

CAAELP Office Hours



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 CONNECTICUT
Education
2025-2026



Agenda

- Important Testing Dates
- CAAELP Trainings
- CAAELP Participation
 - Eligibility
 - ESR
 - Domain Exemptions
- CAAELP Practice Test
- Test Administration
- Resources and Contact Information



CAAELP Administration Window for 2025-2026



Event	Dates
CAAELP Testing Window	January 12—March 6, 2026
<u>Connecticut Alternate Assessment System Eligibility Form</u> completed in CT-SEDS for correct rostering of CAAELP	Finalized and Implemented IEP by December 22, 2025
<u>Early Stopping Rule</u> Student Response Check (SRC) and Attestation form completed by TEA and submitted to DA	December 1, 2025—January 5, 2026
<u>Early Stopping Rule</u> Submission Window in TIDE*	December 1, 2025—January 12, 2026
<u>Domain Exemption</u> Submission Window in TIDE*	December 1, 2025—February 27, 2026

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



CAAELP Training



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



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.

- [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](#)



Resources for PPT and Section 504 Teams



We have CAAELP and
newly added the LAS Links
Accessibility Training to
the [Resources for PPT and
Section 504 Teams
Training](#) webpage.

[CT.gov Home](#) / [Department of Education](#) / [Resources for PPTs and 504 Teams - CT-SEDS and Statewide Assessments](#) / [Trainings](#)

Resources for PPTs and 504 Teams - CT-SEDS and Statewide Assessments

Overview

Trainings

Contact

Provided by:
Department of Education

Trainings

- [Overview of Alternate Assessment Training](#) (Script)
- [CT SEDS Office Hours](#) - January 21, 2025
- [CT-SEDS Office Hours](#) - Ten "Do Now's" for Accommodation Planning on Statewide Assessments - Spring 2025
- [Best Practices for Determining Accommodations for Statewide Assessments](#) (Recorded Training) - December 12, 2023
- [Ensuring Appropriate Student Identification and Eligibility Criteria for Participation in the Connecticut Alternate Assessment](#) (Recorded Training) - October 30, 2024

English Language Proficiency

LAS Links:

- [Accessibility Guidelines](#) - November 2025
- [Accessibility Guidelines Video](#) - November 2025
- [Accessibility Guidelines Video Script Training Notes](#) - November 2025

CAAELP:

- [CAAELP Office Hours](#) (Recorded Training) - November 7, 2024



ELP and Special Populations



Collaboration between ELAC/EL/ML staff, special education, and 504 case managers prior to testing to:

- Discuss and share if any kindergarten or newly arrived/enrolled students have been identified as EL/ML.
- Schedule a PPT or Section 504 convening once this designation is updated in PSIS and CT-SEDS to ensure that correct designations and supports are in place **prior to the testing windows**.
- Review ELP designation and accessibility supports for current grade level.



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Eligibility for the Connecticut Alternate Assessment System



Alternate Assessment System Eligibility Determination



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.

There are 3 criteria that must be met.

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 and CT-SEDS



All Alternate Assessments (CAAELP, CTAA, and CTAS) are documented through the completion of the Eligibility Form in the CT-SEDS platform located in 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 in TIDE within 48 hours of the plan's date of implementation.

NO YES

Alternate Assessment Indicator



CT-SEDS: Alternate Assessment Eligibility



PPTs can indicate that a student is being considered for the Connecticut Alternate Assessment System on the Statewide Assessment information section in 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?

Kindergarten Full Day
 Kindergarten Extended Programs
 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?

Yes No

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.

Alternate Assessment Eligibility

SAVE

If Yes is selected, the Connecticut Alternate Assessment System Eligibility Form will auto populate for the PPT to complete.

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 Participation Guidelines



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



Connecticut Alternate Assessment of English Language Proficiency (CAAELP) Participation Guidelines 2025-2026

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 the Individuals with Disabilities Education Act (IDEA) with the most significant cognitive disabilities. The Planning and Placement Team (PPT) must meet at least once 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 must 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:



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Early Stopping Rule (ESR) and Student Response Check (SRC)



CAAELP Early Stopping Rule (ESR)



The ESR is 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.

