




Collaborative for the Alternate Assessment of  
English Language Proficiency

A background image of a classroom with a whiteboard, a clock, and students working at a table. The image is overlaid with a purple-to-blue gradient.

# Connecticut CAAELP Participation Guidelines 2022-2023

**Collaborative for the Alternate  
Assessment of English Language Proficiency**

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## Section I: Introduction

For the purposes of this document and for Connecticut educators, parents, and guardians, the Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP) is also called the Alt ELPA and the nomenclature is considered synonymous.

### Intended Audience

The Connecticut CAAELP Participation Guidelines is primarily for district- and school-level educational and assessment staff, as well as parents/guardians as members of the Planning and Placement Team (PPT), as they make decisions about student participation in the CAAELP, and the accessibility needs of students. This guidance provides information for classroom teachers, English language development educators, special education teachers, and related services personnel to use in identifying the most appropriate assessment of English language proficiency for students with significant cognitive disabilities.

### Recommended Use

The Connecticut CAAELP Participation Guidelines applies to all students identified as English learners/multilingual learners (ELs/MLs) in the Public School Information System (PSIS) who meet eligibility criteria for participation in the Connecticut Alternate Assessment System. These Connecticut CAAELP Participation Guidelines are to be used in preparation for PPT meetings to facilitate appropriate assessment decisions for students who are EL/ML and have significant cognitive disabilities.

### Background Information

The CAAELP was developed by the Collaborative for the Alternate Assessment of English Language Proficiency, a federally funded project that was awarded to the Iowa Department of Education. Iowa is working in collaboration with nine other states (Arizona, Arkansas, Connecticut, Louisiana, Nebraska, New York, Ohio, Oregon, and West Virginia) and the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA.

The Collaborative for the Alternate Assessment of English Language Proficiency developed the Alt ELPA to provide an assessment of English language proficiency for ELs/MLs with the most significant cognitive disabilities.<sup>1</sup> This assessment meets the unique needs of these students and enables the measurement of their progress toward attaining English language proficiency

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<sup>1</sup> “English learners with the most significant cognitive disabilities” is a term used in federal law. In this document, both that term and the term “English learners with significant cognitive disabilities” are used to mean “English learners with the most significant cognitive disabilities.”

based on alternate performance standards.<sup>2</sup> The Alt ELPA was developed to align with English language proficiency standards that correspond to college- and career-ready content standards in mathematics, English language arts, and science. By doing so, it supports the English language and academic skills needed for ELs/MLs with the most significant cognitive disabilities to progress through school ready for post-school success, including independent living, social engagement, employment, and postsecondary education or training.

### **Collaborative for the Alternate Assessment of English Language Proficiency and Underlying Expectations**

Connecticut, as a member of CAAELP, created participation guidelines to ensure the most appropriate test for English language proficiency is selected at the PPT meeting for ELs/MLs with significant cognitive disabilities. To support the PPT decisions regarding eligibility for the CAAELP, team members should be familiar with Connecticut’s CAAELP Participation Guidance. Additionally, because accommodation decisions are critical to student participation, we encourage the PPT to become familiar with the *Alt ELPA Accessibility and Accommodations Manual* to guide the PPT in 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.

Decisions about eligibility and appropriate accessibility and accommodations help produce valid assessment results and support appropriate interpretations and uses of assessment results, ultimately informing instruction. The Collaborative for the Alternate Assessment of English Language Proficiency recognizes that validity, reliability, and fairness of this assessment depends on each EL/ML with significant cognitive disabilities meeting the eligibility criteria and having appropriate access to the assessment including accommodations to show their English language proficiency. The Collaborative for the Alternate Assessment of English Language Proficiency also recognizes the important role of the PPT in making decisions for ELs/MLs with significant cognitive disabilities. See [Table 1](#) for expectations underlying CAAELP Participation Criteria.

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<sup>2</sup> The term “alternate performance standards” corresponds to the term “alternate achievement standards” used in federal law. The term indicates that the performance to which students are held may be different from those for other students, even though the targeted English language proficiency standards for the student’s grade are the same.

