



ELPA
Coordinator Manual
for
Districts and Schools

SPRING 2006

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OVERVIEW

This spring, the State of Michigan is implementing the first annual administration of the statewide English Language Proficiency Assessment (ELPA). The ELPA will be administered to all English language learners in grades K through 12 who are eligible for services. The term English language learner, or ELL, has been adopted by the State of Michigan to refer to students who are limited English proficient (LEP).

The statewide administration of the ELPA is one of the first steps in improving the manner in which the English language proficiency of ELL students is assessed. Our long-term goal is to create uniform measures that support the teachers who help these students learn English so that our students can more effectively participate in academic courses taught in English. There is much work ahead to accomplish this goal, and we appreciate the assistance of schools and districts in helping us start this important journey.

Important Dates

Assessment Materials Due in District or School	March 15, 2006
Test Administration	April 3-28, 2006
Districts Return ELPA Materials for Scoring	April 21, 2006-May 5, 2006
Raw Score Reports Are Posted for Districts via OEAA Web	May 31, 2006

Contact Information

All ELPA District and Building Coordinators should read this manual in its entirety before assessment begins. To promote the most effective flow of information, ELPA District Coordinators are to be the primary contact for all district communications. If ELPA District Coordinators have questions after reviewing this manual, they should contact one of the following:

- **Office of Educational Assessment & Accountability (OEAA)** – for information about ELPA administration procedures, content, scheduling, information about students with disabilities and appropriate assessment or accommodations, and information about the English Language Learner (ELL) assessment program, Phone: 1-877-560-TEST (8378); Fax: 517-335-1186; Website: www.michigan.gov/meap; Email: OEAA@michigan.gov.
- **Harcourt Assessment, Inc. (Harcourt) Customer Service Center** – for information about ordering, receiving, packaging, or returning assessment materials: Phone: 1-800-763-2306; Fax: 1-800-634-0424; Email: customersupportcenter@harcourt.com.

Meeting Federal Requirements

Statewide administration of the ELPA meets federal assessment requirements for the annual assessment of all ELLs. As specified in the No Child Left Behind legislation of 2001, Title I requires the annual assessment of all ELLs who are enrolled in grades K through 12 to determine progress in acquisition of the English language. Areas to be assessed and reported include English speaking, listening, reading, writing, and comprehension. Proficiency levels are to include a basic, intermediate, and proficient level for each grade level assessed. Assessments are to be based on English language proficiency standards, which are to be adopted by each state.

ELPA results are to be used annually for the Title III federal reporting of ELL student progress in acquiring English language skills. When implemented this spring, local schools and districts will no longer need to convert the results from a variety of locally selected English language proficiency assessments to state-determined proficiency levels for federal reporting purposes.

Features of the English Language Proficiency Assessment

The goal of the ELPA is to measure the English language proficiency levels of Michigan students who are learning English as a Second Language. Both oral and written language are included in the assessment of listening, reading, writing, and speaking skills for academic and social settings. Comprehension is assessed through the Listening and Speaking sections of the ELPA.

Each ELPA contains four sections:

- **Listening**, with easy-to-administer multiple-choice questions;
- **Reading**, with easy-to-administer multiple-choice questions;
- **Writing**, a two-part section containing multiple-choice and open-ended questions; and
- **Speaking**, an individually-administered set of performance tasks scored by the assessment administrator or proctor.

Michigan's ELPA is a customized assessment. It is designed to be aligned with the Michigan English language proficiency standards, which were approved by the State Board of Education in April 2004. The ELPA is divided into four grade spans: K–2, 3–5, 6–8 and 9–12, which correspond to grade spans in Michigan's English language proficiency standards. ELLs will take the ELPA level that matches their grade of enrollment.

Some ELLs enter our Michigan schools having little or no formal education in English or in their native languages. Since all ELL students will take the ELPA level matched to their grade of enrollment, assessment items have been selected to represent a broad range of ability, making it more likely that ELLs who are new to the United States will be able to answer some items with confidence.

The table that follows shows the four grade spans assessed, the sections of the assessment, the estimated time needed to administer each section, and the total number of questions. Note that for the Speaking section, the number of minutes is an estimate of the time needed to assess each student individually. All other ELPA sections are group administered.

Grade Span	Sections	Estimated Assessment Time (minutes)*
K–2	Listening Reading <ul style="list-style-type: none"> • Part A • Part B Writing <ul style="list-style-type: none"> • Writing Conventions • Constructed Response Speaking Total Number of Questions = 85–90	40–45 40–45 40–45 18–20
3–5	Listening Reading Writing <ul style="list-style-type: none"> • Writing Conventions • Constructed Response Speaking Total Number of Questions = 85–92	40–45 40–45 40–45 18–20
6–8	Listening Reading Writing <ul style="list-style-type: none"> • Writing Conventions • Constructed Response Speaking Total Number of Questions = 88–91	40–45 40–45 40–45 18–20
9–12	Listening Reading Writing <ul style="list-style-type: none"> • Writing Conventions • Constructed Response Speaking Total Number of Questions = 91–95	40–45 40–45 40–45 18–20

* The ELPA is not timed; estimates given are for planning purposes only.

Spring 2006 is the first administration of the ELPA. As this is a new assessment for the State of Michigan, several technical issues, such as the validity and reliability of the scores that result from the ELPA, must be addressed. There are many parts of the process of developing, scoring, scaling, and reporting results from the ELPA that must be evaluated technically. A technical manual will be produced after the first administration of the ELPA to assess the technical quality both of the assessment itself and of the scores for individual students.

Right after a new ELPA is administered, a process called “standard setting” is conducted to determine “cut” scores for reporting and categorizing student performance by levels of achievement. The ELPA has three categorized levels of performance: basic, intermediate, and proficient. Standard setting begins with the selection of a statewide committee representative of the geographic and ethnic diversity of our state. While most standard-setting panelists are classroom teachers, they may also be administrators, curriculum specialists, counselors, parents,

and business leaders. Over three days, standard setters rate students' work on the ELPA against a performance standard.

Listening

The goal of the Listening section is comprehension of authentic conversational English. It is a group-administered, multiple-choice assessment. The focus of comprehension begins at the word level and proceeds to the sentence level and beyond to longer pieces of discourse. At the K–2 level, students listen to questions and short speeches and choose from various pictures to answer appropriately. At grade levels 3–5, 6–8, and 9–12, students listen to longer speeches and answer both oral and printed questions. At all levels except K–2, students listen to scenarios and look at large graphics that depict the context. Students listen to short speeches and are asked to choose among small graphic response options to perform tasks. This process requires students to comprehend and synthesize the presented information.

Reading

The Reading section is a group-administered, multiple-choice assessment. It is a comprehensive and balanced reading assessment that includes measures in three areas: decoding, vocabulary, and comprehension. In ESL instruction, before students can read connected words with fluency and good comprehension, they are taught strategies that will help them decode words they do not recognize on sight, thus allowing them to continue building their reading vocabularies. Where the Reading section represents the most basic reading skills, the emphasis is on sight word recognition at the K–2 level and simple word and sentence comprehension at other ELPA levels.

At the basic level of ESL instruction, the focus of instruction includes comprehension of printed material as well as vocabulary acquisition while continuing with training in conventions in print, decoding, and word recognition strategies that are critical for beginning readers. Within each level of the ELPA is a graduated difficulty of texts, including more difficult vocabulary and longer passages, until the final passage, which is comparable to an on-grade text for native English speakers.

Reading passages include short reading selections at the K–2 level and longer passages at the other three ELPA levels. Reading passages, consisting of narrative, informational, and functional pieces, were written by published authors of children's literature and were constructed to be accessible to second-language learners. The Michigan ELPA reading selections closely resemble the kinds of materials students read in school and in everyday life. Illustrations help students focus attention on the task at hand, recall and activate prior knowledge, and set purposes for reading.

Reading objectives are measured on initial understanding, interpretation, and vocabulary/idioms in context. The questions in the Reading section are designed to mirror the developmental, process-oriented nature of good reading instruction and the kinds of materials used in exemplary programs. There are questions designed to measure students' abilities to understand directly stated details or relationships and to measure students' abilities to extend meaning and to infer relationships among the ideas suggested by the text. There are also questions in which students must predict meanings of unknown words or idioms from clues in surrounding text that is known.

Writing

The Writing section consists of two parts; writing conventions and student-produced writing. It is a group-administered, open-ended assessment. It goes beyond sentence-level skills and includes objectives that cannot be assessed with multiple-choice questions alone. These objectives include word choice that is precise and appropriate, sentences that are varied in structure and length,

organization of sentences into paragraphs, and overall fluency. The Writing prompts employ graphic and text to elicit authentic student writing.

Speaking

The Speaking section is an individually-administered, free-response assessment. In order to elicit as large a speaking sample as possible, as well as a variety of discourse samples, the Speaking section addresses a number of important areas. After the student goes through a simple warm-up, the student repeats aloud a word, phrase, or sentence. The purpose is to assess accuracy, fluency, naturalness of speech rate and rhythm, and overall intelligibility. All students also listen to an oral stimulus and are asked to complete the sentence. A picture stimulus helps the student generate ideas for an appropriate response while the teacher reads the beginning of a sentence. Students are presented with a more complex task, storytelling. The speaker's ability to link ideas using more elaborate description is assessed. Additionally, accuracy of language, lexical items, and forms are measured. The last part of the speaking section focuses on social interaction. The student hears an utterance and then makes a single-sentence oral response (rejoinder). Sociolinguistic competence of the speaker is assessed in this section.

ELPA DISTRICT AND BUILDING COORDINATOR RESPONSIBILITIES

Good assessment practice requires that all schools administer the ELPA in the same way across the state so that all students have a fair and equal chance to show their actual skills in English.

All district and school staff members involved play a key role in ensuring fair and successful administration of the ELPA. Please review the assessment procedures in this manual. Follow all procedures carefully and notify the Office of Educational Assessment and Accountability (OEAA), using contact information on page 5, if a problem arises.

Overview of ELPA District Coordinator Responsibilities

Each district or non-public school has one person designated as the ELPA District Coordinator who is responsible for:

- reading and becoming familiar with the information in this manual and the *Directions for Administration* prior to the assessment window;
- serving as the contact person between the district and the OEAA and/or Harcourt;
- coordinating the ordering, distribution, collection, return, and security of assessment materials;
- directing the accurate completion of student identification information and “School Use Only” sections of student answer documents; and
- disseminating assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers, and counselors), and to students and parents, where appropriate.

The principal (or a designee) of non-public schools serves as the ELPA District Coordinator.

In addition, ELPA District Coordinators must review the building coordinator’s responsibilities and the administrator’s and proctor’s responsibilities. See Appendix B.

Overview of ELPA Building Coordinator Responsibilities

Each school building that is involved in the ELPA should have an ELPA Building Coordinator who will be responsible for:

- reading and becoming familiar with the information in this manual and the *Directions for Administration* prior to the assessment window;
- serving as liaison between the school and the ELPA District Coordinator;
- carrying out building-level duties involved in the distribution, security, and collection of assessment materials; and
- returning materials after the assessment to the ELPA District Coordinator.

ELPA Building Coordinators should meet with the ELPA District Coordinator to discuss topics such as scheduling, procedures for receiving and returning materials, assessment security, completion of “School Use Only” sections of student answer documents, and any implementation issues.

In addition, ELPA Building Coordinators must review assessment administrator’s and proctor’s responsibilities. See Appendix B.