- Trained TEAs who are familiar with the student complete the Student Response Check (SRC) and complete the SRC Behavioral notes.
- Refer to the [Connecticut Alternate Assessment System Early Stopping Rule and Student Response Check](#) to observe procedures, timelines and due dates for ESR identification and approval from the CSDE.



Early Stopping Rule (ESR) and Student Response Check Administration - Continued



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SRC 1

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

- If no observable mode of communication, move to day 2.
- If observable mode of communication, discontinue the SRC. Student does not qualify.

SRC 2

Administer SRC Day 2 and the 3 student response checks on day 2 and document observational/behavioral notes.

- If no observable mode of communication, move to day 3.
- If observable mode of communication, discontinue the SRC. Student does not qualify

SRC 3

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

- If no observable mode of communication, complete Attestation and provide Attestation and SRC Behavioral Notes to DA.
- If observable mode of communication, discontinue student does not qualify



CAAELP Early Stopping Rule (ESR) Submission Deadlines



Important dates for administration and submission deadlines:

- TEA administration of Student Response Check should be completed between **December 1, 2025, and January 5, 2026**.
- 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 12, 2026**.
- DA submission of [Connecticut Alternate Assessment System Early Stopping Rule Request and Attestation Form](#) using the TIDE system before **January 12, 2026**.
- An ESR approval will apply to all alternate assessments as applicable to the student (CTAA and CTAS).



ESR Submission Tips

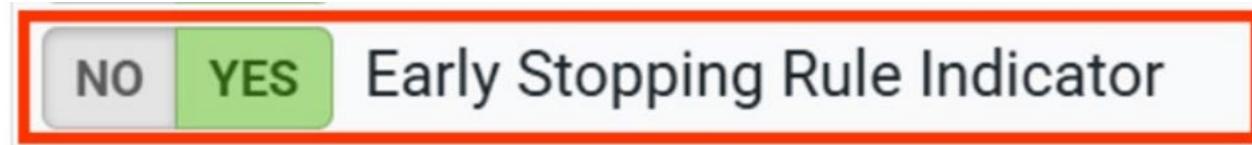


Things to double check before and during the ESR submission in TIDE.

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.



ESR in TIDE - Approval



- 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 and Test Closed



demo demo (8888888931)

Student Information

Student Settings/Accommodations

Roster Association

Student Participation

History



Filter Results



TEST	OPPORTUNITY	TA NAME	SESSION ID	STATUS	RESULTS ID	DATESTARTED	DATECOMPLETED	LASTACTIVITY	TOTAL TIME SPENT	FORCECOMPLETEDATE
Grades 2-3 CAAELP - Writing	1	Musumeci, Marie	UAT-DC94-14	completed 0/0	16087	1/6/2026	1/6/2026	1/6/2026	00:02:06	
Grades 2-3 CAAELP - Speaking	1	Musumeci, Marie	UAT-DC94-14	completed 0/0	16085	1/6/2026	1/6/2026	1/6/2026	00:00:52	
Grades 2-3 CAAELP - Reading	1	Musumeci, Marie	UAT-DC94-14	completed 0/0	16086	1/6/2026	1/6/2026	1/6/2026	00:05:44	
Grades 2-3 CAAELP - Listening	1	Musumeci, Marie	UAT-DC94-14	completed 0/0	16084	1/6/2026	1/6/2026	1/6/2026	00:01:08	



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CAAELP Domain Exemptions



CAAELP Domain Exemptions—Eligibility



A small group of students with an IEP may be exempt from the Listening or Speaking Domain due to complexities of their disability. Domain Exemptions are available on the Listening and/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.
- Students who are non-verbal/non-speaking or unintelligible and, even when provided with assistive technology (AT) or augmentative and alternate communication supports (AAC), may not be able to participate in the Speaking Domain.



Domain Exemption Submission Dates



CAAELP:

The DA will submit the student specific information in TIDE between
December 1, 2025, and February 27, 2026.

