



Student Assessment  
Office Hours  
January 4, 2023

Focus: English  
Language Proficiency  
(ELP) Assessments: LAS  
Links and CAAELP



## Overview

This presentation provides current Connecticut-specific information to help facilitate the administration of the English Language Proficiency assessments: the LAS Links and the Collaborative for the Alternate Assessment of English Language Proficiency also referred to as Alt ELPA.

Information is continuously shared throughout the year. Register for the [Student Assessment Newsletter](#).



Within this presentation you will find that information underlined or outlined in blue has been hyperlinked.

## Abbreviations and Acronyms

**AAC** - Augmentative and Alternative Communication

**APSEP** - Approved Private Special Education Program

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

**CAI** - Cambium Assessments Incorporated, the vendor for summative assessments for standard math, science, and ELA and the Alternate Assessment System.

**CTAA** - CT Alternate Assessments (Math and ELA)

**CTAS** - CT Alternate Science Assessment

**DA** - District Administrator for Testing in TIDE

**DEI** - Data Entry Interface

**DRC** - Data Recognition Corporation, the company that delivers the LAS Links.

This is a list of a few of the abbreviations and acronyms we use in this presentation as well as in our responses to questions. Participants in previous presentations have asked for them so we have included them here. They are in alphabetical order.

## Abbreviations and Acronyms

**EL/ML** - English Learner/Multilingual Learner

**ELAC** - English Learner Assessment Coordinator

**ELP** - English Language Proficiency

**LEA** - Local Education Agency

**IEP** - Individualized Education Program

**NGSS** - Next Generation Science Standards

**PPT** - Planning and Placement Team

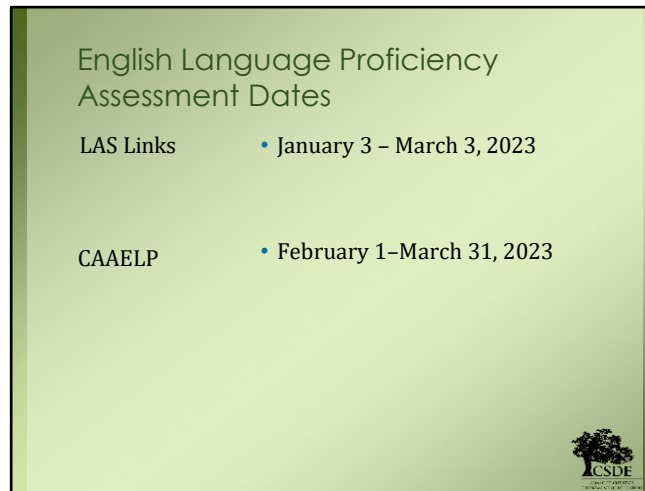
**PSIS** - Public School Information System

**TEA** - Teacher Trained to Administer the Alternate Assessments

**TIDE** - Test Information Distribution Engine

**TTS** - Text-to-Speech

Here is a second page of our abbreviations and acronyms.



As described in Elementary and Secondary Education Act (ESEA), both Titles I and III and in the Every Student Succeeds Act (ESSA) States and LEAs are required to identify and to annually assess the English proficiency of all ELs in the State enrolled in public schools in grades kindergarten through twelve in the domains of speaking, listening, reading, and writing (sections 1111(b)(7) and 1123(b)(3)(D) of the ESEA). Accordingly, as part of a general State assessment program, all ELs with disabilities must participate in the annual State ELP assessment with or without appropriate accommodations or by taking an alternate assessment, if necessary, consistent with their IEPs. The IDEA, Titles I and III of the ESEA, and Federal civil rights laws require that all children, including children with disabilities, take Statewide assessments that are valid and reliable for the purpose for which they are being used, and this includes the annual ELP assessment.

Students identified as English learners/multilingual learners (EL/ML) in Grades K-12 are expected to participate in an annual assessment of English Language Proficiency. Connecticut's English Language Proficiency Assessment includes two testing windows; one for the standard LAS Links, and another for the Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP).

- ❖ LAS Links (administered to students in Grades K-12) is administered between January 3-March 3, 2023.
- ❖ CAAELP will be administered between February 1st and March 31, 2023, to students who are determined eligible as dually identified as EL/ML, who have significant cognitive disabilities reflected in their IEP and who have the 2022-23 Alternate Assessment System Eligibility Form submitted confirming eligibility for the alternate assessment system.
- ❖ Because the LAS Links Form F being administered this year is an operational filed test scores will not be available until late spring of 2023 to allow for appropriate processing.

