CAAELP Office Hours Script

January 15, 2026

Slide 1: Cover Slide CAAELP Office Hours

No script.

Slide 2: Agenda

No script.

Slide 3: CAAELP Administration Window for 2025-2026

Please mark your calendars with these important CAAELP dates related to the test window and submission deadlines.

Slide 4: CAAELP Training

Training is required annually for CAAELP. Educators Administering the Alternate (TEA's) play a critical role in test administration. Annual training provides current information on system enhancements and changes and helps to ensure student results and associated interpretations are valid and reliable.

It is recommended that ELACs, Special Education Central Office Staff, and DAs set up a process to ensure training completion procedures within their district for their staff. There is a separate overview training available for ELACs, special education administrators, and DAs.

Districts under the guidance and direction of the Performance Office should ensure compliance with training, district policies and procedures relating to CAAELP administration. A certificate can be downloaded and printed from the training site. This should be maintained locally through a process determined by the district. The CSDE does not provide these certifications; however, they can request training certification and verification from districts.

It should be noted that this training is provided by CRESST and ELPA 21 and may vary from Connecticut-specific policies. Therefore, educators should review and be familiar with all CAAELP-specific guidelines and manuals prior to administering the test.

We are now going to walk you briefly through the process to access the CAAELP training on the ELPA 21 platform.

Slide 5: CAAELP Training—Continued

The mandatory CAAELP Training is live on ELPA21. To access the training, TEAs can go to [CAAELP Test Administration Training](). The District Verification code is elpa21 for all districts and APSEPs. For APSEPS, if you do not see your school, you will register under the district in which your student(s) are LEAs.

- [Directions for Accessing Training For New Users]()

- [Directions for Accessing Training For Returning Users]()

CSDE-Specific Resources to review as part of training:

- [Connecticut CAAELP Participation Guidelines]()

- [CAAELP Domain Exemptions]()

- [Connecticut Alternate Assessment System Early Stopping Rule and Student Response Check]()

- [CAAELP Accessibility and Accommodations Manual]()

Slide 6: Resources for PPT and Section 504 Teams

The Resources for PPT and Section 504 Teams is a great resource for teams on training for our ELP assessments. This training will be posted here along with other ELP trainings and accessibility trainings for LAS Links. Coming soon, we will be posting training on ELP assessments and CT-SEDS.

Slide 7: ELP and Special Populations

It is important for continued collaboration with EL/ML educators and ELACs, special education, and 504 Case Managers throughout the school year to ensure the following listed below.

This is so important as PPTs and 504 Meetings happen all year long. This collaboration is important on so many levels, and in relation to summative testing because if a student's eligibility changes or their accommodations change during the testing window, and they have already begun testing, this could trigger an appeal. Students who are tested with incorrect accommodations or on the wrong assessment due to IEP or 504 Plan changes during the window may need to retest. We hope to avoid errant testing.

It is so important that when PPTs and 504 Teams are planning for summative assessments that you are planning for the grades that span the duration of the plan and, if applicable,

that the Connecticut Alternate Assessment Eligibility Form is completed for EL/ML students in Grades K–12.

Slide 8: Eligibility for the Connecticut Alternate Assessment System

No notes

Slide 9: Alternate Assessment Eligibility Determination

For a very small percentage of students with the **most** significant cognitive disabilities, the PPT may determine the student is eligible for the Connecticut Alternate Assessment System (CTAA, CTAS, and CAAELP). At the PPT, the team will discuss, review, and complete the Alternate Assessment Eligibility Form within CT-SEDS to determine if a student is eligible for CAAELP and CTAA/CTAS.