FEBRUARY 2026						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28



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



Domain Exemption in TIDE - Approved



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

Demo Demo (91214030002)

Student Information Student Settings/Accommodations Student Participation Roster Association History

Embedded Accommodation

	1) ELA	2) MATH	3) SCIENCE	4) CAAELP
American Sign Language Video	<input type="button" value="OFF"/>	<input type="button" value="OFF"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audio Transcriptions	<input type="button" value="OFF"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Braille Type	Not Applicable	Not Applicable	Not Applicable	<input checked="" type="checkbox"/>
Closed Captioning	<input type="button" value="OFF"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Customized Medical Accommodation	<input type="button" value="OFF"/>	<input type="button" value="OFF"/>	<input type="button" value="OFF"/>	<input checked="" type="checkbox"/>
Exempted Domains	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Listening

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 4-5

[Start Grades 4-5 CAAELP - Reading](#)
This is opportunity 1 of 1

[Start Grades 4-5 CAAELP - Speaking](#)
This is opportunity 1 of 1

[Start Grades 4-5 CAAELP - Writing](#)
This opportunity 1 of 1

Back to Login



Domain Exemption Guidance



CAAELP Domain Exemptions

In this document you will find guidance on:

- Eligibility
- Domain Exemption Submission in TIDE
- Domain Exemption reporting



2025-2026 CAAELP Domain Exemption Guidance

Eligibility Criteria

A small number of students with the most significant cognitive disabilities may be unable to participate in the Listening or Speaking Domains of the Connecticut Alternate Assessment of English Language Proficiency (CAAELP) because of the complexities of their disability. Domain Exemptions are available on the Listening and/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 subtest due to this disability.
- Students who are non-verbal/non-speaking or unintelligible and, even when provided with assistive technology (AT) or augmentative and alternate communication supports (AAC), may not be able to participate in the Speaking subtest.

Additionally, if your student has not established a consistent or reliable mode of communication, even with the trialing of assistive technology or a communication device (either high tech or low tech AT or AAC), review the [Connecticut Alternate Assessment System Early Stopping Rule](#) (ESR) guidance to determine if your student qualifies for the ESR. If the student is eligible for the ESR based on the completion of the Student Response Check (SRC) and ESR attestation form submission and approval in TIDE, no further action or Domain Exemptions are needed as the ESR approval will be the student's participation for the CAAELP and other applicable Alternate Assessments. If, however, your student does not qualify for an ESR, but meets the criteria for a Domain Exemption, please review the recommendations outlined in this document.

What are the CAAELP Critical Due Dates?

- The window to submit Domain Exemptions* for CAAELP is **December 1, 2025, through February 27, 2026**.
- The window to submit Early Stopping Rule Requests* for CAAELP is **December 1, 2025, through January 12, 2026**.
- The CAAELP testing window is **January 12, 2026, through March 6, 2026**.

Note: Submissions must be made by the District Administrator (DA) in TIDE by these dates.

How to Submit the CAAELP Domain Exemption Form

The District Administrator (DA in TIDE) will be able to submit the CAAELP Domain Exemption Form within the TIDE system. The CAAELP Student Domain Exemption Form can be located by navigating to TIDE, Preparing for Testing, and selecting the Forms. (Refer to [Figure 1](#).)



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CAAELP Administration



Who Administers the CAAELP?



Educators who are designated as a TEA in TIDE and complete the online CAAELP Module Alt ELPA Test Administrator Training (2025-26) may administer this assessment.

These educators:

- 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



If applicable:

- Complete ESR and SRC Behavioral Notes and submit by the CSDE deadline of **January 12, 2026**.
- Complete and submit Domain Exemption to the CSDE prior to **February 27, 2026**.
- Create/review district guidance on who will administer the CAAELP.
- Check to ensure TEA role is designated in TIDE before 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.
- Review [CAAELP TAM](#).



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](#)).



