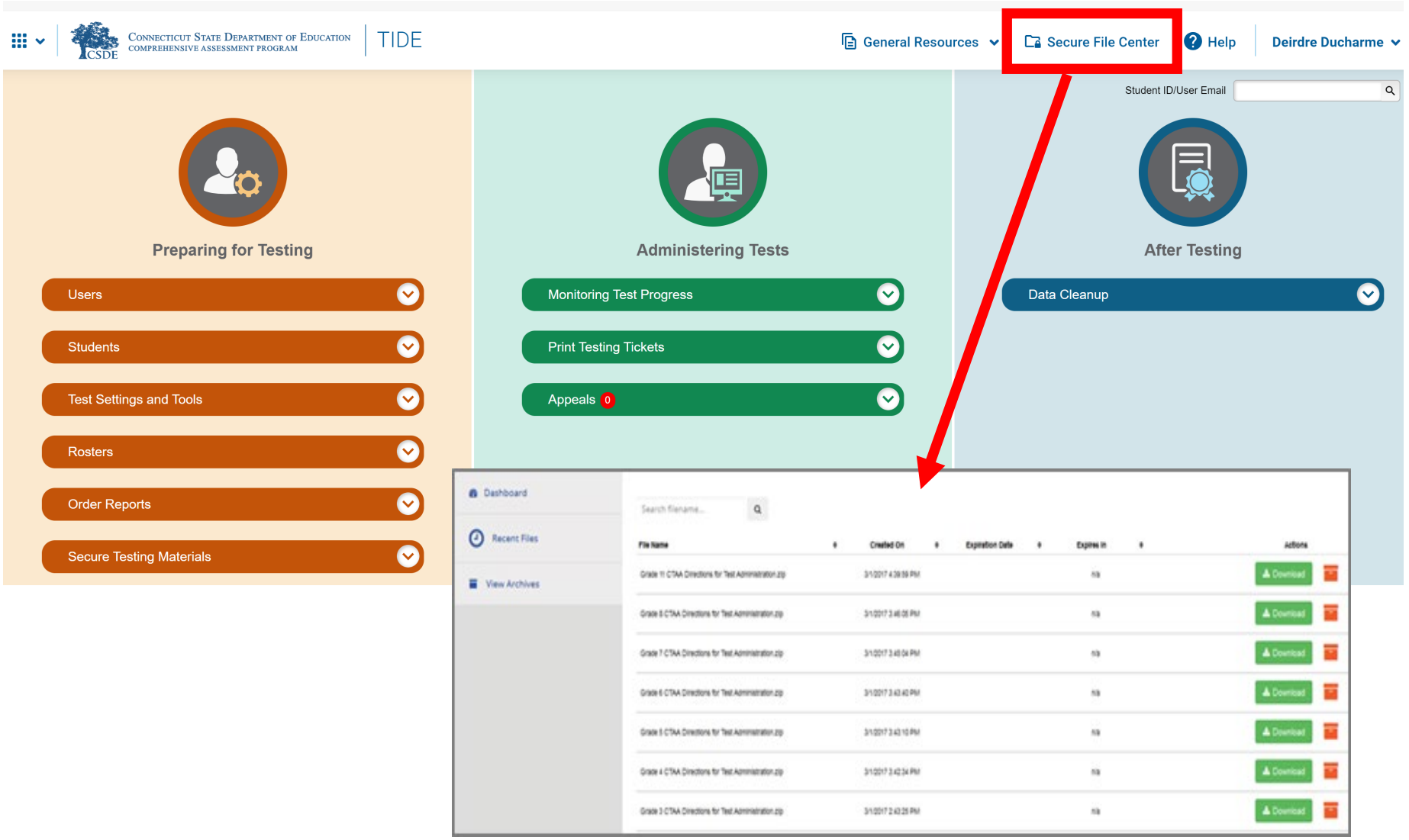

Accessing the Assessment and Required Materials