RECEIVING ELPA ADMINISTRATION MATERIALS

Receipt of Materials

The following materials will be provided for administering the ELPA:

- *ELPA Coordinator Manual for Districts and Schools*—for use by the ELPA District and Building Coordinators.
- *Directions for Administration*—K–2, 3–5, 6–8, and 9–12. For grades 3–5, 6–8, and 9–12, the *Directions for Administration* are contained in one booklet, with directions for forms 1–4 identified by tabs; the K–2 *Directions for Administration* are in separate booklets, one for each form.
- *Listening section audiocassettes and CDs (K–2, 3–5, 6–8, and 9–12)*—pre-recorded directions and passages to administer the Listening section to all students.
- *Student assessment booklets (K–2, 3–5, 6–8, and 9–12)*—one per student. The K–2 assessment booklets contain the Listening, Reading, and Writing sections and space for recording scores for the Speaking section. The assessment booklets for students in grades 3–12 contain all four sections: Listening, Reading, Writing, and Speaking. All assessment booklets are available in regular and enlarged print. Braille editions are available for ELLs in grades 3–12. If an ELL in grades K–2 needs a Braille edition, please contact the OEAA.
- *K–2 Speaking booklet*—one per *Directions for Administration*. This is a reusable booklet for the K–2 students to view as a prompt during the Speaking section of the assessment.
- *Answer documents for grades 3–5, 6–8, and 9–12*—one per student. Note that for K–2, the students mark their answers in the assessment booklet and the booklet therefore is the answer document.
- *Audio accommodations*—Prerecorded audiocassettes and CDs including questions and answer choices for Listening, Writing, and Speaking sections for some students needing accommodations. (Please see the Accommodations section on page 26 and also in Appendix A for students who would qualify for use of these materials.)

Monitoring Assessment Shipments

ELPA District Coordinators will receive an email from United Parcel Service (UPS) when the material is shipped. If the district has elected school delivery, the ELPA District Coordinator will receive an email from UPS for each school shipment as well as the district materials, i.e., overage shipment. Most shipments should be delivered within 2–3 days of the email notification.

NOTE: OEAA must have a current email address for the ELPA District Coordinator to receive email notification. You may update this email address by contacting the OEAA@michigan.gov or by calling 877-560-8378.

In addition to the email notification from UPS, go to the login page of the MEAP secure website (you will need to enter User ID and Password) at www.michigan.gov/meap-secure to check the status of a shipment. After entering your User ID and Password, look under the left navigation button Online Registration and click on ELPA Additional Orders and Shipment Tracking. Click Order Management. Under Find an Order, select Test Administration, Order type and order status. Select a district or school name and click on Search. The report will provide the following information for all ELPA assessment shipments:

- order number;
- confirmation number;
- order type;
- school;
- order date;
- order status;
- inventory status; and
- carrier tracking number.

By selecting a carrier tracking number, the Carrier's web page will be displayed showing shipment status. By clicking on the order number, the order details screen will be displayed, showing the following: Order number, Inventory status, Location, Complete status, Ship date, Ship to location, Notes, Product number, Product description, Number of packages, Package size, Total, Box number and an internal tracking number (License Plate).

Shortages and Missing Materials

Immediately upon arrival of assessment materials, ELPA District Coordinators should verify that sufficient quantities of materials have been received. Overage materials should be distributed within the district before requesting additional materials.

Additional Materials

Additional material requests are to be gathered from all schools in a district, including adult and alternative education programs, and ordered by the ELPA District Coordinator. Additional materials may be ordered online at www.michigan.gov/meap-secure. You will need to enter your User ID and Password. The Additional Materials form can be found on the left navigation button under Online Registration and click on ELPA Additional Orders & Shipment Tracking. Select Order Management, then identify Test Administration, District, School, then click Search. Click School Desired on the next page, then the Enter Additional Orders screen is shown. Quantities can be input for the desired materials. Click Save when completed.

If you experience difficulties with the online ordering system, please contact the Harcourt Customer Service Center at 1-800-763-2306.

RETURNING ELPA ADMINISTRATION MATERIALS

Table of Assessment Materials to Be Returned

Assessment Materials	Return to Harcourt	Schools Keep	Schools Destroy
In box with ORANGE label – scannable materials			
ELPA District Master File Sheet	X		
ELPA Security Compliance District Coordinator	X		
ELPA Security Compliance Building Coordinator	X		
ELPA Security Compliance Assessment Administrators, Proctors, and Accommodations Providers	X		
Special Handling Envelopes (if any)	X		
ELPA SSID Sheets	X		
Assessment Booklets (both used AND unused) for Grades K–2 (including Braille, large-print, and audio versions)	X		
Answer Documents (both used AND unused) for Grades 3–5, 6–8, and 9–12	X		
In box with GREEN label – non-scannable materials			
<i>ELPA Coordinator Manual for Districts and Schools</i>	X		
<i>Directions for Administration</i>	X		
Grade K–2 Student Speaking booklets	X		
Assessment Booklets for Grades 3–5, 6–8, and 9–12 (including Braille, large-print, and audio versions)	X		
All audiocassettes and CDs	X		

ELPA District Coordinator Responsibilities for Returning Materials

The ELPA District Coordinator determines who is responsible for completing the ELPA SSID Sheets. See Appendix D for a sample SSID sheet.

1. Separate each school’s used answer documents by grade (if applicable), and then by class/group (if used). Before sorting materials, please note that an answer document is considered used if a student has made any marks in it, even if it is only to write his or her name.
2. Verify that any answer documents that require a New Student Registration Form have the form inserted into the answer document and that the peel-off barcode label for each New Student Registration Form has been affixed to the correct student answer document. See Appendix F for more information on completing the New Student Registration Forms.

ELPA Building Coordinator Responsibilities for Returning Materials

Verify that all assessment booklets have been returned from assessment administrators.

1. In answer documents (see Appendix F for more information on answer documents), check that:
 - only answer documents dated for the current cycle have been used;
 - the appropriate form number has been filled in correctly;
 - all required student identification fields (Student Name, Teacher, etc.) have been completed accurately;
 - all optional data fields the district chose to use and all “School Use Only” fields have been completed accurately;
 - no correction fluid, crayons, markers, highlighters, or colored pencils have been used on student answer documents;
 - no staples, glue, rubber bands, or paper clips have been used on student answer documents;
 - no extra paper is attached (except when approved as an accommodation);
 - no answer documents have been disassembled or damaged; and
 - if a New Student Registration Form has been completed, verify that all student identification fields, including the building code, have been completed accurately.

Assessment administrators should also have checked student answer documents for these items, and should have notified the ELPA District Coordinator of any student answer documents found to have been damaged, or to contain markings by writing utensils that are not allowed. In these cases, it is the responsibility of the ELPA District Coordinator to contact the OEAA for assistance.

In general, a new student answer document should be used if the damage to the original document would prevent it from moving properly through a computerized scanner. Markings made in number 2 pencil are required for all items on the ELPA. Pencils allow the use of erasers, which is helpful for scanners geared to read the “darker mark.”

2. If a student used a tape recorder, scribe, or Braillewriter as an accommodation, a member of the school staff must transcribe his or her response into an answer document. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student’s original response.
3. If a student used a word processor as an accommodation, his or her written responses do not need to be transcribed into a student answer document by school staff. Each word-processed page must be printed and identified with student and assessment identification information (student name and birth date; student’s state Unique Identification Code (UIC); school and district codes and names; assessment window and grade OR the student’s barcode label can be affixed to each word-processed page), and inserted into a student answer document that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer document. All student answer documents containing word-processed inserts must be placed in an envelope marked “Special Handling and/or Word Processed Documents.” This envelope is provided to the ELPA District Coordinator with the Material Return Kit. This envelope is to be placed on the top of the school’s answer documents.
4. Ensure that any student answer documents that require a New Student Registration Form have the form inserted into the answer document and that the peel-off barcode label for each New Student Registration Form has been affixed to the correct student answer document.

Packaging and Returning Materials

To the ELPA Building Coordinator

You are responsible for ensuring that the completed booklets are organized and provided to your ELPA District Coordinator so they can be returned to Harcourt for scoring. The following directions will assist you in this task. They include instructions for inspecting, organizing, and stacking/packing of scannable booklets and/or answer documents.

Inspecting the Completed Scannable Booklets and/or Answer Documents

The scanners used to score answer documents are capable of 100 percent accuracy. To ensure such accuracy, the booklets must be properly completed and in good physical condition. Before returning the test materials, inspect each document carefully, paying particular attention to the following points:

- A. Check documents to be sure gridded circles are darkened and filled in completely. Inspect all documents for improper marks. All marks to be read by the scanners must be very dark. Marks made with ballpoint pen, felt tip pen, or hard or colored pencils cannot be properly scanned. Darken all light marks with a soft (No. 2) black lead pencil. Also check to be sure all erasures are complete.
- B. Be sure that all fields of the demographic pages are completed accurately.

Organizing the Completed Scannable Booklets and/or Answer Documents

- A. ELPA Building Coordinators will complete the Building Master File Sheet (a sample is in Appendix E) and place it on top of the group of used answer documents from their school. ELPA District Coordinators will summarize the information from the Building Master File Sheets for their district on a District Master File Sheet (a sample is in Appendix E) and place it on the top of the materials in box 1. The Building Master File Sheets will be retained by the ELPA District Coordinator.
- B. A purple-and-white Scoring Service Identification (SSID) Sheet must be completed and placed on top of the documents from each class (or grade if organizing by grade). See Appendix D for instructions on completing the SSID Sheet. The placement of this document identifies the Basic Reporting Unit, establishing the groupings of the reports.
 - i. Documents from different grade spans may not be mixed. Each grade span will need to be organized into its own Basic Reporting Unit with an SSID Sheet placed on top.
 - ii. Documents from different grades within a grade span may be mixed within a Basic Reporting Unit (i.e., Grade 2 documents can be mixed with Grade 1 documents within a Basic Reporting Unit).
 - iii. Out-of-level testing is ***not*** allowed. The following list shows the grade spans for the ELPA.
 - Grades K–2
 - Grades 3–5

- Grades 6–8
 - Grades 9–12
- C. Organize the documents, either BY CLASS within grade in each school or BY GRADE for each school.
- i. **ORGANIZATION BY CLASS WITHIN GRADE IN SCHOOL:**
Complete SIDE 1 and SIDE 2 of the SSID Sheet.
 - On SIDE 1 enter the Teacher, Counselor, or Group information in the upper right hand box. School information, school code, and grade have been pre-gridded for your convenience.
 - On SIDE 2 completely darken the circle at the top of the page. Enter and grid the Teacher, Counselor, or Group Name.
 - ii. **ORGANIZATION BY GRADE IN SCHOOL:** If you have organized the booklets by grade in school complete only SIDE 1 of the SSID Sheet.
- D. The Number of Documents gridded must reflect the number of documents behind the SSID Sheet.

Stacking the Booklets

- A. If the Basic Reporting Unit is by CLASS, arrange the class stacks into grade stacks. Keep the SSID Sheet in place for each class.
- B. Organize these grade stacks into a school stack so that the lowest grade for the school is at the top of the stack. See the diagram in Appendix D.
- C. If the Basic Reporting Unit is by GRADE, place the grade stacks in order so that the lowest grade for the school is on top of the stack. Keep the SSID Sheet in place for each grade.
- D. Return all of your completed scannable booklets and/or answer documents to your ELPA District Coordinator. Place the documents in very sturdy cartons (the boxes they were shipped in) to protect them in transit. Booklets for each Basic Reporting Unit should be banded with the paper bands to keep them intact. Please do not use rubber bands, paper clips, binder clips, or anything other than the paper bands, as the documents could be torn and become unscannable.

ELPA STUDENT REGISTRATION

Students to Be Assessed

All English language learners (ELLs) who are enrolled in grades K–12 at Michigan public schools, including charter schools, are to be assessed with the ELPA this spring. This includes all ELLs who are eligible to receive services (bilingual or ESL, etc.), whether or not they are currently receiving those services. Also, all ELLs enrolled in private schools that are receiving Title III funding are to be assessed according to agreements with their local districts.

The pool of students to be included in the ELPA is determined when students are identified as eligible for ELL services. In Michigan, this means using the Home Language Survey to determine whether the student’s native language is not English or whether a language other than English is spoken in the home. If either condition is true, then the student is assessed to determine English language proficiency. Students scoring below proficient are ELLs and part of the ELPA pool.

Formerly Limited English Proficient (FLEP) Students

This spring, assessing FLEP students with the ELPA is voluntary and optional for schools and districts. Using the ELPA to assist schools in monitoring student progress of FLEP students is encouraged. If the choice is made to assess FLEP students, please order ELPA materials for these students; when filling out the demographic information on the answer document, make sure the circle on the answer document that indicates FLEP status is marked.

Any student who began the 2005–2006 school year as an ELL but left the program before the April assessment date should still take the ELPA. Since the student was reported as an ELL in the fall and was eligible to receive services for the 2005–2006 school year, the student needs to be included in the annual spring ELPA for Title III reporting purposes.