During the PPT, the team should review the student's current learning profile and evaluations when screening for student eligibility using the embedded Connecticut Alternate Assessment System Eligibility Form. The team will need to review and document the following evidence:

1. Has the presence of an intellectual disability (teams should be using current cognitive assessments supporting that the student has a significant cognitive impairment (composite score FSIQ below 70)). In the absence of standardized cognitive assessments/scores, the team should have evidence to substantiate the presence of an intellectual impairment through other tools and non-standardized assessment methods. AND
2. Has functional adaptive skills substantially well below age/grade level (functional adaptive behavior is defined as those conceptual, social, and practical skills necessary to meet the common demands of everyday life across multiple settings). Results from the functional adaptive behavioral assessment should be more than 1.5 standard deviations below the mean score. AND
3. Receives intensive/extensive instructional support services (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). 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. For students identified as EL/ML the PPT can provide evidence that the student has IEP goals that

support English language development linked to (and derived from) the Connecticut English Language Proficiency (CELP) Standards.

4. Finally, if the team determines that the student meets eligibility criteria, they will complete the verification section within CT-SEDS that attests that the student meets all three eligibility criteria. Please note, all evidence for composite scores in the eligibility form **must** be numerical and current.

Teams may also use the [Annotated Connecticut Alternate Assessment System Eligibility Form](#) to aid in PPT discussion and review of eligibility criteria.

Slide 10: CAAELP and CT-SEDS

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

Teams should ensure that:

- Alternate Assessment System Eligibility Forms are completed in their entirety, noting current evidence, through the PPT process in CT-SEDS.

- The team completes the verification section in CT-SEDS.

- All grades covered by the duration of the IEP are selected. If the student's grade of enrollment is not selected on the statewide testing tile, the student will not have access to the CAAELP.

- The IEP is finalized and implemented in CT-SEDS, which will activate/turn on the Alternate Assessment Indicator in the TIDE system.

Slide 11: CT-SEDS: Alternate Assessment Eligibility

This is an example of what PPTs review and complete in CT-SEDS. The PPTs can select the Connecticut Alternate Assessment System from the CT-SEDS Statewide Testing Module in the first image. Please note, teams should plan for the grades that span the duration of the IEP.

If "YES" is selected for the item "Is the student being considered to participate in the Connecticut Alternate Assessment System," the Connecticut Alternate Assessment System Eligibility Form will pop up on the screen for completion as seen in the second image. The PPT will complete and provide evidence of an intellectual impairment, functional adaptive skills well below age/grade level expectations, and provide confirmation that the student requires intensive and extensive instruction. Finally, they will verify this information and click save.

The CSDE is importing Alt-Eligibility data from CT-SEDS to populate the Alternate Assessment Indicator in TIDE for finalized and implemented IEPs that have a completed Alternate Assessment Eligibility Form.

Slide 12: CAAELP Participation Guidelines

The CAAELP Participation Guidelines document provides a brief overview of the participation criteria and procedures that teams should consider when determining and documenting eligibility for the CAAELP and the Connecticut Alternate Assessment System. For ELs/MLs with the **most** significant cognitive disabilities this should be reviewed beginning in pre-k transitions to K through Grade 12 and transition services.

Additionally, this document discusses participation in relation to the ESR and Domain Exemptions.

Slide 13: Early Stopping Rule (ESR) and Student Response Check (SRC)

No script.

Slide 14: CAAELP Early Stopping Rule (ESR)

Most students eligible to participate on alternate assessments will be able to complete the assessments. This is because they can access the test questions and communicate their responses when provided supports and accommodations that mirror those provided during instruction. However, a small percentage of students with the most significant cognitive and functional adaptive behavioral needs have no observable way to communicate responses to participate in classroom or large-scale assessments.

The CSDE developed a method for identifying and determining the eligibility of these students prior to the testing window using a special test code status called the Early Stopping Rule (ESR). Students that qualify will not take the CTAA, CTAS, or CAAELP (if the student is identified as EL/ML) during the assessment window. This is because they are not able to demonstrate an observable mode of communication during the completion of the Student Response Check (SRC). Instead, the ESR special code status counts these students as test participants with the understanding that they meet specific eligibility criteria through the ESR identification processes.

