

Connecticut Alternate Assessment of English Language Proficiency (CAAELP) Accessibility and Accommodations Manual

Connecticut Alternate Assessment of English Language Proficiency (CAAELP)
School Year 2023–2024

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Structure of this Document

The Connecticut Alternate Assessment of English Language Proficiency (*CAAELP Accessibility and Accommodations Manual*) includes the following sections:

[Section 1: Introduction](#)

This section provides relevant background information for providing access to the CAAELP, which is synonymous with Alt ELPA. It clarifies the intended audience as well as the framework for the CAAELP approach to accessibility.

[Section 2: CAAELP Participation Guidelines](#)

This section provides the participation criteria for CAAELP, along with additional information to support participation decisions.

[Section 3: Applying the Accessibility Model](#)

This section describes accessibility features and considerations to remove barriers to test access without reducing expectations and the application of the Accessibility Model for participating students.

[Section 4: CAAELP Embedded Accessibility Features by Domain](#)

This section details accessibility features of the CAAELP assessment that are embedded in the testing platform. These include universal features, designated supports, and accommodations.

[Section 5: Non-Embedded Accessibility Features by Domain](#)

This section describes features of the assessment that are provided by the trained test administrator. These include optimal testing conditions, designated supports, and accommodations.

[Resources](#)

This section lists several resources that provide additional information relevant to accessibility and accommodations.

[Appendices](#)

This section includes two appendices. Topics include Application of the Accessibility Model, Student Examples, and the [CAAELP Tool 1: Applying Accessibility Considerations](#).

Section 1: Introduction

The Connecticut Alternate Assessment of English Language Proficiency (CAAELP) was developed by the Collaborative for the Alternate Assessment of English Language Proficiency. **Please note that throughout this document and other Connecticut resources, CAAELP and Alt ELPA describe the Alternate Assessment for English Language Proficiency and are synonymous.**

CAAELP was a federally funded project that was awarded to the Iowa Department of Education. Iowa worked in collaboration with nine other states (Arizona, Arkansas, Connecticut, Louisiana, Nebraska, New York, Ohio, Oregon, and West Virginia) and the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA to develop this alternate assessment.

The collaborative developed this alternate assessment to assess English language proficiency for English learners/multilingual learners (ELs/MLs) with the most significant cognitive disabilities.¹ This assessment meets the unique needs of these students and enables the measurement of their progress toward attaining English language proficiency based on alternate performance standards.² CAAELP was developed to align with English language proficiency standards that correspond to college- and career-ready content standards in mathematics, English language arts, and science. By doing so, it supports the English language and academic skills needed for students who are ELs/MLs with the most significant cognitive disabilities to able them to progress through school ready for post-school success, including independent living, social engagement, employment, and postsecondary training.

This *Accessibility and Accommodations Manual* was developed to guide the provision of optimal testing conditions and the selection and administration of appropriate universal features, designated supports, and accommodations for individual students who are ELs/MLs with significant cognitive disabilities participating in the CAAELP assessment.

Decisions about appropriate accessibility and accommodations help to produce valid assessment results and support appropriate interpretations and uses of assessment results. The Connecticut State Department of Education (CSDE) and the Collaborative for the Alternate Assessment of English Language Proficiency recognizes that validity, reliability, and fairness of the CAAELP depends on each EL/ML with significant cognitive disabilities having appropriate access to the assessment to show their English language proficiency. The CSDE also recognizes the important role of the Planning and Placement Team (PPT) in making decisions and developing the Individualized Education Program (IEP) for ELs/MLs with significant cognitive disabilities.

¹ “English learners with the most significant cognitive disabilities” is a term used in federal law. In this document, both that term and the term “English learners with significant cognitive disabilities” are used to mean “English learners/multilingual learners with the most significant cognitive disabilities.”

² The term “alternate performance standards” corresponds to the term “alternate achievement standards” used in federal law. The term indicates that the performance to which students are held may be different from those for other students, even though the targeted English language proficiency standards for the student’s grade are the same.

Intended Audience

The *CAAELP Accessibility and Accommodations Manual* is primarily for district- and school-level educational and assessment staff, as well as for parents within PPTs, as they make decisions about student participation in CAAELP, and the accessibility needs of eligible students. This manual provides information for classroom educators, English language development educators, special education educators, and related services personnel to use in selecting and administering universal features, designated supports, and accommodations for those students who need them. It clarifies which of these are embedded in the testing platform and which ones may be provided by the test administrator. This manual is also intended for administrative staff who oversee the decisions made in instruction and assessment.

Recommended Use

The information in this manual reflects the diverse needs of this student population taking this online assessment. Students who need a particular designated support or accommodation, per their IEP, that are consistent with CSDE testing policies, will have the designated supports and accommodations available within the test delivery system. The CSDE recognizes the critical connection between accessibility and accommodations in instruction and assessment, and provides guidance on differences between instruction and assessment. The CSDE also encourages an iterative approach to accessibility decisions. As a students' needs evolve and they gain greater independence, accessibility and accommodation decisions should be reevaluated annually at the PPT. This is to ensure that appropriate accessibility features are an accurate representation of the student's current learning profile and accessibility needs.

Purposes of the CAAELP

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 EL/ML services.

Like all of Connecticut's summative assessments, CAAELP is also designed provide eligible students with a way to measure their progress toward English language proficiency based on alternate performance standards and an opportunity to demonstration an acquired discipline-relevant language for grade-appropriate academic content tasks.

Section 2: Connecticut CAAELP Participation Guidelines

The following definition serves as the basis for the [CAAELP Participation Guidelines](#). English learners/multilingual learners (EL/ML) with the most significant cognitive disabilities in Grades K-12 eligible for the CAAELP are students:

- who are not proficient in the English language and have been identified as needing English language development services (registered as EL/ML in PSIS);
- who meet the federal definition of an EL/ML (ESEA §8101(20)); and
- whose PPT has determined the student meets the eligibility criteria for the Connecticut Alternate Assessment System.