Foreign Exchange Students

Foreign exchange students, including those in grade 12, are to be assessed with the ELPA if they are eligible for services (whether or not they are receiving those services) and if districts include them in the state aid membership count in a K–2 grade level.

Special Education Students

All students who are eligible for services need to be assessed, including students with disabilities. It is recommended that schools and districts order the appropriate grade level materials for the ELPA. Once materials are received, they should be reviewed for appropriate use with students. The assessment accommodations table will help in this determination. If it is not appropriate according to a student’s IEP, please contact the OEAA staff at 1-877-560-8378 for further information.

Pre-ID Student Answer Documents

Every student in grades 3–12 taking the ELPA will have a separate answer document. Students in grades K–2 will answer the questions in their assessment booklets. Answer documents will be delivered to schools in sufficient quantities based on student registration and allowing for overage to accommodate any late registrants. For students who have no preprinted label or answer document, registration information will need to be provided using the New Student Registration Form.

Online Registration

Students can be registered until assessments are returned to the scoring contractor using several different options on the OEAA secure website. Step-by-step instructions can be found on the login page (www.michigan.gov/meap-secure) of the website by clicking on the pink link entitled OEAA Secure Website How-To Documents.

- SRSD Copy
- Student Test Cycle Copy
- One Student at a Time
- Pre-ID File Import Process
- Adding a New Assessment Cycle to an Existing Student

Print a label for any student registered online using a standard Avery 5161 label. Place the label on the student scannable booklet or answer document in the box located in the lower right-hand corner of the back cover.

Non-public (private) schools can pre-identify their ELPA students on the OEAA secure website using one of the following four methods.

- a) **Pre-ID File Import.** Our file requirements can be found on the [login](#) page of the OEAA secure website by clicking on the blue Pre-ID File Format link. The file can then be loaded on to the OEAA secure website by the school.
- b) **Individual Pre-Identification.** Schools can use the Student Search screen to individually identify students who are already in the system and to whom the ELPA will be administered.
- c) **New Student.** Schools can use the New Student screen to individually identify students who have no record on the OEAA secure website and to whom the ELPA will be administered.
- d) **Student Test Cycle Copy.** Schools can use the Student Test Cycle Copy screen to copy a group of students who have previously tested into the spring 2006 ELPA assessment cycle.

Pre-identification of students on the OEAA secure website is the same for the ELPA as it is for the MEAP, with the exception of choosing the ELPA assessment cycle. The OEAA secure website (www.michigan.gov/meap-secure) may also be known as “the MEAP website.”

New Student Registration Forms

The purpose of the ELPA New Student Registration Form is to collect information for students who have not received preprinted answer documents or Pre-ID labels.

If online registration is not available, please read Side 1 of the New Student Registration Form and then continue on to Side 2 to complete a student’s registration using the alpha grid. See the sample New Student Registration Form on pages 20 and 21.

Clearly print the student name, teacher, school name, district name, and grade in the spaces provided on the form.

- Peel off the label from side 1 of the New Student Registration Form and place it on the student answer document.
- Place the New Student Registration Form on top of the student answer document and return to Harcourt.

Side 2—Alpha Grid

Clearly print the student name, teacher, school name, district name, and grade in the spaces provided at the top of the form. Fill in and darken the appropriate circles for the student's name (last, first, and middle initial), date of birth, student ethnicity, gender, and grade.

Student Ethnicity

The following classifications and definitions are based on the U.S. Office of Management and Budget's directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program" (OMB Directive No. 15). The student should fill out the classifications because they reflect the individual's recognition of his or her community. Classifications will be used only for the purpose of reporting.

1. ***American Indian or Alaskan Native***—a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition
2. ***Asian or Pacific Islander***—a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands; this area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa
3. ***Black, not of Hispanic Origin***—a person having origins in any of the black racial groups of Africa
4. ***Hispanic***—a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
5. ***White, not of Hispanic Origin***—a person having origins in any of the original peoples of Europe, North Africa, or the Middle East
6. ***Multiracial***—a person of mixed racial and/or ethnic origins

School Use Only (box below the date of birth box)

- ***Student Number***—district-assigned student number (optional)
- ***Building Code***—It is very important to fill in and darken the circles for the building code accurately. If this information is inaccurate or blank, the student's results cannot be returned to the proper district/school. An assessment administrator can obtain the correct building code by contacting the ELPA District Coordinator or by accessing the Center for Educational Performance and Information (CEPI) School Code Master website <http://cepi.state.mi.us/scm/> and following the steps listed.

In the "School Use Only" box at the bottom of the page, mark all of the following classifications that apply:

1. ***Economically Disadvantaged***—a student from a low-income family defined as eligible by the income guidelines for free and reduced-price meals (This information is required for all districts that receive Title I funds; the U.S. Department of Agriculture has ruled that eligible children may be identified on state assessments to meet this requirement.)
2. ***Migratory Status***—a student who has moved with a parent or guardian or on his or her own within the past 36 months from one school district to another for the purpose of securing temporary or seasonal work in agriculture or fishing.
3. ***Special Education***—a student who is determined by an Individualized Education Program team or a hearing officer to have one or more of the impairments that necessitates special education or related services, who is not more than 25 years of age as of September 1 of the school year of enrollment, who has not completed a normal course

of study, and who has not graduated (Reference Michigan Administrative Rule 340.1702, Rule 2)

Sample Form



ELPA New Student Registration Form

This form is used to register new students for the ELPA. This includes any student for whom you did not receive a preprinted answer document or register online.

A separate New Student Registration Form must be completed for each answer document. By following these steps, you can ensure that test scores for new students are reported accurately and on time for your school.

ONLINE REGISTRATION ONLY	
TEACHER	SCHOOL NAME
STUDENT NAME	GRADE
DISTRICT NAME	



If online registration is not available, complete Side 2.

Clearly PRINT student name, teacher name, grade level, school name, and district name in the spaces provided at the top of this side of the form.

Follow the directions from the ELPA *Directions for Administration* section on New Student Registration to guide students in completing the alpha grid.

Check all of the bubbled information carefully.

Peel off the barcode label above and place it in the space provided on the front cover of this student's scannable booklet or answer document.

Place this registration form on top of the student's scannable booklet or answer document.

ONLINE REGISTRATION ONLY	
ETHNICITY	GENDER
BIRTH DATE	STUDENT NO./OTHER



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1 ELPA New Student Registration Form • Side 2

1 STUDENT NAME		TEACHER		SCHOOL NAME	
DISTRICT NAME				GRADE	

2 LAST NAME										3 FIRST NAME										MI		
<input type="text"/>																						

3 SCHOOL USE ONLY (Mark all that apply)

Economically Disadvantaged

Migratory Status

Special Education

4 BIRTHDATE

Month	Day	Year
<input type="radio"/> Jan <input type="radio"/> Feb <input type="radio"/> Mar <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> Jun <input type="radio"/> Jul <input type="radio"/> Aug <input type="radio"/> Sep <input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>

5 GRADE

K
 1
 2
 3
 4
 5
 6
 7
 8
 9
 10
 11
 12

6 SCHOOL USE ONLY

STUDENT NO./OTHER										BUILDING CODE									
<input type="text"/>																			

7 STUDENT ETHNICITY

1. American Indian or Alaska Native
 2. Asian or Pacific Islander Origin
 3. Black, not of Hispanic Origin
 4. Hispanic
 5. White, not of Hispanic Origin
 6. Multiracial

8 GENDER

Female
 Male



TPC Reflective Bond™ 81361 123456789101112 ABCDE

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ADMINISTRATION OF THE ELPA

Persons Involved in Administering the ELPA

Each district will assign an ELPA District Coordinator. The coordinator's duties include a broad variety of tasks, including training of all ELPA Building Coordinators and using of the OEAA secure website (www.michigan.gov/meap-secure) to register new students. ELPA District Coordinators are also responsible for ordering any additional assessment materials that may be needed. Frequently, the coordinator's work will be divided in such a way that the ELPA District Coordinator will handle materials, set schedules, and monitor administration, while the district's Title III person will identify new students and locate other-language speakers to assist.

Building administration will also assign ELPA coordinators who will oversee the ELPA administration process and ensure that all procedures are carefully followed. The ELPA Building Coordinator will provide training for assessment administrators, who are responsible for giving the ELPA to students. ELL paraprofessionals can assist with administration duties as assessment proctors, but they must be trained and monitored by a certified professional staff member.

The ELPA was designed to be administered, when possible, by the student's teacher. Depending on the number of students in each room, proctors may also be assigned to assist the assessment administrator.

Assessment Administration Guidelines

The purpose of the ELPA is to measure the English language proficiency levels of Michigan students who are learning English as a second language. To accomplish this purpose, school personnel administering the assessment play a crucial role. Assessment administrators can minimize problems that interfere with accurately and fairly assessing students by addressing the following guidelines:

- maintain the security of all assessment materials before, during, and after the assessment, and between assessment sessions;
- administer the assessment in a manner consistent with established assessment procedures;
- establish assessment conditions that prevent opportunities for students to engage in irregular behaviors (intentional or unintentional);
- review student information completed on their answer document and the New Student Registration Form (if used) for accuracy; and
- communicate with the ELPA District Coordinator or the OEAA if questions arise.

Security

Assessment booklets (including Braille, enlarged-print, and audio versions) are secure materials that must be carefully monitored. ELPA booklets are secure documents and may not be copied or retained in schools. They must be kept in locked storage both before and after the assessment and returned to Harcourt as directed. No person, other than students to be assessed, shall be allowed to review or take the assessment.

A sample of the ELPA Security Compliance Form is included in Appendix C. This form is to be signed by each ELPA District Coordinator, ELPA Building Coordinator, assessment administrator, assessment proctor, and accommodations provider and returned to Harcourt along with the assessment materials.

Leaving the Room During Assessment

Students may be allowed to go to the restroom during the assessment, but it is best not to make a general announcement to that effect. Only one student may leave the assessment room at a time. Collect the assessment booklet and answer document when the student leaves the room and return them when the student returns.

Assessment administrators must ensure that an assessment room is never unsupervised.

Illness

A student who becomes ill during a session of the ELPA should be excused. When the student is well enough to continue, the student may complete that session of the ELPA as long as the assessment window has not closed. Other unadministered sections of the ELPA should be administered to the student according to the directions provided in the *Directions for Administration* as long as the assessment window has not closed. When giving the student a partially completed section of the ELPA, supervise the student closely so that the student does not go back to previously finished items on the assessment.

Monitoring Assessment Administration

ELPA District and/or Building Coordinators should monitor assessment sessions when possible to verify that instructions are carried out properly. Consider the following:

- Are students being allowed to work at their own pace?
- Are students' questions about the directions being answered before an assessment session begins?
- Are assessment administrators only answering questions about assessment directions and not about specific items?

Assessment administrators and proctors are responsible for monitoring student activities during the assessment to make sure students are progressing through the assessment and are not confused about directions. During the assessment, they should make sure to:

- distribute all materials to students and check for appropriate parts of the assessment booklet and answer document;
- remind students to turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) and store them out of sight;
- ensure that the only materials on students' desks and tables are those authorized for use;
- administer the assessment according to the *Directions for Administration*;
- read directions to students exactly as they appear in the *Directions for Administration* and answer questions about assessment directions as described in the *Directions for Administration*;
- monitor the assessment sessions by moving throughout the assessment room;
- ensure that students are working in the correct section of their assessment booklet and are marking their responses in the appropriate area of their answer document (student responses are limited to the answer spaces provided unless specified as an accommodation);
- ensure that the assessment room is quiet during the entire assessment administration;
- remain in the assessment room at all times unless replaced by another trained staff member;
- report any incidents of questionable student behavior or deviations in assessment administration to the ELPA Building Coordinator for early and fair resolution of any concerns; and

- ensure that students do not leave the assessment room except under extenuating circumstances. If a student must leave, assessment administrators must collect the assessment booklet and answer document from the student and return them upon the student's return. Only one student may leave the room at a time.

Also, be sure to address the following questions.

