

## Connecticut Alternate Assessment of English Language Proficiency (CAAELP) Quick Guide to Individual Score Reports (ISRs)

The Connecticut Alternate Assessment of English Language Proficiency (CAAELP) is a summative assessment designed specifically for English learners/multilingual learners (ELs/MLs), in Grades kindergarten through 12 with the most significant cognitive disabilities who are eligible to participate in Connecticut’s Alternate Assessment System. Eligibility for participation in Connecticut’s Alternate Assessment System is determined through the PPT process and the completion of the [Connecticut Alternate Assessment System Eligibility Form](#) within an implemented IEP in CT-SEDS. For more information on CAAELP participation please refer to the [CAAELP Participation Guidelines](#).

The CAAELP consists of four short tests in the four domains of language: Listening, Reading, Speaking, and Writing.

After taking the CAAELP, students will receive a **CAAELP Individual Student Report (ISR)** with a proficiency determination and three types of numerical scale scores. This guide will help educators understand the different scores on the CAAELP ISR.

Students receive a variety of scores on the ISR:

- Overall Scale Score
- Comprehension Scale Score
- Proficiency Determination
- Modality and Domain Scores include both two-digit scale scores (0–99) and Performance Level Scores (1–4).

On the top of the CAAELP ISR is the first set of reported scores: the Overall Scale Score, the Comprehension Scale Score, and the Proficiency Determination.

Reporting		Individual Student Report
<b>Lastname, Firstname</b> Student ID: 9999990005   Student DOB: 10/10/2010   Enrolled Grade: 3 Date Taken: 3/17/2023		<b>Grade 3 CAAELP 2022-2023</b> Demo District 1 Demo School 1
<b>Overall Scale Score: 608±93</b>	<b>Comprehension Scale Score: 432±130</b>	<b>Proficiency Determination: Progressing</b>

The **Overall Scale Score** is a 3-digit score calculated on how well the student performed overall. The calculation includes performance results from all four domains (Speaking, Writing, Listening, and Reading). If the student was exempted from a domain, the Overall Scale Score is calculated based on results from only the domains assigned to the student.

The 3-digit **Comprehension Scale Score** follows the Overall Scale Score. It represents how well the student comprehends English based on their performance in the Listening and Reading Domains. If the student was exempted from either of the Comprehension Domains (Listening and Reading), the score is calculated from only the domains assigned to the student.

**Proficiency Determination** is located on the far-right side of the first box of scores and is based on the Overall Scale Score. The Proficiency Determination is a profile score that indicates one of three possible categories: Emerging, Progressing, and Proficient. Educators can review the [CAAELP Overall Proficiency Determinations and Modality Descriptors](#) for a detailed description of each category.

**Proficiency Determination**

**Proficient** – Students show a level of English language proficiency reflected in the Alternate ELP standards that enables full participation or only slightly limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining Level 3 or higher in all modalities. Once Proficient on the Alt ELPA, students may be considered for reclassification.

**Progressing** – Students show a level of English language proficiency reflected in the Alternate ELP standards that moderately limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining above Level 1 and below Level 3 in at least one modality. Students scoring Progressing on the Alt ELPA are eligible for ongoing program support.

**Emerging** – Students show a level of English language proficiency reflected in the Alternate ELP standards that significantly limits participation in the grade-appropriate classroom activities reflected in the Alternate Academic standards. This is indicated on the Alt ELPA by attaining Level 1 in all modalities. Students scoring Emerging on the Alt ELPA are eligible for ongoing program support.

Below Proficiency Determination, you will see a chart with the Domain/Modality, Scale Score, Performance, and Performance Level Descriptions. The chart outlines what each Performance Level means in terms of how well the student met the expectations for that grade and domain (Listening, Reading, Speaking, and Writing).

Scores are also described in terms of a Modality:

- Productive = Speaking and Writing
- Receptive = Listening and Reading

The Modality and Domain scores are two-digit scale scores (0–99) and Performance Levels (1–4). Educators can review the [CAAELP Overall Proficiency Determinations and Modality Descriptors](#) for a detailed description of Modality and Domain Performance Level.

How Did Your Child Perform on Different Areas of the Test?

1 Beginning   2 Intermediate   3 Early Advanced   4 Advanced

Domain	Scale Score	Performance	Performance Description
1. Modality: Productive (Speaking and Writing)	33±5	2	Productive Level 2: The Productive modality measures English language performance in Speaking and Writing. Students in Level 2 demonstrate Productive performance reflected in the Alternate ELP standards that moderately limits participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.
1a. Domain: Speaking	N/A	3	Students in Level 3 with increasingly independent control, prompting, and support can: <ul style="list-style-type: none"> <li>• Communicate simple information or feelings about familiar and novel topics, experiences, or events</li> <li>• Identify a feeling or opinion about a familiar topic</li> <li>• Indicate the appropriate audience or task from a field of options when presented with familiar phrases and simple sentences</li> <li>• Demonstrate developing awareness of the difference between appropriate language for the playground and for the classroom</li> </ul>
1b. Domain: Writing	N/A	1	Students in Level 1 with limited control, prompting, and support can: <ul style="list-style-type: none"> <li>• Communicate simple information, including feelings, about a familiar topic or experience</li> <li>• Respond to simple yes/no questions about familiar topics</li> <li>• Recognize information from experience or from a provided source</li> </ul>
2. Modality: Receptive (Listening and Reading)	16±3	1	Receptive Level 1: The Receptive modality measures English language performance in Listening and Reading. Students in Level 1 demonstrate Receptive performance reflected in the Alternate ELP standards that significantly limits participation in the relevant grade-appropriate classroom activities reflected in the Alternate Academic standards.
2a. Domain: Listening	N/A	1	Students in Level 1 typically can show comprehension by: <ul style="list-style-type: none"> <li>• Identifying a few key words from read-alouds and oral presentations</li> <li>• Recognizing the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events</li> <li>• Listening with limited participation in short conversations</li> <li>• Responding to simple yes/no questions about familiar topics</li> <li>• Recognizing information from experience or from a provided source</li> </ul>
2b. Domain: Reading	N/A	1	Students in Level 1 typically can show comprehension by: <ul style="list-style-type: none"> <li>• Identifying a few key words in picture books or simple written text (e.g., labeled pictures)</li> <li>• Recognizing the meaning of a few frequently occurring words in simple written texts about familiar topics, experiences, or events</li> <li>• Responding to simple yes/no questions about familiar topics</li> <li>• Recognizing information from experience or from a provided source</li> </ul>

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[CAAELP Reporting Performance Level Descriptors \(PLDs\)](#) describe what English language usage looks like at each Performance Level (Levels 1-4) as students progress toward independent participation in grade-appropriate activities.

Educators can also refer to the [Connecticut Alternate Assessment of English Language Proficiency \(CAAELP\) Interpretive Guide to Individual Student Reports \(ISRs\)](#) for additional information. These resources can all be found on the [CAAELP Resource](#) page.