The PPT must meet at least once annually to determine goals and objectives for the student. This includes which assessments are appropriate for the student. This meeting will determine if the student participates in the state's alternate assessments, including the CAAELP. PPTs should discuss and review this consideration for all students in Grades K-12 identified as EL/ML. The criteria for participation is based on evidence provided in the completion of the [Alternate Assessment System Eligibility Form](#) during the PPT process and implementation of the IEP in CT-SEDS. PPTs can also refer to the [Connecticut Alternate Assessment System Participation Guidance for Planning and Placement Teams](#).

Student Factors that Should NOT Determine Participation in CAAELP

The need to participate in the CAAELP instead of the LAS Links (with or without accommodations) is **not primarily** the result of the following:

- Time of arrival in U.S. schools
- Language and cultural differences
- History of limited or interrupted formal schooling
- Low English language proficiency or literacy level without the presence of a significant cognitive disability
- Student's ability to exit from EL/ML services
- Excessive absenteeism
- Poor performance or impact on accountability system
- Disability category label
- Special education placement or services
- A single person (e.g., principal, teacher) making the decision

Potential Unintended Consequences of CAAELP Participation

There are potential consequences associated with participation in any assessment. Some that might be important to consider during the PPT for student participation in CAAELP include:

- Selection of the CAAELP in early grades (e.g., K-2) may influence assessment decisions about participation in future assessment administration of CAAELP and the academic alternate assessments rather than a standard assessment
- A change in the student’s placement, which may not be reflective of their least restrictive environment
- Differential access to instructional content, perhaps at a reduced level of depth, breadth, and complexity compared to their EL/ML peers without significant cognitive disabilities
- Possible limitations in the provision of EL/ML services
- Differential exit criteria from EL/ML services compared to EL/ML peers without significant cognitive disabilities

For more detailed information regarding participation please refer to the [CAAELP Participation Guidelines](#).

Domain Exemptions

A small number of students with significant cognitive disabilities may be unable to participate in the Listening or Speaking Domains of the CAAELP because of the complexities of their disability. Refer to the [CAAELP Resources page](#) for information about Domain exemptions.

Connecticut Early Stopping Rule

Most students eligible to participate in alternate assessments can complete the assessments because they can access the test questions and communicate their responses when provided supports and accommodations that mirror those provided during instruction. However, a small percentage of students with the most significant cognitive and adaptive behavioral needs are reported by their teachers to have no observable way to communicate responses to participate in classroom or large-scale assessments. The CSDE developed a method for identifying those students prior to the testing window who might qualify for a special test code status called the Early Stopping Rule (ESR). Please refer to [the Connecticut Alternate Assessment System Early Stopping Rule](#) if the student who is eligible for the CAAELP does not demonstrate an observable response.

Section 3: Applying the Accessibility Model

English learners/multilingual learners with the most significant cognitive disabilities are generally a small population of students with highly complex needs. Thus, it is critical that the PPT have current information about students’ strengths and areas of concern to make informed decisions about instruction and assessment. These decisions include assessment selection and accessibility and accommodations for instruction and assessment. The accessibility features and accommodations determined to meet individual student needs and preferences for participation in the CAAELP will maintain the validity of the assessment results and interpretations when used in a manner consistent with this manual. This section provides information about embedded features (universal features, designated supports, and accommodations) and non-embedded

features (optimal testing conditions, designated supports, and accommodations) available for the CAAELP. It also gives domain-specific indications of availability for each feature.

Educators should ensure and support students by providing ample opportunity to practice using the accessibility features and accommodations available to them before they are used during assessments. The consistency between instructional supports and accessibility features for CAAELP should always be considered, as some accessibility features may be used in instruction but are not allowed for the assessment. For information on CAAELP practice tests and related resources for practice test administration, please refer to the [CAAELP resource](#) page.

Instructional and Assessment Accessibility Decisions

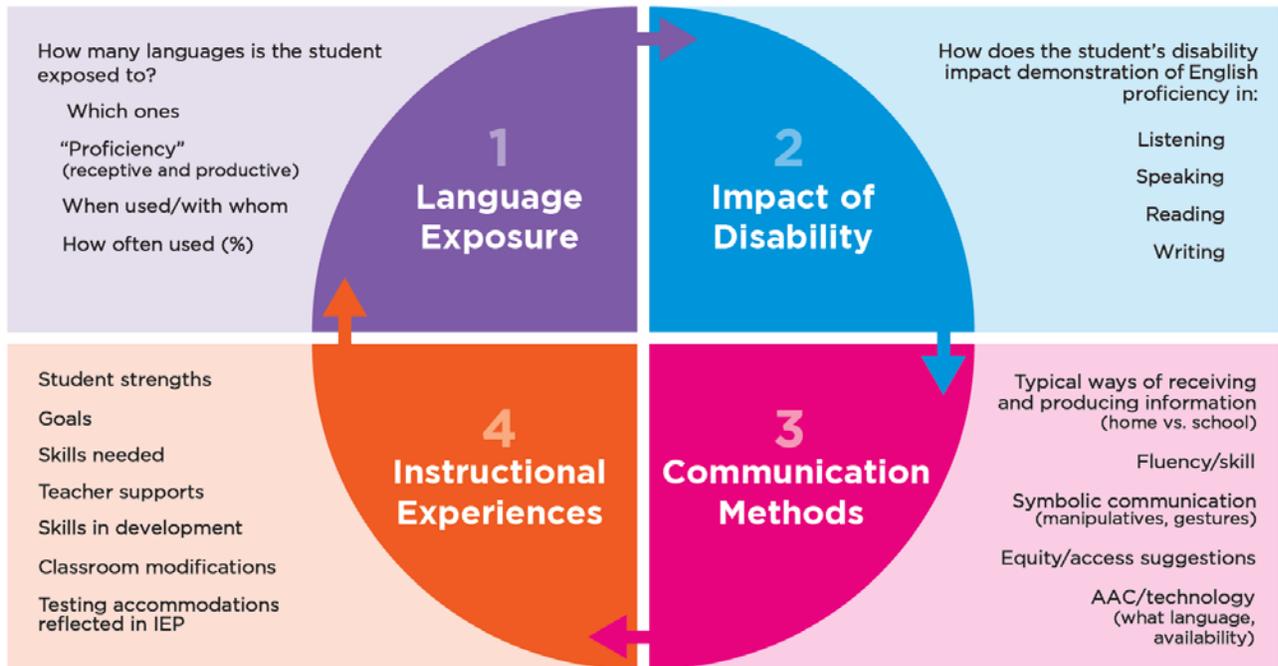
Supports that a student receives during instruction may not be identical to the accessibility features available for CAAELP. Instruction focuses on content knowledge (e.g., reading, English language arts, math, science, social studies) and developing English skills for students identified as ELs/MLs. The CAAELP assesses English language proficiency in the domains of Listening, Reading, Speaking, and Writing. Thus, the accessibility features must allow for appropriate interpretations related to what is being learned or measured.