- Are students marking their responses in the correct document—answer document (for grades 3–12) versus assessment booklet (for K–2)?
- Are students marking their responses in the correct section of the answer document?
- Are there a large number of erasures? Are students confused about the directions or having other problems?
- Are students doodling or marking randomly? Do they appear to be racing through the assessment? (Students may underline, highlight, or write notes in their booklets only; remind them of the importance of the assessment results.)
- Are any students distracting others? (If so, they should be moved to a separate assessment room.)
- Are students working in the correct section of the assessment booklet? (Students are not permitted to return to previously-administered sections of an assessment after a session is complete. Students may not revisit assessment answers for any reason after assessment booklets and answer documents have been collected.)

It is very important to understand the difference between helping students understand assessment directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, assessment administrators and proctors **MAY NOT** give help of any kind to students during the assessment. This includes defining or pronouncing words and reading any part of the assessment aloud to students, except where specifically indicated in the *Directions for Administration*.

For complete information regarding the responsibilities of assessment administrators and proctors, review the *Directions for Administration*.

Administrative Errors During Assessment

An especially important role of ELPA District and Building Coordinators is to carefully train assessment administrators and proctors. Also important is that ELPA District and Building Coordinators carefully monitor administrators and proctors throughout the administration of the ELPA. No emergency assessments will be given. If an administrative error occurs during assessment, it should be reported immediately to the OEAA by the ELPA District Coordinator. Phone 1-877-560-8378 or email OEAA@michigan.gov.

Some examples of administrative errors include:

- not allowing a student to complete the assessment;
- failing to keep assessment materials secure at any time before, during, or after the assessment; and
- allowing students to be unsupervised during the assessment.

If in doubt as to whether an administrative error has occurred, please contact the OEAA. The first concern of OEAA staff will be to assist the district in obtaining valid scores.

Unethical Practices During Assessment

The “Student Unethical Practice” bubble in the Report Codes section on the student answer document identifies students who engage in unethical practices. On November 9, 2004, the State Board of Education approved the Office of Educational Assessment & Accountability (OEAA) Professional Assessment and Accountability Practices for Educators. This document is available at the OEAA website (www.michigan.gov/oeaa). This document establishes the “ground rules” for how each assessment is to be administered. It is recommended that the document be downloaded from the website and read in its entirety, as it contains specific information for individuals based on assessment responsibilities.

School personnel should review this section prior to administering the assessment. Students should be informed of appropriate assessment practices. Students should also be made aware of unethical assessment practices and the potential consequences thereof. Inappropriate and unethical student assessment practices include any of the following instances:

- Communicating or collaborating in any manner with another student. This includes written, electronic, verbal, or gestured forms of communication.
- Copying another student’s answers, or requesting or accepting any help from another person.
- Using any material or equipment not expressly permitted in the *Directions for Administration*.
- Answering an assessment question or any part of an assessment for another student, or providing assistance to another student before or during a State assessment.
- Returning to previously administered sections of the assessment after an assessment session is complete.
- Using any prohibited resource.
- Engaging in any other practice that has the intent of artificially affecting the student’s score or the score of another student.

All reasonable attempts should be made to redirect students who engage in questionable activity. If the assessment administrator (or assessment proctor) observes a student who appears to be engaged in one or more unethical practices, the ELPA District and/or Building Coordinator should allow the suspected student(s) to finish the assessment and code the relevant answer document by filling in the “Unethical Practice” bubble. The assessment administrator is to immediately notify the ELPA Building Coordinator of the suspected prohibited practice. An immediate preliminary investigation, with appropriate documentation, will be conducted to determine if an unethical practice occurred. The ELPA District Coordinator can be a valuable resource in the preliminary investigation and should be notified about any unethical practice(s).

The principal will then notify the student, and his or her parent(s) or guardian(s), of the alleged prohibited practice, and provide a chance to respond.

If the principal determines that the student has not engaged in a prohibited practice as alleged, and notifies the OEAA in writing within 20 school days of the last day of the assessment cycle, the assessment score(s) will not be invalidated and the OEAA will restore the affected score(s). If the principal does not notify the OEAA within the 20 school days, the score(s) will remain invalidated and the results will not be reported.

Assessment Accommodations

In the State of Michigan, all students are to participate in the assessment programs approved by the State Board of Education. For some students, accommodations that are customarily used during routine classroom activities may be considered for use during the administration of the ELPA. An Assessment Accommodations Summary Table is provided in Appendix A. The table identifies standard and nonstandard accommodations used in administering the ELPA to students with disabilities or to Section 504 students. The accommodations table has been approved by the State Board of Education. It was developed in consultation with districts, schools, and Michigan practitioners in the education of these students.

In general, the determination of the use of standard or nonstandard assessment accommodations must be documented in the student's school records. For students with disabilities, decisions are to be made on a student-by-student basis and documented in the student's Individualized Education Program (IEP). The documentation must be specific for each assessment and content area administered. For general education students who have a Section 504 Plan, the accommodations must be documented in the student's plan.

NOTE: Standard assessment accommodations do not change the construct that the assessment is measuring and do provide a valid score. Nonstandard accommodations change the construct that the assessment is measuring, rendering scores invalid. Students who use nonstandard assessment accommodations will NOT count as being assessed for the calculation of the No Child Left Behind participation rates for either the school or the district.

For specific information regarding the use of accommodations, see Appendix A.

All questions related to assessment accommodations for ELLs with disabilities and ELL Section 504 students should be directed to Peggy Dutcher, Manager, Assessment for Students with Disabilities Program, Email: dutcherp@michigan.gov, or phone 517-241-4416.

Audio Versions of the ELPA

Two audio versions of the ELPA are available. An audio version of the read-aloud directions of the ELPA has been made available to all assessment administrators in order to standardize the portions of the assessment that are read aloud to the students. A second audio version that also contains the assessment questions (and answer choices, when appropriate) is available as an assessment accommodation for certain students with disabilities and ELLs (see Appendix A)

To obtain audio versions of the ELPA, the ELPA District Coordinator should order online at www.michigan.gov/meap-secure.

The following instructions are to be used only when administering audio versions of the assessments to students with disabilities:

1. The assessments must be administered individually to students with disabilities, using equipment with a headset and counter if available, or in a setting where the audio will not disturb other students.
2. Unless the student has a total loss of vision or needs the enlarged-print version, students using the audio versions must have a standard printed copy of an assessment booklet while they are taking the assessment.

3. Grades K–2 students who use audio versions must use standard scannable assessment booklets but may optionally:
 - mark their own answers in the booklets;
 - indicate their responses to a certified staff member, who will then mark the booklets; or
 - Braille their responses and have a certified school staff member transcribe the answers into booklets.
4. Grades 3–12 students who use the audio versions must use standard answer documents but may optionally:
 - grid their own answer documents;
 - mark answers in their assessment booklets and have a school staff member transcribe the answers into the answer documents;
 - indicate their responses to a certified school staff member, who will then grid the answer documents or
 - Braille their responses and have a certified school staff member transcribe the answers into the answer documents.
5. The assessment administrator must read the directions to the student exactly as written. Assessment directions are also included at the beginning of each audio version but should be presented by the assessment administrator first, so the student’s questions can be addressed.
6. Scannable assessment booklets and answer documents for students who used the audio versions of the assessments must be packaged and returned with the other scannable booklets and answer documents.
7. Audio versions of the assessments are secure materials that must be returned at the end of the assessment period. No copies of these materials may be made, downloaded, or retained.

Scribes, Tape Recorders, and Braillewriters

Dictating responses to a scribe or into a tape recorder is permissible. Students using one of these accommodations are to include specific instructions about punctuation, spelling, indentation, etc., for the Writing section. Also, the use of a Braillewriter is permissible.

If a student uses a tape recorder, scribe, or Braillewriter as an assessment accommodation, a member of the school staff must transcribe the student’s responses into the student’s scannable booklet or answer document. Spelling, punctuation, indentation, etc., must be transcribed exactly as they were in the student’s original response. Students in grades 3–12 using the Braille version must specify Braille in the Accommodations section on the scannable booklet or answer document: Grid the “Other” bubble and write “Braille” on the line provided. The “Other” bubble on the student answer document may also be used to indicate whether the student used other accommodations.

Word Processors

Because part of the Writing section is devoted to writing conventions, including correct spelling and grammatical usage, students using word processors or word-processing software as an accommodation must be monitored, so that spelling, dictionary, thesaurus, and grammatical software are deactivated. Grid the “Other” bubble on the scannable booklet or answer document to indicate the student used a word processor as a standard assessment accommodation. If the spell check, dictionary, thesaurus, and grammatical software are NOT deactivated, the “Nonstandard Accommodations” bubble must be gridded.

Word-processed answers do not need to be transcribed into a scannable booklet or answer document by school staff. Each word-processed page must be printed and identified with student and assessment identification information (student name and birth date; student’s state Unique Identification Code (UIC); school and district codes and names; assessment window and grade) and inserted into a scannable booklet or answer document that contains all required student identification information. Do not staple or otherwise attach word-processed pages to the booklet or answer document.

All scannable booklets or answer documents containing a word-processed insert must be shipped in a special handling envelope marked “SPECIAL HANDLING AND/OR WORD PROCESSED DOCUMENTS” This envelope is provided to the ELPA District Coordinators with the Return of Materials Kit. This envelope is to be placed with other materials to be returned as shown in the diagram in Appendix D.

Additional Paper

Additional paper may be used as an assessment accommodation if a student’s large handwriting requires extra space. Each additional piece of paper must be identified with the following student and assessment identification information:

1. student name;
2. birth date;
3. the student’s Unique Identification Code (UIC);
4. school and district codes and names;
5. assessment window; and
6. grade.

The extra page(s) should be inserted into the student’s scannable booklet or answer document that contains all required student identification information. Do not staple or otherwise attach pages to the booklet or answer document.

All booklets or answer documents containing additional papers must be shipped in a special handling envelope marked “SPECIAL HANDLING AND/OR WORD PROCESSED DOCUMENTS.” This envelope is provided to the District ELPA Coordinators with the Return of Materials Kit. This envelope is to be placed with other materials to be returned as shown in the diagram in Appendix D.

Rapid Onset of a Medical Disability

Prior to the ELPA, a student may have rapid onset of a medical disability that warrants an assessment accommodation. For example,

- a few days prior to assessment, a student breaks his/her arm. The student may need an assessment accommodation—either a word processor or a scribe; or
- a student has recently undergone surgery and is homebound or still in the hospital. The student may need to take the assessment at home or in the hospital with appropriate supervision by a school district professional.

In case of rapid onset of a medical disability, the OEAA asks the school’s principal or guidance counselor to document, for the student’s file, the date and nature of the disability (e.g., broken arm) and a description of the accommodation provided. This is considered a standard accommodation and should be filled in appropriately on the student scannable booklet or answer document.

QUESTIONS AND ANSWERS REGARDING THE ELPA

- 1. Do sections need to be completed in one day or could a section be continued the next day in a middle or high school setting?**

Sections need to be completed in one sitting unless they have been divided into two parts. Writing has been divided into two parts, Writing Conventions (multiple-choice format) and Writing (open-ended format). Part A can be given in one sitting, and Part B in a second sitting. This was done to assist with scheduling, since time required for writing can vary broadly from student to student. In a similar fashion, Reading has been divided into two parts for students in grades K–2.

- 2. Do sections need to be given in any particular order?**

No. ELPA subtests do not have a prescribed order in which to be given.

- 3. Will the ELPA score be used in place of the MEAP score?**

The ELPA score can only be used in place of the MEAP English language arts (ELA) score for newly arrived students. These are ELLs who have been in a United States public school for one school year or less, at the time of the MEAP assessments. For example, if an ELL meets this criterion at the time of MEAP in fall 2006, the ELPA score can be used as a substitute for ELA. These students still need to take the MEAP mathematics and science or social studies assessments with the appropriate accommodations. A form to document the required information regarding these recently arrived students is available on the OEAA secure website. (See page 5 for directions to the website.)

- 4. If our ELLs took the MEAP test in the fall, do they still need to take the ELPA?**

ELLs are to participate in both assessment systems. MEAP and ELPA are considered to be separate—or different assessment requirements—as described in the No Child Left Behind legislation. MEAP is the assessment system that the State of Michigan uses to measure student progress with Michigan content standards in mathematics, English language arts, and science or social studies.