## Critical Task Dates

[Alternate Assessment System Eligibility Form](#) submitted by Trained TEA


- Originally December 23, 2022, for EL/ML students

[ESR Student Response Check](#) conducted by Trained TEA (complete SRC and submit attestation form to DA)

- February 1, 2023

[Early Stopping Rule Request and Attestation Form](#) submitted by DA in TIDE

- March 1, 2023



Although the original deadline for the Alternate Assessment System Eligibility Form was December 23, 2022, for Grade 11 students and EL/MLs, if you missed this submission deadline be sure the PPT has determined the alternate assessments to be the assessment the student will be participating in for 2023. Do not test the student in the CAI or DRC system until the Alternate Assessment Indicator Flag in TIDE is set to Yes. Contact the CAI Help Desk at 844-202-7583 if the submission is after March 1, 2023.

We will be discussing the Early Stopping Rule later in the presentation.

## Preparation for ELP Testing

- Confirm all EL/ML students by grade in PSIS Registration
- Confirm all students registered as Special Education and Section 504
- Confirm/communicate about out-of-district students
- Confirm IEP/Section 504 accommodations especially reading of passages
- Assign responsibilities for testing each student
- Train those administering EL/ML assessments
- Create appropriate User Roles in each system



- Confirm all EL/ML students by grade in PSIS Registration
- Confirm all students registered as Special Education and Section 504
- Confirm/ communicate about students from this list educated outside the district
- Confirm IEP/Section 504 accommodations especially reading of passages
- Assign responsibilities for testing each student
- Train those administering EL/ML assessments
- Create appropriate User Roles in each system




## Preparation for ELP Testing continued

- Submit Forms ([Alternate Assessment System Eligibility Form](#), [English Learner/Multilingual Learner Eligible for Alternate Assessments 2022-2023](#))
- Create testing schedules and enter accommodations (LAS Links)
- For Alternate Assessment students administer [Early Stopping Rule](#) for appropriate students as soon as possible.
- Prioritize the testing of students particularly Alternate Assessment Students (e.g., students potentially eligible for ESR, students most likely to exit, students with less complex disabilities, students with more complex disabilities)



- Submit Forms ([Alternate Assessment System Eligibility Form](#), [English Learner /Multilingual Learner Eligible for Alternate Assessments 2022- 2023](#))
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Comparison LAS Links & CAAELP		
	LAS Links	CAAELP
<b>Test Delivery System</b>	DRC	CAI
<b>Participants</b>	EL/ML Students in Grades K-12 (in PSIS registration)	EL/ML students in Grades K-12 and Special Education (in PSIS registration)
<b>Rostering Students</b>	ELAC places students into testing sessions including all 4 domains in DRC INSIGHT Portal.	1) PPT Decision 2) Trained TEA submits Alternate Assessment System Eligibility Form into DEI 3) The <a href="#">Eligible for Alternate Assessments Form</a> is submitted for students in Grades K-2, 9, 10, and 12.
<b>Accommodations</b>	ELAC enters allowable accommodations into DRC Insight Portal prior to student testing.	TEA enters any additional accommodation required into the Testing Interface. All items, response options, and passages are read by the TEA to the student who is tested individually.



This table provides some “at a glance” information about Connecticut's English Language Proficiency assessments, which are the LAS Links and the CAAELP.

Grade 12 students are expected to participate even if continuing as Grade 12 again as indicated in PSIS. Students with a Section 504 plan are not eligible for the Alternate Assessment System

## CAAELP Guidance Regarding Documentation in CT-SEDS

In CT-SEDS, CAAELP is documented in the *Special Considerations* section and the *District and State Testing* section. Please note the following:

- Annual reviews, re-evaluations, and initial referrals are now processed in CT-SEDS;
- Students with a Section 504 Plan rather than an IEP are **not eligible** for the Alternate Assessment System (CTAA, CTAS, and CAAELP);
- If making a new recommendation for a student, an amendment or new PPT should be conducted;
- Students in Grades K-12 are included in the IEP process;
- Supporting materials are in [CAAELP Resources](#).



As Connecticut transitions to CT-SEDS and includes the CAAELP in our Alternate Assessment System, the Performance Office is providing this clarifying information.

Based on the [2022-23 Connecticut CAAELP Participation Guidelines](#), students considered for the CAAELP assessment are identified as both English learners/multilingual learners and identified as Special Education in PSIS.

In CT-SEDS, CAAELP is documented in the *Special Considerations* section and the *District and State Testing* section. Please also note the following considerations:

- Annual reviews, re-evaluations, and initial referrals are now processed in CT-SEDS;
- Students with a Section 504 Plan rather than an IEP are not eligible for the Alternate Assessment System (CTAA, CTAS and CAAELP);
- If making a new recommendation for a student, an amendment or new PPT should be conducted;
- Students in Grades K-12 are included in the IEP process; and
- Supporting materials are in [CAAELP Resources](#).