**Table 1**  
*Expectations Underlying CAAELP Participation Criteria*

- The student has been identified as an English learner/multilingual learner in PSIS.
- For dually identified students (ELs/MLs with significant cognitive disabilities), the PPT makes the decision about participation in the general English Language Proficiency (ELP) (LAS Links) assessment or the CAAELP.
- The PPT includes parents or guardians of the student as well as an English language development specialist.
- No single individual makes the decision about participation in the CAAELP.
- Parents are provided information in a culturally and linguistically appropriate manner.
- The vast majority of ELs/MLs will participate in the (LAS Links with accommodations as needed
- The PPT has determined the student meets eligibility criteria for the Connecticut Alternate Assessment System using the Connecticut Alternate Assessment System Eligibility Form

### **Purposes of the CAAELP**

English learners/multilingual learners with the most significant cognitive disabilities are generally a relatively small population with highly complex needs. Thus, it is critical that the PPT has current information about student strengths and areas of concern to make informed decisions about instruction and assessment. The selection of the CAAELP is based on this current information which supports eligibility criteria and for participation and the selection of appropriate accommodations. When the PPT makes this assessment determination using current evidence, opportunities for meaningful interpretations of results used in a manner consistent with CAAELP manuals and guidance can occur.

The CAAELP measures English language proficiency in the domains of Reading, Writing, Listening, and Speaking. 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.

The CAAELP assessment is designed to reflect the diversity of ELs/MLs with significant cognitive disabilities. This test is designed to hold high expectations for these students to make progress toward English language proficiency based on alternate performance standards and to acquire discipline-relevant language for grade-appropriate academic content tasks.

## Section II: Connecticut CAAELP Participation Criteria and Procedures

The following expectations serve as the basis for student participation in the Connecticut CAAELP. ELs/MLs with the most significant cognitive disabilities are students:

- who are not proficient in the English language and have been identified as needing English language development services (registered as EL in PSIS);
- who meet the federal definition of an English learner (ESEA §8101(20));
- whose PPT has determined the student meets eligibility criteria for the Connecticut Alternate Assessment System.

The PPT must meet at least one time annually to determine goals and objectives for the student. This includes which assessments are appropriate for the student. This meeting will determine if the student participates in the state's alternate assessments, including the CAAELP. The criteria for participation is based on evidence provided in the [Alternate Assessment System Eligibility Form](#), required for all students in Grades K-12 identified as an EL/ML for whom the PPT has determined will participate in the CAAELP. [Appendix A](#) includes the Alternate Assessment System Eligibility Form. [Appendix B](#) includes the [Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams](#).

### Factors that Should NOT Determine Participation in CAAELP

The need to participate in the CAAELP instead of the LAS Links (with or without accommodations) is **not primarily** the result of the following:

- Time of arrival in U.S. schools
- Language and cultural differences
- History of limited or interrupted formal schooling
- Low English language proficiency or literacy level without the presence of significant cognitive disability
- Student's ability to exit from English learner services
- Excessive absenteeism
- Poor performance or impact on accountability system
- Disability category label
- Special education placement or services
- A single person (e.g., principal, teacher) making the decision

### Potential Unintended Consequences of CAAELP Participation

There are potential consequences associated with participation in any assessment. Some that might be important to consider during the PPT for student participation in CAAELP include:

- Selection of the CAAELP in early grades (e.g., K-2) may influence assessment decisions about participation in future assessment administration of CAAELP rather than a standard assessment
- A change in the student's placement, which may not be reflective of their least restrictive environment
- Differential access to instructional content, perhaps at a reduced level of depth, breadth, and complexity compared to their English learner peers without significant cognitive disabilities
- Possible limitations in the provision of English learner services
- Differential exit criteria from EL/ML services compared to EL/ML peers without significant cognitive disabilities

### **Description of Connecticut CAAELP Participation Criteria**

The [Alternate Assessment System Eligibility Form](#) is used during the PPT meeting to determine if the student identified as an EL/ML with the most significant cognitive disabilities is eligible for participation in the CAAELP. The following are components of the Alternate Assessment System Eligibility Form and the rationale for each. The Trained Teacher Administering the Alternate Assessment (TEA) must submit all responses into the Data Entry Interface (DEI) by the appropriate deadline established by the CSDE. Responses to each component in bold below are required.