What process is used to identify students?

For this small group of students with these characteristics, trained TEAs will follow the instructions in the Early Stopping Rule document to determine eligibility (a link to the guide is included in this presentation).

Slide 15: Early Stopping Rule (ESR) and Student Response Check Administration—Continued

Trained TEAs familiar with the student complete the Student Response Check (SRC) and complete the SRC Behavioral notes.

Administer SRC Day 1 and the 3 student response checks on day 1 and document observational/behavioral notes.

If no observable mode of communication—proceed to SRC Day 2.

If there is an observable mode of communication (even if incorrect) discontinue the SRC and ESR.

Administer SRC Day 2 at a different time than day 1 and the 3 student response checks on day 2 and document observational/behavioral notes.

If no observable mode of communication—proceed to SRC Day 2.

If observable mode of communication (even if incorrect), discontinue SRC and ESR.

Administer SRC Day 3 at a different time than days 1 and 2 and the 3 student response checks on day 3 and document observational/behavioral notes.

If no observable mode of communication occurred on any of the 9 trials (3/day), then the ESR Request and Attestation form must be completed and submitted to the DA with the SRC Admin. Behavioral Notes.

Slide 16: CAAELP Early Stopping Rule (ESR) Submission Deadlines

Just to review again, the important dates for administration and the deadlines for submission for the ESR are as follows:

- The TEA should have conducted 3 separate administrations, on three separate days and times for the Student Response Check between **December 1, 2025**, and **January 5, 2026.**

- The TEA should have already completed and submitted the **Connecticut Alternate Assessment System Early Stopping Rule Request and Attestation Form** to their DA in TIDE prior to **January 5, 2026**.

- The DA will submit the **Connecticut Alternate Assessment System Early Stopping Rule Request and Attestation Form** using the TIDE system before **January 12, 2026.**

- Please note, late submissions may be denied.

For students taking the CAAELP, educators will want to ensure they are completing this prior to the start of the testing window.

Once these steps are completed, the CSDE will review and process the ESR requests. Upon approval, an ESR designation will be reflected on the student's TIDE Dashboard. Our test vendor, CAI, will close out the students' tests since students will not be taking the assessments. Please note, an ESR approval will apply to all alternate assessments applicable to the student (CTAA and CTAS).

Slide 17: ESR Submission Tips

DA's may want to review the How to Submit the Early Stopping Rule (ESR) Request and Attestation Form in TIDE for District Administrators prior to entering in the ESR submission into TIDE.

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

1. Verify the Alt Assessment Indicator is set to "Yes" in TIDE.

2. SRC Behavioral Notes clearly specify the 3 separate dates and a total of 9 trials with detailed information.

3. Review the Attestation Form and SRC Behavioral Notes 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.

   e) SRC Behavioral Notes indicate no observable mode of communication for all 3 SRC dates and the 3 trials per day. Responses do not have to be correct. A response is an observable mode of communication.

Slide 18: ESR in TIDE—Approval

You will know if, and when, your ESR form is approved, as the DA in TIDE will receive an email letting them know that the form has been approved. The DA will also receive an email if your form is rejected or needs additional information.

All ESR students will be marked as such in TIDE via a nightly upload during the test windows. This means that once approved, all users can see the ESR flag for approved students on their student profiles in TIDE. We recommend using this indicator to help you to remember which students' ESR forms have been approved.

Once approved, you do not need to take any further action. TEAs should not log into the student interface and administer, or even open, any tests for this student. If you do so, you will have to file an appeal in TIDE to have the form reset. Cambium staff are responsible for closing out all eligible tests for approved ESR students.

Slide 19: ESR in TIDE—Approved and Test Closed

As Cambium closes all eligible tests for an approved ESR student, you will begin to see these tests under "Student Participation" on the student's TIDE profile. Since Cambium staff is closing the tests, you may not recognize the TA Name. Cambium also closes the tests on their own schedule, so completed tests may appear at any time; there is no specific timeline. So as completed tests under different TA names begin popping up on an approved ESR student's profile, please do not be concerned! You do not need to take any action.