## CAAELP Student Eligibility

Students must:

- Be identified as EL/ML in Grades K-12 in PSIS registration
- Have an active IEP reflecting significant cognitive disabilities (Students with a Section 504 Plan are NOT eligible)
- Have the PPT confirm eligibility for the Alternate Assessment System using the [Alternate Assessment System Eligibility Form](#)

Refer to the [Collaborative for the Alternate Assessment for English Language Proficiency \(CAAELP\) Participation Guidelines](#) for more details.



Students must:

- Be identified as EL/ML in Grades K-12 in PSIS
- Have an active IEP reflecting significant cognitive disabilities
- Have the PPT confirm eligibility for the Alternate Assessment System using the [Alternate Assessment System Eligibility Form](#)

Refer to the [Collaborative for the Alternate Assessment for English Language Proficiency \(CAAELP\) Participation Guidelines](#) for more details.

## Registering Students for the CAAELP

- After student has been confirmed as EL/ML and special education in PSIS registration, assign responsibilities for testing each student and to access [CAAELP training](#)
- TEA (CTAA & CTAS) should have submitted an [Alternate Assessment System Eligibility Form](#) for EL/ML students with significant cognitive disabilities in Grades K-12 through the DEI from November 14, 2022 – December 23, 2022.
- ELAC adds students who are eligible for the CAAELP in Grades K, 1, 2, 9, 10, and 12 to the [DRC Google Sheet](#)
- If the December 23, 2022, deadline was not met, submit the [Alternate Assessment System Eligibility Form](#) as soon as possible prior to testing the student and ensure all test proctors understand the student will not participate in any standard assessments (Smarter Balanced, NGSS, CT SAT School Day or LAS Links).



To register a student for the CAAELP, identify a “trained” teacher that administers alternate assessments (CTAA for math and ELA, and CTAS). This individual has the permissions to submit student’s eligibility forms into the DEI. Ideally, submissions for EL/ML students must be entered between November 14 and December 23, 2022. These dates are established to ensure students and trained teachers have access to the CAAELP for testing and to create testing rosters. If the eligibility form is entered after December 23, 2022, the student will appear on the LAS Links testing roster. Extra care should be taken to inform all test administrators to ensure students participate in the correct assessment.

The ELAC should also add students in Grades K-2, 9, 10, and 12, participating in the CAAELP to the DRC Google sheet.

## Missed Deadlines & Potential Errors

Original Alternate Assessment System Eligibility Form Message:  
Late submissions will only be permitted for those students newly identified for eligibility.

Submissions after **March 1, 2023**, will require the TEA to contact the CAI Help Desk at 844-202-7583 to activate the Alt Flag Indicator.

If forms are not submitted by due date, then students will have access to only standard not alternate assessments. Submit now.

Impact of missed deadlines:

- [Alternate Assessment System Eligibility Form](#) students who are EL/ML, and TEAs will not have access to CAAELP/CTAA or CTAS assessments until Alt Flag Indicator has been set to YES in TIDE.
- [EL/ML Eligible for Alternate Assessment 2022-2023 Form](#) Students in grades K-2, 9, 10 and 12 will appear on the LAS Links Roster for testing.



ELACs and test administrators will need to be cautious when initiating a test in the CAI system or in the DRC system. Be sure you are having the student participate in the correct test. If a submission deadline is missed, there is more potential for error. Rectifying these types of errors requires more steps for administrators, test invalidation and most concerning is the potential waste of the student's time which needs to be communicated to parents and documented as an irregularity.

## Clarification - Testing APSEP Students

1. For the 2022-23 school year, LEAs (ELACs) are still responsible for ensuring how the ELP assessments are administered. We recognize that each LEA has agreements with each APSEP regarding assessment expectations. In terms of the LAS Links nothing has changed for this year. For the LAS Links this process may include students returning to the district for test administration, district personnel going to the APSEP to administer the test, the district training the APSEP to administer the test or district and ASEP staff administering together.
2. The CAAELP is a new assessment in our Alternate Assessment System. It is included in the CAI Test Delivery system. Therefore, teachers who are CAAELP trained and have a TEA user role in TIDE may administer the assessment. Any APSEP with oversight of the LEA for the student, who will be administering the CAAELP should access the [CAAELP training](#) indicating "Connecticut" as their district in the drop-down menu and "elpa21" as their district password.



Nothing has changed in the administration process for the LAS Links. The ELAC in the sending LEA is responsible for ensuring students identified as EL/ML placed in the APSEP are tested with the LAS Links. When setting up testing sessions, students enrolled in APSEPs in the DRC Portal are listed under "Outplaced Schools" in the Student Management System.

The new CAAELP test, as an alternate on the CAI system allows for more flexibility for training and administration for the sending LEA while respecting agreements with the APSEP.

Students enrolled in APSEPs are in the CAI system are accessed by SASID and are associated with the APSEP and the LEA.



