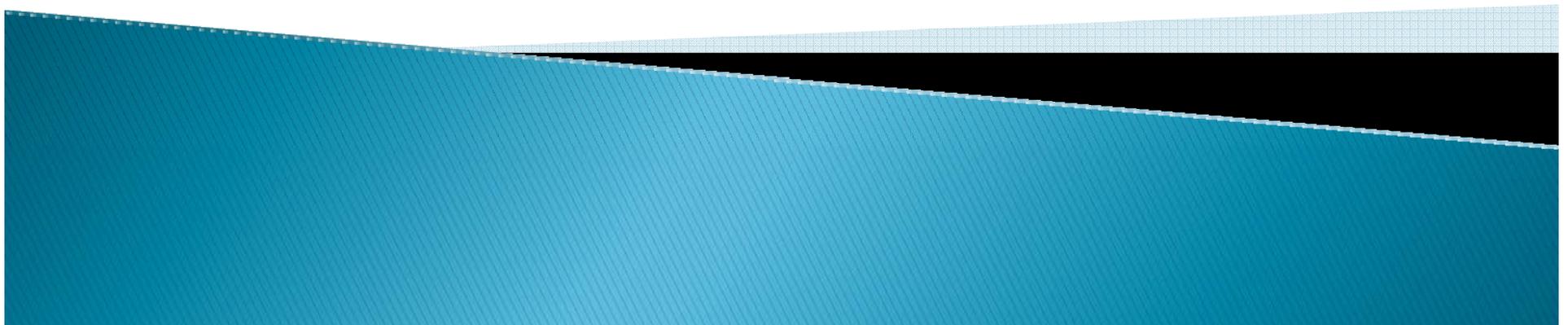


17. ELPA: Introduction, Reports, and Common Errors

Session C: 11:00 - 12:00pm

Michigan Department of Education
Office of Educational Assessment and Accountability

Brian Ciloski



Welcome and Introduction

Brian Ciloski, ELPA Analyst

Assessment of English Language Learners

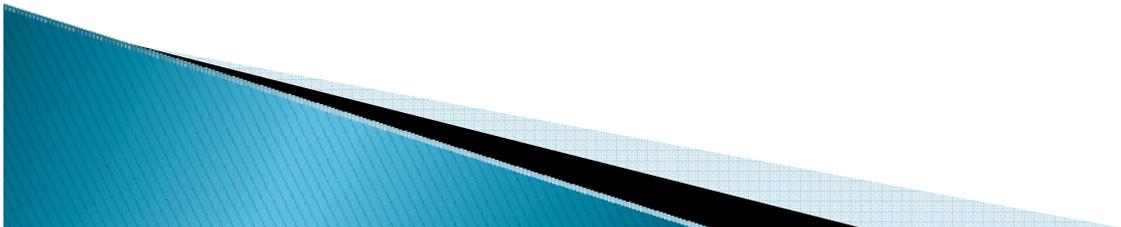
Office of Educational Assessment and Accountability
(OEAA)

What is the ELPA?

The ELPA is Michigan's assessment of the English language that is based on its standards for proficiency in English.

What is the purpose of the ELPA?

It is used to determine, on an annual basis, the progress that English language learners (ELLs) are making in the acquisition of English language skills.



Who takes the ELPA?

The ELPA is given to all Michigan students who are enrolled in grades K-12 and who are eligible for ELL services.

All public and charter schools are included. Private schools are also included depending on agreements with local educational agencies or LEAs.

What does the ELPA do?

- ▶ The U.S. Department of Education requires this under NCLB.
- ▶ Districts use this information to aid in decisions relating to a student's placement in ELL services.

What does the ELPA do?

- ▶ Title III identification

Participation in the Spring assessment is used in determining student counts for Title III funding purposes.

The ELPA Initial Screening used to assist schools in identifying a new student's eligibility for services.

The results of the ELPA Initial Screening and the Spring ELPA now provide annual counts of eligible students for yearly LEP sub-grants.

When is the ELPA administered?

The Spring ELPA is given every year during a six-week testing window.

The ELPA Initial Screening is a year-round assessment.