Preparing for CAAELP Administration TEAs - Continued



- Ensure all materials including AAC devices are set prior to administration and fully charged.
- 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 \(if applicable\)](#)
 - [CAAELP Domain Exemption \(if applicable\)](#)
 - [Connecticut Alternate Assessment of English Language Proficiency \(CAAELP\) TEA Responsibility Checklist](#)



CAAELP 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](#)



Alt ELPA Practice Test

Test Administrator Directions and
Scoring Rubrics Booklet

Kindergarten



Administering the CAAELP Practice Test



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

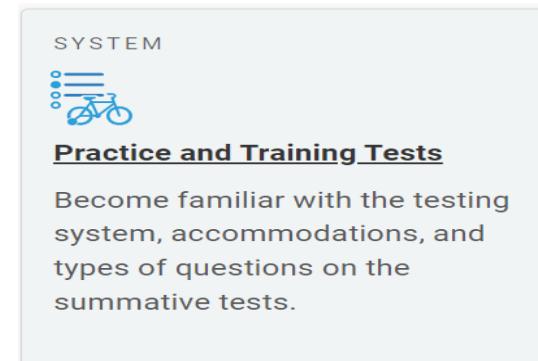
<https://ct.portal.cambiumast.com/index.html>

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

Student Grade Level:

Please select a grade.

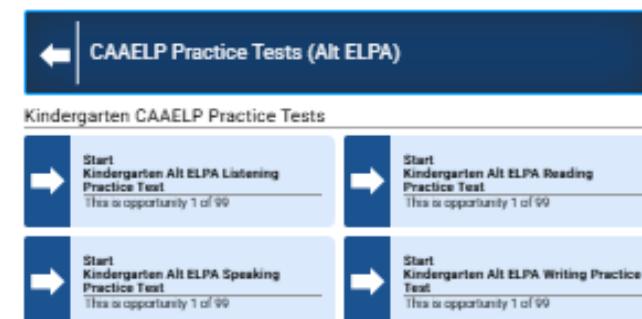
Step 2. Select the Practice and Training Tests.



Step 3. Choose Continue as Guest or sign in the student using their first name and SASID.