## Who Administers the CAAELP?

In the memo, [Collaborative for the Alternate Assessment of English Language Proficiency \(CAAELP\) Test Administration Training for the 2022-23 School Year](#), provided November 21, 2022, to English Learner Assessment Coordinators (ELACs), District Administrators in TIDE (DAs), and Special Education Directors, the following topics were addressed:

- Student Eligibility for CAAELP
- Training for Educators Administering the CAAELP
- The CAAELP Practice Test
- The Preparation Sequence for Administering the CAAELP
- CAAELP Resources
- Contact Information

The CAAELP may be administered only by educators who complete the CAAELP Module Alt ELPA Test Administrator Training (2022-2023) this training. These individuals may be Trained TEAs because they administer the CTAA and CTAS or other educators, familiar with the student through other service areas such as English language development. Any educator administering the CAAELP must have a TEA user role in TIDE assigned by the District Administrator for testing in TIDE. For educators administering only the CAAELP, it is not necessary to participate in the academic Alternate Assessment System Training for the CTAA and CTAS.



Please refer to the memo available in CAAELP Resources regarding Administration and training specifics. If an educator has responsibility for administering only the CAAELP (not CTAA or CTAS) they need to be provided a TEA user role in TIDE by the DA and complete and pass the CAAELP Module: Alt ELPA Test Administrator Training (2022-2023). Additionally, those educators with a TEA user role who have completed and passed the required Alternate Assessment System training to administer the CTAA and CTAS may also complete and pass the the CAAELP training to administer the CAAELP assessment as well. All educators administering any alternate assessments must have a TEA user role in TIDE provided by the District Administrator (DA in TIDE). Note: Only those TEAs who have completed and scored 80% or better on the training to administer the CTAA and CTAS will have access to the Data Entry Interface (DEI) allowing them to submit the Alternate Assessment System Eligibility Form and the CTAS Score Worksheet.


The CAAELP Module: Alt ELPA Test Administrator Training (2022-2023) takes approximately 90 minutes. There is an optional ALT ELPA Test Coordinator training available as well.

Connecticut CAAELP  
Directions for Administration  
**Directions for Administration (General In TAM)**

- All general directions for CAAELP administration are included in the TAM by domain.

**Secure Test Administrator Directions & Scoring Rubrics Booklets** Directions for items are presented by grade band, and domain. They are specific to the test form. This booklet must be securely downloaded from TIDE by the TEA at the start of **each** live test session.

- Directions must match the test form provided to the student in the test delivery system.
- The test administrator must display them on an electronic (secure) device (e.g., iPad or tablet) for their use only while following along with the student's assessment.
- Instructions are in parentheses and italics and contain the scoring rubrics for the constructed-response items.



### **Directions for Administration (DFA)**

All general directions for CAAELP administration for each domain (Listening, Reading, Speaking and Writing) are included in the TAM. Please note if the directions indicate the student takes an action this will actually be the test administrator.

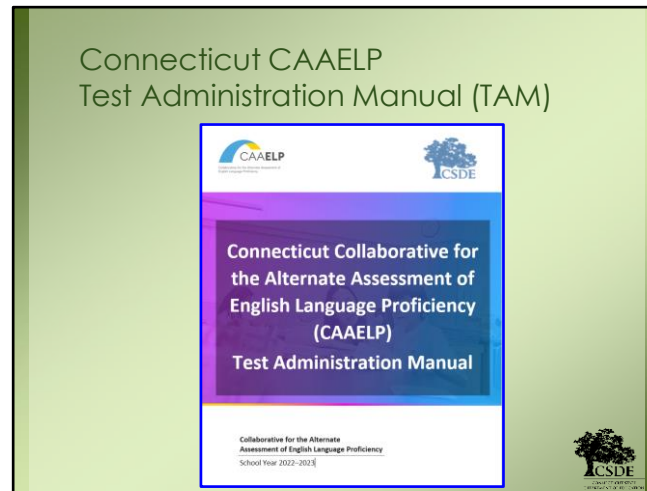
### **Secure Test Administrator Directions & Scoring Rubrics Booklets**

All CAAELP Directions for items are presented by grade band, and domain. They are specific to the test form. This booklet must be securely downloaded from the TIDE by the TEA at the start of **each** live test session.

Directions must match the test form provided to the student in the test delivery system.

Test Administrator Directions and Scoring Rubric Booklets must be securely downloaded from Test Information Distribution Engine (TIDE) system Secure Testing Materials at the start of **each** live test session. The test administrator must display them on an electronic (secure) device (e.g., iPad or tablet) for their view while following along with the student's test administration. These booklets include each item and instructions are in parentheses and italicized. These booklets also contain the required scoring rubrics for the

constructed-response items.



Information about technology, test security, starting and pausing tests, and test administrator and student login instructions are included. Along with required general directions, for the Listening, Reading, Writing, and Speaking domains. This manual should be used in conjunction with all components of CAAELP testing. It is located on the CAAELP Resources webpage of the Connecticut Comprehensive Assessment Program Portal.