- **Is the student identified as an EL/ML in the Public School Information System (PSIS)?** Students with significant cognitive disabilities considered eligible for an alternate assessment may also be dually identified as EL/ML in PSIS. This additional identification is important since these students are expected to participate in an annual English Language Proficiency Assessment in Grades K-12. Only these students identified as EL/ML in PSIS may be considered for participation in CAAELP.
- **Select the student's Primary Disability as evidenced by the most recent Individualized Education Program (IEP).** Generally, the following primary disability categories, based upon data review, are more likely to have a preponderance of evidence supporting participation in the Alternate Assessment System: Autism, Intellectual Disability, Multiple Disabilities, or Traumatic Brain Injury. Other primary disability categories require additional evidence to support participation in an alternate assessment. This additional evidence should demonstrate access barriers to the standard summative assessments regardless of designated supports, accommodations, and assistive technology.

**Please note: Specific Learning Disability, SLD/Dyslexia, and Emotional Disturbance** – Sections 34 CFR 300.309 (3)(a)(1) and (2) and 300.8(c)(4)(i) of the IDEA require that intellectual factors/impairments be ruled out to qualify for special education services under the categories



of a specific learning disability or emotional disturbance. Therefore, students with these primary disability types would not typically qualify to participate in the Connecticut Alternate Assessment (CTAA) for math and English language arts, the Connecticut Alternate Science (CTAS) Assessment, or CAAELP.

**The student must meet all the numbered criteria outlined below to participate in Connecticut Alternate Assessments.**

This student has a significant cognitive disability, as evidenced by:

**1. Student has an intellectual impairment.**

Results of cognitive testing (e.g., Full-Scale IQ score < 70) within 3 years of the current PPT discussion. In the absence of standardized, cognitive assessments/scores, there is evidence [in the IEP] to substantiate the presence of an intellectual impairment.

A student's **cognitive functioning** reflects the student's reasoning, language, memory, and attention skills that may delay the student's ability to meaningfully attain information and demonstrate knowledge.

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

Results of adaptive behavior assessment(s) (e.g., scored more than 1.5 standard deviations below the mean score) within 3 years of the current PPT discussion.

A student's **adaptive behavior** reflects the student's conceptual, social, and practical skills necessary to meet the common demands of everyday life across multiple settings. Adaptive behavior is essential for someone to live independently and to function safely in daily life. Ensure that the evaluations address the degree for which a student's second language acquisition affects the validity and reliability of test findings for a student who is an EL/ML.

**3. Student requires intensive instruction and significant supports.**

The PPT can provide evidence that the student has IEP goals and objectives linked to (and derived from) the Connecticut Core Standards (CCS) and Next Generation Science Standards (NGSS), which are the academic standards for English language arts, mathematics, and science in Connecticut. EL/ML students with significant cognitive disabilities may have goals and objectives related to the Connecticut English Language Proficiency (CELP) Standards within their IEP. To access these standards, students are typically provided repeated access to content in a systematic manner, across multiple settings and subject areas, allowing these students greater opportunity to demonstrate what they know and can do. Supports are individualized and evidenced throughout the student's IEP, particularly in the student's present levels of performance, goals and objectives, accommodations, and related service needs. Students who do not require extensive, repeated, and individualized instruction, and do not use substantial supports to achieve measurable gains in the grade- and age-appropriate curricula, are expected

to take Connecticut's standard assessments with designated supports, accommodations, and assistive technology (if applicable) as indicated in the student's IEP.