[Figure 1](#) provides a model to guide accessibility decisions. It addresses language and disability in detail. At the same time, it guides teams to identify supports used for instruction and how these may bridge accessibility features used for CAAELP. Teams may want to start with Section 1, and then work around the cycle.

For each student, identify:

- a) how many languages the student is exposed to and the student's receptive and productive language skills in each,
- b) the impact of disability on English language skills (i.e., Listening, Speaking, Reading, and Writing),
- c) which communication methods the student uses, and
- d) the student's instructional experiences.

Figure 1: Accessibility Considerations

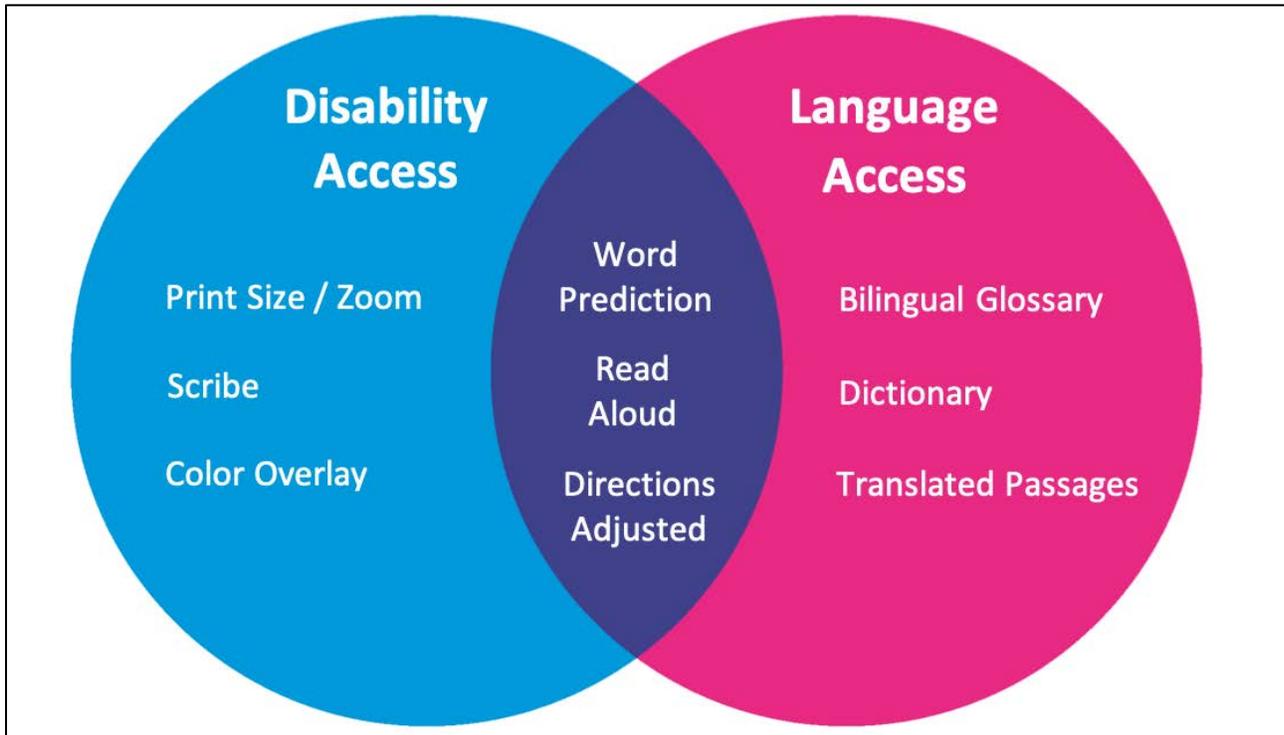


See [Appendix A](#) for student examples using the model and [Appendix B](#) for *Tool 1: Template for Applying Accessibility Considerations* to guide decision-making using the model.

Typically, accessibility features that support a student’s developing English proficiency are not allowed on standard English language proficiency assessments. Features that address a student’s disability generally are allowed. Still, some features may appear to address both disability and language. This is especially the case for students who are identified as ELs/MLs with significant cognitive disabilities and are eligible for the CAAELP. [Figure 2](#) shows how different accessibility features may address a student’s disability, language ability, or both.

The PPT should be aware of whether supports in the overlapping category of disability and language are provided to an individual student because of disability needs, language needs, or both. For example, a student may use word prediction to address a disability, even though it also supports the student’s language use. A dictionary typically only supports language. If a student uses an augmentative and alternative communication (AAC) device, it must be used with settings set to English for test items, but the student might use another language during non-assessment portions (e.g., general directions) of the CAAELP.