CAAELP TAM: [ct-caaelp-test-administration-manual.pdf \(cambiumast.com\)](https://cambiumast.com/ct-caaelp-test-administration-manual.pdf)

## LAS Links Accommodations

One component of the [2022-23 ELAC Training](#) provided in November included [LAS Links Accommodation Guidelines](#).

Students eligible for Accommodations on the LAS Links must meet each of the following components of the eligibility criteria for each applicable subtest of the LAS Links:

1. Student is identified as an EL/ML in PSIS; AND
2. Student is identified as a student with disabilities with an active IEP or Section 504 plan; AND
3. The need for any accommodation must be documented in the IEP or the Section 504 Plan and used regularly for instruction and assessment; AND
4. Student requires one or more of the allowable accommodations described in the ELAC training and the 2022-23 Online LAS Links Test Administration Manual.

LAS Links available accommodations include Braille, Large Print, Read Aloud Scribe, Sign Language and Text-to-Speech


Dually identified students (EL/ML and a student with disabilities) may be provided allowable accommodations on the LAS Links assessment of English Language Proficiency. Allowable accommodations include: Braille, Large Print, Read Aloud Scribe, Sign Language and Text-to-Speech.

If a student is using Speech to Text (STT) during instruction this student may be provided a scribe for the LAS links assessment without additional documentation provided to CSDE as is required for our other summative assessments.

If the student is tested with a scribe because the EL/ML student participating in the LAS Links has an IEP or Section 504 Plan that states they need the Speech to Text (STT) or scribe as an accommodation, then the test administrator will act as a scribe because DRC does not provide STT. Students who use these documented accommodations for instruction should be familiar with writing conventions and the functioning of the STT application or dictating to a scribe. The student is tested individually and dictates their responses to the test administrator. The test administrator enters them into the system as dictated. Once entered, the test administrator should allow the student to review the response and add (dictate) punctuation and capitalization or corrections as they see fit.

Students may be provided a paper test form if the IEP or section 504 Plan requires this accommodation. For students taking a paper test form the test administrator scribes the speaking portion into the test booklet which when returned is scored by DRC.

LAS Links & CAAELP TTS vs. Read Aloud	
LAS Links	CAAELP
<p>1. <b>TTS for Reading and Writing</b> requires an IEP or 504 Plan indicating the student has a print disability and requires <b>reading of reading passages</b> (select TTS Form F) .</p> <p>2. <b>Human Reader for Reading</b> requires an IEP or 504 Plan indicating the student has a print disability and requires reading of passages. Considered for students who cannot use the technology of TTS due to a cochlear implants or other issues (select Cat 3 Form F, not TTS).</p> <p>3. <b>Human Reader for Writing</b> may be provided if the student does not qualify for a reader of reading passages, but the IEP or 504 Plan indicates the student requires a designated support or reading of test items only (select Cat 3 Form F, not TTS) .</p> <p>For other questions about directions being read aloud, see the <a href="#">chart here</a>.</p>	<p>All CAAELP domains are read aloud to students tested individually. This includes items, response options and passages.</p>



This table provides additional information about the Text-to-Speech (TTS) and Read Aloud accommodation for each ELP assessment. Please note that TTS is delivered for LAS Links via the computer and does not require a separate setting if the student has headphones. However, the human reader accommodation on LAS Links always requires a separate setting. For all CAAELP domains read aloud is provided by the test administrator as noted above and requires a 1-1 setting.

## Connecticut CAAELP Test Delivery System (TDS)

- DA must create a user role in TIDE for each educator administering the CAAELP (and/or the CTAA and CTAS)
- Trained teachers administer the CAAELP in a one-to-one test setting using the Cambium test platform (the system used for CTAA, Smarter Balanced, and NGSS)
- Testing requires two separate devices:
  - The Student Interface via the Secure Browser;
  - The Test Administration Interface
- All passages, items, and response options are to be read to the student by the teacher who will provide accommodations based on those documented in the student's IEP.



Trained Teachers administer the CAAELP assessment by providing a one-to-one test experience using the online Cambium test platform.

All passages, items, and response options are designed to be read to the student by the TEA.

Additionally, because this is an operational field test, there are multiple test forms being used. It is imperative that each test administrator obtain the matching directions for administration.



## Domain Exemption LAS Links & CAAELP

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

- If a student is identified as D(d)eaaf or hard of hearing, they may not be able to participate in the Listening subtest due to this disability.
- ELs/MLs with an IEP may be non-verbal and, even when provided assistive technology or augmentative and alternate communication supports, may not be able to participate in the Speaking subtest.

The ELAC submits the [LAS Links Domain Exemption Form](#).

The CAAELP Domain Exemption Form, available in TIDE, is submitted by the DA user role.

The CAAELP Domain Exemption Form is located under Preparing for Testing in TIDE.