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

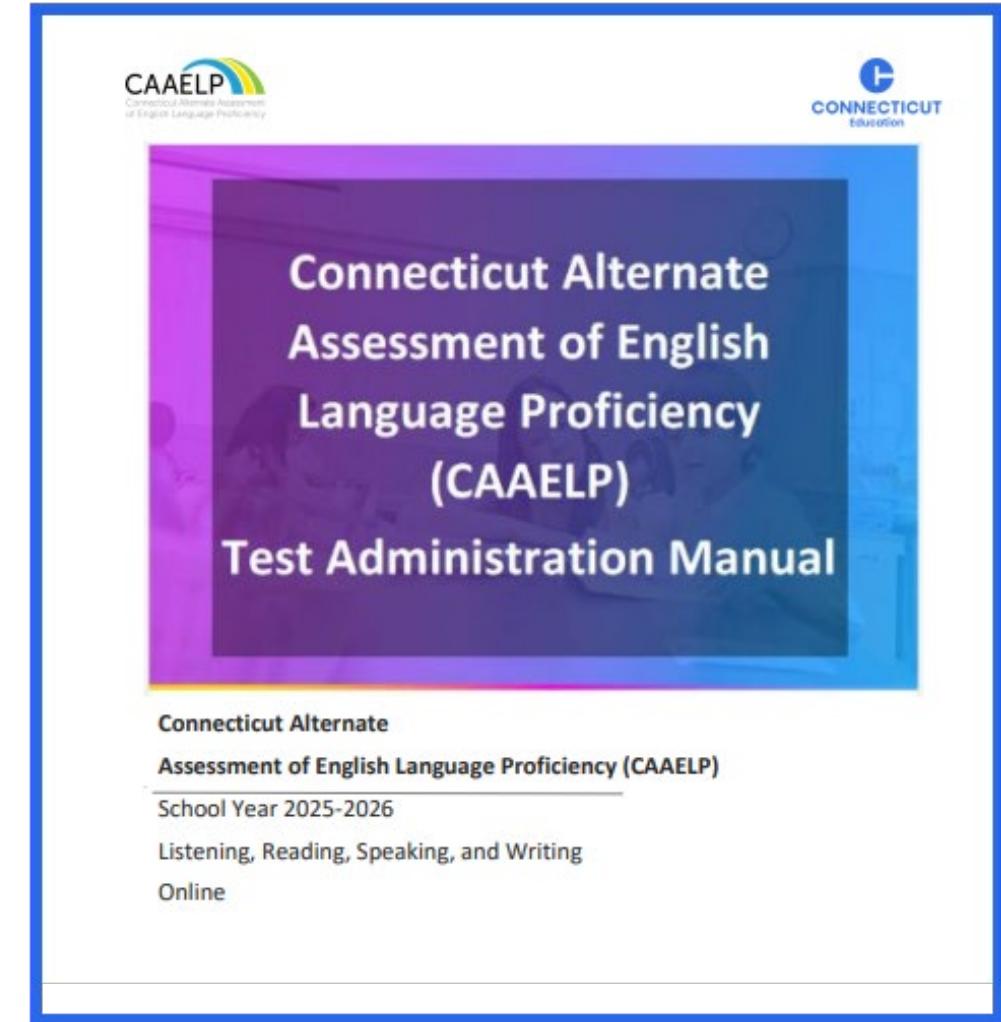




CAAELP Test Administration Manual

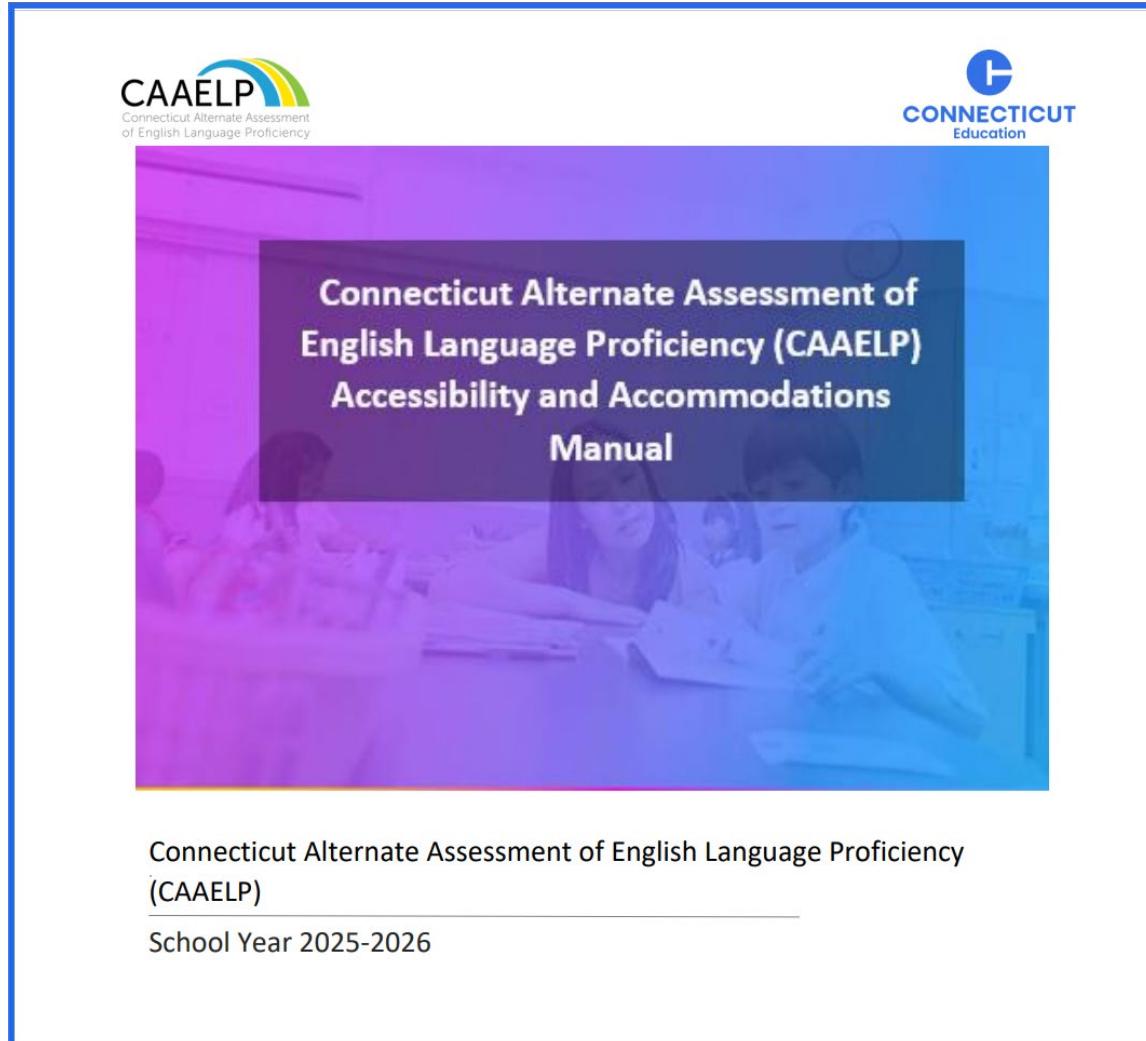


This [manual](#) contains the directions to guide the test administrator in test security, administration, accessing secure test materials, logging-in, administering the practice test, and general test administration activities.