Figure 2: Examples of Accessibility Features That Address Disability, Language, or Both



Note: Blue = Allowed on the CAAELP; Purple = Conditionally Allowed by Domain on the CAAELP; Pink = Not Allowed on the CAAELP.

CAAELP Accessibility Model

Accommodations remove barriers to test taking without reducing expectations by providing for changes in scheduling or timing, setting, presentation methods, and response formats. Due to the highly complex needs of CAAELP-eligible students, available accessibility features have been broadened for this alternate assessment removing barriers and allowing students to demonstrate what they know and can do by greatly increasing the accessibility. This is similar to procedures and policies in Connecticut’s other academic alternate assessments, the Connecticut Alternate Assessment (CTAA) for language arts and math, and the Connecticut Alternate Science (CTAS) Assessment.

The CSDE, in collaboration with CRESST/ELPA 21, determined which testing conditions, universal features, designated supports, and accommodations provide equitable access while supporting valid assessment results, interpretations, and uses. This accessibility model reflects a tiered approach used in other Connecticut summative assessments for accessibility tools that are **embedded** in the testing platform:

- a) universal features available to all ELs/MLs with significant cognitive disabilities,
- b) designated supports available to all ELs/MLs based on need and identified by a team of educators with parent/guardian and student input, and

- c) accommodations available only to certain students with disabilities based on their documented needs per the IEP.

This model also reflects accessibility features that are **not embedded** in the testing platform:

- a) optimal testing conditions,
- b) designated supports, and
- c) accommodations.

Designated supports and accommodations should be documented in the student’s IEP. They should be identified prior to the opening of the testing window and activated in the test delivery system.

[Table 1](#) provides definitions of the accessibility tiers and available tools in each tier. Tools in all tiers should be documented in the student’s IEP. Designated supports and accommodations should be reviewed in advance in TIDE. All available tools yield valid scores and support valid interpretations of the results from CAAELP when used in a manner consistent with this manual. Some accessibility features that are provided during alternate content assessments of reading, writing, mathematics, science, and other content areas may not be provided for the CAAELP because they would change the construct measured, making interpretations from test results invalid.

Table 1: Embedded Features in CAAELP Accessibility Model

Tier	Definition	Available Tools
Universal Features	Accessibility features of the assessment available to all students based upon preference that are delivered within the test delivery system. All universal tools are available but can be turned OFF by an educator if needed.	Expandable passages and items, highlighter, item level zoom, keyboard navigation, line reader, mark for review, mouse pointer, notepad, strikethrough, volume control
Designated Supports	Accessibility features typically provided through the test delivery system, available for use by any student for whom the need has been indicated by a team of educators with	Color choices, disable universal features, masking, print size/zoom

Tier	Definition	Available Tools
	parent/guardian and student input.	
Accommodations	Procedures provided in presentation, response, and other areas during test administration that provide equitable access during the assessment for students with disabilities. Available only to certain students based on their individual needs documented in their IEP.	Domain exemptions, permissive mode (for AT use), print-on-demand, word prediction

[Table 2](#) provides definitions of the accessibility tiers and examples of the features in each tier for CAAELP non-embedded features. Features in all tiers should be documented in the student’s IEP. Accommodations must be assigned to individual students in advance. All non-embedded features yield valid scores and support valid interpretations of the results from the CAAELP when used in a manner consistent with this manual. Some accessibility features that are provided during alternate academic assessments of reading, writing, mathematics, science, and other content areas may not be provided for the CAAELP because they would change the construct measured, making interpretations from test results invalid.

Table 2: Non-Embedded Features in CAAELP Accessibility Model

Feature	Definition	Examples
Optimal Testing Conditions	Testing conditions that may be provided by the test administrator to support an optimal testing experience for the student based on student need and preferences.	Breaks, directions adjusted (e.g., clarified, highlighted, reread, simplified, underlined, or interpreted as often as needed), flexible scheduling, focusing prompts and materials (e.g., fidgets, redirect to test by prompting or physical objects), read aloud (Grades 2-3) *
Designated Supports	Accessibility features that may be provided by the test administrator and are available for use by any student for whom the need has been indicated by a team of educators with parent/guardian and student input. Available to any student if selected before testing by an adult.	Color overlay, noise buffers, translated test directions, verbal description of graphics, magnification, sign language presentation of items, read aloud (Grades 4-5 and above) *
Accommodations	These may be provided by the test administrator (non-embedded) but are available only to certain students based on their individual needs in their IEP.	Assistive technology and scribe.

*Note: Connecticut’s CAAELP Guidelines allow for items, passages, and response options to be read aloud to all participating students in Grades K-12 as they are tested individually in each Domain. In addition to the CAAELP Accessibility Framework, the design of the CAAELP provides customization to meet students’ needs. This is evidenced through the test administration instructions provided within the platform.

Who Makes Decisions About Optimal Testing Conditions, Universal Features, Designated Supports, and Accommodations?

Decisions about incorporating optimal testing conditions are made by trained test administrators or school test coordinators based on the supports and student needs defined in the IEP. The PPT, which should include an English language development specialist as well as the student’s parents or guardians and the student (when appropriate), should make decisions about embedded universal features, designated supports, and accommodations. Ultimately, these accommodations should be used by the student and with the support of the trained test administrator. These decisions should be based on considerations of the student’s individual needs, the routine use, and level of independence of accessibility features during instruction. The PPT should provide evidence of the need for specific accommodations and ensure that they are included in the IEP and used routinely during instruction.

CAAELP Accessibility Guidelines are based on the Connecticut Alternate Assessment System precedents, policies, and procedures. Trained test administrators read aloud all items, passages, and response options in each domain to all K-12 participants. All students are tested individually on the CAAELP.

Section 4: CAAELP Embedded Accessibility Features by Domain

This section will cover embedded accessibility features. These tools are available within the assessment delivery system and include universal features, designated supports, and accommodations.