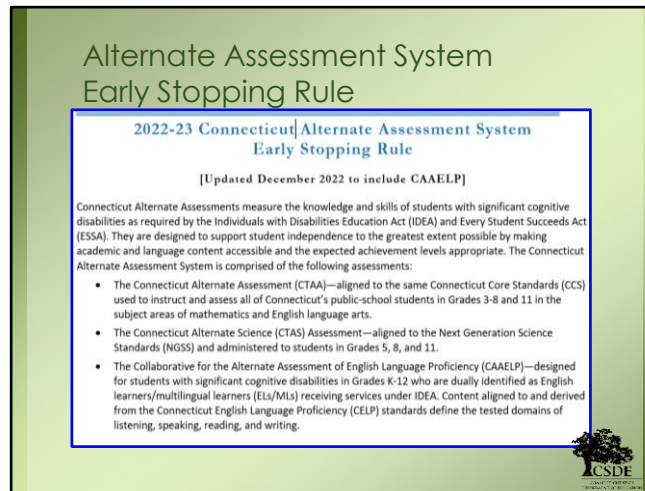


Domain Exemptions are available for the Listening and/or Speaking Domains.

- If a student is identified as D(d)eaaf or hard of hearing, they may not be able to participate in the Listening subtest due to this disability.
- ELs/MLs with an IEP or 504 Plan may be non-verbal and, even when provided assistive technology or augmentative and alternate communication supports, may not be able to participate in the Speaking subtest.
- EL/ML students with an IEP or Section 504 Plan who cannot access the Listening or Speaking domains due to their disability may request a domain exemption for the applicable subtest.
- For the LAS Links assessment, the ELAC submits the domain exemption. Be sure all 4 domains are represented in the testing session.
- The LAS Links Domain Exemption Form for the LAS Links is located on the CT DRC LAS Links website.
- The DA user role in TIDE will be able to submit the CAAELP Domain Exemption Form.
- The Form for CAAELP is in TIDE under Preparing for Testing.

- Please note a separate form must be submitted for each Domain requested for both the LAS Links and the CAAELP if more than one domain is being requested.

Please ensure these forms are submitted as soon as possible prior to testing the student and communicate this information and expectations clearly to test administrators.



The Alternate Assessment System Early Stopping Rule (ESR) has been revised for the 2022-23 testing year and was just updated this December to include the CAAELP assessment.

The Early Stopping Rule is a process used by the CSDE to support students who are non-verbal and do not have an established observable mode of communication.

For this small group of students with these characteristics, their teachers will follow the instructions in the Early Stopping Rule document to determine eligibility.

In short, the ESR process requires teachers to administer three trials of the Student Response Check (SRC) by **February 1, 2023**, to students they believe meet the criteria.

If the student qualifies, the teacher will complete the [2022-23 Connecticut Alternate Assessment System Early](#)

Stopping Rule Request and Attestation Form and return it to their District Administrator for Testing (DA in TIDE). The DA will submit the form to the CSDE by March 1, 2023, for review and approval. If approved, students will be assigned an ESR code to any test that applies to them (CTAA, CTAS, and CAAELP). The ESR code is visible in the test completion report and once available the student participation in all applicable alternate assessments is complete.

## Comparison Connecticut Alternate Assessments

Connecticut Alternate Assessment (CTAA) for Math and ELA	
<b>Test Window</b>	March 27-June 2, 2023
<b>TIDE User Role required</b>	Teacher Administering the Alternate (TEA)
<b>Student Eligibility</b>	Students identified as special education with significant cognitive disabilities per PPT decision using Alternate Assessment System Eligibility Form
<b>Grades</b>	3-8 and 11
<b>Test Subject Areas</b>	English Language Arts (Reading and Writing) and Mathematics
<b>Test Delivery Method</b>	Trained TEA administers the grade-specific math and ELA items via the online testing system individually to eligible students
<b>Required Administration Materials</b>	Administered with required secure Directions for Test Administration (DTAs)
<b>Security</b>	Secure
<b>Training</b>	<a href="http://cambiumast.com">Connecticut Alternate Assessment System Training Course (cambiumast.com)</a>
<b>Certificate</b>	"Trained status" indicated in TIDE profile
<b>Submissions into DEI</b>	Submit the Alternate Assessment System Eligibility Form

This is a resource comparing all three assessments included in the Alternate Assessment System. For our discussion today I will review them briefly by test. The 3 slides are available in a single comparison chart linked here:

[Comparison Connecticut Alternate Assessments.](#)