How is the ELPA designed? (1)

- ▶ The ELPA has four parts, called domains:
 - Listening
 - Reading
 - Writing
 - Speaking
- ▶ Domains may be administered in any order
- ▶ Michigan educators are recruited to write new items for field testing.

How is the ELPA designed? (2)

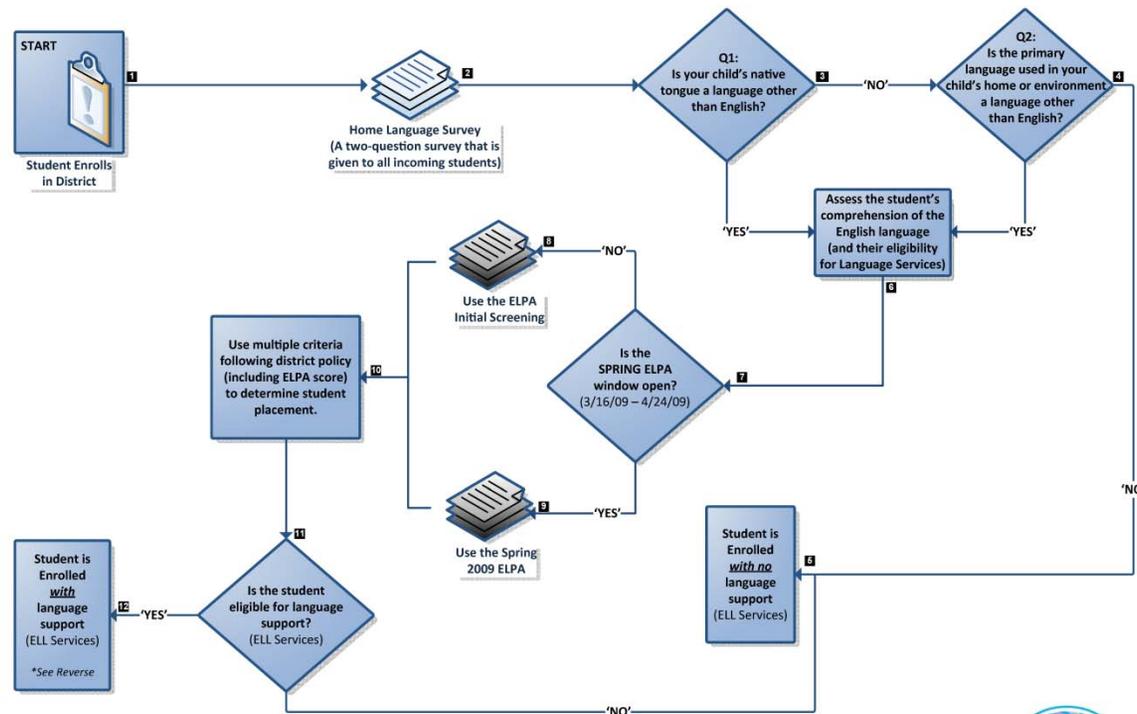
- ▶ Comprehension, a fifth domain, is reported to meet Title III requirements
- ▶ Comprehension score is taken from a composite of selected Listening and Reading standards

How is the ELPA designed? (3)

- ▶ The ELPA has five Assessment Levels which span certain grades:
 - Level I (Grade K)
 - Level II (Grades 1-2)
 - Level III (Grades 3-5)
 - Level IV (Grades 6-8)
 - Level V (Grades 9-12)

Who takes the ELPA? (1)

Policy / Identification Process (ELL)



Who takes the ELPA? (2)

- ▶ Students who answer “yes” to either question on the Home Language Survey (HLS) when they enroll in a district must be assessed to determine their level of English acquisition.
 - HLS Questions:
 - Is the student’s native tongue a language other than English?
 - Is a language other than English spoken in the student’s home or environment?
 - ELPA Initial Screening: year-round
 - Spring ELPA: during March-April testing window

Who takes the ELPA? (3)

- ▶ Districts use the ELPA score as one part of their decision to enter students into ELL services, or to continue students in ELL services from year to year.
- ▶ Their decisions for placement are recorded in their SRSD submission.