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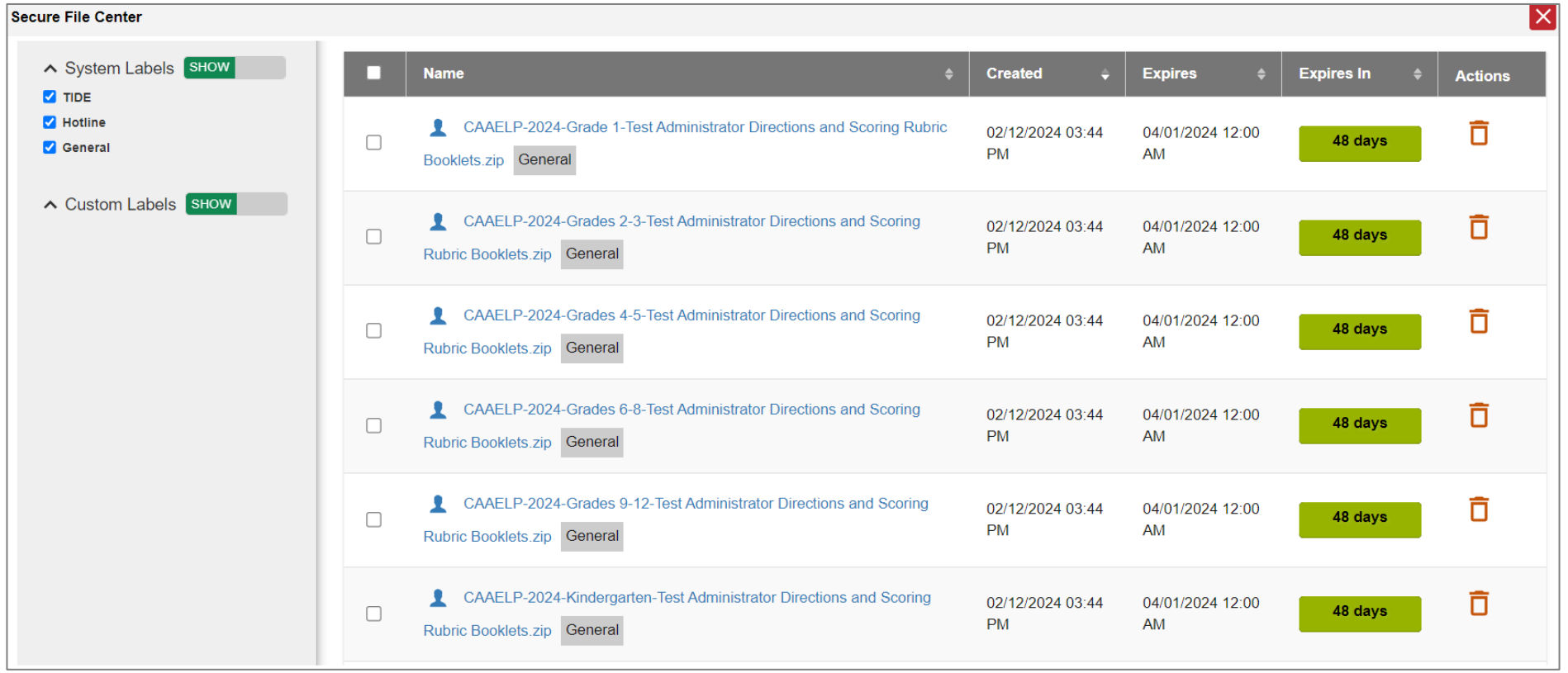