## Comparison Connecticut Alternate Assessments

Connecticut Alternate Science (CTAS)	
<b>Test Window</b>	March 27-June 2, 2023 (upload score worksheets)
<b>TIDE User Role required</b>	Teacher Administering the Alternate (TEA)
<b>Student Eligibility</b>	Students identified as special education with significant cognitive disabilities per PPT decision using Alternate Assessment System Eligibility Form
<b>Grades</b>	5, 8, 11
<b>Test Subject Areas</b>	Science: Earth, Life, Physical
<b>Test Delivery Method</b>	Trained TEA assesses eligible student with performance tasks based on Connecticut Alternate Science Assessment Essence statements
<b>Required Administration Materials</b>	Designed to be administered throughout the school year using <a href="#">CTAS Required Materials</a> . Student ratings will be entered in the DEI
<b>Security</b>	Non-Secure
<b>Training</b>	<a href="#">Connecticut Alternate Assessment System Training Course (cambiumast.com)</a>
<b>Certificate</b>	"Trained status" indicated in TIDE profile
<b>Submissions into DEI</b>	Alternate Assessment System Eligibility Form and CTAS Score Worksheet for scoring

This slide focuses on the CTAS our alternate Science assessment.

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Special-Populations/Alternate-Assessment-Comparison-Chart-FINAL.pdf>

Comparison Connecticut Alternate Assessments	
	Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP)
Test Window	February 1-March 31, 2023
TIDE User Role Required	Teacher Administering the Alternate (TEA)
Student Eligibility	Students identified as EL/ML and special education with significant cognitive disabilities per PPT decision using Alternate Assessment System Eligibility Form
Grades	K-12
Test Subject Areas	Reading, Listening, Speaking, Writing
Test Delivery Method	Trained educator (with TEA User Role) administers CAAELP assessment items individually to eligible Els/MLs using the Cambium Test Delivery System.
Required Administration Materials	Administered using Grade and domain specific Test Administrator Directions and Scoring Rubrics Booklets
Security	Secure
Training	<a href="#">CAAELP Test Administration Training</a>
Certificate	Trained status certificate should be maintained locally
Submissions into DEI	Submit the Alternate Assessment System Eligibility Form

This last slide details the CAAELP which is our new alternate English Language Proficiency assessment. This comparison allows you to view it compared to our academic alternate assessments.

**Training Reminder:** CAAELP training is a separate required training to administer the CAAELP and is not in the same platform as the required training for the CTAA and CTAS training.

It can be accessed using the ELPA21 log-in site: [ELPA21 Online](#).

Register for an account using your school email address. Use “**elpa21**” as the district password. Refer to the [CAAELP memo](#) sent on November 21, 2022, for details about creating an account to access training.

When you log on to the CAAELP Training, you will find an extensive menu of training modules available. Of these sessions, teachers administering the CAAELP should review **the CAAELP Module: Alt ELPA Test Administrator Training (2022-2023)** and corresponding quiz. Completion of this training does not sync to TIDE or the teacher’s trained status as the other alternate assessment training does. Teachers can print out their certificate, but there isn’t an electronic recording that confirms a teacher's completion of the CAAELP training.

Similarly, School Administrators can review the optional Alt ELPA Test Coordinator Training (2022-23).  
<https://portal.ct.gov/-/media/SDE/Student-Assessment/Special-Populations/Alternate-Assessment-Comparison-Chart-FINAL.pdf>




## CAAELP Resources

- Information is located on the CSDE Student Assessment main webpage/[CAAELP Resources](#), or on the Alternate Assessment page of the Connecticut Comprehensive Assessment Program Portal ([CT Portal](#)).
- [Collaborative for the Alternate Assessment of English language Proficiency \(CAAELP\) December 2022](#)
- Additional information on the Collaborative that is not CT specific can be viewed can be viewed at [altelpa.org](http://altelpa.org).



Communication, training, and resources have been provided to ELACs to share with staff. It is important to ensure the Planning and Placement Teams have information to determine eligibility for the most appropriate English language proficiency assessment for your K-12 ELs/MLs with significant cognitive disabilities.

## CAAELP Resources on the CT Portal



**CAAELP**  
Connecticut Consortium for the Standards Assessment of English Language Proficiency (CAAELP)

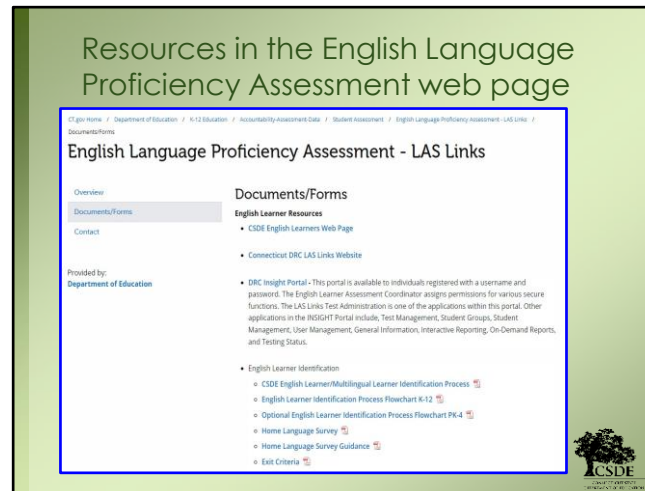
Use this page to access resources related to the CAAELP Practice and Observation Tests (also referred to as AECEP). Materials are prepared for test score reports to be used to assess the additional applicants, please see the Connecticut Consortium for the Standards Assessment of English Language Proficiency (CAAELP) Test Administration Manual.