The ELPA is the assessment system that the State of Michigan has developed to measure student progress with learning English and is based on the English language proficiency standards. In past years, schools and districts chose from six off-the-shelf English language proficiency assessments and student scores were converted to a common set of proficiency scores. These scores were then used for Title III reporting. Once implemented, the results from the ELPA will be used for Title III reporting.

The only exception is a recently-arrived ELL. For more information regarding these students, please see the answer to questions 6 and 7.

- 5. Does this take the place of the ELA portion of the MEAP for ELLs? Is that true for our 11th grade students taking the MEAP this spring?**

ELLs are expected to take the ELA MEAP assessment to measure progress with Michigan content standards and to take the ELPA to measure progress in acquisition of

English language skills. The only exception is an ELL who is “recently arrived” to the United States. Please see the answer to question 7 for more information.

6. What about students who arrive mid-year?

ELLs arriving mid-year need to be assessed with the ELPA in the spring.

7. How are new students who come in after spring ELPA and before MEAP fall administration assessed?

Schools and districts will continue to use an English language proficiency assessment of their choice as a placement or screening device for determining eligibility for services. In the future, the State plans to develop a screening tool that is based on the ELPA and can be used any time of the year. Schools and districts will be notified when this assessment tool is available.

8. In some schools, we have few (sometimes only one) ELLs; can the test be administered on a one-to-one setting?

Absolutely. The ability to give the Listening, Reading, and Writing sections of the ELPA in a group setting is intended to streamline administration in schools where larger numbers of ELL students will take the assessment. The Speaking section is always administered on a one-to-one basis.

9. Do you expect teachers to stop instruction and spend the time on testing?

We would hope that schools and districts can plan the logistics for the ELPA so that instruction can continue for students during the time when they are not being assessed.

10. Is the ELPA administered at the same time as the MEAP? If yes, Why?

The ELPA is replacing the annual spring assessment of English language proficiency that has been required for Title III reporting. In the past, schools have chosen an ELP assessment from a menu of six off-the-shelf English language proficiency assessments that are available from commercial publishers.

11. Did you say/imply that if someone has an accent, they should not administer the Listening portion?

There are some extended prompts or “stories” in the Listening section that are read to students. For this section, we recommend the use of an audiotape or CD. This will ensure standardization across the state and assist assessment proctors with pronounced accents to participate fully in the ELPA administration.

12. When you said use the OEAA secure site, do you mean the MEAP secure site with current password and user name?

Yes, they are one in the same.

13. How will the MDE provide levels 1A-5?

The ELPA will provide at least the three levels of proficiency—basic, intermediate, and proficient—that are required by federal guidelines. Scale scores will also be reported using a common scale across grade level, providing schools and districts information about student performance within—and across—proficiency levels.

14. What is the AYP expectation for ELLs per year?

The assessment performance expectations for ELLs are tied to the Title III reporting for the State of Michigan. The assessment results are reported in terms of an individual student's growth or gains from one year to another and the average gains for Title III program.

15. Do ELLs attending alternative high schools also have to take the ELPA?

Yes. All ELLs who are enrolled in grades K–12 and are eligible for services are to be assessed.

16. Regarding “eligible,” do we need to also consider what service the student receives, or only that they are eligible to receive service?

The school or district needs to consider only that the student is eligible for services, not whether the student is receiving services.

17. Are foreign exchange students eligible for the ELPA if they meet the criteria of the federal government?

Yes.

18. Must we test grade 12 foreign exchange students, since they are with us for this school year only?

Foreign exchange students are to be assessed with the ELPA if they are eligible for services (and if districts include them in the state aid membership count in a grade level when the state assessments are administered).

19. Will you be including extra materials when you ship them out – or should we “pad” our order by a few extras?

We will automatically send a 7 percent overage.

20. Are Writing Convention items read aloud to students or are they expected to read them?

Writing Convention directions and sample items are read to all students taking the ELPA. Accommodations that include reading both questions and answers can be provided to ELLs at the basic and lower intermediate proficiency levels (see number 26 of the Assessment Accommodations Summary Table that includes accommodations for the ELPA). There are also other standard accommodations for students with disabilities.

21. Regarding the Speaking section of the assessment: Do the staff that administer the Speaking section need to be certified? Also, do two people need to listen and score each individual student?

The staff that administer the Speaking section can be staff that qualify as assessment proctors as described in the updated OEAA Professional Assessment and Accountability Practices for Educators, August 2005 (website: www.michigan.gov/oeaa). Proctors work closely with certified staff who are actually in charge of the assessment administration

process. It is important that all staff involved in the assessment process receive appropriate training prior to being involved in the administration process.

22. Can all districts begin testing upon receipt of the assessment materials?

Yes.

23. What do we do for students with disabilities whose IEPs call for an alternate assessment?

Order the appropriate ELPA materials for these students, i.e. audiotapes/CDs, enlarged print, etc. Also see Appendix A.

24. May the ELPA stand as the initial oral and reading proficiency test for students who have not been assessed to date? If so, may we pre-ID based solely upon the Home Language survey?

Yes. In this case, the results of the ELPA would serve as the assessment used to determine eligibility for services.

25. Can we pull students from the February 5 SRSD report?

The February 5 SRSD collection will not be available to use in time for the ELPA pre-ID process. All pre-ID information must be loaded into the OEAA secure website by districts or schools by February 15th. However, there are a number of other ways to populate the pre-ID fields. These methods were outlined by David Judd as part of the January 30 presentation. If you need assistance with pre-ID process for ELPA, please contact the OEAA help line at 1-877-560-8378.

26. Will results impact AYP?

Not directly at this time. However, the performance of ELLs on MEAP, as a subgroup, is critical in helping a school or district make AYP. As students make progress in learning English, it is expected that the number of ELLs who score at the proficiency level in MEAP will increase.

27. Can parents “opt students out” of testing?

As with MEAP, there is no parent exemption from state assessment. According to section 3302 of No Child Left Behind legislation, under Parental Notification, the assessment of English language proficiency precedes parent notification and parental choice to participate or not to participate in the Title III program.

The pool of students to be included in the ELPA is determined when students are identified as eligible for LEP services. In Michigan, this means determining through Home Language Survey if there is a language other than English in the home or spoken by the child. If either condition is true then the student is assessed to determine English language proficiency. Students scoring below proficient are part of the ELPA pool.

28. Do we assign students to a grade level based on their grade level in school, rather than on their English Language Proficiency level? For example, a 9th grader with K–2 skills would be assigned to the Grade 9–12 assessment, right?

Students are to take the ELPA that matches their grade level of enrollment; if students are enrolled in grade 9, they will take the 9–12 level of the ELPA.

GLOSSARY

Accommodation – An assessment provision made for a student so that the effect of a disability is minimized or removed, and the student is provided an opportunity to demonstrate the degree of achievement he or she actually possesses.

Adequate Yearly Progress (AYP) – The measure used to hold schools and districts responsible for student achievement in English language arts and mathematics. AYP is based on state assessment, including Michigan Educational Assessment Program (MEAP) and MI-Access, Michigan’s alternate assessment for students with disabilities. AYP includes measurement of proficiency (as measured by state assessment), participation rates in state assessment, and attendance or graduation rates. Schools can meet the AYP proficiency targets in two different ways: (1) by meeting their objectives or (2) by showing sufficient improvement (Safe Harbor). For a public school and local educational agency (LEA) to make adequate yearly progress, the school as a whole and each student subgroup must meet or exceed the state annual measurable objectives, the school as a whole and each student subgroup must have at least a 95 percent participation rate in the statewide assessments, and the school must meet the State’s requirement for other academic indicators. For more information on AYP, please visit <https://oeaa.state.mi.us/ayp/>.

Braille – A bubble on the student answer document called “Other,” with a line beside it, has the bubble filled in and “Braille” written on the line to indicate that the Braille version of the assessment was used.

Center for Educational Performance & Information (CEPI) – Collects and reports data about Michigan’s K-12 public schools to facilitate school districts’ compliance with the federal *No Child Left Behind Act of 2001* and the Michigan Department of Education’s accreditation plan, *Education Yes!* CEPI is an office located within the Office of the State Budget.

Class/Group No. Field – The purpose of this field is to allow districts and schools to receive their reports organized by a class or group designation. It is the responsibility of the school or district to define class/group numbers that are most useful to the district or school. This is an optional field. See your ELPA coordinator for your class/group number.

Comprehensive Report – Provides summary score information for each ELPA section for each student assessed by grade level, by building. This report identified the student’s demographics, as well as whether or not the student is Limited English Proficient (LEP), Formerly LEP (FLEP), or Special Education. The assessment form, scale score, and the performance level earned by the student on each content assessment are provided.

Content Analysis Report – Presents specific content information by building for each student who took the ELPA. A student’s total raw score points, percent of points correct, scale score, and performance level are provided. The mean points correct for each strand of a content area are provided to give specific information to educators on a student’s strengths and weaknesses. Information in this report is summarized for each classroom or group as well as for the school, district, and state level.

Demographic Analysis Report – Provides a summary breakdown of scores by several demographic factors for each content area assessed. The report sorts scores by demographics and educational program categories including gender, ethnicity, economically disadvantaged, special

education, Limited English Proficient (LEP) or Formerly LEP (FLEP), migrant, homeless, and Less Than Full Academic Year. The reports also indicate whether the student took the assessment with standard or non-standard accommodations. The scale score, the number of students for each subgroup category of students, and the percent that met or exceeded Michigan standards are included. Summary data comparing the school, district, and state scores conclude the report. Dual Enrollment – Students who are enrolled in high school but take courses through a local college.

Economically Disadvantaged (ED) – A student from a low-income family defined as eligible by the income guidelines for free and reduced price meals (This information is required for all districts that receive Title I funds; the U.S. Department of Agriculture has ruled that eligible children may be identified on state assessments to meet this requirement.)

Eligible – Qualified or legally entitled to participate.

English language learner (ELL) – The term that the State of Michigan has chosen to use for students who are Limited English Proficient. For more information, see Limited English Proficient (LEP).

Ethnicity – The following classifications and definitions are based on the U.S. Office of Management and Budget’s directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. “These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any federal program.” (OMB Directive No. 15) The student should fill out the classifications since they reflect the individual’s recognition of his or her community. Classifications will be used only for the purpose of reporting.

1. ***American Indian or Alaskan Native*** – a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition
2. ***Asian or Pacific Islander*** – a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands; this area includes, for example: China, India, Japan, Korea, the Philippine Islands, and Samoa
3. ***Black, Not of Hispanic Origin*** – a person having origins in any of the black racial groups of Africa
4. ***Hispanic*** – a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
5. ***White, Not of Hispanic Origin*** – a person having origins in any of the original peoples of Europe, North Africa, or the Middle East
6. ***Multiracial*** – a person of mixed racial and/or ethnic origins

Fluency – Ability to express yourself clearly and effortlessly.

Formerly Limited English Proficient (FLEP) – A student is designated as FLEP when he or she is no longer designated LEP by a school or school district; or is no longer receiving support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the LEP designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121)

Homeless – A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

Home Schooled – The “Home Schooled” bubble exists for students who are home schooled and take the ELPA in their local school district. Public school districts are required to administer the ELPA to home-schooled students who wish to assess.

Item Analysis Report – Provides a description of each selected-response (multiple-choice) item and each constructed-response (open-ended) item on the assessment, including the primary Michigan benchmark measured by each item. This report also indicates statistics summarized by classroom or group, building, district, and state to enable comparisons to be made across the state.

Limited English Proficient (LEP) – The terms “limited English proficient” or “English language learner,” when used of an individual, mean an individual

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
 - (i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Migratory Status – A student who has moved with a parent or guardian or on his or her own within the past 36 months from one school district to another for the purpose of securing temporary or seasonal work in agriculture or fishing.

Nonstandard Accommodation – Any accommodation not included as a standard accommodation that violates the Michigan Merit Award Assessment Administration Ethics Procedure. The “Nonstandard Accommodation” circle must be filled in on the answer folder of any student who receives a nonstandard accommodation on that assessment. (See the Michigan Merit Award Board Policy on Standard and Nonstandard Accommodations at www.michigan.gov/meritaward), click on “About Michigan Merit Award”, select “Board Resolutions”, and click on “Resolution 2001-02.”)