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.



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](#).

 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 learner/multilingual learner (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 12 and March 6, 2026**.

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.

The TEA 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.

VERIFY TEA CREDENTIALS

- Verify that you can access the [TIDE](#) system with your username and established password.
- Confirm you have been assigned the user role of TEA by your District Administrator (DA) in TIDE.
- Review and complete the updated 2025-2026 CAAELP/Alt ELPA Training at [ELPA 21](#) each school year. Upon completion, print and share your certificate in accordance with your districts policy.

REVIEW STUDENT ELIGIBILITY FOR PARTICIPATION ON ALTERNATE ASSESSMENTS

- If your student qualifies for the CAAELP, ensure the [Connecticut Alternate Assessment Eligibility Form](#) is completed and verified in a finalized and implemented IEP in CT-SEDS for the grades that span the duration of the IEP by **December 22, 2025**. If not completed by this date, the student will be rostered for the standard English Language Proficiency Assessment, LAS Links.



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Administering the CAAELP



Required Secure Alternate Assessment Materials for CAAELP



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The screenshot shows the TIDE application interface with the following elements:

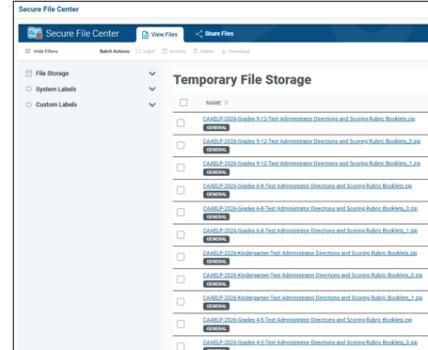
- Header:** CONNECTICUT Education | CA TIDE. Includes links for General Resources, Help, Demo, and My Favorite Tasks.
- Top Navigation:** PREPARING FOR TESTING (Dashboard, Students, Rosters, Secure Testing Materials), ADMINISTERING TESTS (Monitoring Test Progress, Print Testing Tickets, Appeals), and a search bar.
- Left Sidebar:** Preparing for Testing (Students, Search SSID, Manage), Rosters (+ Add, Manage), and Secure Testing Materials (Secure Testing Materials).
- Center Content:** Administering Tests (Monitoring Test Progress, Plan and Manage Testing, Test Progress Reports). A red arrow points from the 'Secure File Center' link in the top navigation to this section.
- Bottom Content:** Secure File Center (Secure File Center, View Files, Share Files, Upload). Below it is the Temporary File Storage section, which lists several files for CAAELP 2026, including:
 - CAAELP-2026-Grades 9-12 Test Administrator Directions and Scoring Rubric Booklets.pdf (GENERAL)
 - CAAELP-2026-Grades 4-8 Test Administrator Directions and Scoring Rubric Booklets.pdf (GENERAL)
 - CAAELP-2026-Kindergarten Test Administrator Directions and Scoring Rubric Booklets.pdf (GENERAL)
 - CAAELP-2026-Grades 6-8 Test Administrator Directions and Scoring Rubric Booklets.pdf (GENERAL)
 - CAAELP-2026-Grades 2-3 Test Administrator Directions and Scoring Rubric Booklets.pdf (GENERAL)
 - CAAELP-2026-Grade 1 Test Administrator Directions and Scoring Rubric Booklets.pdf (GENERAL)



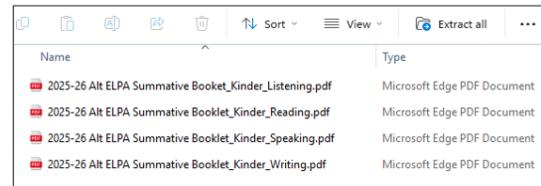
Accessing and Using the Directions for Summative Administration

- The TEA should review the Directions for Testing(DFA) (located in the TIDE Secure File Center) in advance of administering each domain.
- 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.