Universal Features (Embedded):

Although embedded universal features are available to all students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the feature should be turned off for the administration of the assessment for that student. Disabling universal features is an embedded designated support and can be deactivated from the Test Administration Interface.

[Table 3](#) lists the embedded universal features by domain available to all students for the CAAELP. It also includes a description of each tool, recommendations for the domains in which the tool might be needed, and how and when it might be used.

Table 3: Embedded Universal Features for Listening (L), Reading (R), Speaking (S), and Writing (W)

Universal Feature	L	R	S	W	Description
Expandable Passages and Items	X	X	X	X	Passages and items can be expanded to cover more of the screen.
Highlighter	X	X	X	X	May be used for marking desired text, items, or response options, with a choice of four colors. Highlighted text remains available throughout the test.
Item Level Zoom	X	X	X	X	Allows magnification of up to a 400% increase in an individual item.
Keyboard Navigation	X	X	X	X	Navigating through test content may be done by using a keyboard (e.g., arrow keys).
Line Reader	X	X	X	X	The line reader is a tool which allows readers to focus on one line at a time.
Mark for Review	X	X	X	X	Items may be flagged for future review during the assessment. Markings are not saved when moving to another test domain or after pausing the test for more than 20 minutes.
Mouse Pointer	X	X	X	X	This enables the mouse pointer to be enlarged or to be in a different color.
Notepad	X	X	X	X	Tool in which notes may be entered.
Strikethrough	X	X	X	X	This feature is available for some item types. It may be used to eliminate those answer choices that do not appear correct to the student. The student

Universal Feature	L	R	S	W	Description
					must clearly indicate the choice is not correct.
Volume Control	X	X	X	X	Audio may be raised or lowered depending on student's needs. Student may use headphones.

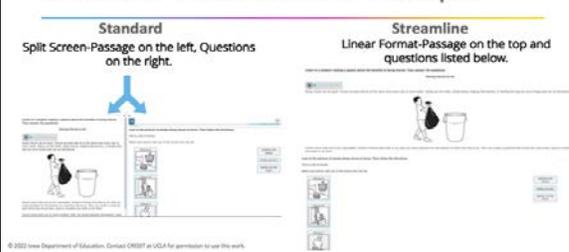
Designated Supports (Embedded):

Designated Supports are selected before testing by an educational team. Students whose IEPs identify embedded designated supports for instructional settings and assessments will have them available for the CAAELP. TEAs can turn supports on or off based on a documented need within the IEP.

[Table 4](#) lists the CAAELP embedded designated supports available to participating students. It also includes a description of each support, recommendations for the domains in which the tool might be needed, and how and when it might be used.

Table 4: *Embedded Designated Supports for Listening (L), Reading (R), Speaking (S), and Writing (W)*

Designated Support	L	R	S	W	Description
Color Choices (Color Contrast)	X	X	X	X	The text color and screen background color may be adjusted to meet the student's needs.
Disable Universal Features	X	X	X	X	This feature allows disabling of any universal feature that might interfere with student performance or be distracting to the student.
Masking	X	X	X	X	This feature allows blocking off answer choices.

Designated Support	L	R	S	W	Description
Print Size/Zoom	X	X	X	X	Print size/zoom for the entire test maybe pre-set before testing begins in the test delivery system.
Streamline Mode	X	X	X	X	<p>Streamline mode displays test content vertically for enhanced accessibility. It provides the assessment in an alternate, simplified format in which the items are displayed below the stimuli on the test interface. Two-column scrolling, or tables used for layouts are not present in streamline mode. The student should be familiar with this format before it is entered into the student's IEP.</p> <p>Standard vs. Streamline Example</p>  <p>The image shows two side-by-side screenshots of a test interface. The left screenshot is labeled 'Standard' and shows a 'Split Screen' layout where a passage is on the left and questions are on the right. The right screenshot is labeled 'Streamline' and shows a 'Linear Format' where the passage is at the top and questions are listed below it. Both screenshots include a small illustration of a person and a trash can.</p>

Accommodations (Embedded)

Accommodations are changes in procedures or materials that increase equitable access but do not change what an assessment is measuring. They are available only to participating students based on their individual needs and IEP documentation.

[Table 5](#) lists the embedded accommodations available to participating students for the CAAELP. It also includes a description of each accommodation, recommendations for the domains in which it might be needed, and how and when it might be used. Because CAAELP is administered one-on-one to individual students by a trained test administrator, some accommodations that are available for general ELP assessments are not available for the CAAELP. For example, text-to-speech (TTS) is not provided because the test administrator reads all directions and items to the student. For similar reasons, speech-to-text (STT) is not provided as an accommodation for the CAAELP because the trained test administrator typically scribes and submits all student responses into the test delivery system.

Table 5: *Embedded Accommodations for Listening (L), Reading (R), Speaking (S), Writing (W)*

Accommodation	L	R	S	W	Description
Domain Exemptions	X		X		This feature allows a student to be exempt from Speaking or Listening based on the student’s documented disability (student is deaf or hard of hearing, student is non-verbal) when justified in accordance with Connecticut policies.
Permissive Mode	X	X	X	X	This allows for external assistive technology to be used with the assessment delivery system.
Print on Demand	X	X	X	X	Individual test items may be printed on a printer located near the student computer and assessment delivery system. Printed items must be shredded at the end of each test domain.
Word Prediction				X	This prompts the user with a list of likely word choices from which to select. The choices are based on words previously typed. Word prediction is allowed unless the Test Administrator Manual indicates it is not allowed for a specific item.

Section 5: CAAELP Non-Embedded Accessibility Features by Domain

The CSDE recognizes the need for accessibility features that are not embedded within the assessment delivery system. The identified non-embedded features provided by the test administrator are those that ensure that scores obtained and the interpretations of those scores from the CAAELP are valid. The CAAELP non-embedded features include optimal testing conditions, designated supports, and accommodations.