CAAELP Practice Tests	
Resource Type	Resource Description
<a href="#">Practice Test Administration Directions and Scoring Rubric Booklet</a> <a href="#">Practice Test Administration Directions</a> <a href="#">Practice Test Administration Directions</a> <a href="#">Practice Test Administration Directions</a> <a href="#">Practice Test Administration Directions</a>	Required for all CAAELP job (E)LPs Practice Test Administration.
<a href="#">CAAELP Practice Test Training Module</a>	COMING SOON This self-paced training is recommended.
<a href="#">CAAELP Practice Test Administration and Scoring Rubric Manual</a>	COMING SOON This manual provides guidance on the process of optimal testing conditions and the selection and administration of appropriate content materials. It also includes information for English Statewide and significant regional candidates.
<a href="#">CAAELP Practice Test Administration and Scoring Rubric Manual</a>	COMING SOON This manual provides the direction to guide the test administrator in setting up, administering the practice test, and general test administration protocols.

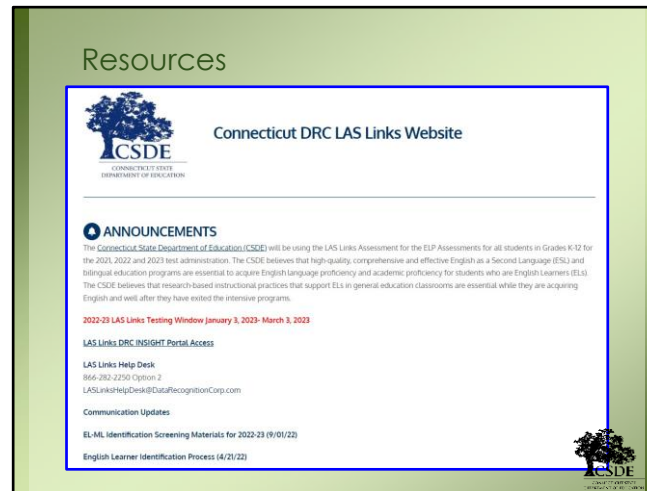
  

CAAELP Observation Tests	
Resource Type	Resource Description
<a href="#">CAAELP Job Administration Manual</a> <a href="#">CAAELP Job Administration Manual</a> <a href="#">CAAELP Job Administration Manual</a>	CAAELP Practice AECEP Test Administration Training (2020-2021) is required for candidates who are currently applying for administering the CAAELP job (E)LPs.
<a href="#">CAAELP Observation Test Administration and Scoring Rubric Manual</a>	COMING SOON This manual provides the direction to guide the test administrator in setting up, administering the practice test, and general test administration protocols.
<a href="#">CAAELP Observation Test Administration and Scoring Rubric Manual</a>	COMING SOON This manual provides guidance on the process of optimal testing conditions and the selection and administration of appropriate content materials. It also includes information for English Statewide and significant regional candidates.
<a href="#">CAAELP Observation Test Administration and Scoring Rubric Manual</a>	COMING SOON This manual provides the direction to guide the test administrator in setting up, administering the practice test, and general test administration protocols.

Resources are on the CT Portal in this page dedicated to CAAELP. Practice tests and practice scoring booklets are also here. This page is hyperlinked.



Resources for EL/MLs are also located on the English Language Proficiency Assessment page in the CSDE site. This page provides information on the EL Identification process and links to related documents. The updated Growth Model presentation and Placement Test training videos and materials are also posted. This image is hyperlinked, so simply click on the image above (<https://portal.ct.gov/SDE/Student-Assessment/ELP-Assessment/English-Language-Proficiency-Assessment---LAS-Links/Documents>).



This image is also hyperlinked (<https://laslinks.com/connecticut-information/>). The CT DRC LAS Links webpage includes announcements, latest communications, information on identification and placement, assessment administration, testing, scoring, reporting, and technology resources.


Your EL/ML Team  
Contacts

For questions about LAS Links, EL/ML Identification, EdSight:

- Michael Sabados [Michael.Sabados@ct.gov](mailto:Michael.Sabados@ct.gov)
- Cristi Alberino [Cristi.Alberino@ct.gov](mailto:Cristi.Alberino@ct.gov)

For questions about the CAAELP:

- Janet Stuck [Janet.Stuck@ct.gov](mailto:Janet.Stuck@ct.gov)
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These are the CSDE consultants on your EL/ML team.