Who takes the ELPA? (4)

- ▶ Students take the ELPA every year until they become FLEPs.
- ▶ A student who was in ELL services but then was exited is known as Formerly Limited English Proficient (FLEP).
- ▶ Testing FLEPs with the ELPA is optional.

Who takes the ELPA? (5)

- ▶ It is up to the districts to form policy that governs:
 - Which students enter ELL services in the first place
 - When students exit ELL services once they have entered
 - What ELL testing accommodations on content-area assessments should be made available to those students

How is the ELPA administered?

- ▶ Listening, Reading, and Writing can be administered in groups.
- ▶ All sections are untimed.
- ▶ Sections can be done in any order.
- ▶ Sections can be done anytime during the testing window on a schedule that the district determines.

How is the ELPA Administered?

- ▶ Speaking domain assessed as individual section
 - Untimed
 - Individually-administered
 - Completed in one session

How is the ELPA Administered?

- ▶ Speaking Domain Features
 - Five separate speaking activities
 - Student responses are scored at time of administration using a scoring form and rubrics
 - District and Building Coordinators train staff on Speaking rubrics before administration

Features of the ELPA



Level I & II students (grades K-2) record their answers directly into scannable Test Booklets.

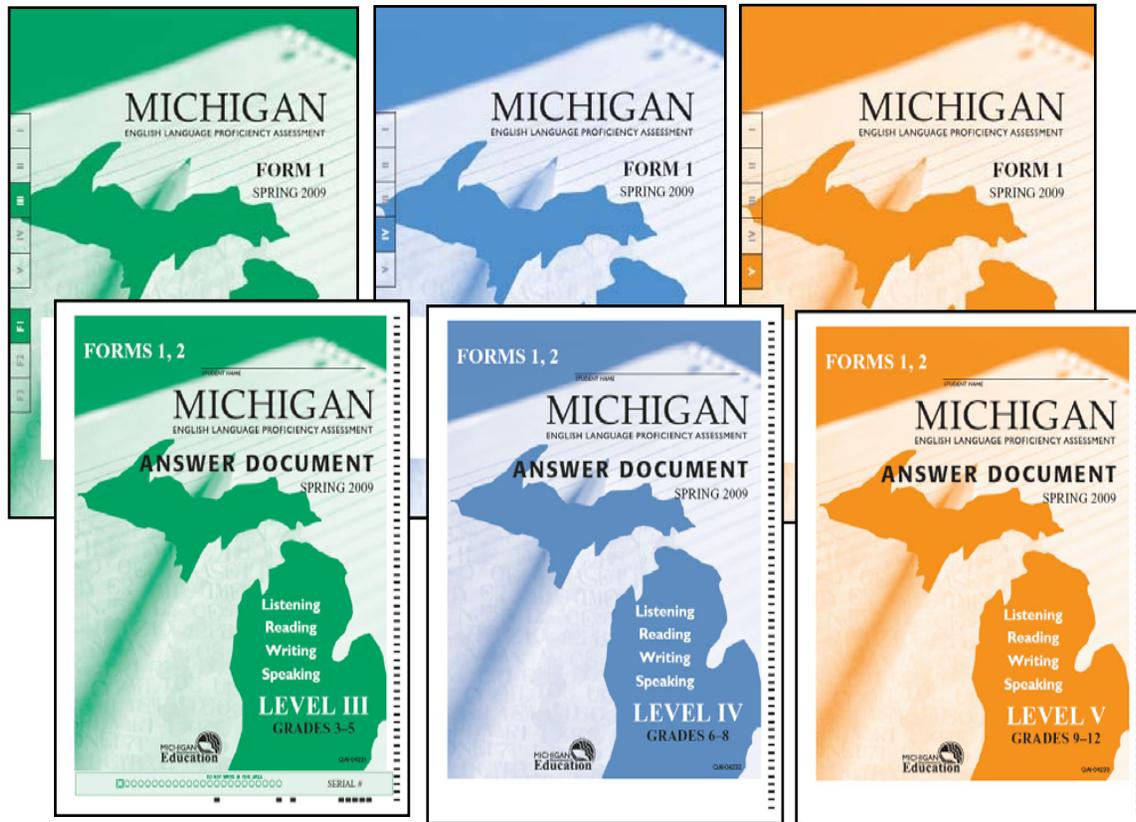
Features of the ELPA



Levels I & II also have a reusable Speaking Booklet.