Optimal Testing Conditions

Optimal testing conditions for CAAELP eligible ELs/MLs with the most significant cognitive disabilities are external to the testing platform. Optimal testing conditions are meant to support a meaningful and accessible assessment experience for each student. They include the setup of the testing environment including lighting and furniture, medical considerations, and other adjustments to meet individual student needs to promote participation in the assessment while ensuring assessment validity and valid score interpretations. They generally mirror those conditions that have been successful during instruction and that are documented in the student's IEP. Examples of these conditions may include:

- Breaks and flexible scheduling
- Directions adjusted (e.g., clarified, highlighted, reread, simplified, underlined, or orally interpreted as often as needed)
- Focusing prompts and materials (e.g., fidgets, redirect to test by prompting or physical objects)
- Hearing assistive technology, sound system, FM systems, hearing aids
- Medical device (e.g., glucose monitor; the test administrator must ensure that security is maintained if a device connects to the internet)
- Navigation assistance by test administrator (e.g., mouse point-and-click, onscreen tool/button navigation)
- Object representations or objects (to represent a person, place, object, or activity)
- Student responds in preferred communication mode (e.g., pointing, eye gaze, tactile, cued speech, signed exact English, signing, use of AT, etc.)
- Scratch paper, individual erasable whiteboard, or AT device for notes (all notes must be shredded or deleted from devices)
- Setting (e.g., separate location, school-approved secure location)
- Special lighting (as indicated in IEP)
- Student and item positioning (as indicated in IEP)

- Student reads aloud to self
- Tactile graphics or symbols
- Text navigation assistance (e.g., mouse movement, tool/button navigation)
- Verbal encouragement that does not assist student to produce or correct responses (e.g., “keep working” or “make sure to answer every question”) or physical prompting (e.g., tapping the student’s arm or hand)

Designated Supports (Non-Embedded)

Non-embedded designated supports are available for use by **any student** for whom the need has been indicated by a team of educators including parents/guardians with student input. TEA's can provide non-embedded designated supports for the CAAELP for students with a documented need per their IEP.

[Table 6](#) lists the non-embedded designated supports available by domain. It also includes a description of each support, recommendations for the domains in which the tool might be needed, and how and when it might be used.

Table 6: Non-Embedded Designated Supports for Listening (L), Reading (R), Speaking (S), Writing(W)

Designated Support	L	R	S	W	Description
Color Overlay	X	X	X	X	Color transparencies are placed over a paper-based assessment. Used with print on demand.
Magnification	X	X	X	X	Magnification outside of the assessment delivery system (such as via a smart screen) allows for the size of specific areas of the screen or other testing materials to be enlarged more than is possible through the assessment delivery system.

Designated Support	L	R	S	W	Description
Noise Buffers	X	X	X	X	These include external devices to block external sounds such as ear mufflers and white noise.
Read Aloud	X	X	X	X	Trained test administrators read aloud to all K-12 participants all items, passages, and response options in each domain while testing each alternate eligible student individually.
Sign Language (e.g., American Sign Language—ASL, signed exact English, personalized sign system)	X	X	X	X	Signed presentation may be provided for directions, prompts, items, and answer choices. For signed presentation, the test administrator may sign allowable portions of the tests to the student in the manner that is regularly used in the classroom but must be careful not to use signs that might lead the student to a correct response. In such cases, fingerspelling may be used as an alternative. Signing may be repeated as many times as a student requests.
Translated Test Directions	X	X	X	X	Written test directions may be translated into any language by a qualified translator.

Designated Support	L	R	S	W	Description
Verbal Description of Graphics	X	X	X	X	The test administrator may describe graphics for specific students (e.g., those who are blind and do not read tactile graphics). Care must be taken to not describe in a way that provides the correct answer or cues to the correct answer.

Accommodations (Non-Embedded)

[Table 7](#) lists the non-embedded accommodations by domain available to students who participate in the CAAELP. It also includes a description of each accommodation, recommendations for the domains in which the tool might be needed, and how and when it might be used.

Table 7: *Non-Embedded Accommodations Listening (L), Reading (R), Speaking (S), Writing (W)*

Accommodation	L	R	S	W	Description
Assistive Technology (AT)	X	X	X	X	All forms of AT that the student uses to receive or express information are allowed as non-embedded accommodations. They may include Augmentative and Alternative Communication (ACC) devices, adapted keyboards, switches, eye gaze equipment, and tablets.
Scribe	X	X	X	X	Student uses their typical response mode. The trained teacher scribes a student's responses into the assessment delivery system.

Resources

For more information on the CAAELP, please visit the [CSDE CAAELP Resource](#) page.

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Appendix A

Application of the Accessibility Model, Student Samples

The two student examples presented here show how to apply the accessibility considerations presented in [Figure 1](#) of the *CAAELP Accessibility and Accommodations Manual*. The underlying template of these student examples is also provided as **Tool 1: Template for Applying Accessibility Considerations** in Appendix B.

Student Sample 1: Mya Win (*7th grade student with emergent symbolic communication*)

Mya Win is a 7th grade EL/ML with Down syndrome. Her family came to the U.S. from Myanmar two years ago. She is the middle child of three children. The parents speak Karen at home, and the children use both English and Karen with one another. Mya uses primarily single words in both languages. She responds to yes or no questions, usually nodding or shaking her head. She requests objects by pointing at or reaching for an object. She can make choices between two objects and occasionally three objects. Mya Win attends a school that does not have widespread access to technology, so her teachers typically make hard-copy materials or use physical objects in the classroom. Materials that are malleable or soft and colorful, such as playdough, marshmallows, or foam to form objects, letters, and numbers appeal to her. Given choices between two or three objects or large high-contrast flash cards, she can identify different shapes, sizes, most of the English alphabet, and sequence some numbers. She wears glasses and has difficulty attending to pictures, whether on paper or a computer, especially if there are many details. Occasionally, she will look at images or video clips if they are simple, large, and with contrasting colors on a topic of interest.

