

Connecticut Alternate Assessment of English Language Proficiency (CAAELP) Participation Guidelines 2023-2024

Purpose of the CAAELP

The Connecticut Alternate Assessment of English Language Proficiency (CAAELP) is designed to reflect the diversity of English learners/multilingual learners (ELs/MLs) with the most significant cognitive disabilities.

The CAAELP measures English language proficiency in the domains of Listening, Reading, Speaking, and Writing. It supports individual ELs/MLs with significant cognitive disabilities and their schools and districts by:

- monitoring the annual progress of ELs/MLs with significant cognitive disabilities in the attainment of English proficiency for academic purposes, and
- informing decisions about exiting students with significant cognitive disabilities from English learner services.

CAAELP Participation Criteria and Procedures

Designed for a relatively small population of students in grades K-12 who are dually identified as EL/ML and special education under IDEA with a significant cognitive disability, the Planning and Placement Team (PPT) must meet at least one time annually to develop an Individualized Education Plan (IEP) for the student. This includes which assessments and accessibility features are appropriate for the student. The PPT will determine if the student takes the standard English language proficiency assessment (LAS links) or meets criteria for participation in the Connecticut Alternate Assessment System, including CAAELP.

To ensure that only students with documented evidence of a significant cognitive disability participate in Connecticut's Alternate Assessment System, PPTs use the [Connecticut Alternate Assessment System Eligibility Form](#). This form requires the submission of critical evidence such as the documentation of assessment data, typically included in the IEP, to describe the student's present levels of performance and eligibility for special education services. Using the Connecticut Alternate Assessment System Eligibility Form, the PPT must verify that the student has a significant cognitive disability by providing the following evidence:

1. Student has an intellectual impairment with supporting evidence per cognitive testing or other details/evidence exist to substantiate the existence of an intellectual impairment;
2. Student's adaptive behavior skills are well below age-level expectations with supporting evidence per adaptive behavior assessment(s) (e.g., scored more than 1.5 standard deviations below the mean score); and
3. Student requires intensive instruction and significant supports.

If the PPT determines that the student meets eligibility criteria and the IEP has implemented, CT-SEDS will sync with TIDE to activate the student's Alt Flag indicator designating the student for the Alternate Assessment System. (Note: The sync is expected to occur in December.)

Additionally, the following expectations serve as the basis for student participation in the CAAELP. ELs/MLs with the most significant cognitive disabilities 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 English learner (ESEA §8101(20));
- whose PPT has determined the student meets eligibility criteria for the Connecticut Alternate Assessment System.

Additional Resources:

- [Connecticut Alternate Assessment Eligibility](#)
- [Annotated Connecticut Alternate Assessment System Eligibility Form](#)
- [Connecticut Alternate Assessment System Participation Guidelines for Planning and Placement Teams](#)
- [CAAELP Resources](#)
- [Connecticut State Department of Education English Learner/Multilingual Learner Identification Process](#)

[Table 1](#) for expectations underlying CAAELP Participation Criteria.

Table 1

Expectations Underlying CAAELP Participation Criteria

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| <ul style="list-style-type: none"> • The student has been identified as an English learner/multilingual learner in PSIS. • For dually identified students (ELs/MLs with significant cognitive disabilities), the PPT makes the decision about participation in the general English Language Proficiency (ELP) (LAS Links) assessment or the CAAELP. • The PPT includes parents or guardians of the student as well as an English language development specialist. • No single individual makes the decision about participation in the CAAELP. • Parents are provided information in a culturally and linguistically appropriate manner. • The vast majority of ELs/MLs will participate in the LAS Links with accommodations as needed. • The PPT has determined the student meets eligibility criteria for the Connecticut Alternate Assessment System by completing the Connecticut Alternate Assessment System Eligibility Form through the Planning and Placement Team Process in CT-SEDS. |
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