Evidence can be provided to members of the PPT demonstrating that the student needs intensive, extensive, and consistent individualized instruction and supports to successfully and meaningfully access the curriculum. These services and supports are needed on a continuous basis throughout the student's school years. Supports might also include assistive technology, personal care attendants, or medical services. Nevertheless, the mere presence of these types of supports does not automatically mean that the student will participate in the CAAELP.

### **Alternate Assessment System Eligibility Form Submission Deadlines/Procedures to Register a Student for Participation in the CAAELP**

Eligibility forms must be submitted by a trained TEA into the DEI between **November 14-December 23, 2022**, for the following students:

- Students in Grade 11 who qualify for the Alternate Assessment System; and
- Students in Grades K-12 who are dually identified as an EL/ML and receive services under IDEA who qualify for the CAAELP and/or CTAA/CTAS.

Eligibility forms must be submitted into the DEI by a trained TEA between **November 14, 2022-March 1, 2023**, for the following students:

- Students in Grades 3-8 who qualify for the Alternate Assessment System; and
- Any new student in Grade 11 or a newly identified EL/ML who qualifies for the CAAELP and/or CTAA/CTAS.

**Note:** Late submissions will only be permitted for those students newly identified for eligibility. In this case, submissions after March 1 will require the TEA to contact the Connecticut CAI Help Desk at 844-202-7583 to activate the Alt Flag Indicator. If this does not occur, students will only have access to the standard assessments (Smarter Balanced, NGSS, SAT School Day, and the LAS Links Assessments).

**For Eligible Students in Grades K, 1 and 2** the PPT team should discuss and complete the Alternate Assessment System Eligibility Form. The trained TEA should submit the form using the DEI. **Note deadlines above.**

Additionally, these students in Grades K, 1 and 2 should be entered by the English Learner Assessment Coordinator (ELAC) on the **English Learners/Multilingual Learners Eligible for the Alternate Assessment Form** provided on the Connecticut Data Recognition Corporation (DRC) LAS Links Website.

**Note:** When the PPT discusses students in Grades K, 1, and 2, the CSDE encourages teams to consider the participation in the LAS Links thoughtfully. These early elementary years are a critical time for the development of language, and for students who are EL/ML, these years are also critical for the development of English. Thus, it may be difficult to determine if an EL/ML with the most significant cognitive disabilities is impacted by their cognitive disability or their English language development needs. These considerations may impact the selection of an appropriate ELP assessment measuring reading, writing, speaking, and listening. Thoughtfully reflecting on participation in the standard assessments, will help to ensure practices of high expectations while also providing evidence that the standard assessment, typically with accommodations, may or may not be the most appropriate assessment for the student with the most significant cognitive disabilities for the following year.

**For Eligible Students in a Grades 3-8 and 11**\_the PPT team should discuss and complete the Alternate Assessment System Eligibility Form. The trained TEA should submit the form using the DEI. **Note deadlines above.**

**For Eligible Students in Grades 9, 10, and 12**\_the PPT team should discuss and complete the Alternate Assessment System Eligibility Form. The trained TEA should submit the form using the DEI. **Note deadlines above.**

Additionally, students in Grades 9, 10, and 12 should be entered by the ELAC on the **English Learners/Multilingual Learners Eligible for the Alternate Assessment Form** provided on the Connecticut DRC LAS Links Website.

For questions please contact the Performance Office at 860-713-6860 or [ctstudentassessment@ct.gov](mailto:ctstudentassessment@ct.gov) .



**Appendix A: [Alternate Assessment System Eligibility Form](#)**

## Connecticut Alternate Assessment System (CTAA, CTAS, & CAAELP) Eligibility Form

STUDENT NAME: \_\_\_\_\_ SASID: \_\_\_\_\_

Is the student identified as an English learner/multilingual learner (EL/ML) in the Public School Information System (PSIS)?