Has the student taken the CAAELP before? (circle one) Yes No

If yes, review the prior form and update any section information below as appropriate on new form.

In [Figure 1](#) below, Quadrants 2 and 3 are combined in [Table A2](#). Much of this information will be included in the IEP. The underlying template of these student examples is also provided in [Appendix B](#).

Section 1: Sample Application of Accessibility Considerations

Table A1: Student Exposure to Languages

Languages	General Proficiency	When Used and With Whom	How often? (% overall)
Karen	Basic, uses single words	Uses with parents most of the time at home	70%
English	Basic, uses single words, most of English alphabet, and can sequence some numbers	Uses with siblings at home and at school	30%

Sections 2 & 3

Table A2: Impacts and Communication Methods in Instruction

Domains	Disability Impact on English Proficiency	Communication Methods and Fluency/Skill
Listening	Hearing tests show normal hearing ability, but cognitive ability limits overall language use.	Listens at basic level.
Speaking	Speaks using some single words but currently uses nodding and gestures in response or initiates with pointing to or moving objects.	Primarily uses physical communication (nods, shakes head, points, reaches).
Reading	Identifies most letters in the English alphabet, but no words yet.	Uses objects and high-contrast flash cards in class.
Writing	Physically manipulates writing tools and presses keys on keyboard, but her English language skill level does not allow for composition using these tools.	Points to, reaches for, or moves objects to communicate.

Are there any suggestions for equity/access in Table A2 (e.g., access to technology)?

The school currently has limited access to technology and is pursuing grant funding in this area. In the meantime, teachers make hard copies of materials. The school is working with local agencies to explore borrowing assistive technology. If we can obtain more technology, Mya would need to access it using simple high-contrast content.

Section 4: Sample Application of Accessibility Considerations

Table A3: Instructional Experiences

Student Strengths	Motivated on topics of interest, likes to socially engage with peers in her classes. Although Mya prefers the soft colorful letter forms, she is getting better at identifying the letters in other contexts. Her literacy awareness is broadening beyond the forms.
Goals	Learning alphabet and ordering numerals. A big goal is shifting to more symbolic communication.
Teacher Supports	Help to adjust the color/contrast and magnification for materials on computer or hard copy/printed. Teacher modifies materials for contrast, adds simple lines, and includes colors and textures that interest Mya.
Classroom Modifications	Need access to printer, objects, and flashcards.
Skills Needed	Learn all alphabet letters to advance to sound and letter correspondence to create words. Needs to broaden topics of interest.
Skills in Development	Mya is working on alphabet letter identification and ordering numbers. She is expanding her attention on areas outside of her favorite topics. Mya is also working on choosing between three options when working on shapes, sizes, and letters.
Testing Accessibility Features and Accommodations Reflected in IEP	Color choices, print size/zoom, print on request, teacher helps navigate screens and assists with answer response location, redirect to test, extra time, use of objects, read aloud, strikethrough, text-to-speech.

Section 5: Sample Application of Accessibility Considerations

Review the student’s language experience, impacts and communication methods, and instructional experience with allowable CAAELP accessibility features. Then complete in [Table A4](#) to discuss at the PPT for consideration. If the accessibility feature applies to all domains, represent it in each.

Table A4: Individualized Accessibility on the CAAELP

CAAELP Domains	Optimal Testing Conditions	Universal Features	Designated Supports	Accommodations
All Domains		Redirect to test Teacher assists with test navigation screens and response location Strikethrough (online or paper equivalent if printed material)	Color choices Magnification	Print on demand
Specific Domain Speaking	Although Mya can physically speak, this likely will not occur for the testing window this year. Instead, use pointing and moving objects, materials.		Read aloud	

Review whether accessibility features for the CAAELP have implications for instruction and note them here:

Mya primarily uses physical and referential communication when a speaker describes things to her, but she may benefit from introducing a focus on speaking when she is ready. This would also benefit her growth in reading letters to advance to phonemes, as she transitions to more symbolic language use.

Student Sample 2: Arif (Kindergarten student who is deaf with limited mobility)

Arif was born in Indonesia, where he spent his first four years in an orphanage. He is profoundly deaf with unintelligible speech and has a significant intellectual disability. He also has limited mobility. While in the orphanage in Jakarta, he learned some of the local sign language, but his progress was slow. He was adopted by an Indonesian-speaking family from Australia who were not familiar with any sign languages but were willing to learn what was needed to support Arif. In Australia the family continued to use the signs Arif had learned in Jakarta while introducing some ***Australian Sign Language (Auslan)** at home to prepare for what public schools would use. Arif's motor challenges also affect his ability to sign, so his parents acquired an Augmentative and Alternative Communication (AAC) device allowing him to press or point to sign icons or pictures to facilitate communication. The family then immigrated to the U.S. due to a job transfer. Now, Arif is enrolled as a kindergartner in a U.S. school. He has been identified as an EL/ML because although his father is a fluent bilingual speaker in English, the family predominantly speaks Indonesian in the home. Arif and his family are now shifting to learning American Sign Language (ASL). He is unable to read or write in any language and does not produce speech.

The school's special education staff are working with Arif using information from his parents about what specific signs he had been working on in the southern dialect of Auslan in Melbourne as well as his prior Jakarta signs. They are trying to smooth the transition to ASL but find they need to rely a lot on the AAC device that he had started using in Australia with his family. The family has concerns about the recent shifts between sign languages and is coordinating with the school staff on his continued use of social interaction signs, gestures, and pictures with signs to practice with him at home which are aligned with the kindergarten standards.