The teacher or proctor records Speaking scores into the students' test booklets at the time of administration.

Features of the ELPA



Levels III, IV, and V (grades 3-12) also have Test Booklets, but students record their answers into a separate Answer Document.

Features of the ELPA



Each Assessment Level has its own Directions for Administration (DFA), with scripts for directions, Listening prompts, and items.

Staff Roles and Security

- ▶ Staff Roles
 - District Coordinator
 - Building Coordinator
 - Assessment Administrator
 - Assessment Proctor

Staff Roles and Security

- ▶ District Coordinator
 - Makes and tracks ELPA orders
 - Aids in training personnel
 - Receives and distributes test materials
 - Collects test materials at end of testing window
 - Checks packaging for return to Questar
 - Makes shipment on date according to cycle
 - Receives and distributes reports

Staff Roles and Security

- ▶ Building Coordinator
 - Trains personnel
 - Ensures security of testing materials
 - Prepares material for return to District Coordinator at end of testing window
 - Handles and resolves concerns
 - Aids in distributing reports

Staff Roles and Security

- ▶ Assessment Coordinator
 - Administers the test
 - Oversees Assessment Proctors
 - Must hold teaching certificate
- ▶ Assessment Proctor
 - Aids in the administration of the test
 - May be paraprofessional or support staff

Staff Roles and Security

- ▶ **Assessment Security**
 - ELPA test materials must be carefully monitored.
 - ELPA test booklets and answer documents may not be photocopied.
 - All materials must be kept in locked storage before and after each session.
 - Only the students taking the ELPA may view their test booklets and answer documents.

Staff Roles and Security

- ▶ Assessment Security (cont.)
 - One ELPA Security Compliance Form must be filled out for all personnel administering the ELPA for each role.
 - Copies of this form are provided in the Test Materials Return Kit (TMRK) and in the Test Coordinator's Manual (TCM).
 - Use originals where possible but photocopies of this form are permissible.

Staff Roles and Security

- ▶ Assessment Security (cont.)
 - Any materials that show a barcode contain secure items, including CDs and cassettes
 - Refer to the *Professional Assessment and Accountability Practices for Educators* document available on www.michigan.gov/oeaa

What reports are available? (1)

- ▶ Districts get:
 - Individual Student Reports (ISR)
 - Parent Report (PR)
 - Class Rosters (CR)
 - Student Labels (SL)
 - Overall, Domain, and Demographic Summaries for the district
 - Overall, Domain, and Demographic Summaries for each school
 - Student Data File (SDF)

What reports are available? (2)

- ▶ ISDs get:
 - Overall, Domain, and Demographic Summaries
- ▶ State gets:
 - Overall, Domain, and Demographic Summaries

Spring ELPA Reports

▶ Overall Summary (OSR)

- The OSR provides a comparative set of mean scale scores and the percentage of students at each performance level. These are summarized by school, district, ISD, and state.

▶ Demographic Summary (DeSR)

- The DeSR provides a comparative set of mean scale scores (domain and overall) as well as the percentage of students at each performance level. It is summarized by school, district, ISD, and state.

Spring ELPA Reports

▶ Domain Summary (DoSR)

- The DoSR provides a comparative set of mean raw and scale score information for all standards and domains assessed on the ELPA. It is summarized by school, district, ISD, and state.

▶ Student Label (SL)

- Printed for individual students, each label provides student identification, demographic information, a summary description of the student's five domain raw and scale scores, overall raw and scale scores and overall performance level.

Spring ELPA Reports

- ▶ **Class Roster (CR)**
 - The CR provides a set of summary score information by class. Each student assessed is listed with raw and scale score information for all ELPA standards and domains. Overall scale score and performance level is provided as well.
- ▶ **Individual Student Report (ISR)**
 - Printed for individual students, the ISR provides overall scale score and performance level information, five domain scale score information and raw score information for all standards and domains assessed on the ELPA.
- ▶ **Parent Report (PR)**
 - Printed for parents and guardians, this report provides a graphic representation of each student's overall performance level and scale score, a summary of the scale score and five domain raw score information.