Yes
  No

Please indicate the student's Primary Disability as evidenced by the most recent Individualized Education Program (IEP):

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Autism  | <input type="checkbox"/> Deaf/Blindness             | <input type="checkbox"/> Developmental Delay                              |
| <input type="checkbox"/> Emotional Disturbance*                                | <input type="checkbox"/> Hearing Impairment         | <input type="checkbox"/> Intellectual Disability                          |
| <input type="checkbox"/> Multiple Disabilities                                 | <input type="checkbox"/> Orthopedic Impairment      | <input type="checkbox"/> Other Health Impairment <i>or</i> OHI - ADD/ADHD |
| <input type="checkbox"/> Specific Learning Disability* <i>or</i> SLD/Dyslexia* | <input type="checkbox"/> Speech/Language Impairment |   |
| <input type="checkbox"/> Traumatic Brain Injury                                | <input type="checkbox"/> Visual Impairment          |   |

*\*Please note: Specific Learning Disability, SLD/Dyslexia, and Emotional Disturbance – Sections 34 CFR 300.309 (3)(a)(1) and (2) and 300.8(c)(4)(i) of the IDEA require that intellectual factors/impairments be ruled out in order to qualify for special education services under the categories of a specific learning disability or emotional disturbance. Therefore, students with these primary disability types would not typically qualify to participate in the CTAA, CTAS, or CAAELP.*

The student must meet all of the numbered criteria outlined below to participate in Connecticut Alternate Assessments.

This student has a significant cognitive disability, as evidenced by:

**1. Student has an intellectual impairment.**

- A. No evidence exists to support that this student has an intellectual impairment.  
*STOP: student is not eligible to participate in the alternate assessment system.*
- B. In the absence of standardized, cognitive assessments/scores, there is evidence to substantiate the presence of an intellectual impairment.

**OR**

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

- Assessment Used: (Choose from the drop-down menu)
  - Cognitive Assessment System (CAS)
  - Comprehensive Test of Nonverbal Intelligence (CTONI)
  - Differential Ability Scales (DAS)
  - Kaufman Assessment Battery for Children (KABC)
  - Naglieri Nonverbal Ability Test (NNAT)
  - Pictorial Test of Intelligence (PTI)
  - Reynolds Intellectual Assessment Scales (RIAS)
  - Stanford-Binet Intelligence Scale (SB)
  - Test of Nonverbal Intelligence (TONI)
  - Universal Nonverbal Intelligence Test (UNIT)
  - Wechsler Adult Intelligence Scale (WAIS)
  - Wechsler Intelligence Scale for Children (WISC)
  - Wechsler Intelligence Scale for Children Spanish
  - Wechsler Nonverbal Scale of Ability (WNV)
  - Wechsler Preschool & Primary Scale of Intelligence (WPPSI)
  - Woodcock-Johnson Test of Cognitive Abilities (WJ)
  - Other (Specify): \_\_\_\_\_
- Date Completed: \_\_\_\_\_ (mm/dd/yyyy)
- Composite Name: \_\_\_\_\_ Composite Score: \_\_\_\_\_

**2. Student has adaptive behavior skills 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)).

*STOP:* student is not eligible to participate in the alternate assessment system.

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

- Assessment Used: (Choose from the drop-down menu)
  - Adaptive Behavior Assessment System (ABAS)
  - Scales of Independent Behavior-Revised (SIB-R)
  - Vineland Adaptive Behavior Scales (VABS)
  - Other (Specify): \_\_\_\_\_
- Date Completed: \_\_\_\_\_ (mm/dd/yyyy)
- Composite Name/Functional Level: \_\_\_\_\_

**3. Student requires intensive instruction and significant supports.**

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

*STOP:* student is not eligible to participate in the alternate assessment system.

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.