**A language with different vocabulary and grammatical structure from American Sign Language*

Has the student taken the CAAELP before? (circle one) Yes No

If yes, review the prior form and update any section information below as appropriate on new form.

Section 1: Sample Application of Accessibility Considerations

Table A5: Student Exposures to Languages

Languages	General Proficiency	When Used and with Whom	How Often? (%)
Jakarta Sign	Low	Family	80%
Auslan-Australian Sign (Language different from ASL)	Very low	Family	10%
ASL	Very low, just started	Family, friends, teachers, & deaf community (e.g., online content)	10%

Sections 2 & 3: Sample Application of Accessibility Considerations

Table A6: Impacts and Communication Methods in Instruction

Domain	Disability Impact on English Proficiency	Communication Methods and Fluency/Skill
Listening	Deaf, can't hear English sound correspondence to phonemes.	Receives input through familiar signs, symbols/pictures, gestures/expressions, and objects/touch. Student uses AAC device for Jakarta signs and new English vocabulary at basic levels. Content is repeated as many times as needed.
Speaking	Unintelligible speech.	Uses familiar signs, symbols, pictures, gestures, and expressions. Student uses AAC device for Jakarta signs and new English vocabulary at basic levels.
Reading	No phonemic awareness. Cognitive ability requires a lot of repetition and highly contextualized visual or tactile chunks of information.	Same method as for Listening, with content repeated as many times as needed.
Writing	Motor challenges holding writing tools or typing keys. Not able to use speech-to-text.	Same method as for Speaking.

Are there any suggestions for equity/access in Table 2 (e.g., access to technology)?

No suggestions at this time.

Section 4 Sample Application of Accessibility Considerations

Table A7: Instructional Experiences

Student Strengths	Social, positive energy, not easily frustrated with repetition or mistakes. Student can use AAC device with switch somewhat independently.
Goals	Transitioning to ASL. No discussion on when to implement cued speech.
Teacher Supports	Teacher assists Arif in accessing classroom computers and navigating onscreen content.
Classroom Modifications	Arif needs a lot of one-on-one time during instruction, and a clear path visually and any other relevant contextual cues in the classroom.
Skills Needed	Arif needs to be consistent and reliable with pictures and signs already learned while assigning meaning to new pictures and signs to build and expand his vocabulary.
Skills in Development	Arif is working on basic social language to describe needs and wants in English, as well as grade-appropriate vocabulary.
Testing Accommodations Reflected in IEP (If Available)	Arif has not yet participated in any state content assessments, and no IEP planning for accessibility needs on the state content alternate has occurred.

Section 5: Sample Application of Accessibility Considerations

Review the student’s instructional impacts, methods, and experience in the above sections with the menu of optimal testing conditions, universal features, and accommodations found in [Table 1](#) of this manual. Then, fill in the following table with the appropriate features in each category from the manual. The first row applies to all domains (Listening, Speaking, Reading, and Writing) of the assessment, and the following row applies to specific domains per the individual needs of the student.

Table A8: Individualized Accessibility on the CAAELP

CAAELP Domains	Optimal Testing Conditions	Universal Features	Designated Supports	Accommodations
All Domains	<p>Directions adjusted (simplified/signed).</p> <p>Use AAC device with switch.</p> <p>Use symbols, pictures, and focusing prompts and materials, as allowed for each item.</p> <p>Help with navigating test platform.</p>			<p>Use Assistive Technology (AT) Arif’s AAC device with switch.</p> <p>Help entering answers.</p>
Specific Domain Listening				<p>Student may need to be considered for domain exemption for listening due to disability.</p>

Review whether accessibility features for the CAAELP have implications for instruction and note them here:

Need to discuss timing for introducing cued speech and how much emphasis while transitioning to ASL.

Appendix B

CAAELP Tool 1: Template for Applying Accessibility Considerations

Has the student taken the CAAELP before? (circle one) Yes No

If yes, review the prior form and update any section information below as appropriate on new form.

Section 1

Table B1: *Student Exposures to Languages*

Languages	General Proficiency	When Used and With Whom	How Often? (%)

Sections 2 & 3

Table B2: *Impacts and Communication Methods in Instruction*

Domains	Disability Impact on English Proficiency	Communication Methods & Fluency/Skill
Listening		
Speaking		
Reading		
Writing		

Are there any suggestions for equity/access in Table 2 (e.g., access to technology)?

Section 4

Table B3: *Instructional Experiences*

Student Strengths	
Goals	
Teacher Supports	
Classroom Modifications	
Skills Needed	
Skills in Development	
Testing Accommodations Reflected in IEP (If Available)	

Section 5: Accessibility on the CAAELP

Review the student’s instructional impacts, methods, and experience in the above sections with the menu of optimal testing conditions, universal features, and accommodations found in [Table 1](#) and [Table 2](#) of this manual. Then fill in the following table with the appropriate accessibility features in each category from the manual. The first row applies to all domains of the assessment (Listening, Speaking, Reading, and Writing), and the following row applies to specific domains per the individual needs of the student.

Table B4: *Individualized Accessibility on the CAAELP*

CAAELP Domains	Testing Considerations	Universal Features	Designated Supports	Accommodations
All Domains				
Specific Domain				

Review whether accessibility features for the CAAELP have implications for instruction and note them here:

Document Change History

Date	Version	Initiator	Description of Change
09/27/21	1.0	NCEO, Assessment Design Team, CAAELP Leadership	Version 1.0 accepted by Team 1 via a vote.
07/29/22	2.0	NCEO	Manual reorganized and language and figures revised so that accessibility categories align with Cambium platform, separated sections by embedded/non-embedded supports, and terminology is consistent.
06/30/23	3.0	NCEO	Updates made based on test administrator survey feedback after field testing and Team 1 input.
07/06/2023	3.1	CRESST	Finalize branding and updates for first operational year
11/29/2023	3.2	CSDE	Updates made for Connecticut-specific testing.



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