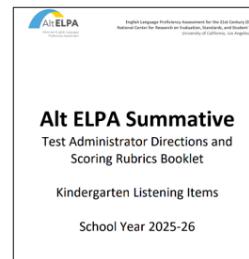
First, log into TIDE using your TEA credentials. Choose the Secure File Center located at the top header of the TIDE page. The Secure File Center will contain DFA's for every grade band. Choose the grade band applicable to your student.



Next, open the domain-specific DFA. See below.



Open the DFA and follow the directions and script corresponding with each test item. Help the student follow along on their testing device.





Directions for Test Administration (DFAs)



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

Alt ELPA Summative Test Administrator Directions and Scoring Rubrics Booklet

Grade 1 Listening Items

School Year 2025-26

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

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Accessing the Assessment and Required Materials - Continued



Once logged into the Student Interface, the TEA will select the CAAELP Domain.

Your Tests

Select the test you need to take.

CAAELP (Alt ELPA)

Grades 4-5

Start Grades 4-5 CAAELP - Listening
This is opportunity 1 of 1

Start Grades 4-5 CAAELP - Reading
This is opportunity 1 of 1

Start Grades 4-5 CAAELP - Speaking
This is opportunity 1 or 1

Start Grades 4-5 CAAELP - Writing
This opportunity 1 of 1

[Back to Login](#)

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

Next ➔

OfflineCT-FN-PPVUploadfall2022

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.



Administering Summative Domain Order



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

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



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](#)

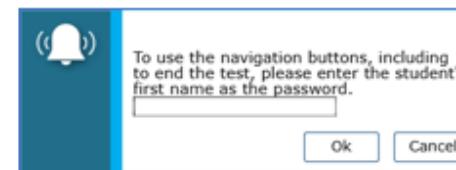
This is an image of the Navigation toolbar located on the top of the student's test screen. Follow these steps each time you start a new test session.



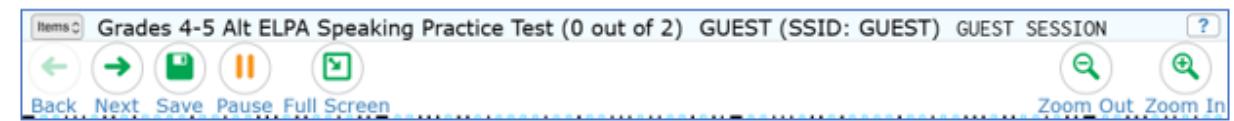
To open, click on the icon.



As prompted, enter the student's first name and select OK.



The TEA/student can use the following tools to navigate throughout the test.





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CAAELP Alt ELPA Feedback Survey



CAAELP Administration Feedback Survey



This optional survey provides an opportunity for educators to share feedback on administering CAAELP. The feedback received will be used to inform planning and the testing experience.

- <https://tinyurl.com/SummativeFeedbackSurvey>
- 5–10 minutes to complete
- Open till April 30, 2026



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Resources and Contacts



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](#)
- [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](#)



Cambium Help Desk



Connecticut Help Desk - Cambium Assessment

cthelpdesk@cambiumassessment.com

844-202-7583



CSDE Contacts



Abe Krisst

Bureau Chief- Performance Office

Abe.Krisst@ct.gov or ctstudentassessment@ct.gov

(860) 713-6894

Katherine Seifert

- Associate Education Consultant
- Performance Office – CAAELP PM and Support
- 860.713.6722
- Katherine.Seifert@ct.gov

Deirdre Ducharme

- Education Consultant
- Performance Office – CAAELP Support
- 860.713.6856
- Deirdre.Ducharme@ct.gov

Cristi Alberino

- Education Consultant
- Performance Office – CAAELP Appeals
- 860.713.6862
- Cristi.Alberino@ct.gov

Michael Sabados

- Education Consultant
- Performance Office – CAAELP Data and Results
- 860.713.6856
- Michael.Sabados@ct.gov



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Thank you!!!!