Slide 20: CAAELP Domain Exemptions

No Script.

Slide 21: CAAELP Domain Exemptions—Eligibility

A small group of students who qualify for CAAELP may be exempt from the Listening or Speaking Domain due to complexities of their disability. Domain Exemptions are available on the Listening or Speaking subtests for the following students:

- Students who are identified as D/deaf or hard of hearing may not be able to participate in the Listening Domain due to this disability even with the use of amplification or a human reader/signer.

- Students who are non-verbal, non-speaking or unintelligible and, even when provided with assistive technology or augmentative and alternate communication supports, may not be able to participate in the Speaking Domain.

The special education case manager, El/ML staff, and pupil services team should collaborate to determine if a student requires the Domain Exemption and submit the Domain Exemption Form between December 1, 2025, and February 27, 2026.

Slide 22: Domain Exemption Submission Dates

Please note the CSDE reviews all Domain Exemptions. Currently, there has been a very small number of LAS Links Domain Exemption submission in comparison from last year at this time. Please note the CSDE may not process late submissions for the LAS Links after this date. Late submissions for the LAS Links should be rare and only in the event of late arrival or EL/ML status update in CT-SEDS.

For CAAELP, late submissions will not be processed as the collection window closes on 2/27/26.

Slide 23: Domain Exemption Tips

Here are some helpful tips for CAAELP Domain Exemption Submissions.

- Review the CAAELP Domain Exemption Guidance Document.

- Ensure you know the requirements for each Domain Exemption.

- EL/ML educators, Special Education Case Managers, and Pupil Services Team should collaborate to:

    o Review the student's current learning profile.
    o Ensure the IEP covers the administration of the ELP-Alt Assessments for the grades that span the duration of the plan.
    o Ensure the Connecticut Alternate Assessment Eligibility Form is completed and implemented in CT-SEDS.
    o Gather information needed for the Domain Exemption submission and share it with the DA.

- Ensure the Alternate Indicator is set to "Yes" in TIDE.

Slide 24: Domain Exemptions in TIDE Approved

If a student qualifies for both Listening and Speaking Domain Exemptions, please make sure to submit a separate form for each in TIDE. If the form(s) is approved, you will receive an email letting you know that is has officially been approved. Cambium uploads a nightly file during the test window with all approved Domain Exemptions. Once this upload is done, you will see the Domain Exemption(s) reflected on the student's profile in TIDE.

Additionally, only the domains open to that student will be reflected in the student's test interface.

Please make sure that this is done before administering any other CAAELP tests for which the student qualifies. Only after it is set in TIDE will the exempted test(s) not appear in the Student Interface.

Slide 25: Domain Exemption Guidance

This document provides guidance and procedures around the use and submission of Domain Exemptions on the LAS Links.

Slide 26: CAAELP Administration

No script.

Slide 27: Who Administers the CAAELP?

Educators who are designated to administer the CAAELP are determined by the district.

The CAAELP may be administered only by educators who have a TEA designation and have completed the CAAELP Module Alt ELPA Test Administrator Training (2025-26). If you do not have the user role of TEA in TIDE, please contact your DA prior to the summative testing window. For educators administering **only** the CAAELP, it is not necessary to participate in the Alternate Assessment System Training for the CTAA and CTAS.

These educators should be familiar with the student through regular instruction, peripherals/Assistive Technology, or other service areas such as English language development, and should have completed the CAAELP training. Districts may determine the educator designated to administer the CAAELP as:

- educators or administrators supporting ELs/MLs
- educators who are special education certified staff; or
- **both** educators or administrators supporting EL/ML and special education educators.

Slide 28: Preparing for CAAELP Administration

District administrators, ELACs, and TEAs will want to be aware of the following when preparing for the CAAELP. In each district, guidance on who administers the CAAELP should be developed based on the guidance the CSDE has suggested.