OEAA Secure Site – A secure website that may be referred to as the OEAA secure site or the MEAP secure site.

Research I and II Fields – Research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report.

School Use Only – Special use bubbles that appear on the student answer document and the New Student Registration Form. These bubbles, labeled “School Use Only,” are to be used only as instructed under special notice by the OEAA.

Single Record Student Database – Data submitted by school districts via the Single Record Student Database (SRSD) include discrete information about individual students such as age, gender, race and ethnicity, and program participation. The data collected via the SRSD will be used to meet the reporting requirements of the federal No Child Left Behind Act of 2001, including the determination of Adequate Yearly Progress (AYP).

Special Education – A student who is determined by an individualized education program team or a hearing officer to have 1 or more of the impairments that necessitates special education or related services, who is not more than 25 years of age as of September 1 of the school year of enrollment, who has not completed a normal course of study, and who has not graduated from high school. (Reference Michigan Administrative Rule 340.1702, Rule 2)

Standard Accommodation – An assessment provision given so that the effect of a disability is minimized and the student is provided an opportunity to demonstrate the degree of achievement he or she actually possesses. (The Assessment Accommodations Summary Table can be found in Appendix A of this manual.)

Unethical Practice – The bubble on the student answer document that is to be used to identify students who engage in an unethical practice.

Unique Identification Code (UIC) – A ten-digit identification code that is assigned to a student through the SRSD process.

APPENDICES

Appendix A: Accommodations

Assessment Accommodations Summary Table

The following table specifies standard and nonstandard assessment accommodations for the ELPA.

Accommodation	ELPA		
	IEP	504	ELL
A. Timing/Scheduling			
1. Extended assessment time within reason (approximately 1½ times the estimated assessment time)	S	S	S
2. Frequent or appropriate supervised breaks	S	S	S
3. Administration of the assessment at a time most beneficial to the student, with appropriate supervision	S	S	S
4. Clock or method of informing students of remaining time	S	S	S
B. Setting			
5. Placement of student where he/she is most comfortable (e.g., front of the room, back of the room)	S	S	S
6. Administration of the assessment in a Bilingual/English as a Second Language (ESL) setting	S	S	S
7. Administration of the assessment in a special education setting	S	S	NA
8. Provision for assessment administration at home when student is homebound or in a care facility when medically necessary, with appropriate supervision by a school district professional	S	S	NA
9. Administration of assessment in a distraction-free space or alternate location (e.g., separate room, or location within the room) with appropriate supervision	S	S	S
10. Provision for assessment administration to student in an interim alternative education setting with appropriate supervision of a school district professional	S	S	NA
11. Administration of the assessment in a small group	S	S	S
12. Administration of the assessment individually	S	S	NA
13. Tools to assist with concentration	S	S	NA
14. Qualified person familiar to the student administers the assessment	S	S	S
15. Appropriate seating, special lighting, or furniture	S	S	NA
16. Able to move, stand or pace during assessment in a manner where others work cannot be seen and is not distracting to others	S	S	S
17. Background music or noise buffers	S	S	NA

Appendix A: Accommodations

Accommodation	ELPA		
	IEP	504	ELL
C. Presentation			
18. Use of bilingual word-for-word non–electronic translation glossary for English language learners	NS	NS	NS
19. Use of bilingual dictionaries that define or explain words or terms	NS	NS	NS
20. Use of dictionary, thesaurus, spelling book, or grammar book for mathematics, science, social studies, and English language arts	NS	NS	NS
21 a. Use of screen reader for English language arts reading assessment	NS	NS	NS
21 b. Use of screen reader for ELPA listening, writing and speaking parts	S	S	S
22. Use of an abacus	NA	NA	NA
23. Use of arithmetic tables	NA	NA	NA
24. Use of actual coins and bills	NA	NA	NA
25. Use of manipulatives for mathematics assessments, such as base 10 blocks	NA	NA	NA
26. Use of state-produced video or audio version of assessment, for English language learners, read in English for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the content areas of mathematics, science, and social studies. Also the writing section of the MEAP ELA or MI-Access ELA Expressing Ideas assessment, or the ELPA Listening, Writing, and Speaking sections	S	S	S
27. Use of state-produced video or audio version of the assessment, for English language learners, read in English for a student who is dominant in a native language other than English and determined to be at the basic or lower intermediate English language proficiency levels in the reading components of the English language arts assessment and ELPA	NS	NS	NS
28. Use of state-produced video or audio version, for English language learners, of the mathematics, science, or social studies assessments read in Arabic or Spanish for a student whose dominant language is Arabic or Spanish and who is determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student’s native language in the school setting	NA	NA	NA

Appendix A: Accommodations

Accommodation	ELPA		
	IEP	504	ELL
29. Reading all directions to the student in the student's native language, provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels and provided that the student is receiving bilingual instruction (e.g., transitional, two-way or dual language) using the student's native language in the school setting	NS	NS	NS
30. Provision for student restatement of directions in the student's own words	S	S	S
31. Students asking for clarification of directions	S	S	S
32. Directions provided using sign language	S	S	NA
33. Administration of assessment by Bilingual/ESL staff, or similarly qualified person	S	S	S
34. Administration of the assessment by person familiar to the student	S	S	S
35. Any assessment administration not directly supervised by a school district professional	NS	NS	NS
36. Reading the MEAP English Language Arts Listening assessment to the student in his/her native language	NA	NA	NA
37. Administer assessment sections in any order for English language arts, science, and social studies	NA	NA	NA
38. Administer assessment sections in any order for Mathematics	NA	NA	NA
39. Read/repeat directions to the student exactly as worded in the assessment booklet	S	S	S
40. Emphasis on key words in directions	S	S	NA
41. Provide visual, auditory or physical cues to student to begin, maintain or finish task	S	S	NA
42. Reading aloud the MEAP reading components of the ELA assessment, the MI-Access accessing print assessment to the student, or the ELPA reading section	NS	NS	NS
43. Reading aloud the MEAP mathematics, science and social studies assessments or the MI-Access mathematics assessment	NA	NA	NA
44. Reading of mathematics, social studies, and science assessment content and questions to a student in the student's native language, provided that the student is dominant in a native language other than English and has been determined to be at the basic or lower intermediate English language proficiency levels, and provided that the student is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting	NA	NA	NA

Appendix A: Accommodations

Accommodation	ELPA		
	IEP	504	ELL
45. Sign the mathematics, science and social studies assessments	NA	NA	NA
46 a. Sign the English language arts assessments	NA	NA	NA
46 b. Sign the ELPA Listening and Speaking parts	S	S	NA
46 c. Sign the ELPA Reading and Writing parts	NS	NS	NA
47. Use of a page turner	S	S	NA
48. Placement of teacher/proctor near student	S	S	NA
49. Use of rulers as provided by the State	NA	NA	NA
50. Use of adapted rulers, protractors, Braille and large print rulers and protractors	NA	NA	NA
51. Use of list of formulae as provided by the state	NA	NA	NA
52. Use of calculator/talking calculator on the noncalculator sections of the mathematics assessment	NA	NA	NA
53. Use of calculator/talking calculator on the calculator permitted sections of the mathematics assessment	NA	NA	NA
54. Use of a calculator on the science and social studies assessments	NA	NA	NA
55. Use of magnification devices	S	S	NA
56. Use of auditory amplification devices or special sound systems	S	S	NA
57. Use of closed circuit television	S	S	S
58. Student's use of acetate colored shield, highlighters, highlighter tape, page flags, and reading guides	S	S	S
59. Use of non-skid surface that will not damage the answer document or scanning equipment (DO NOT use tape or other adhesive)	S	S	NA
60. State-produced Braille and enlarged print versions of assessment	S	S	NA
61. State-produced audio versions of the assessments	S	S	S
D. Response			
62. Responding in the student's native language to the constructed response items on assessments	NS	NS	NS
63. Oral responses	S	S	NA
64. Use of a scribe for constructed response items (student must indicate punctuation, format and spell all key words) for ELA assessments	S	S	NA

Appendix A: Accommodations

Accommodation	ELPA		
	IEP	504	ELL
65. Use of a scribe for constructed response items for mathematics, science and/or social studies assessments	NA	NA	NA
66. Student dictates responses into a tape recorder and teacher transcribes response exactly as dictated for mathematics, science, and social studies assessments	NA	NA	NA
67 a. Respond in sign language for English language arts	NA	NA	NA
67 b. Respond in sign language for the ELPA Listening and Speaking parts	S	S	NA
67 c. Respond in sign language for the ELPA Reading and Writing parts	NS	NS	NA
68. Respond in sign language for mathematics, science and social studies assessments	NA	NA	NA
69. Use of augmentative communication devices	S	S	NA
70. Use of computer or word processor with spell check, thesaurus, and grammar check disabled for ELA assessment	S	S	NA
71. Use of computer or word processor with spell check, thesaurus and grammar check NOT disabled for Mathematics, Science and Social Studies	NA	NA	NA
72. Student points to answers or writes directly in assessment booklet (transferred to answer document by teacher)	S	S	S
73. Use of Braillewriter	S	S	NA
74. Use of a scribe for constructed response items (student must indicate punctuation and spell all key words)	S	S	NA
75. Adapted paper, lined or grid paper for recording answers	S	S	NA
76. Use of computers with alternative access for an alternative response mode	S	S	NA
77. Use of speech to text word processor for responses for English language arts and ELPA	NS	NS	NA
78. Use of speech to text word processing for mathematics, science and social studies	NA	NA	NA
79. Use of alternative writing position	S	S	NA
80. Use of special adaptive writing tools such as pencil grip or larger pencil	S	S	NA
81. Write directly in assessment booklet	S	S	S

Appendix B: Security and Ethics



Office of Educational Assessment and Accountability

District Assessment Coordinator Responsibilities

Each district, public school academy and nonpublic school must designate a District Assessment Coordinator. The District Assessment Coordinator sets the tone of high performance with integrity for the entire district and holds specific responsibilities. The District Assessment Coordinator shall:

Before Assessment Administration

- Serve as the designated person for the district or ISD/RESA in all communications with OEAA and/or Scoring Services.
- Be aware of appropriate assessment activities and ethical practices at all levels.
- Inform District Superintendent and local Board of Education of state assessment practices document.
- Be aware of assessment preparation guidelines.
- Attend statewide assessment program meetings and apply training to assessments.
- Coordinate the pre-identification, ordering, distribution and security of assessment materials.
- Be a resource to the Building Assessment Administrator in developing and disseminating an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- Review identification and demographic information for accuracy and consistency with other school records.
- Approve Assessment Administrator qualifications.
- Disseminate assessment information contained in correspondence to district and school staff (including administrators, curriculum directors, teachers and counselors), and to students and parents where appropriate.
- Read and become familiar with the information in the Coordinator and Assessment Administrator Manuals.
- Train Building Assessment Coordinators in ethical standards and appropriate administration practices specific to MEAP, MI-Access and ELPA.
- Oversee inventory of all assessment materials.
- Store assessment materials in a secure location.
- Organize assessment materials for individual schools in the district.
- Be sure that assessment materials arrive at schools before the assessment period.

Appendix B: Security and Ethics

- Direct the accurate completion of student identification information and "School Use Only" sections of answer documents.
- Ensure that Building Assessment Coordinators know the procedure for the return of materials after assessments are completed.

During Assessment Administration

- Monitor at least a sample of assessment administrations.
- Answer questions from the Building Assessment Coordinators and Assessment Administrators that might arise during the assessment administration.
- Report any assessment irregularities and administration procedural errors to the OEAA. Immediately contact the OEAA office at the number provided in the Administration Manuals with detailed information and steps taken. You may wish to call the OEAA Director or Test Administration Coordinator directly (see inside cover).

After Assessment Administration

- Assist Building Assessment Coordinators with any assessment administration issues such as invalidation of assessments and special codes/accommodations.
- Ensure that answer documents have been completed and filled in correctly.
- Consolidate and assemble all assessment materials after assessment administration according to procedures specified.
- Arrange for assessment materials to be returned to the appropriate scoring service by the required deadlines.
- Complete Assessment Security Compliance Form as provided and return to the appropriate scoring service with used answer documents.

