



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](#).

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.

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

English Language Proficiency Assessment Dates

LAS Links

- January 3 – March 3, 2023

CAAELP

- February 1–March 31, 2023

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

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

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)

Comparison LAS Links & CAAELP

	LAS Links	CAAELP
Test Delivery System	DRC	CAI
Participants	EL/ML Students in Grades K-12 (in PSIS registration)	EL/ML students in Grades K-12 and Special Education (in PSIS registration)
Rostering Students	ELAC places students into testing sessions including all 4 domains in DRC INSIGHT Portal.	<ol style="list-style-type: none"> 1) PPT Decision 2) Trained TEA submits Alternate Assessment System Eligibility Form into DEI 3) The Eligible for Alternate Assessments Form is submitted for students in Grades K-2, 9, 10, and 12.
Accommodations	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.



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](#).

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.

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).

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.

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.

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.

Connecticut CAAELP

Directions for Administration

Directions for Administration (General In TAM)

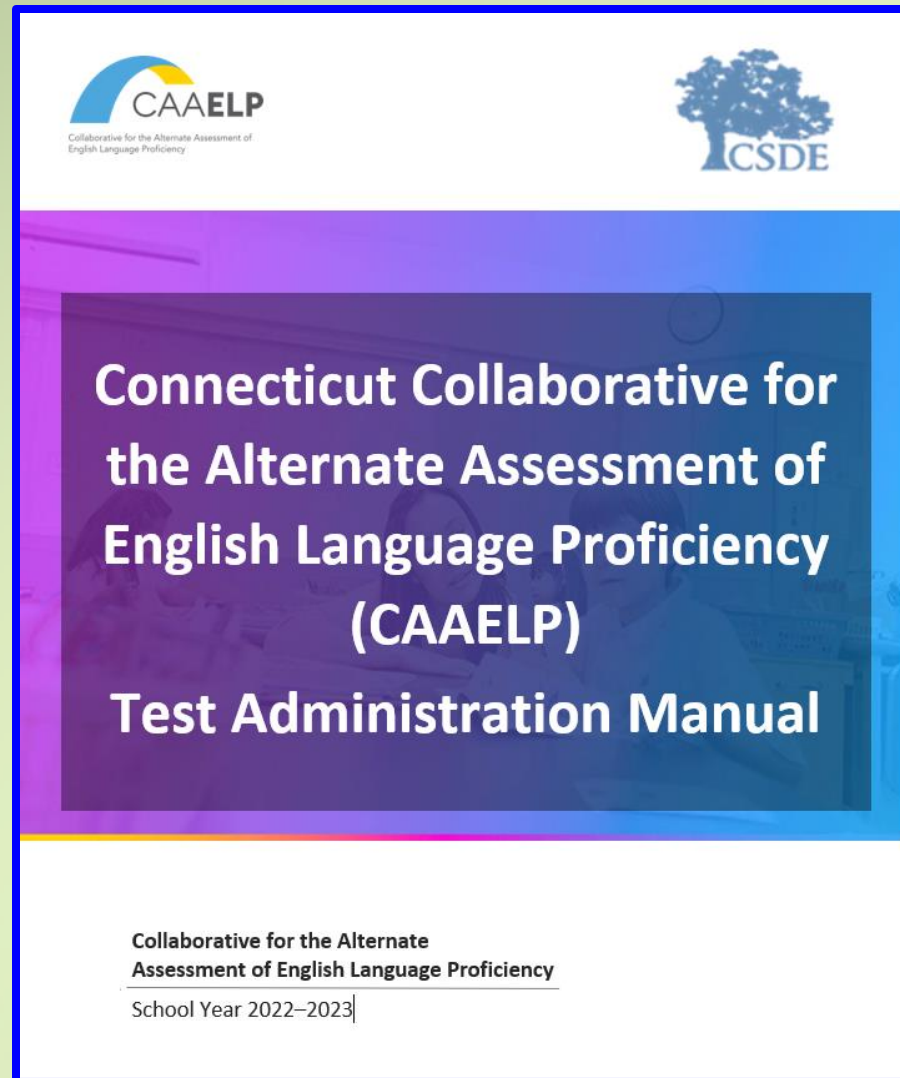
- All general directions for CAAELP administration are included in the TAM by domain.

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.

Connecticut CAAELP Test Administration Manual (TAM)



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

LAS Links & CAAELP TTS vs. Read Aloud

LAS Links	CAAELP
<p>1. <u>TTS for Reading and Writing</u> requires an IEP or 504 Plan indicating the student has a print disability and requires reading of reading passages (select TTS Form F) .</p> <p>2. <u>Human Reader for Reading</u> 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. <u>Human Reader for Writing</u> 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 chart here.</p>	<p>All CAAELP domains are read aloud to students tested individually. This includes items, response options and passages.</p>

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.

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)eaf 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.