Spring ELPA Reports

- ▶ Overall Summary Report
 - Comparative set of mean scale scores
 - Percentage of students at each performance level
 - Summarized by State, ISD, District, and School
- ▶ Domain Summary Report
 - Comparative set of mean raw score and scale score information for all standards and domains
 - Percentage of students at each performance level
 - Summarized by State, ISD, District, and School

Spring ELPA Reports

- ▶ Demographic Summary Report
 - Comparative set of mean scale score information for all student subgroups
 - Percentage of students at each performance level
 - Summarized by State, ISD, District, and School
- ▶ Class Roster Report
 - Summary score information by class
 - Raw score and scale score information for all standards and domains shown for each student
 - Overall scale score and performance level for each student
 - Two year comparison

How are students scored? (1)

- ▶ ISRs show raw scores along ELP standards (like GLCEs) as well as overall scores and overall performance levels
- ▶ CRs show same information as ISRs but grouped by class or grade
- ▶ PRs show individual domain scores, overall scores, and overall performance levels

How are students scored? (2)

- ▶ Five performance levels:
 - Basic (B)
 - Low Intermediate (LI)
 - High Intermediate (HI)
 - Proficient (P)
 - Advanced Proficient (AP)
- ▶ Reports show three-year span of year-to-year comparisons for the purposes of demonstrating progress.

What is the ELPA Screener? (1)

- ▶ The ELPA Initial Screening (“Screener”) is a shorter version of the ELPA that is used for immediate results when a student enrolls
- ▶ It helps districts comply with the federal “ten-day” rule.
- ▶ The scale of measurement is the same as the scale on the previous Spring’s ELPA.
- ▶ It can be used year-round and is kept in secure storage at the districts.

What is the ELPA Screener? (2)

- ▶ ELPA Initial Screening Cycles:
 - Leaf Cycle
 - Assesses students on English learned from the previous school year
 - August 15 to November 30
 - Snowflake Cycle
 - Assesses students on English learned during the current school year
 - December 1 to August 14

What is the ELPA Screener? (3)

- ▶ The ELPA Initial Screening is printed and distributed using Michigan resources.
- ▶ It is sent from the OEAA and returned to the OEAA for archiving.
- ▶ The testing contractor only helps compose the documents.
- ▶ Districts can make orders any time through the order form on the public ELPA Web site, www.michigan.gov/elpa.

What is the ELPA Screener? (4)

- ▶ Districts cannot use the screener to replace the Spring ELPA.
- ▶ Districts get their own scores instantly by entering in raw scores on the OEAA Secure Site and printing reports themselves.
- ▶ They can print ISRs, CRs, and get an SDF for any cycle of the ELPA Initial Screening.
- ▶ They then use these reports as one part of their placement decision-making process.

Risks Faced By Districts (1)

- ▶ Failure to administer the HLS upon enrollment of new students
- ▶ No assessment coordinator or new assessment coordinator who does not have training or release time to learn policies
- ▶ HLS administered, but student not assessed with the ELPA Initial Screening
- ▶ HLS administered, student assessed, but reports not generated

Risks Faced By Districts (2)

- ▶ HLS administered, student assessed, reports generated, but student misclassified
- ▶ Incomplete or missing district placement policy for ELLs
- ▶ District placement policy written but not understood or used by coordinator and counselors
- ▶ HLS administered, student assessed, placement made, but no record in SRSD

Risks Faced By Districts (3)

- ▶ ELL students offered no accommodations on other statewide assessments
- ▶ ELL students offered nonstandard accommodations on other statewide assessments
- ▶ Accommodations for ELLs offered but randomly chosen and vary between districts or buildings within a district

Risks Faced By Districts (4)

- ▶ Administration of the wrong ELPA form to student
 - Insure that the section being administered from the DFA matches the students test materials
 - Insure that Listening CD matches the Level and Form provided to the student.
 - Don't exchange materials with other districts

Risks Faced By Districts (5)