## Connecticut Alternate Assessment System Eligibility Form

### VERIFICATION SECTION

1. I verify that supporting evidence related to the student's assessment options was discussed at the Planning and Placement Team (PPT) on \_\_\_\_\_ (mm/dd/yyyy, date of PPT) to determine eligibility for participation in applicable Connecticut Alternate Assessments: the Connecticut Alternate Assessment (CTAA) for English Language Arts and Mathematics, the Connecticut Alternate Science (CTAS) Assessment, and the Collaborative for the Alternate Assessment for English Language Proficiency (CAAELP) for students identified as an English learner/multilingual learner (EI/ML) with significant cognitive disabilities.
2. Evidence reviewed during the PPT was used to determine that the student meets all three evidence-based criteria for participation in the Connecticut Alternate Assessment System:
  - a) Student has an intellectual impairment with supporting evidence per cognitive testing or other details/evidence exist to substantiate the existence of an intellectual impairment.
  - b) 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).
  - c) Student requires intensive instruction and significant supports.

This student is eligible for and will participate in Connecticut Alternate Assessments during the current school year as indicated in the assessment areas of their Individualized Education Program (IEP). The Connecticut Alternate Assessment System Eligibility Form must be submitted through the Data Entry Interface by the appropriate due date each year for students in applicable testing grades for the assessments indicated below:

Grades 3-8 and 11	CTAA for English language arts and math
Grades 5, 8 and 11	CTAS for Science
Grades K-12	CAAELP for English learners/multilingual learners (ELs/MLs) with significant cognitive disabilities

**Note:** If the student *does not* meet all three evidence-based criteria for participation in Alternate Assessments as indicated above, the student will participate in the standard state-wide assessments with designated supports, accommodations, and assistive technology (if applicable) as indicated throughout their IEP.

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*Note: Once this form is completed and approved by the Planning and Placement Team, please provide a copy to the Director of Special Education, the District Administrator for testing, and the following if applicable: the Connecticut SAT School Day Coordinator and the District English Learner Assessment Coordinator.*

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**Primary Special Education Teacher/TEA**

Printed Name: \_\_\_\_\_  
*(Please Print)* *Telephone Number*

Signature: \_\_\_\_\_ EIN: \_\_\_\_\_  
*10-digit Educator ID Number* *Date*

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**Note:** TEAs do not need to provide their EIN on this paper form, however they will include their EIN when submitting this form in the Data Entry Interface to register the student to participate in the Alternate Assessment System.

**Appendix B: [Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams](#)**



## Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams

This document should be used prior to Planning and Placement Team (PPT) meetings to prepare for discussion.

### Considerations:

- Records that include results of cognitive testing, adaptive behavior assessments, achievement tests, district-wide assessments, and English language proficiency assessments, if applicable.
- Examples of curriculum, modifications and accommodations, instructional objectives, and materials/work samples from school or community-based programs. (May include Accessible Educational Materials [AEM])
- The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature; and (b) uses substantially adapted materials, assistive technology, and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Begin here:

Is the student receiving special education services and has an active IEP?

YES

NO

If YES, continue to the next 2 qualifying questions.

1. Does the student have evidence of a significant cognitive disability?

A. Does the student have an intellectual impairment? (As evidenced by cognitive assessments/other evidence to substantiate an intellectual impairment.) AND

B. Does the student have adaptive behaviors well below age-level expectations? (As evidenced by adaptive behavior assessments.)

YES to both

NO

AND

2. Does the student require intensive instruction and significant supports to access information and acquire, maintain, demonstrate, and transfer skills?

YES

NO

If you answered YES to ALL the questions based on evidence obtained, the student is eligible to participate in the Connecticut Alternate Assessment System.

The Connecticut Alternate Assessment System includes:

- The Connecticut Alternate Assessment (CTAA) -English Language Arts and Mathematics for Grades 3-8 & 11;
- The Connecticut Alternate Science (CTAS) Assessment for Grades 5, 8, & 11; and
- The Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP) for English learners/ multilingual learners in Grades K-12

NO



STOP

Student is not eligible to participate in any Connecticut Alternate Assessment and must be assessed with Connecticut standard assessments using designated supports, accommodations and assistive technology (if applicable) as indicated throughout the IEP.



Collaborative for the Alternate Assessment of  
English Language Proficiency

**Collaborative for the Alternate Assessment of English Language Proficiency**

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