Alternate Assessment System Early Stopping Rule

2022-23 Connecticut | Alternate Assessment System Early Stopping Rule

[Updated December 2022 to include CAAELP]

Connecticut Alternate Assessments measure the knowledge and skills of students with significant cognitive disabilities as required by the Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act (ESSA). They are designed to support student independence to the greatest extent possible by making academic and language content accessible and the expected achievement levels appropriate. The Connecticut Alternate Assessment System is comprised of the following assessments:

- The Connecticut Alternate Assessment (CTAA)—aligned to the same Connecticut Core Standards (CCS) used to instruct and assess all of Connecticut’s public-school students in Grades 3-8 and 11 in the subject areas of mathematics and English language arts.
- The Connecticut Alternate Science (CTAS) Assessment—aligned to the Next Generation Science Standards (NGSS) and administered to students in Grades 5, 8, and 11.
- The Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP)—designed for students with significant cognitive disabilities in Grades K-12 who are dually identified as English learners/multilingual learners (ELs/MLs) receiving services under IDEA. Content aligned to and derived from the Connecticut English Language Proficiency (CELP) standards define the tested domains of listening, speaking, reading, and writing.

Comparison Connecticut Alternate Assessments

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



Comparison Connecticut Alternate Assessments

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



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	CAAELP Test Administration Training
Certificate	Trained status certificate should be maintained locally
Submissions into DEI	Submit the Alternate Assessment System Eligibility Form

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](#).

CAAELP Resources on the CT Portal



Connecticut Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP)

Use this page to access resources related to the CAAELP Practice and Operational Tests (also referred to as Alt ELPA). Materials are grouped by test type and/or grade in the tables below. For additional information, please see the Connecticut Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP): Test Administration Manual.

CAAELP Practice Tests	
Material Type	Material Description
Practice Test Administrator Directions and Scoring Rubrics Booklets: <ul style="list-style-type: none"> • Kindergarten • Grade 1 • Grades 2-3 • Grades 4-5 • Grades 6-8 • Grades 9-12 	Required for all CAAELP (Alt ELPA) Practice Test Administration
COMING SOON! CAAELP Practice Tests Training Module	COMING SOON! This optional training is recommended.
COMING SOON! Connecticut CAAELP Accessibility and Accommodations Manual	COMING SOON! 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.
COMING SOON! Connecticut Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP): Test Administration Manual	COMING SOON! This manual contains the directions to guide the test administrator in logging-in, administering the practice test, and general test administration activities.

CAAELP Operational Tests	
Material Type	Material Description
CAAELP Test Administration Training CAAELP Module Alt ELPA Test Administrator Training (2022-2023) CAAELP Training for the 2022-23 School Year memo.11/21/22	CAAELP Module Alt ELPA Test Administrator Training (2022-2023) is required for educators with responsibility for administering the CAAELP to eligible students in Grades K-12.
COMING SOON! Connecticut Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP): Test Administration Manual	COMING SOON! This manual contains the directions to guide the test administrator in logging-in, administering the practice test, and general test administration activities.
COMING SOON! Connecticut CAAELP Accessibility and Accommodations Manual	COMING SOON! 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.
2022-23 Connecticut CAAELP Participation Guidelines	These guidelines describe the purpose, participation criteria and procedures to determine and document eligibility for the CAAELP.

Resources in the English Language Proficiency Assessment web page

CT.gov Home / Department of Education / K-12 Education / Accountability-Assessment-Data / Student Assessment / English Language Proficiency Assessment - LAS Links / Documents/Forms

English Language Proficiency Assessment - LAS Links

Overview

Documents/Forms







Contact

Provided by:

Department of Education

Documents/Forms

English Learner Resources

- [CSDE English Learners Web Page](#)
- [Connecticut DRC LAS Links Website](#)
- [DRC Insight Portal](#) - This portal is available to individuals registered with a username and password. The English Learner Assessment Coordinator assigns permissions for various secure functions. The LAS Links Test Administration is one of the applications within this portal. Other applications in the INSIGHT Portal include, Test Management, Student Groups, Student Management, User Management, General Information, Interactive Reporting, On-Demand Reports, and Testing Status.
- English Learner Identification
 - [CSDE English Learner/Multilingual Learner Identification Process](#) 
 - [English Learner Identification Process Flowchart K-12](#) 
 - [Optional English Learner Identification Process Flowchart PK-4](#) 
 - [Home Language Survey](#) 
 - [Home Language Survey Guidance](#) 
 - [Exit Criteria](#) 

Resources



Connecticut DRC LAS Links Website

ANNOUNCEMENTS

The [Connecticut State Department of Education \(CSDE\)](#) will be using the LAS Links Assessment for the ELP Assessments for all students in Grades K-12 for the 2021, 2022 and 2023 test administration. The CSDE believes that high-quality, comprehensive and effective English as a Second Language (ESL) and bilingual education programs are essential to acquire English language proficiency and academic proficiency for students who are English Learners (ELs). The CSDE believes that research-based instructional practices that support ELs in general education classrooms are essential while they are acquiring English and well after they have exited the intensive programs.

2022-23 LAS Links Testing Window January 3, 2023- March 3, 2023

[LAS Links DRC INSIGHT Portal Access](#)

LAS Links Help Desk

866-282-2250 Option 2

LASLinksHelpDesk@DataRecognitionCorp.com

Communication Updates

EL-ML Identification Screening Materials for 2022-23 (9/01/22)

English Learner Identification Process (4/21/22)



Your EL/ML Team Contacts

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

- Michael Sabados Michael.Sabados@ct.gov
- Cristi Alberino Cristi.Alberino@ct.gov

For questions about the CAAELP:

- Janet Stuck Janet.Stuck@ct.gov
- Deirdre Ducharme Deirdre.Ducharme@ct.gov
- Ada Kovaci-Kume Ada.Kovaci-Kume@ct.gov