Additionally, if applicable:

- Complete Early Stopping Rule and SRC Behavioral Notes submission prior to administering and CSDE deadlines (January 12, 2026, DA submission in TIDE).

- Complete and submit Domain Exemption prior to administering and prior to the CSDE deadline of February 27, 2026.

The DA in TIDE should designate that educator as a TEA in TIDE so they can access the secure test materials and administer the CAAELP. Educators should check their roles in TIDE to ensure they have this designation before planning on administering the CAAELP.

DAs, ELACs, and TEAs should review and confirm eligible students for CAAELP in CT-SEDS and confirm their status in TIDE. This is indicated in CT-SEDS through the completion, finalization, implementation of the Connecticut Alternate Assessment Eligibility Form and in TIDE by the Alternate Assessment Indicator being set to "Yes". We are currently doing a nightly sync Monday through Friday.

Educators should review the CAAELP TAM and create a schedule for practice tests and the summative assessment.

Slide 29: Preparing for CAAELP Administration—TEAs

As TEAs prepare to administer the CAAELP, they should ensure the following:

- Designate two devices for testing.

- Install the updated secure browser on the student's device (Technology Resources).

- Review the CAAELP Technology Skills Checklist.

- Trial the AAC devices or assistive technology on a CAAELP Practice Test prior to administering (Technology Guide).

Slide 30: Preparing for CAAELP Administration—TEAs Continued

The designated TEA will need to complete the following prior to administration of the CAAELP:

- Complete the annual TEA Training at ELPA 21.

- Administer the Practice Tests Prior to the summative assessment to ensure familiarity with the platform for both the TEA and the student. Additionally, administering the practice tests with any applicable AT to ensure a smooth administration of the summative.

- Ensure all materials including AAC devices are set prior to administration and are fully charged.

- Review the following documents listed on this slide prior to testing to ensure accuracy of administration.

Slide 31: CAAELP Practice Test

It is important to practice the CAAELP prior to the summative administration to familiarize the student and test administrator with the process and testing platform. To administer the CAAELP practice tests, the TEA will want to go to the CAAELP Resources Webpage to get the Practice Test Administrator Directions and Scoring Rubrics Booklets. These booklets are available by grade or grade band.

Slide 32: Administering the CAAELP Practice Test

We are now going to show you how to access the practice tests on the Connecticut Comprehensive Assessment Program Portal Page. Once we have Practice Test Administrator Directions and Scoring Rubrics Booklets from the CAAELP Resources pages, TEAs can then follow the steps listed on this page to administer a practice test.

- First log on to the portal webpage: Home Page; https://ct.portal.cambiumast.com/index.html.
- Next you will locate the Practice and Training Tests and click on the card.
- This will bring you to the practice test page. You can choose Guest User to Sign In, or toggle to sign in the student using their SASID.
- Once you have done this, you will be prompted to select a grade. You will select the grade or grade band your student is in.
- You will then have the choice of which CAAELP Practice Test Domain you would like to administer.

For today's purposes, we will be selecting Grade K, CAAELP Reading Domain.

Slide 33: CAAELP Test Administration Manual

TEAs administering the CAAELP will want to read this document prior to administration. This document 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. TEAs will need this along with the Secure Directions for Test Administration.

Slide 34: CAAELP Accessibility and Accommodations Manual

In this manual, educators will find the 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. Please note, Connecticut policy provides that the TEA administering this assessment reads aloud all items and stimuli to the student based on the directions in the Secure Directions for Test Administration.

Slide 35: 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.

Slide 36: Administering the CAAELP

No script.

Slide 37: Required Secure Alternate Assessment Materials for CAAELP

The **required** CAAELP Directions for Test Administration (DFA) are secure testing materials and may be accessed ONLY by users with a TEA or DA role in TIDE. These are secure materials and DA's/ TEA's need to ensure test security at all times.