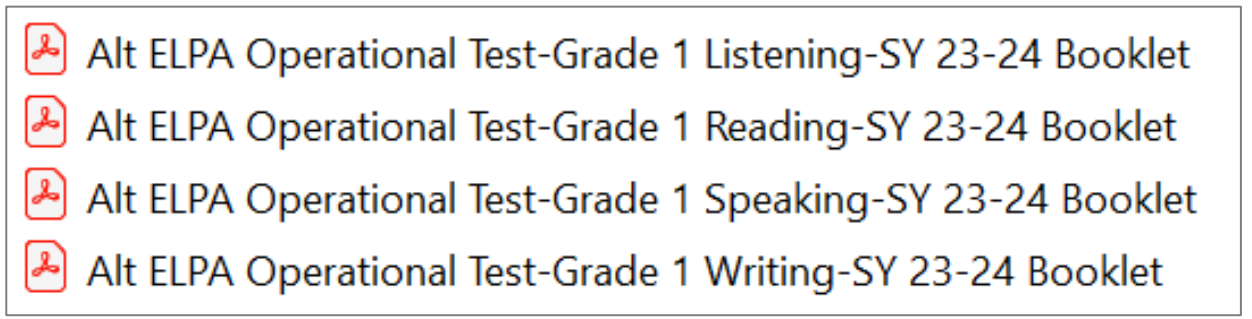

Accessing the Assessment and Required Materials

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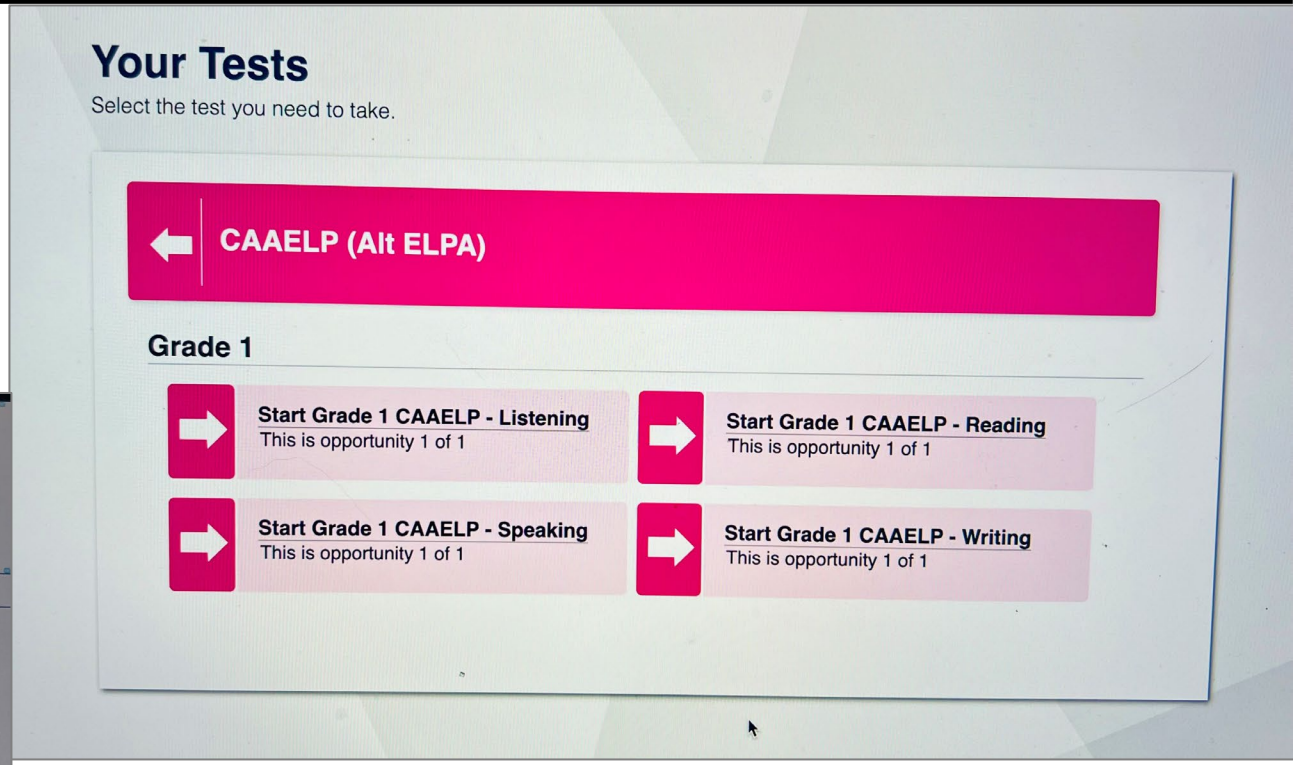
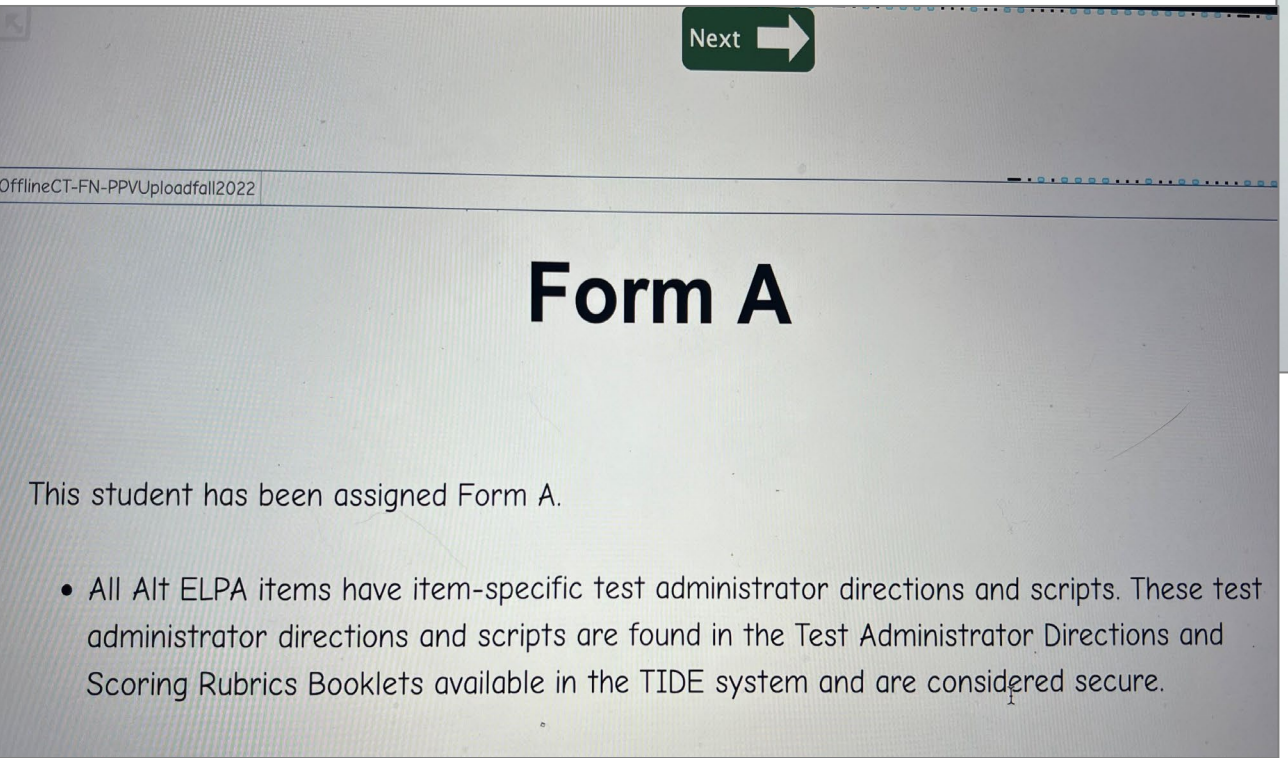
Once logged into the Student Interface, select which CAAELP test to administer.





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

Accessing the Assessment and Required Materials

CONNECTICUT Education

Alt ELPA
Alternate English Language Proficiency Assessment

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 2024-25

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Administering Summative: Domain Order

Test Administrators should administer the CAAELP in the following domain order:

1. Listening
2. Reading
3. Speaking, and finally;
4. Writing

CAAELP Resources

CAAELP Resources

CONNECTICUT Education

- 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
- Determining Student Participation on Connecticut Statewide Summative 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

Contact Us

CONNECTICUT
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Thank you!