Appendix B: Security and Ethics

My District Assessment Coordinator

Phone

email



Office of Educational Assessment and Accountability

Building Assessment Coordinator Responsibilities

Each school building that is involved in administering assessments (including adult and alternative education programs) should have a Building Assessment Coordinator. The Building Assessment Coordinator has a key role in setting the tone of high performance with integrity for the building and holds specific responsibilities. The Building Assessment Coordinator shall:

Before Assessment Administration

- Serve as the building contact person between the school and the District Assessment Coordinator.
- Attend training conducted by the District Assessment Coordinator and apply procedures appropriate to the specific assessment.
- Read and adhere to the information in the Assessment and Administrator Manuals.
- Develop and disseminate an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- Train the Assessment Administrators and Proctors on administrative procedures and ethical practices.
- Provide information regarding ethical and unethical assessment practices information to students, assessment administrators, proctors, teachers, and parents.
- Conduct an inventory of assessment materials received from the District Assessment Coordinator.
- Ensure assessment materials are kept in a secure location.
- In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
- Assemble and distribute assessment materials to Assessment Administrators.
- Ensure that assessment materials that are allowed by the state assessments are made available to students.

Appendix B: Security and Ethics

- Assist in making Assessment Administrators aware of any assessment accommodations prescribed in Individualized Education Programs (IEPs), 504 Plans, and instructional practices for English Language Learners.
- Have a plan for students who finish early or who require extra time.
- Reinforce to Assessment Administrators and Assessment Proctors the prohibited use of electronic communication or information storage devices (i.e. pagers, cell phones, PDAs).

During Assessment Administration

- Ensure that each room used for assessments has an Assessment Administrator and an Assessment Proctor, if needed, present at all times.
- Ensure that assessment materials are kept secure in a designated location within the school between assessment sessions until all materials are returned to the District Assessment Coordinator.
- Monitor assessment administration sessions to ensure the security and accountability of all secure materials and that standardized assessment procedures are being followed.
- Report and document any assessment irregularities or administrative procedural errors to the District Assessment Coordinator immediately.

After Assessment Administration

- Collect and conduct an inventory of assessment materials after the assessment.
- Notify the District Assessment Coordinator of any missing materials and follow instructions for recovering them.
- Ensure that answer documents have been completed and filled in correctly.
- Ensure that any cover or return form has been completed correctly.
- Prepare all assessment materials for return to the District Assessment Coordinator.
- Return assessment materials to the District Assessment Coordinator consistent with required timelines.
- Report and document any incidents that have not been previously reported that deviate from proper administrative procedures.
- Complete Assessment Security Compliance Forms found in the Assessment Administrator Manual and submit all signed forms from any Assessment Administrators, Assessment Proctors, or Accommodation Providers to the District Assessment Coordinator.

Appendix B: Security and Ethics

My Building Assessment Coordinator

Phone

email



Office of Educational Assessment and Accountability

Assessment Administrator Responsibilities

Assessment Administrators must be at least one of the following:

1. An employee of the district who is a certified or licensed educational professional;
2. A substitute teacher who is certified and employed by the district on an as needed basis;
3. Someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement or change of career and has been approved by the District Assessment Coordinator as a qualified assessment administrator.

The Assessment Administrator sets the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Administrator's shall:

Before Assessment Administration

- Attend training by the District Assessment Coordinator and/or Building Assessment Coordinator specific to MEAP, MI-Access, or ELPA.
- Read the Assessment Administrator Manual prior to assessments.
- In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
- Ensure the assessment room has an adequate amount of district supplied materials (i.e. pencils, dictionaries, thesaurus, etc.).
- Know assessment security procedures and be prepared to follow them before, during, and after each assessment session.
- Have a plan for students who finish assessments early or who require extra time.
- Have an implementation plan for students in need of accommodations as prescribed in Individualized Education Programs (IEP), 504 Plans, and instructional practices for English Language Learners.

During Assessment Administration

- Distribute all materials to students. Check for appropriate assessment booklets and answer documents.

Appendix B: Security and Ethics

During Assessment Administration (continued)

- Remind students to turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) and store out of sight.
- Administer the assessments according to the Assessment Administration Manual.
- Read directions exactly as they appear in the administration manual to students. Answer questions about assessment directions as described in the administration manuals.
- When directed by the administration manual to read directions from the student test booklet, read the specific directions only without attending to any other part of the booklet.
- Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- Ensure that the assessment room is quiet during the entire assessment administration.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Report any incidents of deviations in assessment administration or questionable student behavior to the Building Assessment Coordinator for early and fair resolution of any concerns.
- Ensure that students not be allowed to leave the assessment room unless extenuating circumstances are present. If a student must leave, Assessment Administrators must collect the assessment booklet and answer document and return them to the student upon his/her return. Only one student may leave the room at a time.
- Direct students to erase any stray marks and darken any faint bubbles prior to handing in their completed assessments.

After Assessment Administration

- Collect assessment materials and account for all assessment materials regardless of perceived student effort.
- Ensure that answer documents have correct student identification completed and filled in correctly.
- Do not erase or darken any marks in the student answer section of any document.
- Deliver assessment materials in person to the Building Assessment Coordinator at the end of each assessment administration.
- Report any potential assessment irregularity or administrative procedural error to the Building Assessment Coordinator.
- Complete Assessment Security Compliance Form found in the Assessment Administration Manual and submit to the Building Assessment Coordinator. Security forms can be found in the back of the administration manuals.

Appendix B: Security and Ethics

My Assessment Administrator

Phone

email



Office of Educational Assessment and Accountability

Assessment Proctor Responsibilities

As a general rule, students do best when assessed in the typical classroom environment. If larger groups must be assessed, appropriate allocation of staff will maximize student success. Depending on the number of students in each room, trained proctors may be assigned to assist the Assessment Administrator. It is recommended that a proctor be assigned for any group beyond a reasonable classroom size of 25 to 35 students.

An Assessment Proctor can be a teacher's aide, paraprofessional, or other paid district or school personnel. If volunteers must be used, they should be trained with appropriate testing procedures; family of students in the assessment group should not be used as proctors.

Assessment proctors who are used in the capacity of providing assessment accommodations to students must be thoroughly trained in providing the accommodations prior to the assessment.

The Assessment Proctor assists in setting the tone of high performance with integrity in the assessment room and holds specific responsibilities. The Assessment Proctor's responsibilities include:

Before Assessment Administration

- Participate in assessment administration training.
- In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.

Appendix B: Security and Ethics

During Assessment Administration

- Assist the Assessment Administrator in monitoring the prohibition of electronic communication and information storage devices (cell phones, pagers, PDAs, etc.).
- Assist the Assessment Administrator in distributing assessment materials.
- Observe students and monitor those who have been given permission to temporarily leave the assessment room.
- Monitor the assessment sessions by walking around the room to make sure students are working independently on the assessment.
- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided.
- Remain in the assessment room at all times unless replaced by another trained staff member.
- Ensure the assessment room is quiet during the entire assessment administration.
- Report any questionable or unusual activity to the Assessment Administrator immediately.
- Accompany students who are being directed to an alternate assessment room to complete assessments.
- Provide accommodations as prescribed in Individualized Education Program (IEP), 504 Plans, and instructional practices for English Language Learners.

After Assessment Administration

- Assist the Assessment Administrator in collecting and accounting for all assessment materials.
- Ensure that answer documents have correct student identification completed and filled in correctly.
- Complete Assessment Security Compliance Form found in the manual and submit form to the Building Assessment Coordinator.

Appendix C: ELPA Security Compliance Form

ELPA Security Compliance Form

I, the undersigned, do certify and attest to all of the following:

I have had access to a printed or electronic copy of the Professional Assessment & Accountability Practices for Educators as published by the Office of Educational Assessment and Accountability of the Michigan Department of Education, and

I have read the sections applicable to assessment security, preparation, and administration, and

I have read the section regarding the duties and responsibilities of my role in the assessment process, and

I have followed the practices as they relate to my role in the current assessment.

Date: _____

Signature: _____

Printed Name: _____

Note: An electronic copy of the Professional Assessment & Accountability Practices for Educators is available on the world wide web at <http://www.michigan.gov/oeaa>. For further information, contact the Michigan Department of Education, Office of Educational Assessment and Accountability, 608 W. Allegan St., P.O. Box 30008, Lansing, MI, 48909, call toll-free 1-877-560-8378.

1 SCHOOL				DISTRICT			
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

2	
<input type="radio"/> District Coordinator	<input type="radio"/> Proctor
<input type="radio"/> Building Coordinator	<input type="radio"/> Accommodations Provider
<input type="radio"/> Assessment Administrator	

3	INFORMATION BOX
PLEASE PRINT – Use full names.	
School Name: _____	
City: _____	
District Name: _____	

INSTRUCTIONS
<ol style="list-style-type: none"> 1. In the boxes under School and District, indicate the district code if you are a District Coordinator. All other assessment administrators must fill in the school code and district code. Grid the corresponding bubbles. 2. Grid the corresponding bubble next to your role in the ELPA assessment (ex: district coordinator, building coordinator, etc.) 3. In the Information Box, print your school name, city and district name on the lines provided. 4. Once the form has been completed, return it with your "Scorable ELPA Materials" to Harcourt Assessment, Inc.

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999-8512-03-4

81362 01

Appendix D: Returning Materials

Instructions for Preparing and Returning Machine-Scorable Assessment Booklets and Answer Documents to Your District ELPA Coordinator

To the Building ELPA Coordinator

You are responsible for ensuring that the completed booklets are organized and provided to your District ELPA Coordinator so they can be returned to Harcourt for scoring. The following directions will assist you in this task. They include instructions for inspecting, organizing, and stacking/packing of scannable booklets and/or answer documents.

Inspecting the Completed Scannable Booklets and/or Answer Documents

The scanners used to score answer documents are capable of 100% accuracy. To ensure such accuracy, the booklets must be properly completed and in good physical condition. Before returning the test materials, inspect each document carefully, paying particular attention to the following points:

- A. Check documents to be sure gridded circles are darkened and filled in completely. Inspect all documents for improper marks. All marks to be read by the scanners must be very dark. Marks made with ballpoint pen, felt tip pen, or hard or colored pencils cannot be properly scanned. Darken all light marks with a soft (No. 2) black lead pencil. Also check to be sure all erasures are complete.
- B. Be sure that all fields of the demographic pages are completed accurately.

Organizing the Completed Scannable Booklets and/or Answer Documents

- A. A purple and white Scoring Service Identification (SSID) Sheet must be completed and placed on top of the documents from each class (or grade if organizing by grade). See pages 170–172 for instructions on completing the SSID Sheet. The placement of this document identifies the Basic Reporting Unit, establishing the groupings of the reports.

NOTE: The documents need not be alphabetized within the Basic Reporting Units because the computer will arrange the students' records into the proper sequence for reporting.

- i. Documents from different grade spans may not be mixed. Each grade span will need to be organized into its own Basic Reporting Unit with a SSID Sheet placed on top.