These grade-and content-specific DFAs are required for test administration. TEAs should review the CAAELP Test Administration Manual (TAM) for directions on accessing Secure Test Materials prior to administration.

Please see the CAAELP TAM for more information on test forms.

Upon completion of testing, the TEA needs to follow CSDE policies for the secure shredding or removal from devices of downloaded materials.

Slide 38: Accessing and Using the Directions for Summative Administration

The TEA should review the Directions for Testing (DFA) (located in the TIDE Secure File Center) in advance of administering each domain (either A or B depending on what the student has been assigned in TIDE).

The DFA's should be open on the TEA's testing device and followed **verbatim** while navigating the test items on the student's device. This is important as specific directions and items are indicated for the administrator. Not following these directions can lead to an appeal.

Accessing Secure Materials:

First, log into TIDE using your TEA credentials. Choose the Secure File Center located at the top header of the TIDE page. The Secure File Center will contain DFA's for every grade band. Choose the grade band applicable to your student. Next, open the domain-specific DFA. Open the DFA and follow the directions and script corresponding with each test item. Help the student follow along on their testing device.

Slide 39: Directions for Test Administration (DFAs)

As stated before, all of the DFAs for each grade and testing category contain both of the forms. This means that the Grade 1 Listening includes directions for Forms A or B. Once you know which form you need, you can simply open the correct grade-level test and subject, and then click on the appropriate form links.

Slide 40: Accessing the Assessment and Required Materials—Continued

You will not know which form the student has been assigned until you actually begin the test. This means you must follow the same log in procedures to both administer and to take a secure assessment. Once a test is chosen (Listening, Reading, Speaking, or Writing) and the student is approved to take the test and actually begins the test by clicking "Begin Test Now," only then will you see what form (A or B) you need.

Slide 41: Administering Summative Domain Order

Per the CAAELP TAM, TEAs should administer the CAAELP Domains in the following order: Listening, Reading, Speaking, and then Writing.

Slide 42: Test Administration Tips: Navigating the Toolbar

Before administering the first item on the student's device, open the Navigation toolbar. (Shown on the right.)

Expand the student's test screen as appropriate to view a full presentation of the text, questions, and item responses.

[CAAELP Shortcuts for Tools and Keyboard Commands](#)

This is an image of the Navigation toolbar located on the top of the student's test screen. Follow these steps each time you start a new test session.

To open, click on the expand/open icon. As prompted, enter the student's first name and select OK. The TEA/student can use the following tools listed in the navigation bard to navigate throughout the test.

Slide 43: CAAELP Alt ELPA Feedback Survey

No script.

Slide 44: CAAELP Administration Feedback Survey

Additionally, the consortium is conducting a survey of the CAAELP/Alt ELPA administration. This will be posted on the announcements bar on the Connecticut Comprehensive Program Portal Page.

The 2025–26 CAAELP Feedback Survey is now open and will be available until **April 30, 2026.** This optional survey provides an opportunity for educators to share feedback on administering the CAAELP assessment. The feedback received will be used to inform future improvements to the testing experience.

 The survey can be accessed at https://tinyurl.com/SummativeFeedbackSurvey.

 The survey should take about 5-10 minutes to complete.

Slide 45: Resources and Contacts

No script.

Slide 46: CAAELP Resources

Here are some resources we have available, and we'll continue to develop more for CAAELP.

You will see these resources on the CSDE CAAELP Main Page and on the CAI Portal Page.

Slide 47: Cambium Help Desk

Connecticut Help Desk- Cambium Assessment

Contact them for test administration procedure questions and technology questions.

Slide 48: CSDE Contacts

Here are your CSDE contacts. Please reach out to us with any questions.

Slide 49: Thank you!

At this time, we would like to thank you all for taking time out of your busy schedules to attend this office hours. We appreciate all that you do on a daily basis for the students of Connecticut.