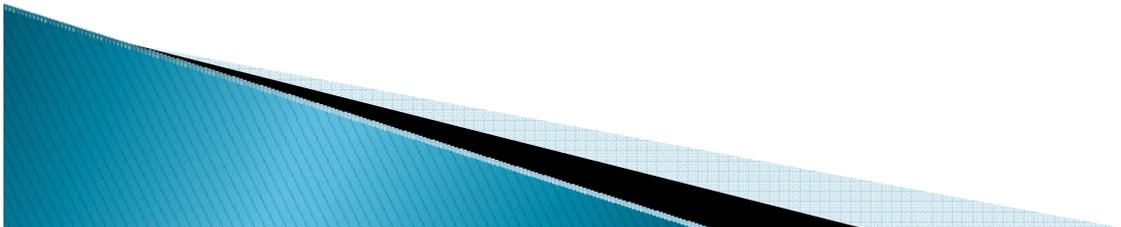
- ▶ No score/overall score will be calculated if:
 - The student tests “out of level”
 - The student’s test is marked for prohibited behavior
 - The Speaking section is not FULLY administered
 - The Listening, Writing, or Reading section is not attempted
 - If the student’s test is not returned for scoring before the deadline

Risks Faced By Districts (6)

- ▶ Student Barcode Label Issues
 - Missing Barcode
 - Incorrect Barcode
 - Wrong Student
 - Wrong Test Cycle
 - Barcode Label Unreadable
 - Printed at school/district using an inkjet printer

Risks Faced By Districts (7)

- ▶ Scorable materials placed into non-scorable box
- ▶ Non-scorable materials placed into scorable box.
 - A test booklet that should not have been scored.



Opportunities for Improvement

- ▶ Check administration of HLS in buildings
- ▶ Build assessment and placement teams at buildings
- ▶ Review ELL subgroup on other statewide and district-wide assessments to determine effectiveness of placement and classification policies
- ▶ Send district personnel to OEAA Conferences and ELL-related training at ISDs
- ▶ ELPA Teleconference: February 4, 2010 (*Tentative*)

Resources for Improvement (1)

- ▶ Coordinator's Welcome Kit:
 - Submit requests to OEAA@michigan.gov
 - A resource for commonly requested ELPA forms and program materials, including the flowchart for identification of ELLs and determining proper assessment
- ▶ Public ELPA Web site at www.michigan.gov/elpa
 - Provides order form for ELPA Initial Screening
 - Provides updates and resources for training personnel
 - Provides report guides, translations of information for parents, FAQ's, and PowerPoint presentations

Resources for Improvement (1)

Test Coordinator's Manual (TCM)

- Available for download at www.michigan.gov/elpa
- Complete, detailed instructions and information about the Spring 2009 ELPA
- No longer included with the Directions for Administration
- Includes Speaking rubrics as pull-out sections

Resources for Improvement (2)

Speaking Scoring DVD

- Order by calling the OEAA at (877) 560-8378
- Includes clips of students responding to all five types of Speaking tasks at model score points
- Includes “practice” clips for training

Resources for Improvement (3)

- ▶ ISDs that serve districts with high incidence of ELLs
 - Kent ISD: www.kentisd.org
 - Genesee ISD: www.geneseeisd.org
 - Oakland ISD: www.oakland.k12.mi.us
 - Wayne RESA: www.resa.net
 - Van Buren ISD: www.vbisd.org
- ▶ MDE Office of School Improvement (OSI)
 - Instructional Resources
 - Information and oversight regarding ELL-related grants
 - MI-Map for ELLs

ELPA Contact Information

- ▶ **Brian Ciloski**
 - ELPA Analyst
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- ▶ **Aric Kuester**
 - ELPA Content Consultant
 - (517) 335-0433
 - KuesterA@michigan.gov
- ▶ **Aimee Ragsdale**
 - ELPA Support Staff
 - (517) 373-7559
 - RagsdaleA@michigan.gov

Related MDE Contact Information

- ▶ **Linda Forward**
 - Supervisor, Academic Support Unit, Office of School Improvement
 - (517) 373-8480
 - ForwardL@michigan.gov
- ▶ Resource for questions regarding instruction of ELLs
- ▶ Resource for inquiries about grants relating to services for ELLs