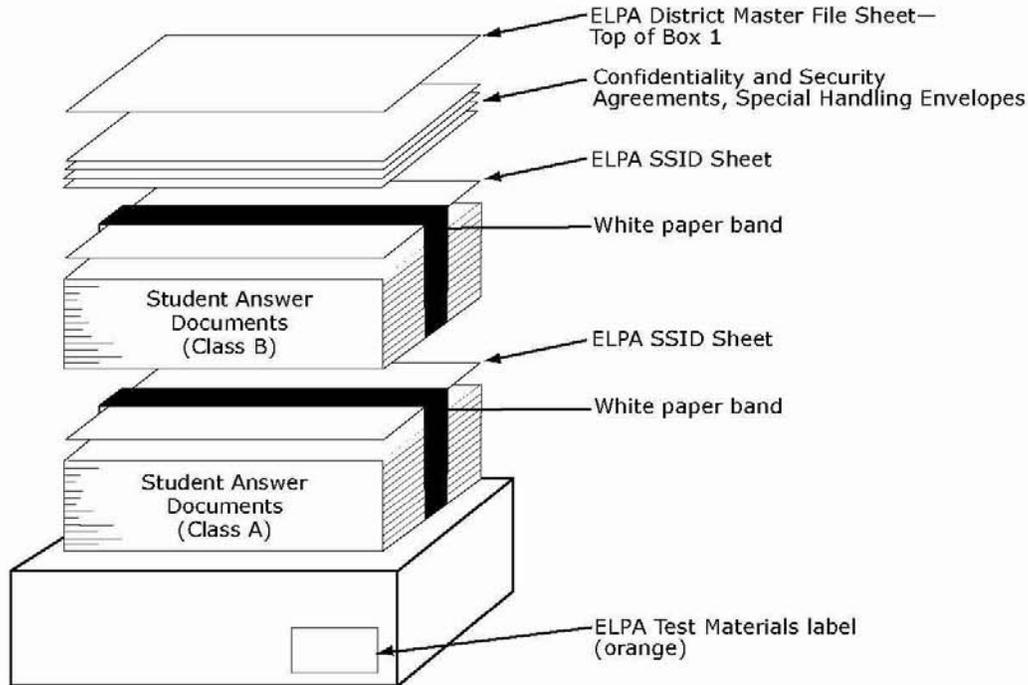
Appendix D: Returning Materials

- ii. Documents from different grades within a grade span may be mixed within a Basic Reporting Unit (i.e., Grade 2 documents can be mixed with Grade 1 documents within a Basic Reporting Unit).
 - iii. Out-of-level testing is **not** allowed. The following list shows the grade spans for the ELPA.
 - Grades K–2
 - Grades 3–5
 - Grades 6–8
 - Grades 9–12
- B.** Organize the documents, either BY CLASS within grade in each school or BY GRADE for each school.
- i. **ORGANIZATION BY CLASS WITHIN GRADE IN SCHOOL:**
Complete SIDE 1 and SIDE 2 of the SSID Sheet.
 - On SIDE 1 enter the Teacher, Counselor, or Group information in the upper right hand box. School information, school code, and grade have been pre-gridded for your convenience.
 - On SIDE 2 completely darken the circle at the top of the page. Enter and grid the Teacher, Counselor, or Group Name.
 - ii. **ORGANIZATION BY GRADE IN SCHOOL:** If you have organized the booklets by grade in school complete only SIDE 1 of the SSID Sheet.
- C.** The Number of Documents gridded must reflect the number of documents behind the SSID Sheet.

Stacking the Booklets

- A.** If the Basic Reporting Unit is by CLASS, arrange the class stacks into grade stacks. Keep the SSID Sheet in place for each class.
- B.** Organize these grade stacks into a school stack so that the lowest grade for the school is at the top of the stack. See the diagram below.
- C.** If the Basic Reporting Unit is by GRADE, place the grade stacks in order so that the lowest grade for the school is on top of the stack. Keep the SSID Sheet in place for each grade.
- D.** Return all of your completed scannable booklets and/or answer documents to your District ELPA Coordinator. Place the documents in very sturdy cartons (the boxes they were shipped in) to protect them in transit. Booklets for each Basic Reporting Unit should be banded with the paper bands to keep them intact. Please do not use rubber bands, paper clips, binder clips, or anything other than the paper bands, as the documents could be torn and become unscannable.

Appendix D: Returning Materials



SSID Sheets

Pre-filled SSID Sheets as well as blank SSID Sheets will be provided for the ELPA. SSID Sheets are scanned documents used to verify the number of scannable booklets and answer documents to be scored. Do not make corrections to pre-filled or hand-entered information; complete a new (blank) SSID Sheet with accurate information to prevent scoring delays.

The following information must be completed on SSID Sheets:

SIDE 1:

- | | |
|--------------------------------|--|
| (A) GRADE | Print the grade. |
| (B) GRADE | Fill in the circle for the grade. |
| (C) NUMBER OF DOCUMENTS | Fill in the total number of scannable booklets and answer documents for each grade by building. Number must be right-justified; enter leading zeros. |
| (D) SCHOOL NAME | Fill in and grid if completing a blank SSID sheet. |
| (E) SCHOOL CODE | Fill in and grid if completing a blank SSID sheet. |

SIDE 2:

- | | |
|---|--|
| (F) IF YOU ARE USING THIS SIDE, MARK THIS CIRCLE | Fill in this circle. |
| (G) TEACHER, COUNSELOR, OR GROUP NAME | Print name in boxes and fill in circles under each letter. |
| (H) GROUP CODE (Optional) | Print teacher certification number. |

District: MICHVILLE
 Code: 12345
 Contact: JANE SMITH
 Address: 555 MAIN AVE

MICHVILLE
 Telephone: (313) 555-1000

Enter the number of groups for each school.

Enter the number of students answer documents that were used during testing for each school..

MI 12345-6789

Building Number	Building Name	Grade	Number of Groups	Number of Documents
2430	MAC CULLOCH ELEMENTARY	GRADE 4	04	
2431	MASON ELEMENTARY	GRADE 5	05	

Appendix E: Sample Master File Sheet

TOTALS: _____

For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program	Est N-Count	

Building Master File Sheet

District: MICHVILLE
 Code: 12345
 Contact: JANE SMITH
 Address: 123 MAIN STREET

Enter the number of groups tested in this school.

Enter the number of student response booklets that were used during testing.

MICHVILLE
 Telephone: (313) 555-2000

MI 12345-6789

Building Number	Building Name	Grade	Number of Groups	Number of Documents
2431	MASON ELEMENTARY GRADE 5	05		

Appendix E: Sample Master File Sheet

TOTALS: _____

For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program	Est N-Count	58

Appendix F: Student Answer Documents

For grades 3–12, it is very important that students are using the answer document that corresponds to the appropriate form of the grade-level assessment being administered. For K–2, the students mark their answers in the assessment booklet and the booklet therefore is the answer document.

The following information needs to be completed on the demographic page of each student scannable booklet or answer document. See the sample of the student demographic page on page 22.

Box 1: Neatly print the student’s full name, teacher name, school name, and district name. Nicknames or abbreviations should not be used.

Box 2: Class/Group Number — This *optional* information allows districts and schools to receive reports organized by class or group designation(s). It is a local district decision to use this option and to define class/group numbers that are most useful to the district or school. Contact your District ELPA Coordinator for your 4-digit class/group number.

Box 3: Assessment Date — **Fill in the date the ELPA is administered to the student.**

Box 4: Native Language — If the student’s native language is listed in box 4, fill in the circle next to the student’s native language. If the student’s native language is not listed in box 4, fill in the circle next to “Other” and write the student’s native language in the line below “Other.”

Box 5: Years of Schooling in U.S. Schools — **Fill in the circle next to the number of years that the student has been enrolled in school in the United States. (The student may have been enrolled in one or more schools in the United States before enrolling in your district.)**

Box 6: Report Codes — **Fill in the circle for any of the following that apply to the student:**

- A. Home Schooled** — If an assessed student is home schooled, fill in the “Home Schooled” circle. This will ensure that home-schooled students’ scores will not be included in the district or school reports. Home-schooled students are not required to take the ELPA but may test during the district’s assessment window. Parents or guardians of home-schooled students should contact their local school district for assessment information. Public school districts are required to administer the ELPA to home-schooled students who wish to test. Districts will receive separate reports for a home-schooled student, plus a parent report. The parent report should be forwarded to the parents of each home-schooled student.
- B. Formerly LEP** — A student is designated as formerly LEP when he or she is determined to be proficient and is no longer designated an English language learner, or LEP, by a school or school district. This designation must be used to track student achievement for two years after the LEP designation has been removed (No Child Left Behind, Title III, Subpart 2, Section 3121).

Appendix F: Student Answer Documents

- C. Homeless — A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars, and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.
- D. Student Unethical Practice — This bubble is to be used to identify students who engage in an unethical practice. Such practices are outlined in the *Professional Assessment and Accountability Practices for Educators* that was approved by the State Board of Education in August 2005. This document is available at the OEAA website (www.michigan.gov/oeaa). If the Assessment Administrator or Assessment Proctor observes a student who appears to be engaged in one or more of the unethical practices, the Assessment Administrator should allow the suspected student(s) to finish the assessment and code the student’s answer folder by filling in the “Unethical Practice” bubble. The Assessment Administrator is to immediately notify the Building ELPA Coordinator of the suspected prohibited practice.

Note: The “Student Unethical Practice” bubble is NOT meant to be used for students who do not appear to be working hard on the assessment or otherwise not taking the assessment seriously. It is only intended for students engaging in practices deemed unethical.

- Box 7:** Enrollment Date — **Only** complete this box if **box 5A** has been marked (the student has been enrolled in school in the United States for one year or less. See directions for box 5.) If the student has been enrolled in school in the United States for one year or less, fill in the date the student was **first enrolled in a school in the United States**. The student may have been enrolled in one or more schools in the United States prior to enrolling in your district.
- Box 8:** Accommodations — This section of the “*School Use Only*” area on student answer documents is used to identify the accommodations as required by the No Child Left Behind Act of 2001 and defined by the Assessment Accommodations Summary Table in Appendix A. Please review each section of the table carefully to ensure that the student is eligible for the ELPA accommodation being considered and note restrictions for nonstandard accommodations. Answer documents provide the opportunity to identify specific accommodations used for students on different sections and parts of the ELPA. Standard accommodations are listed first, then nonstandard accommodations. Mark all that apply.

Standard Accommodations

Audiotape — available for Listening, Writing, and Speaking sections. Audiotapes include assessment directions, questions, and student response choices. (See No. 27 in the Assessment Accommodations Summary Table in Appendix A for more information.)

Appendix F: Student Answer Documents

CD — available for Listening, Writing, and Speaking sections. CDs include assessment directions, questions, and student response choices. (See No. 27 in the Assessment Accommodations Summary Table in Appendix A for more information.)

Read to Student — reading of Listening, Writing, or Speaking section to the student **in English**. Reading includes assessment directions, questions, and student response choices. (See the Assessment Accommodations Summary Table in Appendix A for more information.)

Enlarged Print — available for use with students needing all sections of the ELPA in larger print. (See No. 60 in the Assessment Accommodations Summary Table in Appendix A for more information.)

Amplification System — Listening and Speaking sections. Classroom amplification systems that are used regularly as accommodations may be used for these sections of the ELPA. (See No. 56 in the Assessment Accommodations Summary Table in Appendix A for more information.)

Other — available for all sections. Use for other standard accommodations that have been used for the ELPA, such as signing. Note for Grades 3–12: If Braille is used, please write the word “Braille” on the line provided. (See the Assessment Accommodations Summary Table in Appendix A for additional information regarding standard accommodations.)

Nonstandard Accommodations

Nonstandard Accommodations — Any student who receives a nonstandard accommodation on the assessment must have this circle filled in on their answer document. (See the reading example, No. 42, in the Assessment Accommodations Summary Table in Appendix A for more information.)

Box 9: Research I and II Fields — These columns are used by schools and districts for special research purposes. In addition to the usual school and district summaries, research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report. In the past, school districts have used this option to answer such questions as:

- a. Is there a relationship between the number of years students have attended school in our district and their test scores?
- b. Is there a difference in attainment of achievement objectives among those students who had reading program A vs. reading program B vs. reading program C, etc.?

The following information may be helpful in developing codes for use of these research fields:

- a. Research questions must be developed at the district level, and each report response must be assigned a different number from one to ten. Each student may code one response per report on his or her answer document (one response in the Research I column and one response in the Research II column).

Appendix F: Student Answer Documents

- b. Coding information must be provided to Building ELPA Coordinators and Assessment Administrators if students are to code their own answer documents.
- c. Districts may elect to use one or both of the Research Report options at any or all of the grades tested.

Box 10: Directions — Directions for administering the ELPA are provided to all students using an audiotape, CD, or actually reading the directions. In the Listening and Speaking sections, students are asked to respond to lengthier stories or prompts. Use of the audiotape or CD is helpful in standardizing the delivery of these ELPA sections. Please mark the method used for providing ELPA directions. **This section is to be marked for all students taking the ELPA.**

Box 11: Form (Grades 3–12 only) — There are 4 forms of the ELPA. At grades 3–12, students use a separate answer document. There are two types of answer documents: the first is for forms 1 and 2, and the second is for forms 3 and 4. Please check the form number on the student’s assessment booklet and make sure that the answer document for the student matches. Mark the correct form number on the answer document. **Note:** This applies only to grades 3–12. Students in grades K–2 work directly in their assessment booklets.

